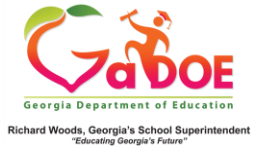


**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

| SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE | | |
|---|--|-----------------------|
| School Name: Kemp Primary | District Name: Clayton County Public Schools | |
| Principal Name: Dr. Denise Stevens | School Year: 2019-2020 | |
| School Mailing Address: 1090 McDonough Road | | |
| Telephone: 678-610-4300 | | |
| District Title I Director/Coordinator Name: Ms. Katrina Thompson | | |
| District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue Jonesboro, Georgia 30236 | | |
| Email Address: katrina.thompson@clayton.k12.ga.us | | |
| Telephone: (770) 473-2700 | | |
| ESEA WAIVER ACCOUNTABILITY STATUS | | |
| (Check all boxes that apply and provide additional information if requested.) | | |
| Priority School <input type="checkbox"/> | Focus School <input type="checkbox"/> | |
| Title I Alert School <input type="checkbox"/> | | |
| Principal's Signature: | Date: | |
| Title I Director's Signature: | Date: | |
| Superintendent's Signature: | Date: | |
| Revision Date: | Revision Date: | Revision Date: |



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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.

Planning Committee Members

| NAME | MEMBER’S SIGNATURE | POSITION/ROLE |
|-------------------------|--------------------|-------------------------------------|
| Dr. Denise Stevens | | Principal |
| Mrs. Anesa Nauck | | Assistant Principal |
| Veronica Ligonde | | Title I - Academic Coach |
| Davida Smith | | Academic Coach |
| Annette McCraw | | School Counselor |
| Rondah Pittman | | Parent Liaison 0 |
| Shelby Stewart | | K - Grade-Level Chair |
| Jeanette Brathwaite | | 1 st - Grade-Level Chair |
| Mary Bedford | | 2 nd - Grade-Level Chair |
| Julianna Finkley | | Media Specialist/Parent |
| Sharonda Ancrum-Collins | | DES - Lead |
| Misty Tidwell | | DES - Lead |
| Lance Nguyen | | Gifted Lead |
| April Wilson | | EIP Lead |
| Detra Gopaul | | ESOL Lead |
| | | Parent List (attached) |
| | | |
| | | |
| | | |
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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement plan. Participants consisted of members of the school Leadership Team who met during the summer and during the 2nd week of school to discuss goals and strategies for the 2019-2020 school year. During the meeting, goals and strategies were derived through collaboration of grade-level chairs, department chairs, and the administrative team. During Pre-Planning, the Leadership Team shared the goals and strategies with the faculty and staff.

During the Title I Parent Input Meetings, parents were given an opportunity to provide input in the Title I Plan and overall operations of the school. The parents were involved in discussions of ways and means to best promote student success based on DIBELS and iReady.

In the upcoming Annual Title I Informational meetings, parents will have the opportunity to receive and discuss strategies and goals as they relate to the Title Plan.

- B. The team used the following instruments, procedures, or processes to analyze the data obtained from the teachers. DIBELS, iReady, and Common Assessment data were reviewed by all student groups. The team identified potential reasons and causes for areas in which students had deficits. In the spring 2019, the team including teachers, paraprofessionals, the counselor and administrative staff examined student data such as attendance rate, discipline, retention rate, response to intervention as well as support programs. The team throughout the process reviewed the following data:

- o Student and Teacher Attendance – Student attendance is tracked through Infinite Campus and teacher attendance is tracked with jiffy passes through the Ident-A-Kid tracking system.

- o Student Mobility Rate– This information is tracked by the Governor's office of Student Achievement.

- o Parental Involvement – Our parent liaison keeps documentation to identify the number of parents and how often they are involved in school activities.

- o Discipline Infractions – Discipline infractions are tracked through Infinite Campus

- o TKES/LKES Data – Data is tracked through the Georgia TLSL platform

- o District Benchmark Results – Results are found in Edutrax

- o Individual Education Plans – DES teachers maintain student IEPs in GOIEP

- o 504 Accommodations – School counselor and school psychologist



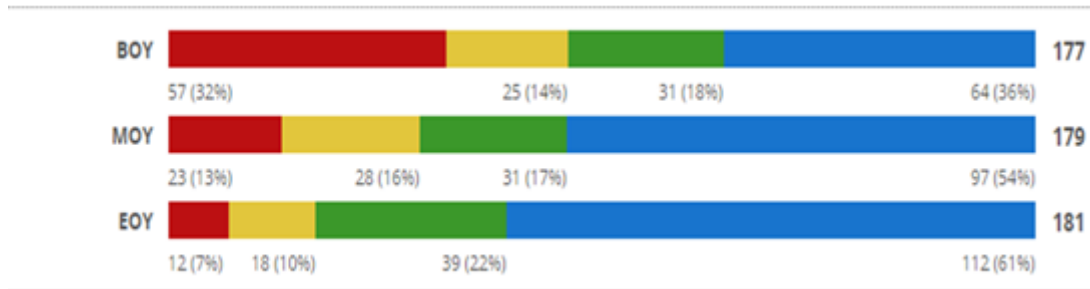
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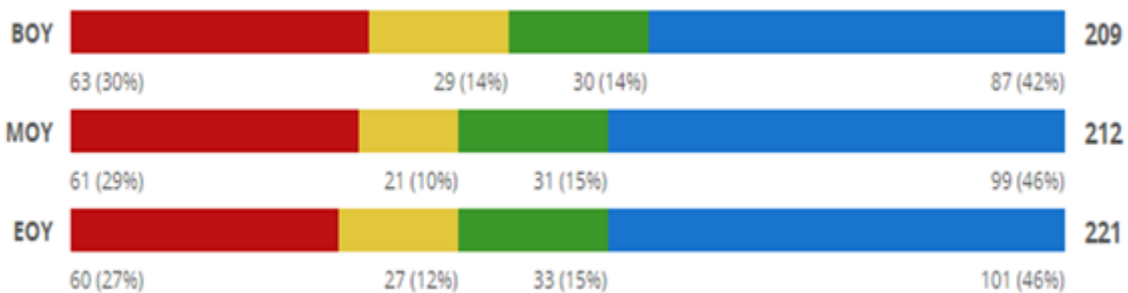
- o RTI/SST – Administrators, SST/RTI lead teacher, along with the SST grade level chairs monitor and maintain student records.
- o GKIDS – Teachers maintain this data on the Georgia Kindergarten Inventory of Developing Skills. Information is monitored by the assistant principal.

All data were presented in a chart format that visually represented student performance over the past year to allow teachers to easily identify strengths and weaknesses in student performance. Throughout the development of this plan, we took into account the needs of all students, including students with disabilities, English Language Learners, homeless, migrant and other subgroups.

Kindergarten DIBELS Reading Data 2018/2019



1st Grade DIBELS Reading Data 2018/2019

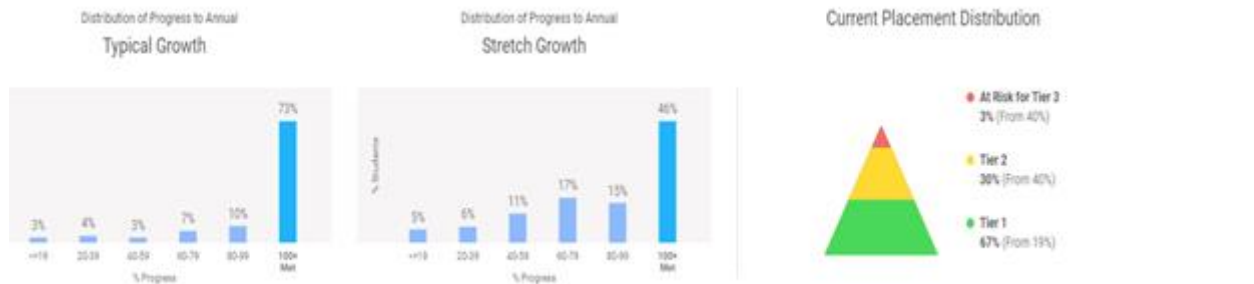


2nd Grade iReady Reading Data 2018/2019



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After a thorough review of the 2018 - 2019 Kemp Primary's Reading Assessment data, please note the following areas of concern:

Reading Data (Kindergarten and 1st) from 2018-2019 indicate that:

- Of the **96** students who tested intensive (well below) in the beginning of the year **35** students remained intensive, while **16** students advanced to the strategic (below) category, **19** students advanced to Benchmark (On Grade-Level) and **26** students advanced to Above Benchmark (Above Grade-Level).
- Of the **51** students who tested strategic in the beginning of the year, **12** students regressed to the intensive category, **8** students remained strategic, **13** students advanced to the Benchmark category and **18** students advanced to the Above Benchmark category.
- Of the **53** students who tested Benchmark in the beginning of the year, **6** students regressed to the intensive category, **6** students regressed to the strategic category, **3** students remained benchmark, while **34** students advanced to the Above Benchmark category.
- Of the **145** students who tested Above Benchmark in the beginning of the year, **7** students regressed to the intensive category, **7** students regressed to the strategic category, **19** students regressed to the benchmark category, while **112** students remained Above Benchmark.
- **22** Kindergarten students, **72** First Grade students, and **33%** of Second Grade students were in the intensive category at the end of the year, which indicates low growth in ELA/Reading.

Kindergarten iReady Math Data 2018/2019

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1st Grade iReady Math Data 2018/2019



2nd Grade iReady Math Data 2018/2019



After a thorough review of the 2018 - 2019 Kemp Primary's Math Assessment data, please note the following:



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iReady Math Data indicates:

- 79% of Kindergarten students are in Tier 1 (from 11%), 21% are in Tier 2 (from 89%), while 0% are at risk for Tier 3 (from 0%) by the end of the year.
- 44% of First grade students are in Tier 1 (from 3%), 53% are in Tier 2 (from 76%), while 4% are at risk for Tier 3 (from 20%) by the end of the year.
- 46% of second grade students are in Tier 1 (from 5%), 49% are in Tier 2 (from 57%), while 5% (from 39%) are at risk for Tier 3 by the end of the year.

Careful analysis of all student data reflects a significant amount of growth in Kindergarten. However, an increase in gains are needed in First and Second Grade, both in reading and math. We will continue to identify and implement the best teaching strategies, provide differentiated instruction in small groups based on student needs, while providing professional development and instructional support for our teachers.

| CCRPI Score | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|---------------------------------------|---|--------------------------------------|-------------------------|-------------------------|----------------------|------------------------|--------|--------|--------|--------|--------|-----------------|----------------------------|-------------------------|------------------------|-------------------------|-------------------------|-------------------------|
| 2016-2017 | 2017-2018 | 2018-2019 | 2016-2020 Goals | | | | | | | | | | | | | | | | | |
| Overall CCRPI Score: | Overall CCRPI Score: 46.9 | Overall CCRPI Score: | 2016 Goal: 71.03 2017 Goal: 72.43 2018 Goal: 73.56 | 2019 Goal: 74.69 2020 Goal: 75.82 | | | | | | | | | | | | | | | | |
| Achievement Points Earned: | Content Mastery Points Earned: 15.12/30 | Content Mastery Points Earned: /30 | Overall CCRPI Goals based on the following formula: CCRPI Performance Goals For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year 2015-2016, Kemp Primary School will increase its College and Career Ready Performance Index (CCRPI) score with <i>Challenge Points</i> by 5% of the gap between the baseline year CCRPI score and 100. <small>(2016 Annual Growth = (100 - 2016 CCRPI Score) x 0.05) + 2016 CCRPI Score</small> | | | | | | | | | | | | | | | | | |
| Progress Points Earned: | Progress Points Earned: 35/35 | Progress Points Earned: /35 | | | | | | | | | | | | | | | | | | |
| Achievement Gap Points Earned: | Closing Gaps Points Earned: 0/15 | Closing Gaps Points Earned: /15 | <i>Example</i> <table border="1" style="font-size: small;"> <thead> <tr> <th>Baseline CCRPI Score</th> <th>Expected Annual Growth</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>62.6-.5 62.1</td> <td>(100 - 62.1)(0.05) 1.13</td> <td>62.1 + 1(1.13) 71.03</td> <td>62.1+ 2(1.13) 72.43</td> <td>62.1 + 3(1.13) 73.56</td> <td>62.1 + 4(1.13) 74.69</td> <td>62.1 + 5(1.62) 75.82</td> </tr> </tbody> </table> | | | | Baseline CCRPI Score | Expected Annual Growth | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | 62.6-.5 62.1 | (100 - 62.1)(0.05) 1.13 | 62.1 + 1(1.13) 71.03 | 62.1+ 2(1.13) 72.43 | 62.1 + 3(1.13) 73.56 | 62.1 + 4(1.13) 74.69 | 62.1 + 5(1.62) 75.82 |
| Baseline CCRPI Score | Expected Annual Growth | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | | | | | | | | | | | | | | |
| 62.6-.5 62.1 | (100 - 62.1)(0.05) 1.13 | 62.1 + 1(1.13) 71.03 | 62.1+ 2(1.13) 72.43 | 62.1 + 3(1.13) 73.56 | 62.1 + 4(1.13) 74.69 | 62.1 + 5(1.62) 75.82 | | | | | | | | | | | | | | |
| Challenge Points Earned: | Readiness Points Earned: 15.1/20 | Readiness Points Earned: /20 | | | | | | | | | | | | | | | | | | |

Economically disadvantaged (ED) students: 100% of the student population is economically disadvantaged. CCRPI reports indicate that these students did not meet subgroup performance in ELA or Math. The ED subgroup did not meet either the state or subgroup performance target in ELA and Math. In ELA 42.53 % are Beginning Learners, 32.18% are Developing Learners,



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18.97 are Proficient Learners and 6.32% are Distinguished Learners. In math 21.84% are Beginning Learners, 46.55% are Developing Learners, 28.74 are Proficient Learners and 2.87 are Distinguished Learners. These are Kemp Primary's former 2nd grade students who were tested on the Georgia Milestone Assessment in 3rd grade at Kemp Elementary.

Subgroup performance by race: CCRPI reports indicate these students did not meet subgroup performance in ELA or Math.

In ELA

- Black Students - 41.48 % are Beginning Learners, 31.11% are Developing Learners, 19.26 are Proficient Learners and 8.15% are Distinguished Learners.
- Hispanic Students - 56.00 % are Beginning Learners, 28.00% are Developing Learners, 16.00 are Proficient Learners and 0.00% are Distinguished Learners.

These are Kemp Primary's former 2nd grade students who were tested on the Georgia Milestone Assessment in 3rd grade at Kemp Elementary.

In Math

- Black Students - 20.00% are Beginning Learners, 48.89% are Developing Learners, 28.15 are Proficient Learners and 2.96 are Distinguished Learners.
- Hispanic Students - 28.00 % are Beginning Learners, 48.00% are Developing Learners, 24.00% are Proficient Learners and 0.00% are Distinguished Learners.

We will continue to identify and implement high impact strategies to ensure that 100% of Kemp Primary's second graders enter Kemp Elementary as Distinguished and Proficient Learners in all subject areas.

After review of assessment data from the 2017 - 2018 ELA Georgia Milestones Assessment Data of third grade students at Kemp Elementary, please note the following areas of concern:

42.53% of our students were Beginning Learners, 32.18 Developing Learners , 18.9 Proficient Learners, and 6.32% Distinguished Learners.

After review of assessment data from the 2017 - 2018 Math Georgia Milestones Assessment Data of third grade students at Kemp Elementary Assessment data, please note the following areas of concern:

21.84% of our students were Beginning Learners, 46.55 Developing Learners , 28.7 Proficient Learners, 2.87 Distinguished Learners.

Retention Rate - Less than 2% of the students at Kemp Primary School are retained in their current grade level.

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Student Attendance - Student daily average attendance rate was 94% during the school year. A plan of action has been developed for the 2019-2020 academic school year.

Teacher Attrition Rate - Approximately 5% of teachers at Kemp Primary left for reasons other than teacher retirement.

Disciplinary Infractions - There were only 16 recorded disciplinary infractions during the 2018 - 2019 school year. A school-wide behavior plan using social-emotional learning and PBIS is in place for the 2019 - 2020 school year.

Georgia Kindergarten Inventory of Developing Skills (GKIDS) - Georgia Kindergarten Inventory of Developing skills, is a year –long, skills based assessment aligned to the state mandated content standards. The Primary purpose is to collect ongoing diagnostic information about students. The Spring of 2019 School Summary Report indicates:

64.7% of students met or exceeded standards in English Language Arts.

78.9% of students met or exceeded standards in Math.

70.4 % of students met or exceeded standards in Approaches to Learning.

83.3 % of students met or exceeded standards in Personal/Social Development.

DIBELS/mClass Math

Reading data reveals that in grades Kindergarten – 1st grade, 29% of our students performed below or well below grade level expectations for basic early literacy skills. The deficit areas are focused around fluency.

In addition to reviewing the current achievement data, we will reflect on the following:

- Focus Walks
- Formative and Summative Assessments
- Student work with Teacher and Student Commentary
- Formal and Informal Observations
- Teacher's Needs Assessment survey results (Professional Development)

C. We have taken into account the needs of migrant children by developing procedures we would follow should those students be in attendance. Currently, we do not have any migrant students. However, if we receive migrant children, we will contact the Office of Federal Programs and follow the prescribed procedure of the district, state and federal guidelines. We will ensure that these students are afforded the same opportunities as all other students. We will



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diagnose their needs, create and maintain a profile based on the needs assessment. Our plan and goal is to engage instruction, teach Georgia Standards of Excellence, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved. Using this plan will help provide evidence of data that may require further intervention for these students. All parents or guardians enrolling a student in school will receive a survey that determines whether the child will be identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant Office. A copy of the completed survey is maintained in the student's cumulative folder.

D. We have reflected on our current achievement data, which will help the school understand the subjects and skills in which teaching and learning need to be improved. Data for Writing, Science, English Language Arts and Social Studies have been reviewed. Although our teachers work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be additional room for growth reading, math, and writing across the curriculum with integrated Science and Social Studies.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and State student academic achievement standards including:

- Economically disadvantaged (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. At Kimp Primary 100 percent of the student population are economically disadvantaged. CCRPI reports indicate these students did not meet subgroup performance in ELA, Math, Science, or Social Studies. The ED subgroup did not meet either the state or subgroup performance target in ELA, Math, Science or Social Studies.
- Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information.
- Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. Students with disabilities make up eight percent of our 3rd, 4th, and 5th graders student population. Previous CCRPI reports indicate these students did not meet subgroup performance or state performance target in Reading, Math, Science or Social Studies.
- Students with limited English proficiency often require instructional modifications to effectively have access to the curriculum to gain understanding.

F. The data has helped us reach conclusions regarding achievement or other related data.



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Subgroup performance from Students with disabilities: Students with disabilities did not meet subgroup performance or state performance target in Reading and Math. In ELA, 66.67 % are Beginning Learners, 25.93% are Developing Learners, 3.70 Proficient Learners and 3.70 % are Distinguished Learners. In math, 74.07% are Beginning Learners, 18.52% Developing Learners, 3.70% Proficient Learners and 3.70% are Distinguished Learners. These are Kemp Primary's former 2nd grade students who tested in GMAS in 3rd grade at Kemp Elementary.

Students with limited English Proficiency often require instructional modifications to effectively have access to the curriculum to gain understanding. Students with limited English Proficiency did not meet subgroup performance or state performance target in Reading and Math. In ELA 68.18 % are Beginning Learners, 27.27% are Developing Learners, 4.55 Proficient Learners and 0.00 % are Distinguished Learners. In math 36.36 % are Beginning Learners, 45.45% are Developing Learners, 18.18 Proficient Learners and 0.00 % are Distinguished Learners. These are Kemp Primary's former 2nd grade students who tested in GMAS in 3rd grade at Kemp Elementary.

The major strengths we found in our program were as follows:

- Increase in the percentage of student daily attendance from 90% in 2017 - 2018 to 94.3% in 2018- 2019.

DIBELS Reading Strengths

- Decreased the percentage of Kindergarten students in the intensive category from 32% to 7%.
- Increased the percentage of Kindergarten students at or above benchmark from 54% to 83%.

iReady Reading Strengths

- Increased the percentage of 2nd grade students in Tier 1 from 19% to 67%.
- Decreased the percentage of 2nd grade students in Tier 3 from 40% to 3%.

iReady Math Strengths

- Increased the percentage of Kindergarten students in Tier 1 from 11% to 79%.
- Increased the percentage of 1st grade students in Tier 1 from 11% to 79%.
- Increased the percentage of 2nd grade students in Tier 1 from 5% to 46%.

The major needs that we discovered in reading at the end of the year according to DIBELS, is that 35% of first grade students need intensive or strategic support reading nonsense words and 47% need intensive or strategic support in oral reading fluency.



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The major needs that we discovered in reading at the end of the year according to iReady Reading, is that 41% of second grade students are one or more grade levels below in phonics, 47% of second grade students are one or more grade levels below in vocabulary, 43% of second grade students are one or more grade levels below in comprehension of Literature, and 47% of second grade students are one or more grade levels below in comprehension of Informational Text.

The major needs that we discovered in math at the end of the year according to iReady, is that 43% of first grade students are one or more grade levels below in Numbers and Operations, 42% of first grade students are one or more grade levels below in Algebra and Algebraic Thinking, 45% of first grade students are one or more grade levels below in Measurement and Data, and 40% of first grade students are one or more grade levels below in Geometry.

The major needs that we discovered in math at the end of the year according to iReady, is that 43% of second grade students are one or more grade levels below in Numbers and Operations, 42% of second grade students are one or more grade levels below in Algebra and Algebraic Thinking, 45% of second grade students are one or more grade levels below in Measurement and Data, and 40% of second grade students are one or more grade levels below in Geometry.

2. Schoolwide reform strategies that:

Response:

Kemp Primary's staff considered three key questions when determining school-wide reform strategies.

They are:

1. How will the strategy positively impact overall student achievement?
2. What measures will we use to determine the effectiveness of the strategies?
3. How will we make changes to our reform strategies if they are not effective?

While searching for interventions and preventions that will help us meet our students' academic needs and staff's professional development needs as well as help us meet our goals. We believe the following strategies will prove to be effective.

1. Require all teachers to use small group instruction and differentiated strategies that are based on a variety of assessments to better meet the needs of all learners.
2. Require all teachers to provide appropriate scaffolding and support during both whole and small group instruction in order to insure that students master grade level standards.
3. Require that scoring rubrics and exemplars be used by all content area teachers as instructional tools.

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4. Mandate that all teachers integrate technology into their lessons as tools that extend and/or enhance learning.

- Two reform strategies that we will implement are Close Reading and Academic Discussions. As a result of our root cause analysis discussions, we found that professional learning is needed for our staff.
- “The first step in the close reading process for elementary school students, according to Dr. Fisher, is to identify their own purpose for reading. Research shows that understanding one’s own purpose for reading is an important metacognitive process that supports a reader’s comprehension of the text” (Paris, Wasik, & Turner, 1991). “In addition to identifying their own purpose for reading, students should take the time to determine the author’s purpose for writing. Dr. Fisher explains that while some of the cognitive exercises required to engage in such an analysis might seem complex for early learners, students are actually quite capable, and, according to research, determining the author’s purpose is a key element of reading comprehension” (RAND Reading Study Group, 2002). In order to encourage close, deliberate reading, we will use ready-to-use teaching centers to address individual student needs in ELA be used by the way of Lakeshore Learning Close Reading comprehension teaching centers.
- Wilkinson (1965) introduced the term oracy as a way for people to think about the role that oral language plays in literacy development, defining it as "the ability to express oneself coherently and to communicate freely with others by word of mouth." Wilkinson noted that the development of oracy would lead to increased skill in reading and writing as users of the language became increasingly proficient—as James Britton (1983) put it so eloquently, "Reading and writing float on a sea of talk" (p. 11).
- As we analyze why many students are not learning what we are teaching, we must evaluate our own practice for evidence of student talk throughout the day. Oral language is the foundation of literacy, and as such, it requires focused attention in planning. Altering the ratio of teacher to student talk doesn't just happen. Rather, it occurs through both believing in the importance of student talk and planning with a clear purpose and expectations. But before we discuss how to plan lessons that integrate purposeful academic talk, reading, and writing, we must be clear on our own understanding of exactly what academic oral discourse is.

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).



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Response:

We will continue to engage in problem solving and conducting research to identify other school wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for elementary school, building a culture that uses data and research based teaching strategies which fosters an environment which produces proficient and distinguished learners, provide remediation for students needing additional support in mastering the standard, and using extended time for learning to support the belief that some students need more time to demonstrate mastery of standards. Teachers will use explicit instruction/gradual release of responsibility to build students metacognitive and self-regulatory skills, which have proven to be very successful in helping students learn and master content (Hattie, 2012).

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - Strengthen the core academic program in the school.
 - Improve the quality of learning time, by increasing the level of rigor and relevance, focusing on the Georgia Standards of Excellence, and increasing academic discussions within the classroom.
 - Include strategies for meeting the educational needs of historically underserved populations.

Response:

Teachers will implement effective research based strategies within their daily lessons grounded in Marzano's Art and Science of Teaching (Marzano, 2007). To address planning rigorous instruction, research and frameworks from District Instructional Practices - S.T.A.R.T.S Model and High Impact Strategies will also be used. Utilizing performance based objectives, academic vocabulary, and the gradual release model in an effort to increase student achievement. Teachers will provide multiple rigorous, engagement opportunities for students to engage in meaningful learning tasks.

All teachers will implement the S.T.A.R.T.S. Model and High Impact Strategies during all content areas. Teachers will also utilize the CCPS framework for High Performance and Collaborative Planning. The instructional framework consists of but is not limited to: Direct Explanation, Modeling, Guided practice, Independent practice, Reflection, and Assessment. Teachers will address and provide explicit direction and instruction aligned to the specified Georgia Standards of Excellence and correlated learning targets during the lesson. Teachers will also work in small groups based on data to provide remediation and/or acceleration.

All teachers will incorporate small group instruction during reading and math. The practice of using small groups to maximize differentiated instruction opportunities during the lesson and particularly during the work session of instructional framework is discussed by Robert Marzano in the *Classroom Instruction that Works*. Marzano discusses the importance of flexible cooperative grouping as part of differentiated instruction. Small groups "can be used to clarify



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expectations for tasks, focus students' attention, allow students time to more deeply process information, or to provide time for closure. "Marzano supports the cooperative flexible grouping practice of differentiated instruction with numerous research studies, each showing a twenty percent gain in student achievement for students placed in such groups. This approach is maximized in Gideon's reduced EIP class model where the EIP teachers have a reduced number of students in their homeroom class with a maximum of 19 students (Dean, Hubbell, Pitler & Stone, 2012)

All students at Kemp Primary School will participate in Unit assessments (Imagine It) at the end of each unit. The teachers will analyze the student data to differentiate instruction. Differentiated instruction maximized by identifying student needs using frequent common assessments across the grade level. The use of frequent assessments allows for flexibility with the small group settings, strategy-grouping students based on area of need as identified through diagnostic testing. Frequent common assessments allow each student to become an engaged-learner, enabling the teacher to give feedback and allowing "the learner to adjust what he or she is doing in order to get better" (Davies, 2000). Diagnostic testing allows teachers to target specific strengths and weaknesses in identified students and to plan for instruction to meet those needs. Frequent common assessments demand that teachers spend less time grading at the end of learning and more time helping students with their learning along the way, the primary goal of each tutoring session.

The *Accelerated Reader* program is a guided reading intervention in which teachers are closely involved with student reading of text. It involves two components, the *Accelerated Reader* software and *Accelerated Reader Best Classroom Practices*. The *Accelerated Reader* software is a computerized supplementary reading program. *Accelerated Reader* relies on independent reading practice as a way of managing student performance by providing students and teachers feedback from quizzes based on the books the students have read. *Accelerated Reader Best Classroom Practices* are a set of recommended principles on guided independent reading (or teachers' direction of students' interaction with text) that ensure *Accelerated Reader* is implemented with integrity (Topping & Paul, 1999).

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - The integration of vocational and technical education programs



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Response:

Student support strategies that are used to address the needs of all students included identifying students who need support by subgroup and by need. Kemp Primary teachers and administrators closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We consistently analyze and use data to help guide instructional decisions. This information is used to design and implement learning supports that will assist our students to get back on track. Targeted populations such as ESOL students and Students with Disabilities are well supported through our continuous re-teaching in small group and remediation. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as our regular student population.

Additionally, our counselor will deliver instruction based on the college and career awareness lessons during guidance groups as well as collaborative planning including agriculture, natural resources, health and science, marketing, and hospitality.

Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. EL students also have modification plans that allow the students to learn grade level content while learning English. EL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction.

Lastly, our school's foundation is built on standards based instruction for each learner. Academic and social supports will continue to be implemented in order to help students achieve academic success.

- Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

We will determine if the needs have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. DIBELS, classroom grades, classroom assessment, district assessments, Statewide Longitudinal Data System attendance, and discipline referral and outcomes data will be collected and reviewed.



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3. Instruction by highly qualified professional staff

Response:

- Kemp Primary ensures that teachers are highly qualified by following all district policies and procedures regarding the staff selection and hiring process. According to the Georgia Professional Standards Commissions, teachers serving in Title I districts are required to possess a valid teaching certificate with the satisfactory educator assessment results. Certification status is updated and reviewed annually by Human Resources and building level administrators. Job Fairs are sponsored by Human Resources to attract Highly Qualified (HiQ) teachers:
- All certified teachers are highly qualified based on district and state guidelines.
- Before teachers are hired, Human Resources will verify HiQ status, and then give the Principal authorization for hire.

All paraprofessionals meet the district and state guidelines for classified HiQ status. Human Resources will also verify Paraprofessional HiQ status before hiring.

We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by reviewing teaching credentials and transcripts. We also conduct comprehensive teacher interviews to collect additional information about the candidate's qualification to work with Harper's students. Teachers, who are not highly qualified, work closely with their grade level chair, administrators, mentor, and instructional facilitator to remedy deficient areas in order to become highly qualified.

All new employees will receive on-going mentoring at the school and district levels. Each new employee is assigned a mentor in addition to assistance from the Academic Coach, model teacher leaders, and administrators.

- #### 4. In accordance with Section 1119 and subsection (a) (4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

We believe that promoting the continuing education of the faculty and staff promotes lifelong learning. With this in mind, our plan includes multiple avenues of professional development. Opportunities for professional learning will be based on staff self-evaluation, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. These opportunities will be provided throughout the 2018 - 2019 school year. In addition to staff development opportunities at the school, all staff members at Kemp Primary have opportunities at the district's Professional Learning Center (PLC), as well. As permitted, staff



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members are also encouraged to attend conferences, trainings, and other workshops that enhance a well-rounded educator.

Kemp Primary aligns professional development with Georgia's academic content and student academic achievement standards. We use data and curricular documents to identify content areas where our students did not perform well. We conduct a document analysis of state curricular to look for gaps. Once the gaps or areas that need improvement have been identified, we broker professional development our teachers, paraprofessionals, and administrators need.

- We also use feedback from classroom observations to determine needed professional development. We know that our teachers need more learning support to better implement the explicit instruction/gradual release of responsibility framework.
- Differentiated instruction will be an area for professional development. Other areas for professional development will include training in teaching writing explicitly, unpacking the standards in ELA (writing), math, science and social studies, and effective use of the Rigor and Relevant Framework. Additionally, professional development will be focused on integration across the curriculum. Specifically, the district has mandated an integration of English Language Arts/ Social Studies and English Language Arts/ Science known throughout the school district as K-2 Integration. We will continue to provide training regarding data driven instruction to ensure that data is gathered constantly, analyzed, and monitored for the purpose of driving instruction. Furthermore, we mandate that educators participate in any district required professional development.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, we will devote resources to improve academic achievement for our students. We must increase teacher efficacy. This is done through planned, consistent and pervasive professional development with the support of our academic coach. To that end, we have dedicated a large portion of our Title I funds to professional development including release time, resources, supplies, consultants, and materials to make the opportunities effective.

Many of our trainings will occur on site during half-day collaborative planning sessions. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthen personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our *Title I Parent Liaison* participates in all mandatory Title I trainings.

We will also provide opportunities for parents to engage in learning activities. Learning opportunities take place through PTA meetings, Curriculum Nights, and other evening meetings/trainings with parents. We will consult with the Parent Liaison to provide specific content or subject-matter training to parents. To encourage parent participation in these trainings,



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Title I funds will be used to provide parent resources and access to technology. To maximize funding, all professional development funds that include Title I, IDEA, Title II, District Professional Learning and other funds will be used to support our training needs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

- We will continue to participate in all district staff recruitment and retention efforts. Clayton County Public Schools has offered impressive financial incentives to attract teachers to the district in previous years. The district has also awarded contract-signing bonuses to teachers who teach in hard-to-fill content areas in previous years. While these incentives have certainly helped to close the vacancy gap, all school leaders have the responsibility of ensuring that highly qualified teachers teach students. As we will continue to induct new and novice teachers to the school, they will be evaluated to determine their effectiveness in order to retain quality teachers.
- Kemp Primary School examines its staffing data to determine the educators' credentials. For example, we examine type and level of certification, educational degree earned, number of years of teaching, teaching experience, and area of certification. We use this data to match staff to needs. For example, Kemp Primary School practices, where possible, not assigning all novice and new teachers to one grade level.
- We take advantage of technology, social media, word-of-mouth, and communications to share "good news" about Kemp Primary. This marketing strategy encourages potential staff candidates, students, and parents to investigate the possibility of becoming a member of the Kemp Primary School family. We also implement a variety of recognition and support activities to promote staff retention. Some of these activities are listed below.
 - Implementing a New Teacher Mentoring Program
 - Conducting Monthly Teacher Recognition
 - Creating a culture of learning
 - Practicing a shared leadership/professional learning community model through regular department and curriculum area meetings
 - Facilitating open dialogue between staff and the administrative team
 - Creating and expanding avenues for teacher leadership in multiple aspects of the school program

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement.



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Kemp Primary School will schedule Title I Planning Meetings and invite 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, as well as those with disabilities. This is accomplished through surveys from informational meetings, individual meetings in the Parent Resource Center, and parent or counselor contacts. In addition, evaluation forms at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names and phone numbers to the administrators or on the evaluation forms. The school administrators will then contact them with further information about their concerns or requests.

- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school. It will be distributed to the parents of participating children. In addition, make the parental involvement plan available to the local community. During the Title I Annual Planning Meeting, Kemp Primary School parents will assist in planning, developing, and approving the school's Title I Schoolwide Program Plan and Budget, as well as parent involvement documents, (School-Parent Compact, and Title I Parent Involvement Policy). Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school.
- C. 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 parental involvement policy, the schoolwide plan, and the school-parent compact. 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, telephone dial out system, marquee, the school's website, and/or report cards. The Title I Annual Meeting was held at Kemp Primary School on August 14th and 15th, for the parents of all students. The Principal of the school will facilitate the Annual meeting(s) and the Assistant Principal assigned to Title I.
- D. We will offer a flexible number of meetings in the morning or evening, and may provide with funds provided under Title I, childcare, or home visits, as such services related to parental involvement. Additionally, Kemp Primary School will hold two Title I Annual Meetings on different days at different times and have several workshops for parents, which will be outlined in the school's 2018-2019 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 center.
- E. We will provide parents of participating children with timely information about the Title I
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Program. A description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings with

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parents. If requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child. They can respond to any such suggestions as soon as practicably possible, by having a Title I Planning Meeting. An annual parent meeting will be held to receive important information regarding the Title I Program.

Conferences are also held twice a year, and/or by parent/teacher request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. 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. This is a group of parents, guardians and community members that volunteer their time to the school. The volunteers assist in the media center, parent center, student performances, and other areas as needed. There is a Local School Council that actively participates in a Title I Planning Meeting to review the data, schools goals and objectives and make any necessary decisions that might be necessary in order to improve the schools' targeted needs. Joining any of these groups helps to create open communication, provides important decision-making opportunities, and builds strong partnerships.

- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Kemp Primary has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of students. The compact will

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be sent home to all families with the students and will be posted on the school's website and in the Parent 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.

- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments and the requirements of Title I, Part A. It will give parents insight on how to monitor their child's progress and how to work with educators. The key method Kemp Primary School will use to provide assistance to parents in understanding the State's academic content standards and assessments is 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 immediately after his/her teacher enters them in the grade book. By viewing their children's grades, parents will be able to easily monitor their child's progress in each class.

- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. 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 trainings or workshops will be able to request materials to be sent home.

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When practical, interpretation will be provided for our *Spanish (include other languages, if necessary) speaking* families. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement.

- I. We will provide training to educate teachers, pupil services personnel, principals, and other staff on how to communicate and work with parents as equal partners. This will involve the value and utility of contributions of parents, how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on Imagine It assessments and the Common Core curriculum. A staff development will be offered for all teachers to educate them 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. A suggestion box will be placed in the parent resource center to gather suggestions and comments from parents to help improve communication and support.

- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs. In addition, we will conduct other activities, such as parent resource centers that encourage and support involved parents who fully participate in the education of their children. This will be done through information provided by Kemp Primary School counselors and teachers. Kemp Primary School staff will collaborate with State and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. The Title I Parent Liaison and school staff will encourage and support parents during the Primary School transition period to elementary school.

- K. 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. In order to maintain

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contact with the parents, the school will use an automated calling system, school marquee, school website, e-mails, newsletters, flyers and other means of communication.

- L. 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. Kemp Primary School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency.

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 checkout 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. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

We encourage parents/guardians to become active in the decision-making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to assist students with the transition to middle school, high school or college.

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering Elementary School and for students entering from private schools including students entering our school throughout the year. Kemp Primary School not only aims to assist the families of our students that are currently enrolled but the families of students that will join our kindergarten team. The upcoming kindergarten students prior to the start of the school year are invited to visit our school. At this



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time, students and parents are invited to visit kindergarten classrooms and speak with kindergarten teachers. Our *Title I Parent Liaison* will be available throughout the school year to meet with rising kindergarten families and conduct school tours for parents who currently have students enrolled.

Transition into elementary school is very important to us as well. Our second graders will be given an opportunity at the end of the school year to tour our feeder elementary school. Once our students arrive, they will be introduced to the administrative, guidance, resources and support teams. Then, they will be allowed to ask questions. The students will be informed about the curriculum and dress code at this time.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

Teachers will use the Statewide Longitudinal Data System (SLDS), DIBELS, iReady, formative assessments, and summative assessment data in their decision-making. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers and students will be trained on how to conduct these activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments

Schoolwide: Staff analyzes the schools' performance on the assessments at the beginning of the school year. Teachers analyze their students' performance on content area/unit common assessments to dictate daily instruction, and on-going classroom and content area/unit assessments. This data shows the overall strengths and areas of improvement for Kemp Primary. The review of data provides the staff an opportunity to re-teach deficit skills and to differentiate content to include acceleration of content when needed. It also allows the current grade levels to collaboratively plan to address prior and current deficiencies. At the end of the school year, all assessment data is used between courses/grade levels in the process of vertical planning.

Individual Classrooms: Each teacher maintains student and course data reports from SLDS the Statewide Longitudinal Data System (SLDS), formative assessments (Beginning-of-Year, Middle-of-Year iReady and Dibels diagnostic data, , and End-of-Year iReady and Dibels diagnostic data. This data helps teachers to plan for effective and differentiated instruction. These assessment tools help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on the results of assessments to

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ensure success for all students. Kemp Primary School utilizes collaboration, common grade level and content area planning and vertical team alignment of the curriculum to support all learners in accordance with the school's mission and vision.

Title I funds at Kemp Primary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

- We are providing activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Using assessment data, especially formative assessment data, teachers will give students timely and actionable feedback. Teachers and leaders will use classroom observations and student artifacts to identify learner difficulties. We will use Title I funds to implement appropriate, targeted, and focused remediation, interventions, and preventions to support our student learners.
- There are many measures at Kemp Primary School in place to ensure student success. As a part of our Title I school-wide and Comprehensive School Improvement plans, teachers and administrators monitor student success rates within classrooms by looking at the overall passing rates. Teachers monitor students' ability to grasp concepts through daily informal assessments, such as observations, student responses in class, quizzes, and Common Formative Assessments. Weekly, teachers meet in a collaborative setting to identify and discuss students' academic needs. If a student is struggling, we require an ongoing evaluation of the student. RTI interventions, differentiation of instruction, small group/one-on-one intervention, and opportunities for co-teaching are strategies that also help to ensure that student weaknesses are identified timely. The Response to Intervention Model (RTI) enables our teachers take a more detailed look at instruction while utilizing continuous classroom assessment. The tiered approach in RTI supports students experiencing difficulties while increasing support. As students move into tier two and three, parental involvement is a key component of the intervention. If students continue to exhibit learning challenges with the curriculum, a Student Support Team (SST) meeting is called to discuss further evaluation needs.



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- Technology is leveraged to offer support and ensure student success. Parents are encouraged to utilize Infinite Campus to view updated grades for all classes. Infinite Campus identifies missing assignments, failing averages, and specific test averages.
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- Students needing intervention for state and county assessments are identified and offered intervention opportunities. Intervention classes are offered in a variety of ways to capture the needs of our students.
- Title I funds at Kemp Primary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, including struggling students in the core content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

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 analyses and reviews our Title I plan to determine how our Title I funds can be spent. This ensures that we do not supplant. One of the support we have for re-teaching and credit recovery is our after-school remediation program. The district bears a fixed cost for each school to implement after-school learning support program, which helps students prepare for academic success. Because these funds are limited and set aside for a fixed purpose, we use Title I funds to offer additional learning support that are based on students' immediate individual needs.

Because the district participants in the Community Eligibility Program (CEP), all of our students eat meals at no cost to them. We collaborate with the district Nutrition and Technology Departments to ensure that students who qualify for free or reduced meals are identified in our Student Information System.

Title I funds at Kemp Primary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies. The funds are allocated for the after school tutorial program that is designed for struggling students in the core content areas. Instructional software and laptop carts are used to support instructional technology. In addition, the funds provide professional development for teachers on specific



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content pertaining to student achievement. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

The district began the Georgia Milestones score report training by training at least one school administrator. The three-hour training included a PowerPoint, sample score reports, and a binder to hold data documents. The participants then trained school staff. Following the initial training, the district created a Georgia Milestones parent and student training toolkit that included a PowerPoint, presenters' guide, parent/student documents, and sample score reports along with directives for implementation. Each school leader is responsible for ensuring parents and students are trained on how to read and interpret individual student Georgia Milestones score reports. Our district has ensured that these resources are accessible to non-English speakers. We will continue to conduct these trainings annually. The district, through the Office of Federal Program, also host an annual Georgia Milestones parent conference that includes a session on Georgia Milestones score reporting and interpretation. However, Kemp Primary is not a testing school; our grades include Pre-Kindergarten through second grade. Individual student classroom tests and other assessment results will be provided to parents. Additionally, we will hold frequent conferences with parents, students, and staff to review various assessment results and to communicate how data can be interpreted and used. Parents are also provided with their child's progress reports every four and one half weeks, and the report card every nine weeks. These grades are also available in the Infinite Campus parent portal. Parents can also participate in academic conferences concerning their child's progress. At the conference, the teacher will share their child's work, progress, goals, and expected level of performance. Also, parents will be provided strategies to strengthen the deficits areas in which their child may be experiencing.

Kemp Primary School will host various Title I parent meetings and will provide parents information about their child's progress in school. We will also share with them various strategies they can use at home to help their child (ren) improve academically.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

Data analysis is a main responsibility for teachers. However, the academic coach gives guidance to teachers for implementing protocols to be used for reviewing, analyzing, and interpreting data.

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Our teachers disaggregate and discuss student data during our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly collaborative meetings.

Illuminate will be used primarily for local assessment collection and analysis. The State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their collaborative planning sessions, to review data by “All Students” and subgroups that include English Learner, special education, gifted, race, ethnicity, economically disadvantaged, and gender.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

The district’s Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools’ stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

14. Provisions for public reporting of disaggregated data.

Response: The Georgia Department of Education (GaDOE) reports public results of the state assessments via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor’s portal. Our current Georgia Milestones school summary and student population reports will be posted on the school’s website. However, Kemp Primary is not a testing school. Kemp Elementary School third graders’ GMAS scores are reflected in the CCRPI score for Kemp Primary. Additionally, the Governor’s Office of Student Achievement posts aggregate and disaggregated students and school data.

Because of the Elementary and Secondary Education Act waiver, data are reported via the College and Career Readiness Performance Index. This information is found on GaDOE’s

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website. For stakeholder's convenience, a link to the state's website is available on the school's website.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

The current Title I Schoolwide plan for Kemp Primary School is operating under a plan that was developed by stakeholders during the 2019 - 2020 school year. However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We amassed a committee comprised of various stakeholders to assist us with developing a school-wide plan that will help 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 invite feedback and input on its 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 SWP, input and feedback will be requested from all participants.



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16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

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 retreat was held. Attending the retreat were the administrative team, grade level and department chairs. These stakeholders participated in the initial development of this plan. The initial plan was taken back to the school to give staff, parents, and students the opportunity to be involved and 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, we 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.

Committee Members

Planning Committee Members

| NAME | POSITION/ROLE |
|-------------------------|-------------------------------------|
| Dr. Denise Stevens | Principal |
| Ms. Anesa Nauck | Assistant Principal |
| Veronica Ligonde | Title I - Academic Coach |
| Davida Smith | Academic Coach |
| Annette McCraw | School Counselor |
| Rondah Pittman | Parent Liaison |
| Shelby Stewart | K - Grade-Level Chair |
| Jeanette Brathwaite | 1 st - Grade-Level Chair |
| Mary Bedford | 2nd - Grade-Level Chair |
| Julianna Finkley | Media Specialist/Parent |
| Sharonda Ancrum-Collins | DES - Lead |
| Misty Tidwell | DES - Lead |
| Lance Nguyen | Gifted Lead |
| April Wilson | EIP Lead |
| Detra Gopaul | ESOL Lead |
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17. Plan available to the LEA, parents, and the public.

Response:

A copy of Kemp Primary's Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public Schools Central Office. Additional copies of the school-wide plan are available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and School Council Meetings.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:

Language translation interpretation services are available for speakers of languages other than English by district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans will need to be translated in *Spanish*.

19. Plan is subject to the school improvement provisions of Section 1116.

Response:

The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year. The school is not identified as Priority or Focus School for the 2019-2020 school year.