Clayton County Public School
2026-2027 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: Kemp Primary School		**District Name:** Clayton County Public Schools
Principal Name: Joy Duncan Harris		**School Year:** 2026-2027
School Mailing Address: 1090 McDonough Road Hampton, GA 30228		
Telephone: 678-610-4300		
District Title I Director Name: Katrina Thompson		
District Title I Director Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESSA ACCOUNTABILITY STATUS—Select Yes, if applicable.		
Comprehensive Support (CSI) No	**Targeted Support (TSI)** No	**Additional Targeted Support (ATSI)** No
BUDGET MODEL—Select Yes, if applicable		
Title I, Part A Budget Yes	**Title I School Improvement Grant (SIG)** No	
L4GA Budget No		
SIGNATURES AND REVISION DATE		
Principal's Signature:		**Date: 7/29/2026**
Title I Director's Signature:		**Date:**
Assistant Superintendent's Signature:		**Date:**
TLSI Deputy Superintendent's Signature:		**Date:**
Revision Date:	**Revision Date:**	**Revision Date:**

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
Joy Duncan Harris	Principal
Kenneth Ware	Assistant Principal
April Wilson	EIP Lead
Davida Smith	EIP Teacher
Annette McCraw	School Counselor
Stacy Evans	School Counselor
Rondah Pittman	Parent Liaison
Tarina Smith	PBIS Coach
Tonya Morrison	Kindergarten Teacher
Janifere James	First Grade Teacher
Candice Neal	Second Grade Teacher
Lori Gardner	Pre-K Teacher

Lisa Butler	DES Teacher
Jeanette Brathwaite	Gifted Teacher
Christina Kelly	ESOL Teacher
Lakisha Carpenter	Media Specialist
Tekia Wiggins	Parent
Ja-Courtney Jenkins	Instructional Academic Coach
Ryan Adams	ELA- Lead
Kathleen Johnson	Math- Lead

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 (2023-2024, 2024-2025, 2025-2026). Provide displays of data by subgroups.**
3) **2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**
4) **The current and 3 years of prior years' student attendance data.**
5) **The current and 3 years of prior years' student discipline data.**

DEMOGRAPHICS

Ethnicity	25-26 School Year
White	8
African American	497
Hispanic	101
Multi-Racial	28
American Indian	0
Asian American	4
Hawaiian/Pacific Islander	2

Student Group	25-26 School Year
ELL	35
Students with Disabilities (SWD)	76
Gifted	55
EIP	145
Economically Disadvantaged	640
Identified Homeless	46
Foster Care	0

2nd Grade MAP Assessment (Percentage)																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
2023-2024	Math	22	14	28	23	13	26	28	16	16	14	15	9	16	28	32
	Reading	20	17	23	24	16	26	20	31	15	8	19	24	29	18	10
	Language Usage	32	18	14	16	20	35	19	18	16	12	24	17	21	23	15
2024 -2025	Math	14	15	26	22	23	19	20	18	17	26	23	8	14	27	28
	Reading	23	16	22	23	15	26	14	21	21	18	24	16	22	26	12
	Language Usage	27	12	14	23	24	30	8	12	22	28	23	10	19	29	19
2025-2026	Math	11	20	25	23	21	14	18	26	26	16	17	16	25	25	17
	Reading	14	23	24	22	17	15	15	30	24	16	16	19	25	20	20

Second Grade MAP Data

The 2025-2026 end of the year MAP data revealed that 33% of 2nd grade students scored in the low to low average range in math, 35% of students scored in the low to low average range in reading.

Kindergarten and 1st Grade MAP Data

Kindergarten and 1st Grade MAP MATH Assessment (Percentage)																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
KDG 2023-2024	Math	18	23	21	22	16	21	11	20	28	20	16	2	15	33	33
KDG 2024-2025	Math	13	24	16	24	23	15	11	13	24	37	15	7	14	26	38
KDG 2025-2026	Math	18	17	25	17	23	12	14	18	30	26	7	15	16	29	33
1st Gr 2023-	Math	20	14	20	27	19	19	21	28	22	10	15	9	22	25	28

2024																
1st Gr 2024-2025	Math	17	11	20	31	21	19	11	29	28	13	18	18	19	27	18
1st Gr 2025-2026	Math	20	15	19	27	19	22	10	21	24	23	23	14	22	24	17

Kindergarten and 1st Grade MAP Reading Assessment (Percentage)																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
KDG 2024-2025	Reading	13	24	16	24	23	15	11	13	24	37	15	7	14	26	38
KDG 2025-2026	Reading	18	22	24	16	20	18	18	15	20	29	15	11	23	26	25
1st Gr 2024-2025	Reading	25	14	19	19	22	23	16	29	15	17	27	13	27	17	16
1st Gr 2025-2026	Reading	19	10	24	19	28	19	17	17	19	28	19	16	22	22	21

The 2025-26 end of the year MAP data revealed that 26% of Kindergarten students scored in the low to low average range in reading. The end of the year MAP data revealed that 33% of 1st grade students scored in the low to low average range. The 2025-26 end of the year MAP data revealed that 22% of Kindergarten students scored in the low to low average range in math.The end of the year MAP data revealed that 37% of 1st grade students scored in the low to low average range.

DES Sub-Group MAP Math/Reading Assessment (Percentage)																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
KDG 2023-2024	Math	33	40	13	0	14	46	0	15	23	16	43	7	14	29	7
KDG 2024-2025	Math	29	12	18	23	18	35	0	6	18	41	45	5	14	9	27
KDG 2025 -2026	Math	56	33	0	0	11	50	22	14	7	7	27	27	13	6	27

1st Gr 2023-2024	Math	69	0	8	15	8	77	8	7	0	8	69	8	8	15	0
1st Gr 2024-2025	Math	72	0	14	14	0	67	17	0	16	0	75	0	0	8	17
1st Gr 2025-2026	Math	50	10	20	20	0	54	13	0	13	20	63	5	5	16	11

DES - Kindergarten and 1st Grade Map Data

The 2025-26 end of the year MAP data revealed that 54% of DES Kindergarten students scored in the low to low average range in math. The end of the year MAP data revealed that 68% of 1st grade students scored in the low to low average range.

DES Sub-Group MAP Assessment (Percentage)-2nd Grade																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
2nd 2023-2024	Math	73	9	9	0	9	73	18	0	0	9	73	0	9	9	9
2nd 2024-2025	Math	57	15	14	14	0	69	8	0	15	8	56	17	5	11	11
2nd 2025-2026	Math	57	0	0	29	14	62	0	0	25	13	50	8	17	8	17
2nd Gr 2023-2024	Reading	91	0	0	9	0	73	18	0	0	9	82	9	0	0	9
2nd Gr 2024-2025	Reading	86	7	0	7	0	92	0	0	80	0	77	15	0	8	0
2nd Gr 2025-2026	Reading	63	12	12	0	13	63	12	0	12	13	58	8	17	8	9
2nd Gr 2023-2024	Language Usage	91	0	0	0	9	91	0	9	0	0	82	9	0	9	0
2nd Gr 2024-	Language Usage	86	7	0	7	0	75	17	0	0	8	23	10	19	29	19

2025																

DES - 2nd Grade Map Data

The 2nd Grade administered the MAP Math assessment three times during the 2025-26 school year. The 2025-26 end of the year MAP data revealed that 58% of 2nd Grade DES students scored in the low range for mathematics . The end of the year MAP data revealed that 66% of 1st grade students scored in the low to low average range for reading. Language Usage was not tested during the 2025-26 school year.

ELL Subgroup MATH/ READING MAP Assessment (Percentage)
Kindergarten and 1st Grade

School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
K 2023-2024	Math	38	31	12	6	13	20	11	19	30	20	19	6	6	44	25
K 2024-2025	Math	38	37	0	25	0	50	12	0	25	13	50	25	13	12	0
K 2025-2026	Math	55	18	9	9	9	22	22	11	34	11	11	0	22	45	22
1st Gr 2023-2024	Math	17	33	17	33	0	17	21	29	22	11					
1st Gr 2024-2025	Math	29	6	12	41	12	20	13	47	20	0	20	20	20	33	7
1st Gr 2025-2026		20	10	30	40	0	25	25	25	12	13	12	25	50	0	13

ELL- Kindergarten and 1st Grade Map Data

ELL Subgroup MAP Assessment (Percentage) 2nd Grade																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
2nd 2023-2024	Math	50	0	37	0	13	25	28	17	16	14	20	16	10	25	29
2nd 2024-2025	Math	23	23	39	0	15	23	23	31	15	8	31	8	31	15	15
2nd 2025-2026	Math	12	6	47	23	12	22	6	44	22	6	11	11	34	33	11
2nd Gr 2023-2024	Reading	50	25	25	0	0	24	22	29	16	9	57	15	14	14	0
2nd Gr 2024-2025	Reading	38	23	23	8	8	39	15	31	15	0	39	31	15	15	0
2nd Gr 2025-2026	Reading	23	18	18	29	12	28	5	33	17	17	17	22	28	22	11
2nd Gr 2023-2024	Language Usage	50	13	25	12	0	57	14	29	0	0	57	15	14	14	0
2nd Gr 2024-2025	Language Usage	46	23	8	23	0	46	8	15	23	8	39	15	23	23	0

ELL - 2nd Grade Map Data

The 2nd Grade administered the MAP Math assessment three times during the 2025-26 school year. The 2025-2026 end of the year MAP data revealed that 22% of 2nd Grade ELL students scored in the low /low average range for mathematics . The end of the year MAP data revealed that 39% of 2nd grade students scored in the low/low average range for reading.

EIP Subgroup MAP Assessment (Percentage) 2nd Grade																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
2nd 2023-2024	Math	43	21	27	9	0	45	35	17	3	0	37	25	11	22	5
2nd 2024-2025	Math	28	35	28	7	2	38	38	22	2	0	51	22	18	5	4
2nd 2025-2026	Math	18	30	34	14	4	31	34	25	10	0	33	27	22	18	0
2nd Gr 2023-2024	Reading	36	34	20	10	0	45	29	20	6	0	33	37	25	6	0
2nd Gr 2024-2025	Reading	49	42	7	0	2	56	31	9	2	2	55	34	9	2	0
2nd 2025-2026	Reading	28	44	16	12	0	37	32	27	4	0	16	19	25	20	20

EIP - 2nd Grade Map Data

The 2nd Grade administered the MAP Math assessment three times during the 2025-2026 school year. The 2025-2026 end of the year MAP data revealed that 60% of 2nd Grade EIP students scored in the low /low average range for mathematics . The end of the year MAP data revealed that 35% of 2nd grade students scored in the low to low average range for reading.

EIP Subgroup MAP Assessment (Percentage) Math/ Reading																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
Kdg 2023-2024	Math	33	37	17	7	8	28	11	23	28	10	16	5	16	35	28
K 2024-2025	Math	33	49	9	9	0	29	26	14	21	10	30	22	25	17	6
K 2025-2026	Math	27	13	20	33	7	29	24	19	21	7	15	26	23	25	11
K 2024-2025	Reading	32	35	21	12	0	43	24	26	5	2	39	24	24	5	8
K 2025-2026	Reading	20	27	13	27	13	36	36	12	6	0	30	17	30	19	4
1st Gr 2023-2024	Math	39	33	11	13	4	32	36	22	10	0	20	18	44	13	5
1st Gr 2024-2025	Math	33	26	20	18	3	32	21	29	15	2	34	33	15	16	2
1st Gr 2025-2026	Math	50	23	23	4	0	54	11	24	11	0	45	22	26	7	0
1st Gr 2024-2025	Reading	55	23	13	9	0	43	24	26	5	2	56	16	23	2	3
1st Gr 2025-2026	Reading	50	27	18	5	0	38	38	16	3	5	33	38	24	2	3

EIP- Kindergarten and 1st Grade Map Data

The 2025-2026 end of the year MAP data revealed that 47% of Kindergarten students scored in the low to low average range in reading and 41% in math. The end of the year MAP data revealed that 71% of 1st grade students scored in the low to low average range in reading and 67% in math.

Gifted Subgroup MAP Assessment (Percentage) Grades 1																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
1st Gr 2023-2024	Math	0	0	0	29	71	0	0	14	43	43	0	0	14	14	72
1st Gr 2024-2025	Math	0	0	0	25	75	0	0	0	12	88	0	0	0	0	100
1st Gr 2025-2026	Math	0	0	10	20	70	0	0	6	0	94	0	0	5	20	75
1st Gr 2024-2025	Reading	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
1st Gr 2025-2026	Reading	0	0	10	0	90	0	0	0	12	88	0	0	5	15	80

Gifted- 1st Grade Map Data

The 2025-2026 end of the year MAP data revealed 95% of 1st grade students scoring in the high/high average range in reading and math. First graders decreased the percentage of students in the High Average range 5 percentage points in reading and math.

Gifted Subgroup MAP Assessment (Percentage) 2nd Grade																
School Year	Subject	BOY					MOY					EOY				
		Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High	Low	Low Avg	Avg	High Avg	High
2nd Gr 2023-2024	Math	10	0	0	10	80	10	0	0	20	70	0	11	0	0	89
2nd Gr 2023-2024	Reading	0	0	10	30	60	0	0	10	10	80	0	0	11	11	78
2nd Gr 2023-2024	Language Usage	0	0	0	10	90	0	0	20	10	70	0	0	0	22	78
2nd Gr 2024-2025	Math	0	0	7	14	79	0	0	0	29	71	0	0	0	7	93
2nd Gr 2024-2025	Reading	0	7	7	36	50	0	0	14	22	64	0	0	7	57	36
2nd Gr 2024-2025	Language Usage	0	0	14	14	72	0	0	7	7	86	0	0	7	29	64
2nd Gr 2025-2026	Reading	0	0	0	7	93	0	0	0	16	84	0	0	0	11	89
2nd Gr 2025-2026	Math	0	0	0	14	86	0	0	0	5	95	0	0	0	22	78

Gifted- 2nd Grade Map Data

The 2025-2026 end of the year MAP data revealed that 0% of 2nd grade gifted students scored in the low range. The results showed that 100 % scored in the high/high average range in math and reading.

AMIRA Data Comparison

Gr	BOY			MOY			EOY		
2023-2024	Catch up	On-track	At/ above	Catch up	On-track	At/ above	Catch up	On-track	At/ above
Kdg	27.37	49.47	23.16	21.03	54.87	24.10	22.14	62.14	15.71
1st	23.44	49.48	27.08	22.53	50.00	27.47	25.28	47.18	27.53
2nd	38.10	40.21	21.69	25.91	55.44	18.65	29.80	55.05	15.15
2024-2025	Catch up	On-track	At/ above	Catch up	On-track	At/ above	Catch up	On-track	At/ above
Kdg				16.0	42.0	42.0	10.96	41.10	47.95
1st				18.23	46.35	35.35	11.67	48.33	40.00
2nd				21.39	36.9	41.71	14.52	58.6	26.88

An Increase in On-Track and At/Above Students: More students either maintained or improved their reading skills to be considered "on-track" or "at/above" the expected reading level.
A Decrease in Below-Level Students: Fewer students were categorized as being "below level," meaning there was a reduction in the number of students who required significant remediation and acceleration to reach the "on-track" category.

Student Attendance Year End Data					
Year	**PK**	**K**	**1**	**2**	**Total**
19-20	**94.89**	**95.12**	**96.04**	**96.32**	**95.76**
20-21	**95.77**	**93.50**	**92.15**	**93.04**	**93.13**
21-22	**93.00**	**93.75**	**92.51**	**93.30**	**93.16**
22-23	**92.86**	**92.40**	**92.32**	**93.10**	**92.65**
23-24	**92.47**	**92.19**	**92.97**	**93.69**	**92.90**
24-25	**93.62**	**93.13**	**93.62**	**93.83**	**93.56**
25-26	**93.9**	**93**	**93.2**	**93.7**	**93.4**

Student Attendance - The student daily average attendance rate for the 25-26 school year was 93.4%. A plan of action has been developed for the 2026-2027 academic school year to increase the attendance rate to 95%.

Student Discipline						
19-20	**20-21***	**21-22**	**22-23**	**23-24**	**24-25**	**25-26**
17	**0**	**3**	**41**	**24**	**30**	

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

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

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.)
Kemp Primary School's Leadership Team met to conduct a Comprehensive Needs Assessment. The team completed a SWOT analysis to discuss strengths, weaknesses, root causes, opportunities, and threats for overall success. The proposed goals and strategies will be shared with teachers, staff, parents, and other community stakeholders . The Leadership Team focused on three primary causes of improvement which include reading, math, and attendance. The identified goals and strategies developed included instruction, professional development, and engagement. Data points and student performance were reviewed to make decisions about targeted, standard-based instruction, resources for teachers and parents, and initiatives to promote attendance. The Leadership Team is composed of school level leaders serving as grade chairs, content leads, and department chairs, as well as subgroup leads including DES, ESOL, EIP, and Gifted. The team collaborated to analyze student data points on benchmark assessments including MAP and AMIRA benchmarks. This information was used to develop the initial School Improvement Plan. The team identified potential root causes for areas in which students struggled. Root causes included lack of student engagement, failure of teachers to provide leveled based instruction, and how students were assessed to drive the instruction and determining how to re-teach the information for students who did not master the learning target. In addition, our teachers examined student data such as attendance, discipline, retention rate, response to intervention, professional development, and placement of students in various support programs. Throughout the entire process, the team reviewed the following data components. Kemp Primary School used the following data components that were analyzed in part or whole to assist in determining overall school based needs: ● MAP Data ● Amira Data ● Demographic Data ● Attendance Rate Data

- Student Discipline Data
- Staff Attrition

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)

Kemp Primary School's Leadership Team met to review data by subgroup and identify deficit areas for all students. According to the end of the year MAP assessment, students with disabilities did not meet subgroup performance or state performance targets in Reading and Math. The MAP end of grade report for mathematics indicated that 30.0 % of the students scored in the low/low average range. The MAP end of grade report for reading indicated that 32.0 % of the students scored in the low/low average rangeThe MAP growth assessment for Students with Disabilities in Kindergarten indicated 60% of the students performed at the low/low average levels in reading. The MAP growth The MAP growth assessment for Students with Disabilities in 1st grade indicated that 53% of the students scored at the low/low average range for Reading. The end of year MAP data also revealed 70% of our 2nd grade English Language Learners scored in the low and low average range in Reading. The MAP end of grade report for mathematics for 2nd grade ELL students indicated that 39.0 % of the students performed in the low/low average range. The Economically Disadvantaged students in second grade scored 24% in the low/low average range for mathematics, 45% in the low/low average range for reading, and 41% in the low/low average range for Language Usage.

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

Kemp Primary School's Leadership Team (SLT) along with the School Improvement Team met to identify root causes that led to continuous areas of school learning problems in order to identify possible solutions.

The team collaborated and completed a root cause analysis. The team identified ongoing school performance concerns, particularly related to student learning and achievement. During these sessions, the group made efforts to identify pervasive school performance concerns and conduct root cause analysis of specific problems by gathering a list of ideas.

Based upon the analysis session, the team identified key issues that included student engagement, failure of teachers to provide leveled based small group instruction and inadequately utilizing the common assessment data to drive instruction, leading to ineffective teaching strategies and learning outcomes.

Root Cause Analysis:

The root cause analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. The Root Cause Analysis involves defining the problem,

determining factors that caused the problem, identifying the root cause, providing corrective actions, reviewing and evaluating the processes of improvement. The root cause analysis components are listed below: ● 5 Whys- A method where the team asked "Why" multiple times to drill down to the root cause of each issue ● Cause and Effect- A method which helps to visualize the various causes contributing to the problems.

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

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

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

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

Goal 1: By May 2027, Kindergarten through second grade students will show an 8 percentage point meet their improvement in the tested MAP Growth assessment areas of reading with intentional focus on all subgroups.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Kemp Primary will reinforce student completion of 45 minutes or more weekly Amira lessons to build phonics and fluency skills with monthly check ins.	3	August-May	N/A	K-2 Teachers Principal Assistant Principal
Kemp Primary will implement Accelerated Reader goal setting and classroom implementation with monthly celebrations to increase love of reading, comprehension, and lexile reading levels	2	August-May	Title 1/ General Funds	Principal, Assistant Principal, Media Specialist, Title 1 Academic Coach
Kemp Primary will have small group implementation with fidelity to provide individualized interventions for remediation and	4	September-May	N/A	Principal, Assistant Principal, Title 1 Academic Coach, Small

acceleration of all students including "WIN Time".				Group Ambassadors
Kemp Primary teachers will utilize the IXL Skills plan to enrich concepts identified by MAP assessment data for all students and provide enrichment and acceleration during student led small group instruction.	3	August-May	N/A	Principal, Assistant Principal, Title 1 Academic Coach, Data Lead
Ongoing professional development will be provided for all teachers to increase professional knowledge of high leverage practices, and pedagogy on increasing literacy and academic rigor.	4	July-May	Title 1	Principal, Assistant Principal, Title 1 Coach

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

Economically Disadvantaged	**Foster, Neglected & Delinquent and Homeless**
Kemp Primary will: Strengthen the link between school and home to help disadvantaged parents help their children to learn. Students and parents will be informed of student expectations in the student handbook posted in the Canvas platform and School website. Teachers will convey student expectations and reward systems to students and parents through the ClassDojo platform.	Kemp Primary will: ● Work with foster parents, district level support (social worker, psychologist, wrap around services, Circle of Support, and counselor to ensure students' needs are met academically, socially, and emotionally. We will meet all students where they are academically, socially, and emotionally. ● Foster students receive additional support necessary to be included in all aspects of the school experiences. We have available uniforms to assist students as needed. ● Provide breakfast, lunch, and fresh fruit for students through district-wide initiative

	monitored and supervised by CCPS Nutrition Department. ● RTI/SST support interventions are utilized with students who experience academic and/or behavior deficits.
English Learners	**Students with Disability**
Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds using Ellevation strategies and instructional support through the general education and ESOL teachers. Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website. Teachers will convey student expectations and our reward system to students and parents through the ClassDojo platform.	Kemp Primary will monitor and review the Big 7 Report, meet with the PBIS and specific Circle of Supports team members to discuss ways to support students that have discipline issues and that fall within this subgroup to increase desired behaviors and decrease OSS incidents.Progress monitoring and data collection will be maintained to monitor student achievement.
Gifted Learners	
Kemp Primary will incorporate rigorous, high-order thinking skills, and academic discourse through daily whole as well as small group instruction. Depth of knowledge level 3 and 4 questioning and activities will be implemented to provide an academically challenging environment for gifted learners.	

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

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

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

Goal 2: By May 2027, Kindergarten through second grade students will show an 8 percentage point meet their improvement in the tested MAP Growth assessment area of mathematics with intentional focus on all subgroups.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Kemp Primary will implement small group lesson blocks during the day based on MAP and IXL progress monitoring to reinforce and enrich specific concepts and math skills based upon student performance.	4	September-May	N/A	Principal, Assistant Principal, Title 1 Academic Coach, Teachers
First in Math platform will be utilized during Morning Mania and student led math centers to increase procedural fluency and foundational math concepts	3	September-May	N/A	K-2 Teachers
IXL platform will be utilized during student led math centers based on MAP RIT scores for 1st and 2nd grade students with aligned IXL skills plans for all students.	3	September-May	Title 1	K-2 Teachers
Ongoing professional development will be provided for all teachers to increase	4	August-May	N/A	K-2 Teachers

professional knowledge of high leverage practices and pedagogy on numeracy and academic rigor.				

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

Economically Disadvantaged	Foster and Homeless
Kemp Primary will: Strengthen the link between school and home to help disadvantaged parents help their children to learn. Students and parents will be informed of student expectations in the student handbook posted in the Canvas platform and School website. Teachers will convey student expectations and reward systems to students and parents through the ClassDojo platform.	Kemp Primary will: ● Work with foster parents, district level support (social worker, psychologist, wrap around services, Circle of Support, and counselor to ensure students' needs are met academically, socially, and emotionally. We will meet all students where they are academically, socially, and emotionally. ● Foster students receive additional support necessary to be included in all aspects of the school experiences. We have available uniforms to assist students as needed. ● Provide breakfast, lunch, and fresh fruit for students through district-wide initiative monitored and supervised by CCPS Nutrition Department. ● RTI/SST support interventions are utilized with students who experience academic and/or behavior deficits.
English Learners	**Students with Disability**
Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers. Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website.	Kemp Primary will monitor and review the Big 7 Report, meet with the PBIS and specific Circle of Supports team members to discuss ways to support students that have

Teachers will convey student expectations and our reward system to students and parents through the ClassDojo platform.	discipline issues and that fall within this subgroup to increase desired behaviors and decrease OSS incidents.Progress monitoring and data collection will be maintained to monitor student achievement.

Gifted Learners
Kemp Primary will incorporate rigorous, high-order thinking skills, and academic discourse through daily whole group instruction as well as small group instruction. Depth of knowledge level 3 and 4 questioning and activities will be implemented to provide an academically challenging environment for gifted learners.

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

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

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

Goal 3: By May 2027, Kemp Primary School will show a 3 percentage point improvement in the number of students absent less than 10% of enrolled days .

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement attendance initiatives for students and parents to encourage daily student attendance	2	**August-May**	School Fundraisers	Principal Assistant Principal School Counselors
Parent workshops and meetings to provide resources and awareness of student attendance	2	September-May	CCPS	School Counselors, Parent Liaison School Social Worker
Bi-weekly attendance meetings to review attendance data and devise a plan of action for students with excessive tardies and absences.	2	September-May	CCPS	Principal Assistant Principal School Counselors Social Worker

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

Economically Disadvantaged	Foster, Neglected & Delinquent and Homeless

Kemp Primary will: Strengthen the link between school and home to help disadvantaged parents help their children to learn. Students and parents will be informed of student expectations in the student handbook posted in the Canvas platform and School website. Teachers will convey student expectations and reward systems to students and parents through the ClassDojo platform.	Kemp Primary will: ● Work with foster parents, district level support (social worker, psychologist, wrap around services, Circle of Support, and counselor to ensure students' needs are met academically, socially, and emotionally. We will meet all students where they are academically, socially, and emotionally. ● Foster students receive additional support necessary to be included in all aspects of the school experiences. We have available uniforms to assist students as needed. ● Provide breakfast, lunch, and fresh fruit for students through district-wide initiative monitored and supervised by CCPS Nutrition Department. ● RTI/SST support interventions are utilized with students who experience academic and/or behavior deficits.
English Learners	**Students with Disability**
Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers. Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website. Teachers will convey student expectations and our reward system to students and parents through the ClassDojo platform.	Kemp Primary will monitor and review the Big 7 Report, meet with the PBIS and specific Circle of Supports team members to discuss ways to support students that have discipline issues and that fall within this subgroup to increase desired behaviors and decrease OSS incidents.Progress monitoring and data collection will be maintained to monitor student achievement.

Gifted Learners
Kemp Primary will incorporate rigorous, high-order thinking skills, and academic discourse through daily whole group instruction as well as small group instruction. Depth of knowledge level 3 and 4 questioning and activities will be implemented to provide an academically challenging environment for gifted learners.

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

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

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

Goal 4: Kemp Primary School will decrease the number of office referrals by 5% with a focus on Kemp Primary's top 3 infractions.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Schoolwide and Classroom Behavior Management Plan	2	**August-May**	N/A	K-2 Teachers, School Engagement Specialist, PBIS Coach
Caring Adult in the Building initiative	2	September-May	N/A	Assistant Principal, Behavior Intervention Specialist, All Teachers
Circle of Support Meetings to address and provide interventions/strategies for behavior, academic, and attendance concerns	3	August-May	N/A	Assistant Principal, Counselors, Behavior Intervention Specialist
PBIS Behavior Matrix training and implementation with monthly incentives to promote positive behavior	3	August-May	General Funds	Principal, Assistant Principal, PBIS Coach, All Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?		
Economically Disadvantaged		**Foster, Neglected & Delinquent and Homeless**
Kemp Primary will: Strengthen the link between school and home to help disadvantaged parents help their children to learn. Students and parents will be informed of student expectations in the student handbook posted in the Canvas platform and School website. Teachers will convey student expectations and reward systems to students and parents through the ClassDojo platform.		Kemp Primary will: ● Work with foster parents, district level support (social worker, psychologist, wrap around services, Circle of Support, and counselor to ensure students' needs are met academically, socially, and emotionally. We will meet all students where they are academically, socially, and emotionally. ● Foster students receive additional support necessary to be included in all aspects of the school experiences. We have available uniforms to assist students as needed. ● Provide breakfast, lunch, and fresh fruit for students through district-wide initiative monitored and supervised by CCPS Nutrition Department. ● RTI/SST support interventions are utilized with students who experience academic and/or behavior deficits.
English Learners		**Students with Disability**
Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers. Students and parents will be informed of student expectations in the student handbook posted in Google Classroom and School website.		Kemp Primary will monitor and review the Big 7 Report, meet with the PBIS and specific Circle of Supports team members to discuss ways to support students that have discipline issues and

Teachers will convey student expectations and our reward system to students and parents through the ClassDojo platform.	that fall within this subgroup to increase desired behaviors and decrease OSS incidents.Progress monitoring and data collection will be maintained to monitor student achievement.

Gifted Learners
Kemp Primary will incorporate rigorous, high-order thinking skills, and academic discourse through daily whole group instruction as well as small group instruction. Depth of knowledge level 3 and 4 questioning and activities will be implemented to provide an academically challenging environment for gifted learners.

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

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

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

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

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

Classroom lessons are provided to students on college and career awareness, character education, social skills, and social emotional learning. The counselor, social worker, and behavior intervention specialist, and behavior health specialist will provide small groups for various students who need assistance on various subjects such as maneuvering feelings of unknown situations and anger management. The counselor will continue to work with the parent liaison and the social worker to host meetings every nine weeks to discuss the attendance policy and how it impacts our students and school.

Special Education students have Individualized Education Plans (IEP) that coincide with their grade level curriculum. Student level is also a consideration when writing their IEPs. English Language Learners also have modification plans that allow the students to learn grade level content while learning English. ESOL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction.
ii) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
Our students will explore the world of careers through various activities. The counselor will provide an opportunity for students to participate in virtual field trips to explore post- secondary education, career and technical programs, and the world of work. We will invite our local community business leaders and first responders to share their career choices with our students during a scheduled career week during the 2025-2026 school year.
iii) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
Kemp Primary will utilize the PBIS Behavior Matrix to encourage positive behaviors and increase student achievement. The Kemp Primary Behavior Plan was shared with the staff at the beginning of the year and training on the Behavior Matrix took place to inform staff and students of school-wide behavior expectations. Students who display behavior problems will be referred to the Circle of Support and RTI chairperson for additional support and interventions to implement and monitor. The Behavior Specialist will attend all Circle of Support meetings to provide additional strategies and support to the staff and students.
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.)*
A Professional Development Plan including training on small group instruction, technology integration, data talks, and other strategies are listed on the following page.
v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Middle and high schools, describe how the school will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education including, if applicable.

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

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

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

Kemp Primary School will continuously solicit the input of parents and make efforts to engage ELL parents, migrant and homeless parents, as well as those with disabilities. This is accomplished through surveys from informational meetings, virtual workshops/meetings , and parent or counselor contacts. Parents will be informed about the nature of the Title I program, the parents' requirements, the school-parent engagement plan, the schoolwide plan, the school-parent compact, and parent & family engagement budget. We will encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, Class Dojo, telephone dial out system, marquee, the school's website, and/or report cards.

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. Data Digs by K-2 teachers on common assessments, unit assessments, and performance based tasks to determine student needs.

B. Progress monitoring will be implemented at the beginning, middle, and end of the year using data from MAP and Amira.

C. The End of the Year Title 1 evaluation is the process in which the school wide program is used to determine the effectiveness of the Schoolwide Plan in increasing student achievement while mastering the state academic standards.

D. As data is collected throughout the school year, adjustments to the Schoolwide plan will be made as needed. In addition, action steps and best practices will be prioritized to meet the needs of all students for the school year to meet academic standards.

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

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

We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the parent engagement plan. Kemp Primary School scheduled Title I Planning Meetings and invited parents of all students, school staff, students, and community members to attend. Kemp Primary School will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, parents of students who speak English as a second language, as well as parents of students with disabilities. Parent input is received through

surveys from informational meetings and virtual individualized meetings in the Parent Resource Center. In addition, evaluation forms at the end of each workshop or meeting will be provided to parents to solicit their feedback.

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

We will conduct an annual meeting to inform parents about the school's Title I program. Parents will be informed about the nature of the Title I program, the parents' requirements, the school parent & family engagement plan, the schoolwide plan, and the school-parent compact. We will encourage and invite all parents to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system (school messenger), marquee, the school's website, and/or report cards. The Title I Annual Meeting will be held at Kemp Primary School in September, 2026 for parents of all students. The principal of the school will facilitate the Annual Title I meeting.

We will offer a flexible number of meetings in the morning or evening, and may provide funds provided under Title I, childcare, or home visits, as such services related to parental engagement. Additionally, Kemp Primary School will hold two Title I Annual Meetings on different days at different times. Various workshops for parents throughout the year will be outlined in the school's 2026-2027 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the *Title I Parent Liaison* to receive additional information in the Parent Resource Center.

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

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

Kemp Primary School offers a parent volunteer program which includes parents, guardians, and community members who volunteer at the school. Volunteers assist in the media center, parent resource center, at student performances, and other areas as needed. Also, the local School Council (parents, teachers, principal, and community stakeholders) is an active

participant in the Title I planning meeting to review data, school goals and objectives, and make any necessary decisions that might be necessary to meet the school's targeted needs. When parents join volunteer programs, it helps create open communication, provide decision-making opportunities, and build strong partnerships.

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

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

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

We will provide training to educate teachers, administrators, and other staff members on how to communicate and work with parents as equal partners. The workshop topics will include how to implement and coordinate parent programs, how to build ties between parents and the school, how to work with parents as equal partners in the educational process, and how to positively impact the academic achievement of the students. Professional development will be offered for all teachers on the importance of effective

teacher/parent communication and social emotional learning. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents.

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

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

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

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

The current School Improvement plan for Kemp Primary School is operating under a plan which was developed by stakeholders during the 2025-2026 school year. The school improvement plan is a living document which is monitored and updated to meet changing needs. Meetings are conducted semi-annually to provide stakeholders the opportunity to review and provide feedback for the school-wide plan. We formed a committee of various stakeholders to assist in developing a school-wide plan in an effort to improve student achievement. This committee has been engaged in the school-wide Title I planning process for one-year. Kemp Primary School uses multiple forms of communication to solicit feedback and input on the Title I plan annually. An annual meeting for all stakeholders (parents, students, and staff) will be held to discuss data and make changes to the School - Wide Plan as needed.

A. The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, principals, support personnel, parents and students. Prior to the beginning of the school year, the school's leadership team retreat was held to participate in the initial development of this plan.

B. The initial plan was shared with staff members, parents, and students and given the opportunity to provide input in the plan's development. Specifically, parents were invited to attend a Title I School-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, stakeholders collaboratively analyzed all of the current and historical data for Kemp Primary School– both academic and non-academic. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

C. The revised plan will remain in effect for the 2026-2027 school year.

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

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

Clayton County Public Schools participates in the Community Eligibility Program (CEP), and all students eat breakfast and lunch at no cost to them. Food bank information is updated and provided to families accordingly. Our Title I Parent Liaison worked with partners to provide uniforms when necessary.

Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
High Leverage Practices:Teacher and Student Look Fors for Explaining and Modeling	**July-August**	**All Teachers**	Principal Assistant Principal Instructional Coach Candice Neal
PBIS Behavior and Classroom Management	**July-September**	**All K-2nd grade Teacher and Staff**	Principal PBIS Coach
MTSS/RTI Process	August	**All K-2nd Grade Teachers * All K-2 Instructional Coach * K-2 DES * K-2 EIP**	Principal Assistant Principal SST Lead and Tier 2 Liaison
Math Talks HMH (Academic Discourse Training)	**September-October**	**All K-2nd Grade Teachers * All K-2 Instructional Coach * K-2 DES * K-2 EIP**	Tiffanie Nealey
We Have the Data Now What? Setting up and Managing Small Groups	August 2026	**All K-2nd Grade Teachers * All K-2 Instructional Coach* K-2 DES * K-2 EIP**	Principal Assistant Principal Instructional Coach Candice Neal
What are Effective Small Groups?	September 2026	**All K-2nd Grade Teachers * All K-2 Instructional Coach * K-2 DES * K-2 EIP**	Principal Candice Neal
How to Manage Small Groups	**October 2026**	**All K-2nd Grade Teachers * All K-2**	Principal Candice Neal

		Instructional Coach * K-2 DES * K-2 EIP	Lori Gardner Maurtishia Smith
Keeping the End in Mind New ELA Standards and Effective Small Groups Training Session	**November 2026**	**All K-2nd Grade Teachers * All K-2 Instructional Coach * K-2 DES * K-2 EIP**	Principal Assistant Principal Tiffany Barner
Making Math Matter C-R-A Training	**February 2027**	**All K-2nd Grade Teachers * All K-2 Instructional Coach * K-2 DES * K-2 EIP**	Principal Assistant Principal Kathleen Johnson
Building Primary Writers	**February 2027**	**All K-2nd Grade Teachers * All K-2 Instructional Coach * K-2 DES * K-2 EIP**	Principal Assistant Principal Ryan Adams
Lesson Plan Collaboration	**August-May 2025**	**All K-2nd Grade Teachers * All K-2 Instructional Coaches * K-2 DES * K-2 EIP**	Principal Assistant Principal Instructional Coach
New Teacher Induction Training	July 2026	New Teachers	Lead Mentor
GKIDS Orientation Training	July 2026	Kindergarten Teachers	Assistant Principal
Amira Training/Refresher	September	**All K-2nd Grade Teachers * All K-2 Instructional Coaches * K-2 DES * K-2 EIP**	Principal Assistant Principal EIP Lead / Instructional Coach

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	October 2026	Rondah Pittman
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	October 2026	Rondah Pittman
Annual Title I Parent Meeting: Meeting held Documents posted on school website	September 2026	Rondah Pittman Joy Duncan Harris
Building Parent Capacity Fall: (F2F or Zoom) *Required Parent Capacity Events* *(An event can be a workshop, night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.* Curriculum Workshop 1	August 2026	Rondah Pittman Annette McCraw Stacy Evans
Building Parent Capacity Fall: Curriculum Workshop 2	November 2026	Rondah Pittman
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	October 2026	Rondah Pittman Media Specialist

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August- December 2026	Rondah Pittman
Building Staff Capacity (Fall):	September 2026	Rondah Pittman
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August- December 2026	Rondah Pittman
Fall October Data Dig: PLC to review Dashboard Data	October 2026	Rondah Pittman
Fall December Data Dig: PLC to review Dashboard Data	December 2026	Rondah Pittman
Building Staff Capacity (Spring):	March 2027	Rondah Pittman
Building Parent Capacity Spring: Curriculum Workshop 3	March 2027	Rondah Pittman
Building Parent Capacity Spring: Assessment Workshop	March-April 2027	Rondah Pittman
Building Parent Capacity Spring: Transition Meeting	May 2027	Rondah Pittman
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	May 2027	Rondah Pittman

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	May 2027	Rondah Pittman
Spring March Data Dig PLC to review Dashboard data	March 2027	Rondah Pittman
Spring May Data Dig PLC to review Dashboard data	May 2027	Rondah Pittman
Input Meeting(s) FY25: Staff Parents/Families Students	March-April 2027	Rondah Pittman

Tentative Budget

Kemp Primary will utilize its internal resources such as the Professional Learning Center's Teacher Development Specialists and Curriculum, Instruction, and Assessment Department's Specialists to support its Professional Development Plan. The Principal and Parent Liaison will determine use of funds for the Parent Resource Center once funds are released for the FY 2026-2027 School year.