2026-2027 Title I Schoolwide Improvement Plan
Clayton County Public Schools

School Strategic Plan Outcomes

TITLE I SCHOOLWIDE PLAN		
School Name: Edwin S. Kemp Elementary		**District Name: Clayton County Public Schools**
Principal Name: Dr. Zsa Zsa Davis		**School Year: 2026-2027**
School Mailing Address: 10990 Folsom Road, Hampton, Ga 30228		
Telephone: 770-473-2870		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESSA ACCOUNTABILITY STATUS – Check only if applicable.		
Comprehensive Support ☐	**Targeted Support ☐**	**ATSI ☐**
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget ☐	**Title I School Improvement Grant (SIG) ☐**	
SIGNATURES AND REVISION DATE		
Principal's Signature:		**Date: 7/29/2026**
Title I Programs' Specialist Signature:		**Date:**
Title I Director's Signature:		**Date:**
Revision Date:	**Revision Date:**	**Revision Date:**

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Clayton County Public Schools

Title I Planning Committee:

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

NAME	POSITION/ROLE
Zsa Zsa Davis	Principal
Jacqueline Pressley-Wilson	Assistant Principal
Corneka Sanders	Gifted Lead Teacher
Tia Adams	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
Trava Davis	Lead EIP
Antoinette Golack	Parent Liaison
Tyler Bynum	Paraprofessional/Business Owner
Steven Smith	Community Business Owner

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?
Kemp Elementary School ensured that stakeholders, particularly parents and guardians, had meaningful opportunities to participate in the Comprehensive Needs

Assessment process through a variety of engagement strategies designed to gather diverse perspectives. Input was collected through annual parent surveys, Title I planning meetings, School Council meetings, Parent-Teacher Organization (PTO) meetings, stakeholder forums, and schoolwide family engagement events. Parents were invited to provide feedback on student achievement, school climate, communication, family engagement, and school improvement priorities. Teachers, administrators, instructional support staff, paraprofessionals, and community partners also contributed through collaborative meetings and data review sessions. Stakeholder feedback was analyzed alongside academic, demographic, process, and perception data to identify strengths, determine areas of need, establish school improvement goals, and develop evidence-based strategies that reflect the priorities of the Kemp Elementary community.

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 (iReady, MAP, Access Reports, EOC, Milestones, DIBELS).

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

1) **2 years of the current GMAS data (2024-2025 and 2025-2026)**

3rd Grade ELA 2024-2025

Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
All Students	192	0	192	477	51%	26%	19%	4%
Regular Program Students	174	0	174	481	47%	28%	21%	5%
Regular Program - No Exceptionalities	166	0	166	484	46%	28%	22%	5%
Students with Disabilities	18	0	18	435	83%	11%	6%	0%
Section 504	0	0	0					
English Learner	9	0	9	429	78%	22%	0%	0%
Black, Non-Hispanic	149	0	149	473	53%	28%	16%	3%
Hispanic	28	0	28	488	39%	21%	32%	7%

3rd Grade Math 2024-2025

Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
All Students	194	0	194	506	24%	45%	25%	6%
Regular Program Students	174	0	174	512	18%	48%	28%	6%
Regular Program - No Exceptionalities	166	0	166	514	16%	49%	28%	7%
Students with Disabilities	20	0	20	448	75%	25%	0%	0%
Black, Non-Hispanic	151	0	151	504	25%	46%	23%	6%
Hispanic	28	0	28	512	25%	32%	36%	7%

4th Grade ELA

Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
All Students	176	0	176	496	39%	31%	22%	9%
Regular Program Students	156	0	156	502	34%	33%	24%	9%
Regular Program - No Exceptionalities	143	0	143	503	33%	34%	24%	9%
Students with Disabilities	20	0	20	447	80%	10%	5%	5%
Black, Non-Hispanic	135	0	135	494	39%	31%	21%	8%
Hispanic	28	0	28	497	39%	32%	21%	7%

4th Grade Math

Demographic ···	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
All Students	176	0	176	514	29%	32%	27%	11%
Regular Program Students	156	0	156	520	23%	35%	30%	12%
Regular Program - No Exceptionalities	143	0	143	520	22%	35%	32%	11%
Students with Disabilities	20	0	20	466	75%	15%	5%	5%
Black, Non-Hispanic	135	0	135	511	32%	30%	28%	10%
Hispanic	28	0	28	514	21%	43%	25%	11%

5th Grade ELA

Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
All Students	204	0	204	493	39%	34%	25%	2%
Regular Program Students	181	0	181	499	34%	36%	28%	2%
Regular Program - No Exceptionalities	164	0	164	500	33%	37%	28%	2%
Students with Disabilities	23	0	23	449	83%	13%	0%	4%
Black, Non-Hispanic	156	0	156	496	37%	35%	25%	3%
Hispanic	33	0	33	487	45%	24%	27%	3%

5th Grade Math

Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
All Students	204	0	204	487	45%	31%	20%	4%
Regular Program Students	181	0	181	491	40%	35%	21%	4%
Regular Program - No Exceptionalities	164	0	164	492	38%	37%	20%	5%
Students with Disabilities	23	0	23	449	83%	4%	13%	0%
Black, Non-Hispanic	156	0	156	487	44%	32%	19%	5%
Hispanic	33	0	33	485	45%	30%	24%	0%

5th Grade Science

Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
All Students	204	0	204	468	63%	21%	12%	3%
Regular Program Students	181	0	181	471	61%	22%	13%	3%
Regular Program - No Exceptionalities	164	0	164	472	61%	22%	13%	4%
Students with Disabilities	23	0	23	442	78%	13%	4%	4%

Black, Non-Hispanic	156	0	156	468	62%	22%	13%	3%
Hispanic	33	0	33	473	64%	18%	12%	6%

2026 GMAS Data - MATH

Subgroup	Total Number Tested	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
3rd Grade All	194	19%	36	41%	79	34%	65	7%	14
3rd Grade Regular Program	177	15%	27	42%	74	35%	62	8%	14
3rd Grade DES	17	53%	9	29%	5	18%	3	0%	0
3rd Grade ELL	14	29%	4	50%	7	14%	2	7%	1
3rd Grade Hispanic	24	25%	6	50%	12	17%	4	8%	2
3rd Grade Black	154	18%	27	40%	62	35%	54	7%	11

Subgroup	Total Number Tested	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
4th Grade All	207	30%	62	33%	68	26%	54	11%	23
4th Grade Regular Program	188	27%	50	33%	61	29%	54	12%	23
4th Grade DES	19	63%	12	37%	7	0%	0	0%	0
4th Grade ELL	11	18%	2	36%	4	36%	4	9%	1
4th Grade Hispanic	29	21%	6	21%	6	38%	11	21%	6
4th Grade Black	159	33%	53	34%	54	24%	38	9%	14

Subgroup	Total Number Tested	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
5th Grade All	182	38%	68	34%	61	22%	40	7%	13
5th Grade Regular Program	158	30%	47	37%	58	25%	40	8%	13
5th Grade DES	24	88%	21	13%	3	0%	0	0%	0
5th Grade ELL	8	63%	5	38%	3	0%	0	0%	0
5th Grade Hispanic	27	26%	7	52%	14	19%	5	4%	1
5th Grade Black	139	40%	56	29%	41	24%	34	6%	8

2) **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 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%

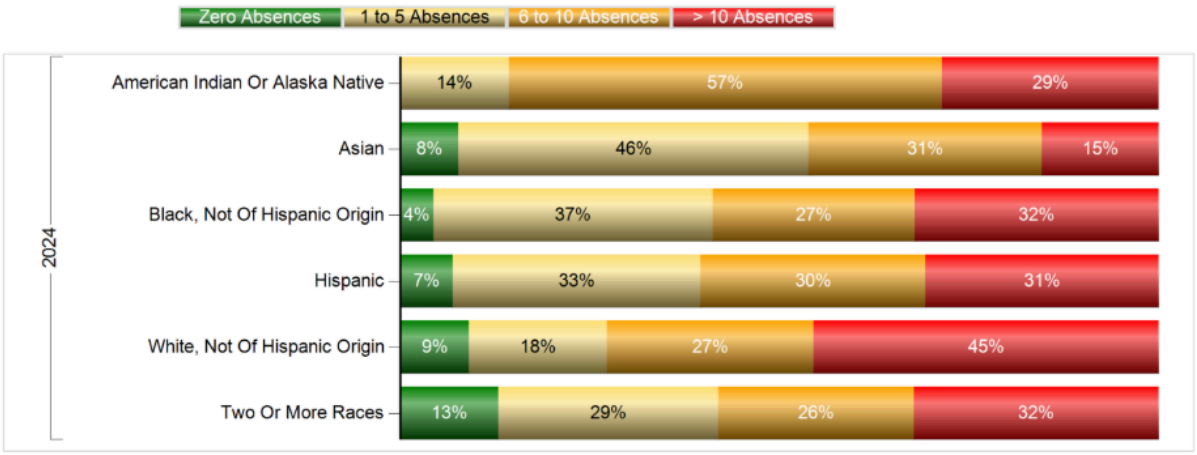
Projected Math EOG GMAS Performance (Spring 2026)

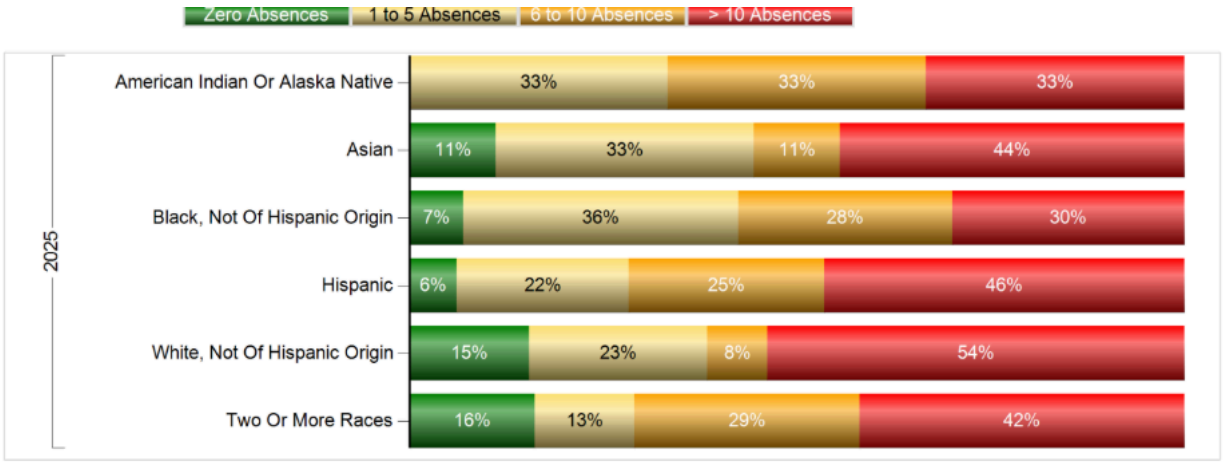
Grade	Student Count	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	190	25	13.2%	85	44.7%	68	35.8%	12	6.3%
4	207	57	27.5%	82	39.6%	54	26.1%	14	6.8%
5	176	57	32.4%	71	40.3%	36	20.5%	12	6.8%
Total	573	139	24.3%	238	41.5%	158	27.6%	38	6.6%

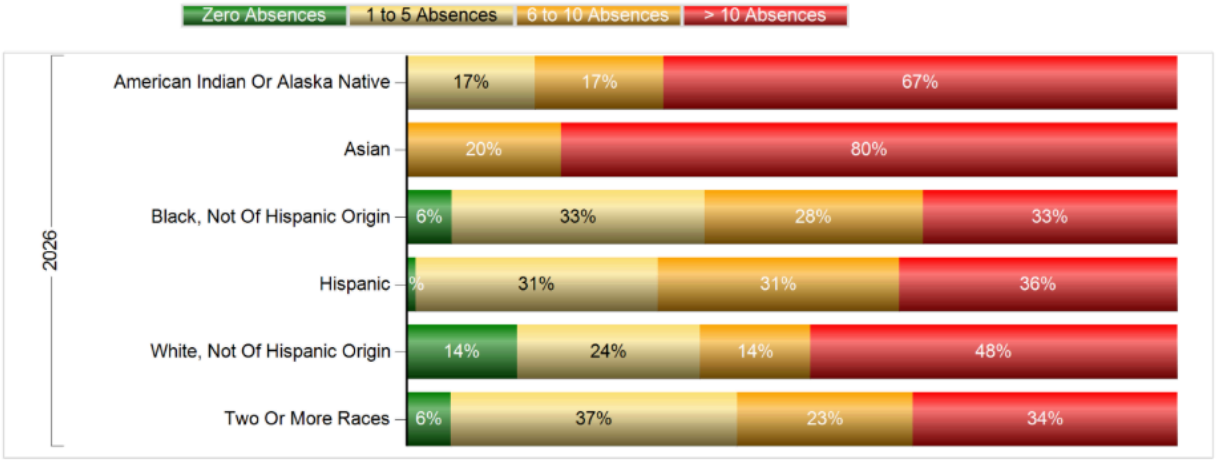
Projected LA/Reading EOG GMAS Performance (Spring 2026)

Grade	Student Count	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	190	70	36.8%	67	35.3%	42	22.1%	11	5.8%
4	207	90	43.5%	65	31.4%	38	18.4%	14	6.8%
5	176	40	22.7%	69	39.2%	63	35.8%	4	2.3%
Total	573	200	34.9%	201	35.1%	143	25.0%	29	5.1%

3) **3 years of the most current DIBELS data displays of grade-level data by performance levels.**
   N/A
4) **2 or 3 years of the current iReady data displays of grade-level data by performance levels.**
   NA
5) **3 years of prior years' student attendance data.**







6) 3 years of prior years' student discipline data.

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 Title I schoolwide/school improvement plan. What perception, process, achievement, and demographic data sources were reviewed, and what conclusions or trends were identified from the data analysis?
The Comprehensive Needs Assessment was conducted through a collaborative process that engaged school leadership, teachers, support staff, families, and district personnel in identifying strengths, challenges, and priorities for continuous improvement. The School Leadership Team and School Improvement Team reviewed multiple sources of data to ensure that goals and strategies were evidence-based and aligned with the school's vision, district priorities, and the requirements of the Every Student Succeeds Act (ESSA). **The team analyzed achievement data including the Georgia Milestones Assessment System (GMAS), district benchmark assessments, MAP Growth assessments, classroom common formative assessments, progress monitoring data, Amira reading data, subgroup performance, and longitudinal student achievement trends. Data analysis revealed continued growth in several grade levels; however, achievement gaps remained among economically disadvantaged students, students with disabilities, multilingual learners, and other identified student groups. Reading comprehension, mathematical problem solving, and writing across content areas were identified as areas requiring continued attention.** **Process data were examined to determine the effectiveness of instructional practices and school systems. These data included classroom observation trends, instructional walk-throughs, lesson plan reviews, professional learning participation, MTSS documentation, intervention schedules, attendance at collaborative planning meetings, implementation of district High Leverage Practices, and fidelity of Tier I instruction. The analysis indicated the need for greater consistency in explicit instruction, instructional modeling, checks for understanding, and the use of student data to differentiate instruction and respond to student needs.**
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) What are your strengths and challenges

The 2026 Georgia Milestones Mathematics assessment indicates that overall mathematics achievement declines as scholars progress through the intermediate grades. Third grade demonstrated the strongest performance, with 41% of scholars performing at the Developing Learner level, 34% at the Proficient Learner level, and 7% at the Distinguished Learner level, while only 19% scored at the Beginning Learner level. In contrast, fourth grade experienced an increase in Beginning Learners to 30%, and fifth grade recorded the highest percentage of Beginning Learners at 38%, with Proficient and Distinguished Learners decreasing to 22% and 7%, respectively. These results suggest that many scholars are not maintaining mathematical proficiency as instructional rigor increases across grade levels.

Students receiving Designed Educational Support (DES) demonstrated the greatest academic need across all grade levels. More than half of third-grade DES scholars (53%) scored at the Beginning Learner level, increasing to 63% in fourth grade and 88% in fifth grade. No DES subgroup in grades four or five achieved Proficient or Distinguished Learner performance, indicating the need for intensified intervention, specially designed instruction, and increased opportunities to access grade-level mathematical content through evidence-based instructional practices.

English Learners demonstrated varying levels of performance across grade levels. While fourth-grade English Learners showed relatively strong outcomes, with 45% performing at the Proficient or Distinguished levels, performance declined significantly in fifth grade, where 63% scored at the Beginning Learner level and no scholars achieved proficiency. Hispanic scholars generally outperformed the overall school average, particularly in fourth grade, where 59% achieved Proficient or Distinguished performance. However, performance declined in fifth grade as the percentage of Beginning Learners increased to 26%. Black scholars, who represent the school's largest student subgroup, demonstrated a steady increase in Beginning Learner performance from 18% in third grade to 33% in fourth grade and 40% in fifth grade, indicating a widening achievement gap that warrants focused instructional support.

Analysis of the data suggests several priority areas for improvement. First, strengthening Tier I mathematics instruction through explicit teaching, mathematical discourse, and frequent checks for understanding will be critical to increasing student achievement. Second, the school must provide targeted interventions through the MTSS framework for scholars demonstrating significant skill gaps, particularly students with disabilities, English Learners, and fifth-grade scholars. Third, collaborative planning and data analysis should continue to focus on vertical alignment to ensure essential mathematical concepts are consistently developed from grade to grade. Finally, professional learning should emphasize high-leverage instructional practices, effective use of formative assessment data, and differentiated instruction to improve outcomes for all student groups.

Key Trends

- Achievement declines from Grade 3 to Grade 5, with Beginning Learners increasing from 19% to 38%.

- DES scholars are the highest-performing concern, with 53%–88% scoring at the Beginning Learner level and almost no proficiency in grades 4 and 5.
- Fifth grade represents the greatest area of need, with the highest percentage of Beginning Learners and the lowest overall proficiency.
- Fourth-grade Hispanic scholars demonstrated a notable strength, with nearly 60% achieving Proficient or Distinguished performance.
- Black scholars show increasing percentages of Beginning Learners across grade levels, suggesting the need for targeted supports and continued monitoring.
- English Learner performance is inconsistent, with strong outcomes in fourth grade but substantial declines in fifth grade.
- The data indicate a need to strengthen Tier I instruction, increase targeted interventions, and improve vertical alignment of mathematics instruction to ensure scholars maintain proficiency as they advance through the grades.

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

The SIP Team determined that inconsistent implementation of high-leverage instructional practices, including explicit modeling, eliciting and interpreting student thinking, and checking for understanding, has contributed to variability in the quality and effectiveness of Tier I instruction across classrooms. Instructional and assessment data have not always been used consistently to identify specific learning gaps, differentiate instruction, and provide timely interventions. Unfinished learning and gaps in foundational mathematics skills have become more pronounced as scholars advance through the grade levels, particularly in Grades 4 and 5. Students with Disabilities and English Learners have not consistently received the intensity of specially designed instruction, scaffolding, progress monitoring, and targeted intervention needed to accelerate achievement and ensure access to grade-level standards.

1. Increase English Language Arts (ELA) achievement for all scholars by strengthening foundational literacy, reading comprehension, vocabulary development, writing, and evidence-based literacy instruction.
2. Increase Mathematics achievement for all scholars, with a particular emphasis on improving outcomes in Grades 4 and 5 through high-quality Tier I instruction, mathematical discourse, and targeted interventions.
3. Improve achievement for Students with Disabilities (SWDs) in English Language Arts and Mathematics through specially designed instruction, differentiated supports, progress monitoring, and evidence-based interventions.
4. Increase academic achievement for English Learners (ELs) across all content areas by strengthening language development, instructional scaffolds, and access to grade-level curriculum.
5. Strengthen Tier I instruction in all content areas through the consistent implementation of the

district's High-Leverage Practices: Explain and Model, Elicit and Interpret Student Thinking, and Check for Understanding.
6. Strengthen data-driven instruction by using formative, benchmark, and state assessment data to identify learning gaps, monitor student progress, and adjust instruction and interventions.
7. Reduce chronic absenteeism to increase instructional time and improve academic achievement across all content areas.
8. Strengthen school climate and student behavior through PBIS, MTSS, restorative practices, the Opportunity Room, counseling services, and the Caring Adults in the Building (CAB) mentoring initiative to maximize instructional time.
9. Increase meaningful family engagement to support student success in English Language Arts, Mathematics, attendance, behavior, and overall academic achievement.
10. Provide high-quality professional learning that builds teacher capacity in English Language Arts, Mathematics, differentiation, MTSS, assessment literacy, and effective instructional practices to improve student outcomes.

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

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

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

b) use methods and instructional strategies in an academic program in the school that 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 2027, Kemp Elementary will show an eight percentage point improvement (scholars scoring proficient and distinguished) for all tested areas on the Georgia Milestones:
From TBD% to TBD% ELA

Evidence-Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement evidence-based practices that support effective collaborative planning, data analysis and usage, and structured lesson design and delivery		August - April	$0	Administrators/ Academic Coach/Teachers
Implement and monitor the use of evidence-based disciplinary literacy strategies [CLOSE Reading; evidence-based writing; effective feedback; and other high-leverage practices in all subjects and grade levels to increase students' literacy achievement levels		August - April	$5,000	Administrators/ Instructional Coach/Teachers
Use of Accelerated Reader and AMIRA to support reading comprehension and lexiles; utilize research-based consumables during intervention time		August - April	$10,000	Administrators/ Instructional Coach/ Media Specialist

Use IXL platform as an intervention during small group rotations		August- April	**$10,000**	Administrators/ Instructional Coach

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

Economically Disadvantaged	**Foster, Neglected & Delinquent and Homeless**
Personalized instructional support will be provided for students based on academic data gathered from various formal and informal assessments such as quick-checks and MAP assessments	Based on data from informal and formal assessments, instructional support will be made available to enrich or address deficits in core subjects; provide hotspots if needed for at-home learning, supported by 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.

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, 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 2027, Kemp Elementary will show an eight percentage point improvement (scholars scoring proficient and distinguished) for all tested areas on the Georgia Milestones:
From 35% to 43% in Math
From % to % in 5th Grade Science

Evidence-Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Administrators/ Instructional Coach/Teachers
Implement evidence-based practices that support effective collaborative planning, data analysis and usage, and structured lesson design and delivery		August - April	$0	Administrators/ Instructional 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	$5,000	Administrators/ Instructional Coach/Teachers
Use the IXL platform as an intervention during small group rotations during Math and Science		August- April	*$8000*	Administrators/Instructional Coach/Teachers

Conduct weekly Science labs in all grade levels			$5000	Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster, Neglected & Delinquent and Homeless**
Personalized instructional support will be provided for students based on academic data gathered from various formal and informal assessments such as quick-checks and MAP assessments	Based on data from informal and formal assessments, instructional support will be made available to enrich or address deficits in core subjects; provide hotspots if needed for at home learning; supported by School Engagement Specialist; parent support provided by Parent Liaison
English Learners	**Students with Disability**
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)

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, 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 2026-2027 school year, Kemp Elementary will show a three percentage point improvement in the percentage of students absent 5% or less of enrollment days from 44 % to 47%.

Evidence-Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement and maintain a school-wide Attendance Committee to monitor student attendance		August - May	$0	
Implement an Attendance Incentive Program that recognizes perfect attendance and improved attendance		August- May	$5000	
Monthly meeting with District Attendance Lead and Attendance Team		September - May	$0	

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

Economically Disadvantaged	Foster, Neglected & Delinquent 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)

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

Evidence-Based Strategies and Interventions	Level of Evidence	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, Neglected & Delinquent and Homeless
NA	NA
English Learners	**Students with Disability**
NA	NA

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) Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school.

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.

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

Kemp Elementary School is committed to supporting the academic, social, emotional, behavioral, and physical well-being of every scholar through a comprehensive system of student supports. School counselors provide classroom guidance lessons focused on social-emotional learning, conflict resolution, emotional regulation, career awareness, goal setting, and character development. Individual and small-group counseling services are available to address students' academic, behavioral, attendance, and social-emotional needs, while counselors collaborate with families, teachers, and community agencies to connect scholars with additional resources when appropriate.

The school partners with district and community mental health providers to ensure students have access to school-based mental health services, including individual counseling, crisis intervention, behavioral supports, and referrals for ongoing therapeutic services. The Student Support Team (SST), school psychologist, school social worker, and special education staff work collaboratively to identify barriers to learning, develop intervention plans, and monitor student progress.

Specialized instructional support services include speech-language therapy, occupational and physical therapy as appropriate, vision and hearing screenings, nursing services, and behavioral consultation. These services are coordinated through the Individualized Education Program (IEP) process and Multi-Tiered System of Supports (MTSS) framework to ensure scholars receive timely and appropriate interventions.

To strengthen school connectedness and positive relationships, Kemp Elementary is expanding its Caring Adults in the Building (CAB) mentoring initiative. Through CAB, every identified scholar is intentionally connected with a caring adult who provides encouragement, monitors progress, celebrates successes, and serves as a trusted advocate throughout the school year. This initiative complements the school's Positive Behavioral Interventions and Supports (PBIS) framework by reinforcing positive behavior, increasing student engagement, improving attendance, and fostering a strong sense of belonging.

Additional strategies that promote student development outside of core academics include PBIS recognition programs, restorative practices, attendance initiatives, leadership opportunities, school clubs, family engagement events, and health and wellness activities. Career awareness experiences are aligned to the district's **4E initiative (Enrollment, Enlistment, Employment, and Entrepreneurship)**. Together, these supports create a positive, inclusive learning environment that develops the whole child and prepares scholars for success in school and beyond.

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 School is committed to fostering a college- and career-ready mindset by providing scholars with meaningful opportunities to explore future educational and career pathways. Through classroom instruction, school counseling lessons, and schoolwide initiatives, scholars are introduced to a variety of careers, workplace skills, and postsecondary opportunities that emphasize the importance of lifelong learning.

As part of the district's 4E initiative (Enrollment, Enlistment, Employment, and Entrepreneurship), scholars participate in activities that promote career awareness, goal setting, financial literacy, leadership, collaboration, and problem-solving. Career exploration experiences include guest speakers, career-themed classroom activities, college and career awareness events, and exposure to professionals representing diverse career fields. These experiences help scholars understand the connection between academic achievement, personal interests, and future career opportunities.

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.);

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

Kemp Elementary School implements a comprehensive **Multi-Tiered System of Supports (MTSS)** that integrates Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional learning to proactively prevent and address problem behaviors. Schoolwide behavioral expectations are explicitly taught, modeled, practiced, and reinforced throughout the school year to establish a positive, predictable, and safe learning environment for all scholars.

Behavioral data, attendance, academic performance, and teacher referrals are reviewed regularly by the school's MTSS and Student Support Team (SST) to identify scholars requiring additional behavioral or social-emotional supports. Tier II interventions may include Check-In/Check-Out, behavior contracts, social skills groups, mentoring through the Caring Adults in the Building (CAB) initiative, counseling services, and targeted behavioral interventions. Scholars demonstrating intensive needs receive individualized Tier III supports, including Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), wraparound services, and referrals to specialized instructional support personnel as appropriate. These services are coordinated with the requirements of the Individuals with Disabilities Education Act (IDEA) to ensure students with disabilities receive appropriate behavioral supports and interventions through the IEP process when applicable.

To reduce the overuse of exclusionary discipline practices and maximize instructional time, Kemp Elementary prioritizes proactive classroom management, restorative conversations, de-escalation strategies, conflict resolution, and problem-solving approaches that keep scholars engaged in learning whenever possible. As an alternative to out-of-school suspension, the school utilizes an Opportunity Room, a structured, supportive environment where scholars receive behavioral coaching, reflect on their choices, practice self-regulation strategies, complete academic assignments, and develop a plan for successfully returning to the classroom. The Opportunity Room emphasizes teaching and restoring appropriate behaviors rather than punishment, allowing scholars to remain connected to instruction while receiving individualized support.

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;

Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out of field, or inexperienced teachers. ***(A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)***

Kemp Elementary School is committed to ensuring that every scholar has access to highly effective instruction delivered by well-prepared educators. Professional learning is aligned with the school's Comprehensive School Improvement Plan, district priorities, and student achievement data to strengthen instructional practices and improve outcomes for all learners.

Teachers, paraprofessionals, and instructional support staff participate in ongoing professional learning focused on evidence-based instructional practices, curriculum implementation, assessment literacy, differentiation, Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), literacy and numeracy instruction, social-emotional learning, and effective classroom management. Professional learning is delivered through district workshops, collaborative planning, professional learning communities (PLCs), instructional coaching, job-embedded modeling, peer observations, and individualized feedback from school leaders.

The school utilizes multiple sources of data, including formative and summative assessments, universal screeners, benchmark assessments, attendance, behavior, and progress-monitoring data, to guide instructional decisions, identify learning gaps, and adjust interventions. Teachers regularly collaborate during PLCs to analyze student performance, monitor the effectiveness of instructional strategies, and plan targeted supports that address the diverse needs of scholars.

To ensure that low-income and minority scholars are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, school leadership collaborates with the district's Human Resources Department to recruit and retain highly qualified educators for all instructional positions. Staffing assignments are made based on certification, content expertise, experience, and instructional effectiveness, with careful consideration given to equitable access across all grade levels and student populations. School leaders regularly monitor staffing patterns, teacher credentials, evaluation data, and student achievement to ensure that all scholars, regardless of socioeconomic status, race, ethnicity, disability, or English learner status, have equitable access to effective educators.

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, Coordination with institutions of higher education, employers, and local partners; and increased student access to early college, high school, or dual enrollment opportunities or career counseling to identify student interest and skills, if applicable.

Kemp Elementary School implements a comprehensive transition plan to ensure that children entering kindergarten experience a smooth and successful transition into the elementary school environment. In collaboration with local early learning providers, Georgia Pre-K programs, Head Start, private childcare centers, and families, the school provides opportunities for children and parents to become familiar with school expectations, routines, and available support services prior to the start of the school year.

Transition activities include kindergarten registration events, school tours, orientation programs, Meet the Teacher events, and opportunities for families to learn about curriculum, school expectations, attendance, PBIS, transportation, nutrition services, and available academic and social-emotional supports. Families receive information and resources to help prepare their children for kindergarten and establish positive home-school partnerships.

Through the school's Multi-Tiered System of Supports (MTSS), early screening and progress monitoring are used to identify scholars who may require additional academic, behavioral, or developmental support. School counselors, interventionists, special education staff, English learner support staff, and other specialized instructional support personnel collaborate with classroom teachers and families to provide timely interventions and ensure that each scholar experiences a successful transition into elementary school.

Kemp Elementary also promotes a welcoming and inclusive school culture by engaging families as partners throughout the transition process. Ongoing communication, family workshops, volunteer opportunities, and school events help establish strong relationships between home and school, creating a foundation for long-term academic success and positive school engagement.

By maintaining strong collaboration with Kemp Primary School, engaging families throughout the transition process, and using data-informed instructional planning, Kemp Elementary provides scholars with the academic, behavioral, and social-emotional support needed to thrive as they progress through grades 3–5 and prepare for middle school. By providing intentional transition activities, early assessment, family engagement, and coordinated support services, Kemp Elementary ensures that every child is prepared to learn, grow, and thrive in a safe, supportive, and academically rigorous environment.

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

Kemp Elementary School recognizes that strong family partnerships are essential to student success and is committed to providing meaningful, equitable opportunities for parents and families of English Learners (ELs) and Students with Disabilities (SWDs) to engage in their child's education. The school works collaboratively with families to ensure they are informed, supported, and empowered as partners in the educational process.

Families of English Learners receive ongoing communication regarding their child's academic progress, language development, instructional services, and available school and community resources. Whenever possible, communication is provided in a language and format that families can understand through translated documents, interpretation services, multilingual communication platforms, and bilingual staff support. Parent workshops and informational sessions provide families with strategies to support literacy, mathematics, language acquisition, attendance, and learning at home.

The school counselor, English Learner teacher, special education teachers, administrators, and family engagement staff collaborate to provide individualized support and connect families with district and community resources that address academic, behavioral, social-emotional, and basic needs. Flexible meeting times, virtual participation options when appropriate, and multiple methods of communication help remove barriers to family participation.

Kemp Elementary also provides inclusive family engagement opportunities, including curriculum nights, literacy and math events, PBIS and MTSS informational sessions, transition activities, and schoolwide

celebrations that encourage participation from all families. Feedback from parents is gathered through surveys, meetings, and advisory opportunities to continuously improve family engagement practices and ensure that programs and services meet the diverse needs of the school community.

vii) NEW Title I Schools ONLY – Provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

Kemp Elementary School will identify students most in need of Title I Targeted Assistance services through a collaborative process involving teachers, administrators, instructional support staff, and parents. Multiple objective, academic-based measures will be used to ensure that student selection is equitable, data-driven, and focused on students demonstrating the greatest academic need.

Student eligibility will be determined using two objective academic performance criteria:

1. **2026 Georgia Milestones Assessment System (GMAS) English Language Arts and/or Mathematics Performance**
2. **Middle-of-Year (MOY) MAP Growth Assessment projected Georgia Milestones performance**

Teachers, administrators, and intervention staff will analyze assessment results during data team meetings to identify students performing below grade-level expectations and requiring supplemental academic support. Parents will be notified of their child's eligibility for Title I Targeted Assistance services, the instructional support to be provided, and opportunities to participate in monitoring their child's progress.

Student Ranking Point System

Each student will receive points based on the following objective academic criteria:

Objective Criteria	Points
2026 GMAS Performance – Beginning Learner	**2**
MAP Growth MOY Projection – Projected Beginning Learner on GMAS	**2**

Maximum Possible Score: 4 Points

- **4 points:** Highest priority for Title I Targeted Assistance services
- **2 points:** Considered for services based on available resources and additional academic review
- **0 points:** Continue receiving Tier I instruction with ongoing progress monitoring through the school's MTSS process

If multiple students receive the same score, the school may review additional objective academic evidence, such as classroom assessments, progress-monitoring data, and MTSS documentation, to prioritize services while maintaining an equitable, data-driven selection process.

Plan Development and Evaluation:

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

a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program

a) Regularly Monitoring the Implementation of, and Results Achieved by, the Schoolwide Program

Kemp Elementary School will regularly monitor the implementation and effectiveness of the Schoolwide Program through an ongoing cycle of data analysis and continuous improvement. School leaders, teachers, instructional support staff, and the School Improvement Team will review multiple sources of data, including Georgia Milestones Assessment System (GMAS) results, MAP Growth benchmark assessments, common formative assessments, progress-monitoring data, attendance, behavior, PBIS, MTSS, and stakeholder feedback. Data will be analyzed during Professional Learning Communities (PLCs), collaborative planning sessions, leadership meetings, and School Improvement Team meetings to evaluate the fidelity of implementation, monitor student progress, identify trends, and make timely instructional and programmatic adjustments.

b) Determining the Effectiveness of the Schoolwide Program

The effectiveness of the Schoolwide Program will be determined by measuring student progress toward the goals established in the Comprehensive School Improvement Plan and evaluating the impact of schoolwide strategies on student achievement. The school will analyze proficiency and growth data from GMAS, MAP Growth, classroom assessments, and intervention progress monitoring to determine whether students are meeting Georgia's challenging academic standards. Particular attention will be given to the progress of students who began the year below grade-level expectations, including economically disadvantaged students, students with disabilities, English Learners, and other historically underserved groups, to ensure achievement gaps are being reduced and equitable outcomes are being achieved.

c) Revising the Schoolwide Plan for Continuous Improvement

Kemp Elementary School will use the results of ongoing monitoring to revise the Schoolwide Plan as needed to ensure continuous improvement. The School Improvement Team, administrators, teachers, parents, and other stakeholders will review implementation data and student outcomes throughout the year to determine the effectiveness of current strategies. When data indicate that goals are not being met or new needs emerge,

the school will adjust instructional practices, intervention supports, professional learning priorities, family engagement activities, and resource allocation to better meet the needs of scholars. This continuous improvement cycle ensures that the Schoolwide Plan remains responsive to student needs and supports sustained academic growth for all scholars.

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.

Briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

Kemp Elementary School jointly develops its Parent and Family Engagement Plan with input from parents, teachers, administrators, paraprofessionals, school counselors, specialized instructional support personnel, community partners, and other stakeholders to ensure the plan reflects the needs and priorities of the school community. Feedback is gathered through annual parent surveys, Title I planning meetings, School Council meetings, Parent-Teacher Association (PTA) meetings, stakeholder forums, and opportunities for staff collaboration during faculty and leadership meetings. The collected input is used to evaluate current family engagement practices, identify areas for improvement, and develop strategies that strengthen partnerships between home and school. The Parent and Family Engagement Plan is distributed to families in an understandable format, translated into languages represented within the school community as needed, made available on the school's website and in the front office, and reviewed annually to ensure it continues to meet the evolving needs of students, families, and the school community.

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.

a) The Kemp Elementary Schoolwide Plan was developed over the course of a one-year planning cycle through a comprehensive needs assessment, analysis of multiple data sources, stakeholder feedback, and ongoing review of school improvement priorities. Throughout the planning process, school leadership and stakeholders evaluated student achievement, school climate, attendance, behavior, and instructional practices to establish goals and evidence-based strategies that address the academic and social-emotional needs of all scholars.

b) The Schoolwide Plan was developed collaboratively with input from parents, teachers, administrators, instructional support personnel, paraprofessionals, the School Improvement Team, School Council, and community stakeholders. Stakeholder input was collected through surveys, Title I planning meetings, School Council meetings, faculty meetings, leadership team meetings, and parent engagement activities. Feedback from these groups informed the school's priorities, goals, and strategies to improve student achievement and strengthen family and community partnerships.

c) The Schoolwide Plan will remain in effect for the duration of Kemp Elementary School's participation in the Title I Schoolwide Program. The plan will serve as the school's guiding framework for continuous improvement and will be monitored regularly throughout the school year. Revisions will be made as needed based on student performance data, implementation fidelity, stakeholder feedback, and changes in school or district priorities.

d) The Schoolwide Plan is available to the school district, parents, and the public through the school's website, the Title I office, and the school's main office. The plan is shared during annual Title I meetings and other family engagement events. To ensure meaningful access, the plan is provided in an understandable format and translated into languages represented within the school community, to the extent practicable.

e) The Schoolwide Plan is coordinated with Federal, State, and local programs to maximize resources and provide comprehensive support for scholars. The plan aligns with Title I, Title II, Title III, Title IV, IDEA, MTSS, PBIS, ESOL services, Special Education, Early Intervention Program (EIP), school counseling, school-based mental health services, nutrition services, and district initiatives designed to improve student achievement, attendance, behavior, and family engagement. School leadership collaborates with district departments and community partners to ensure programs and services are integrated, reduce duplication of efforts, and effectively address the academic, behavioral, and social-emotional needs of all scholars.

Professional Development (question 2 iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Supporting ESOL Scholars	August 12, 2026	All teachers	*Rita Banks, ESOL Lead*
RTI/SST	August 19, 2026	All Teachers	*T. Davis, EIP Lead*
*Review of **How Feedback Works** and intro to **How Learning Works***	September 16, 2025	All Teachers	*Dr. Davis/Mrs. Wilson*
***How Learning Works** Module 1-4*	October 21, 2026	All Teachers	*4th Grade/DES*
***How Learning Works** Modules 5-11*	November 18, 2026	All Teachers	*3rd Grade/EIP/EL*
***How Learning Works** Modules 12-18*	January 20, 2027	All Teachers	*5th Grade/Specials*
***How Learning Works** Module 19*	February 24, 2027	All Teachers	*Ms. Day/Ms. Sanders*

Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible for Delivery & Documentation
Sent Home and Posted on School Website: **School-Family Compact** **School PFEP** **CSIP** **Annual Title I Meeting** **Parents Right to Know** **1% Parent & Family Engagement Budget**	August 20, 2026 August 3, 2026	Delivery: Documentation:
FY27 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	August 20, 2026	Delivery: Parent Liaison Documentation:
Parents of EL and SWD Specific Event 1 (Fall)	September 2026	Delivery: ESOL Specialist Documentation:
Parents of EL and SWD Specific Event 2 (Fall)	September 2026	Delivery: ESOL Specialist Documentation:
Annual Title I Parent Meeting:	August 20, 2026 September 10, 2026	Delivery: Principal/Parent Liaison Documentation:
Technology – including harms of copyright piracy and monitoring student progress (Infinite Campus/Canvas)	August 2026	Delivery: Media Specialist Documentation:
Building Parent Capacity Fall Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	August 2026 September 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Parent Capacity Fall Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	October 2026 November 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:

Building Parent Capacity Fall Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	October 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Parent Capacity Fall Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	November 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Parent Capacity Continuous Communications (Fall)	October 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Parents of EL and SWD Specific Event 1 (Spring)	November 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Parents of EL and SWD Specific Event 2 (Spring)	November 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Staff Capacity #1 (Fall):	September 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Staff Capacity #2 (Fall):	October 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Staff Capacity #3 (Fall):	November 2026	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:

Building Staff Capacity #1 (Spring):	February 2027	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Staff Capacity #2 (Spring):	March 2027	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Staff Capacity #3 (Spring):	April 2027	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Parent Capacity Spring Event 1 (may include-Math, ELA/Reading, Science, Social Studies)	February 2027	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Parent Capacity Spring Event 2 (may include-Math, ELA/Reading, Science, Social Studies)	March 2027	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Parent Capacity Spring Event 3 (may include-Math, ELA/Reading, Science, Social Studies)	April 2027	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Parent Capacity Spring Event 4 (may include-Math, ELA/Reading, Science, Social Studies)	TBA	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Parent Capacity Spring: Transition Meeting	February 2027	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison

		Documentation:
Building Staff Capacity Continuous Communications (Spring):	March 2027	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
Building Parent Capacity Continuous Communications (Spring)	April 2027	Delivery: Principal/Teachers/Academic Coach/Administrative Staff/Parent Liaison Documentation:
FY28 Staff Input Meetings (Plan, Compact, and CSIP)	TBD	Delivery: Documentation:
FY28 Parent Input Meetings (Plan, Compact, CSIP, Building Staff Capacity and 1%)	TBD	Delivery: Documentation:
FY28 Student Input Meetings (if applicable) (Plan, Compact, and CSIP)	TBD	Delivery: Documentation: