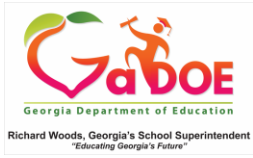


Georgia Department of Education Title I Schoolwide/School Improvement Plan

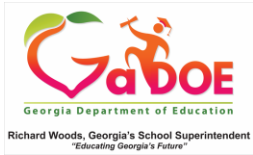
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Edwin S. Kemp Primary School	District Name: Clayton	
Principal Name: Dr. Brenda Cloud	School Year: 2017-2018	
School Mailing Address: 1090 McDonough Road, Hampton, GA 30228		
Telephone: 678-610-4300		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 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

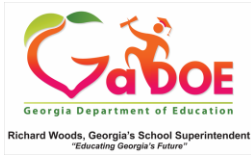
- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components 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.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Brenda Cloud		Principal
Dr. Tonishia Whitlow		Assistant Principal
Mrs. Veronica Ligonde		Instructional Site Facilitator
Ms. Vanessa Lowe-Pickens		Bookkeeper
Mrs. Sharon Carter		Parent Liaison
Ms. Diana Cummings		PTA member
Ms. Shea Parker		PTA member
Mrs. North		Parent
Ms. Motin		Parent
Mrs. Blassingame		Parent
Ms. T. McCoy		Teacher
Mr. M. Lopez		Teacher



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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:

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were school administrators, faculty, and parents. Involvement included, but not limited to: (1) Student assessment data and surveys were administered, analyzed, and results were gathered and reviewed. (2) We worked together to develop our school wide plan to identify strengths and weaknesses of Kemp Primary's instructional and organizational structures. (3) Devised a plan of action to strengthen our weaknesses and enhancing our strengths both instructionally and organizationally.

We have used the following instruments, procedures, or processes to obtain this information . . .

- Parent, Teacher, and Student Surveys
- Parental Involvement
- Mid-Year Benchmark Assessments
- Data Profile Notebooks
- Student Attendance
- Teacher Attendance
- Student/ Teacher Retention Rate
- Discipline Data
- DIBELS
- mCLASS
- GKIDS
- ACCESS
- Brainstorming
- Collaborative Planning
- TKES/LKES Data
- Edutrax
- Individualized Education Plans
- 504 Accommodations

Parent, Teacher, and Student Surveys

The school uses these surveys to identify the ideas and opinions of parents, teachers, and students regarding the quality of education at Kemp Primary School.

Evidence: 2017 CCRPI Single Score

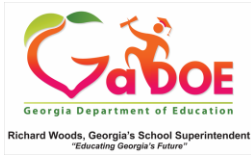
Edwin S. Kemp Primary School has a current CCPRI score of 75.9.

Parental Involvement

The school has maintained a consistent parental involvement rate for the last three years.

GKIDS- Georgia Kindergarten Inventory of Developing Skills

This test is used to assess ongoing diagnostic information about Kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and approaches to learning.



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Benchmark Assessments

These assessments are administered periodically throughout the school year to evaluate students' knowledge and skill progression at reaching learning goals in Reading and Math.

- DIBELS/Mclass Math

Data Profile Notebook

Each teacher maintains collective assessment data for each student to monitor students' academic progression and to guide instruction.

Mid-Year Benchmark Assessment

The Mid-Year Benchmarks are used as an instructional strategy to enhance instruction as well as plan instruction for the next school year. It serves as a guiding data tool to assist parents in knowing what the students need to bridge academic deficits as well as to plan summer activities to strengthen deficit areas.

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment of fluency in letter naming, phoneme segmentation, nonsense words, and oral reading. We use this assessment to determine the progress of students in early literacy and guide instruction.

mCLASS

MClass Math is a screening and progress-monitoring tool used to gauge the effectiveness of math instruction and intervention.

WIDA-ACCESS Placement Test/ACCESS for ELLs Assessment

Once the ESOL teacher identifies students whose first language is not English, students are screened for language assistance using the WIDA-ACCESS Placement Test (W-APT). ESOL teachers focus on teaching vocabulary used in content classes, so that ELLs can be successful in regular instructional periods. The ACCESS for ELLs Assessment is an annual assessment given to ELLs, which measures language proficiency from year to year. This assessment is also used to determine if students meet the criteria to exit the ESOL program.

Collaborative Planning

Teachers and administrators will collaborate to plan instructional strategies and assessments aligned to Georgia Standards of Excellence (GSE).

Edutrax

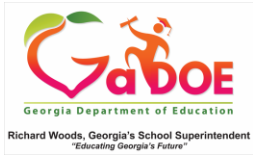
We know that classroom assessment is a key component of gathering pertinent student data and measuring the success of your district's curricular and instructional goals.

Individual Education Plans

The Instructional Extension Program is used to provide additional services to help students with specific needs. This program also fosters a safety net to help students meet basic needs on assessments.

504 Accommodations

The 504 Plan guarantees educational rights for children with other health impairments who traditionally did not qualify for services under the umbrella of special education. The 504 plan guarantees that students have access to the curriculum through accommodations and modifications.



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We have taken into account the needs of migrant students by observing district policies. However, Kemp Primary does not have a migrant student population at this time. In the event the school gains a migrant population, the school will follow district, state and federal guidelines to ensure that migrant students are afforded the same opportunities as all other students. In addition, upon enrollment all parents/guardians are required to complete a survey that establishes migrant status. The survey will be included in the student's permanent record. The district, in turn, coordinates support for migrant students.

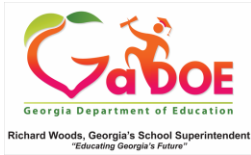
We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

Kemp Primary School is comprised of students from Pre-K through 2nd grade. The formal assessments we take include DIBELS Reading, mClass Math, Mid-Year Benchmarks, and Mock GMAS. Test results from these assessments do not automatically produce data disaggregated by demographics or sub-groups only by grade level/student performance.

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 the State student academic achievement standard including:

- Mid-Year Benchmark Assessment – Exceeds (Green), Meets (Yellow), Does Not Meet (Red)
- Mock GMAS (Georgia Milestone Assessment) – Exceeds (Green), Meets (Yellow), Does Not Meet (Red).
- Dibels/mClass Math – Benchmark (Green), Strategic (Yellow), and Intensive (Red)

*Data below was derived from Amplify.(see below)



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BOY Dibels Reading Data 2017-2018



BOY mClass Math Data 2017-2018



BOY mClass Math Data by Measure		
Measure	Well Below Benchmark	Below Benchmark
Number Identification	20%	71%
Number Facts	16%	68%
Qty. Discrimination	27%	62%
Counting	14%	65%
Missing Number	35%	57%
Next Number	23%	53%
Computation	44%	40%
Concepts	18%	76%

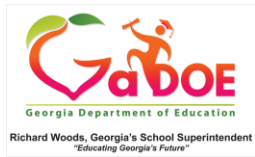
Dibels Reading Data by Measure 2017-2018		
Measure	Well-Below Benchmark	Below Benchmark
DORF (Fluency)	39%	17%
DORF (Accuracy)	29%	17%
FSF	48%	8%
PSF	31%	35%
NWF (WWR)	13%	31%
NWF (CLS)	28%	20%

Note: Our data is not broken down into subgroups since our school does not take state mandated assessments. In addition, the assessments programs that we utilize as a district do not break data down by subgroups.

Current DIBELS data indicate 34% of our students are intensive/well-below benchmark in reading and 26% are intensive/well-below benchmark in math. Additionally, 17% are strategic/below benchmark in reading and 63% are strategic/below benchmark in math. Therefore, additional support is needed in the areas of reading fluency and comprehension. Mclass Math data indicate weaknesses in missing numbers and math computation. Analysis of Mock GMAS (Georgia Milestone Assessment) data indicates that our students have deficits in math word problems involving constructed responses. Our school improvement plan at the beginning of the year also indicates areas of weaknesses are in mathematics and reading.

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

The major **strengths** that we found as we studied 2016-2017 data was in kindergarten, there was an overall 20% increase in the benchmark area in phonemic sound fluency and 14% decrease in the intensive area of phonemic sound fluency. In 1st grade, there was a 10% benchmark gain in the area of DORF (Accuracy), and a 5% decrease of intensive students. In 2nd grade, there was a 13% increase of



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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).

strategic students as it relates to composite scores.

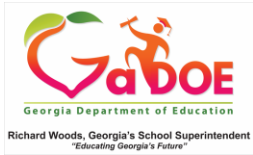
- *The major needs we discovered were . . .* in the area of DIBELS, our weakness is DORF (fluency and accuracy). In the area of MClass, our weak areas are missing numbers and math computation. Because of our Mid-Year Benchmark (2016-2017), the areas needing the most attention are mathematics and writing short answer responses. We also increased our science awareness with interactive notebooks and activities in the science lab.
- *The needs we addressed are . . .* deficits in mathematics, literacy, and writing constructed responses. We are focusing on journaling daily as a ticket out the door. We are incorporating more nonfiction reading (pulled from science and social studies) and use of interdisciplinary teaching and learning. We are working to increase Lexile scores with AR and MyON.
- *The specific academic needs of those students that are to be addressed in the school wide program plan are . . .* all students. We want to strengthen and enrich the learning of our benchmark (exceeding) students, decrease the number of strategic (meets) students to move to the benchmark (exceeds) level, and decrease the number of students in the intensive (did not meet) students to move to the strategic (meets) level.
- *The ROOTCAUSE/s that we discovered for each of the needs were . . .*
 - Ineffective instructional practices
 - Teachers not differentiating instruction
 - The need for training on effective co-teaching models
 - Teachers need support in understanding how to analyze data
- A variety of assessments are used in the classroom: Pre and Post Tests, Bi-weekly common assessments, teachers create assessments with rigor, using rubrics and teacher commentary providing immediate feedback, content focused assessments, observation and dialogue, and student developed questions and commentary.
- Documentation data notebooks are kept by classroom teachers to verify that needs are addressed and students are performing to their best academic ability.
- Science is also a critical area for us. Our second graders take Mid-Year Benchmark, and MOCK GMAS assessments, which includes science, an area we would like to see more growth. This school year, we are utilizing science interactive notebooks, conducting hands on experiments in our science lab, and sending teachers to conferences that will enhance their knowledge base and strategy toolbox that will engage our students.

The measurable goals/benchmarks we have established to address the needs are . . .

- Common Assessment
- Accelerated Reading Reports
- DIBELS
- Edutrax Reports
- MyON
- Imagine It
- Study Island
- Gizmos
- Pearson Success Maker
- Education City
- First in Math

2. School wide reform strategies include:

Response: Flexible grouping, Differentiated Instruction, Direct Vocabulary Instruction, Explicit Instruction,



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2. School wide reform strategies include:
Scaffolding, Using Graphic Organizers, Backwards Design Lesson Planning, and Journal Writing

- 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).

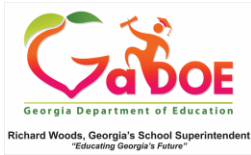
Response:

The ways in which we address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are . . .

- Flexible Grouping: Grouping students based on learning styles, learning needs, and understanding of concepts. Groups are fluid.
- Differentiated Instruction: Students are provided with instruction that meets their individual needs. Differentiation for students may be in the form of content, process, or product. The basis for differentiation is readiness, interest, and learner profile.
- Direct Vocabulary Instruction: Knowledge of specific terms is critical to understanding any subject. Research shows that what students already know about a subject is the strongest indicator of how they will learn new information in that subject. The more terms a person knows about a specific subject, the easier it is to understand and learn new information related to that subject. This knowledge is commonly referred to as background knowledge.
- Explicit Instruction: Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area.
- Scaffolding: a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals (Sawyer, 2006).
- Using Graphic Organizers: Graphic organizers enable the writer to organize material logically and to see relationships between and among ideas. Effective use of graphic organizers can help the writer to present his or her ideas in an effective and persuasive manner, resulting in a focused and coherent text.
- Backwards Design Lesson Planning: a method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment. Backward design of curriculum typically involves three stages: identify the results desired, determine acceptable levels of evidence that support that the desired results have occurred, and design activities that will make desired results happen.
- Journal Writing: Students who use journals are actively engaged in their own learning and have the opportunity to clarify and reflect upon their thinking.

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.

Response: We employ strategies such as the After School Remediation Program, the Before School Remediation Program, Homeroom Instructional Time, and School-Wide D.E.A.R. (Drop, Everything, and Read)



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- 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.

Response: The following is a list of data sources and strategies to determine student progress.

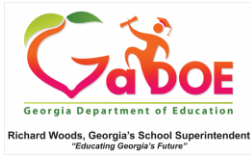
- Standardized assessment data
- Formative assessment data
- Unit assessment data
- District benchmark data
- Common assessment data
- DIBELS data
- mCLASS data
- Mentoring programs for girls and boys
- Career Surveys
- Team and Co-Teaching Models
- Accelerated Reader data
- Progress report data
- MyON data
- Report card data
- Data notebooks
- Bi-weekly data meetings
- Student portfolio reviews
- Teacher/Student conferences

- 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: To address the needs of all children and address how the school determined if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA), we used data triangulation. We closely reviewed various data sources to make determinations about student progress.

3. Instruction by highly qualified professional staff

Response: All students at Kemp Primary School receive instruction from Highly Qualified teachers. According to the Georgia Professional Standards Commission, teachers serving in Title I elementary schools are required to possess a valid teaching certificate in Elementary education (P-5) with the satisfactory educator assessment results. Certification status is updated and reviewed annually by Human Resources and building level administrators. Copies of teachers' current teaching certificates are submitted to the principal and maintained in a locked file cabinet in the bookkeeper's office. Copies of certificates are also housed in Human Resources at the central office.



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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:

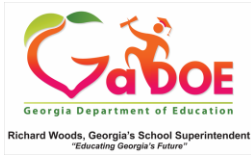
Kemp Primary School has included teachers, principals, paraprofessionals, parents, and other staff in our staff development that addresses the root causes of identified needs. For example, we determined that differentiated instruction was an area of concern based on Teacher Keys Effectiveness System data. Therefore, differentiated instruction will be an area for professional development. In addition, the following areas are to be addressed through professional development this school year.

- Developing Explicit Instruction lesson Plans
- Differentiated Instruction
- Technology in the Hands of the Student
- Writing Across the Curriculum
- Developing School Level Mock GMAS Assessments
- Get Started: Small group Reading Instruction
- He Just Going Through a Stage: A guide to Appropriate Development Behavior
- Deliberate Optimism: Building Your Resiliency
- Creating Culturally Responsive, Classroom, School and District
- Creating a Literacy Explosion for your ELL's
- Academic Language and Literacy Success for all
- I Can Do It Myself! Encouraging Self-Regulation and Independence in Students

Kemp Primary School has aligned professional development with the State's academic content and student academic achievement standards by reviewing student data regularly to make informed instructional decisions. During collaborative planning, teachers use curriculum maps to determine priorities and sequencing of instruction.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic challenges. For example, the site facilitators serve as an on-site professional developer. The facilitator conducts weekly professional development during grade level planning to address the instructional needs of teachers. In addition, teachers are invited to attend other Professional Development Opportunities provided by our district, Clayton County Public Schools, Metro RESA, and Griffin RESA Professional Development Agencies, which are facilitated by outside consultants to address specific content need. To encourage teacher participation, stipends are offered. Title I funds are used to purchase books for staff members that address pedagogy and learning strategies related to various contents. Finally, to build capacity, the Train-the-Trainer model is used for redelivery of specific information from educational conferences attended by teachers.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . . First, teachers participate in collaborative planning weekly. During this time, teachers are charged with developing weekly five question common assessments to be utilized throughout the grade level. In addition, our school has committed to training on Formative Instructional Practices (FIP). These modules enable teachers to better serve students by differentiating between assessment for learning and assessment of learning and understanding the difference between formative and summative assessments.



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

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

Kemp Primary School provides instruction by highly qualified teachers who meet the standards established by the state of Georgia. However, there are three teachers on staff who are currently in a Teacher Preparation Program that are not highly Qualified, but are receiving on-going training and monitored very closely as they work toward completing their program. The following strategies are used to attract Highly Qualified teachers.

- Work in collaboration with Human Resources to ensure seamless entry
- Work cooperatively with Human Resources to ensure candidates are a best fit for the school
- New Teacher Mentoring Program
- Monthly Teacher Recognitions
- Bi-Weekly Professional Development provided by the site facilitator
- Instructional support provided by the site facilitator
- Utilize Teacher Support Specialist to build capacity
- Create a culture of learning
- Facilitate open dialogue between staff and the administrative team

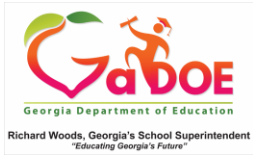
6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by asking parents to participate in our summer leadership retreat where preliminary plans are made to address the needs of the school for the upcoming school year. Parents are an integral part of the planning process. Parents are invited to review the previous year's Title I budget, school-wide plan and other documents and make suggestions about how funds should be used to meet the needs of students. Then, once the school-wide plan is revised, the school hosts two annual Title I meetings, one in the fall and the other in the spring. Parent, once again, have an opportunity to give input and make recommendations regarding the school-wide plan.

We have developed a parent involvement policy that includes strategies to increase parental involvement. Kemp Primary School staffs a full time Parent Liaison to assist with this endeavor. The Parent Liaison is responsible for communicating with parents on a consistent and ongoing basis. To increase the academic achievement level of students, the Parent Liaison coordinates, plans, and executes instructional workshops and trainings for parents to support their student's learning. The Parent Liaison gathers the support of parents to volunteer for school activities. The Parent Liaison operates the parent resource center where parents come to obtain support in helping students with academic needs. The parent resource center houses a wide array of support materials that include, computers, books, parenting magazines and so forth.

In addition, we have made the comprehensive school-wide plan readily available for parents and community members. Copies of the plan are housed in the media center, in the front office, and in the parent resource center for review. In addition, to accommodate parents of EL students, the Spanish version of the plan is available to allow for equal access. Finally, the plan is accessible to all via the school's website for comments and review. The most effective parent involvement activities were of October Fall Festival and Valentine Ball. These activities were most effective due the entire families being involved. It was after work hours and Mothers and Fathers were able to attend as well as aunts, uncles and grandparents. Our students were elated to have their entire families at these activities. The activity that generated the most parent feedback was our Father-Daughter Ball because Mothers felt that they should have been involved. Our parent involvement program strength comes from our Parent Liaison. She



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is dedicated and works hard to have parents at every activity as well as have parents volunteer throughout the day. Our weakness is most of our parents work two and three jobs and has to get permission to attend any school function. A root cause for lack of parental involvement is most of our parents are blue-collar workers that are hourly salary workers. We use an effective telephone tree and ConnectEd system to call parents. Through various communication practices: fliers, newsletters, telephone calls, grade level parents, web site, and ConnectEd calls we have increased 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:

Following are our plans for assisting preschool children in the transition from early childhood programs. As well as, transition plans for students entering middle school or high school and entering form private schools plus students entering our school throughout the school year ...

Kemp Primary School makes every effort to ensure the smooth transition of students from Pre-K to Kindergarten. Initially, the district hosts the Pre-K to Kindergarten Transition Fair to provide parents with pertinent information. Here at the school, teachers meet with parents of Pre-K and Kindergarten students at the beginning of the year to provide them with information that will prepare them for their child's education. Information about the curriculum and instruction are provided at that time. The meetings underscore the grading procedures, assessments, dress code, rituals and routines, and behavioral expectations. Our pre-k students visit the kindergarten classes at the end of the year to allow them to experience the life of a kindergarten student. Parents are invited to come as well to see the difference in the activities in a kindergarten classroom

In addition, the plan for transitioning 2nd grade students to elementary school is as follows. First, 2nd grade teachers meet with elementary school 3rd grade teachers to plan for the transition. Second grade students and parents have an opportunity to visit the receiving elementary school for a 3rd grade orientation. Our 2nd grade teachers assist students and parents with placement for elementary school by completing prerequisite registration forms. Parents and students have a day to visit the elementary school and view the life of a 3rd grader. This is the most exciting time for parents and students to visit the elementary 3rd grade classroom. Then some receiving elementary schools host summer bridge programs for students entering 3rd grade.

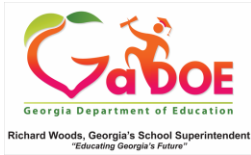
Students that enter the school from the private setting, other school districts, or other states are provided with a student handbook to help with the transition. In addition, we have peer helpers to assist students with becoming acclimated to the school.

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:

The ways that we include teachers in decisions regarding the use of academic assessments are through collaborative planning and professional learning communities. Teachers come together to work cooperatively to develop common assessments that are administered throughout the school year. Over the summer, teachers work together to create diagnostic assessments to administer to students to establish baseline academic data. During collaborative planning, teachers review unit assessments and benchmark assessments to determine reliability of the instrument. Every effort is made to include teachers in decisions regarding the use of academic assessments.

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



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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 provide activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

Kemp Primary School provides activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional support. Those activities include the following:

- Flexible/Small Group Instruction – These strategies are utilized throughout the school day to address learner needs on an ongoing and consistent basis to foster skill mastery within an allotted period.
- Early Intervention Program – This support system is available to at-risk learners in both reading and math based on data from DIBELS, mCLASS, Mid-Year Benchmark, or Mock GMAS results.
- After School Remediation – This program is funded through the district and provides support to all students who experience challenges in any content area.

Measures to ensure that learners' difficulties are identified on a timely basis include but are not limited to the following. To begin, formative assessment strategies are used to gauge progress continually. Next, teachers administer weekly common assessments as one measure for identifying students' difficulties. Then teachers' classroom observations and student portfolios inform of learner difficulties. Finally, progress reports and report cards provide insight into student difficulties. These are just some of the measures used to identify students' difficulties in a timely manner.

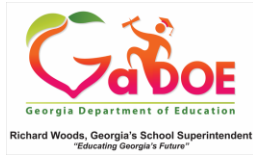
In response to the identification of difficulties and appropriate assistance for identified difficulties, we have instituted Response to Intervention. The RTI process provides insight into identifying and supporting struggling learners. The process establishes guidelines for increasing students' chances of success through the implementation of various strategies at various levels. Teachers receive Sheltered Instruction Observation Protocol (SIOP) training to assist with English language learners. Our ESOL teacher provides refresher training to all grade levels and content areas as needed. In addition, to support our students with disabilities, teachers have received initial training on the preferred models of co-teaching. Our DES lead teacher provides the appropriate modifications for students and delivers professional development on strategies that can be used to support student learning. The aforementioned trainings ensure that student difficulties are identified and addressed.

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 use available funds to prevent duplication of services and efforts. Using all available resources efficiently to serve our students is a priority. Our Teaching and Learning Department assist our teachers in having additional resources for staff development that is related to student achievement .Through Professional Learning, Title I and site-based general funds our teachers received stipends, development/training after contract hours, registration and release sub cost to attend training as well as to purchase professional texts for our site-based professional library.

Funding Source	Program	Use
Local	Partners in Education Special Purpose Local Option Sales Tax	Staff Recognition Renovations/Safety



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State	Quality Basic Education Funds	Early Intervention Program GA Pre-K
Federal	Title I Title II School Improvement Grant Community Eligibility Option	Title I Paraprofessional Professional Development Math /Reading Interventions Free meals provided to all students

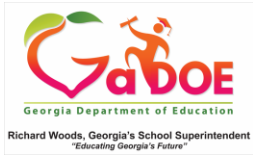
11. Description of how individual student assessment results and interpretation will be provided to parents.
Response: Parents are provided with individual assessment results in a number of ways. When students' standardized test results are reported, parents receive the results along with an interpretive guide. Then, parents are provided with progress reports every four and one half weeks, and the report card every nine weeks. In addition, parents participate in an academic conference concerning their child; they are allowed to view their child's portfolio, which houses some assessments. Finally, parents have access to their child's assessment record through the Infinite Campus portal.

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 disaggregation of the Georgia Milestones Assessment. This is the state mandated test. However, locally there are various formative and summative assessments administered. One tool used for this process is Edutrax. A leader in K-12 assessment and testing, Edutrax offers a variety of services and applications designed for school districts to gauge overall student performance and help assess data in order to raise student achievement at both the state and federal level. Edutrax works with school systems to customize the best solutions to meet their unique needs and goals. However, the instructional site facilitators give guidance to teachers as far as establishing a protocol for reviewing data.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
Response: Since the state mandates the administration of the Georgia Milestones Assessment, the Georgia Department of Education makes provision to ensure that disaggregated assessment results for each category are valid and reliable. The academic content coordinators along with instructional support personnel ensure that disaggregated assessment results for each category are valid and reliable for district-mandated assessments. In addition, the school's data team is responsible for ensuring that locally developed assessments are valid and reliable.

14. Provisions for public reporting of disaggregated data.
Response: The Georgia Department of Education reports the results of the Georgia Milestone Assessment System via the state's website. Because of the Elementary and Secondary Education Act waiver, data is reported via the College and Career Readiness Performance Index; this information is found on the Georgia Department of Education 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: stakeholders developed the current plan that Kemp Primary School is operating under during the 2016-2017 school year. However, the school-wide plan is a living document, which can be updated to meet changing needs. Meetings to review the school-wide plan are conducted semi-annually to give stakeholders the opportunity to provide feedback on the plan.



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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).
	The school-wide plan is developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, pupil service personnel, parents, and students. Preliminary efforts to develop the plan involve the school's leadership team assembling in a think-tank format. The team included the principal, assistant principal, site facilitator, representatives from each grade level, and special area teachers. Next, prior to the beginning of the school year, the school's leadership retreat took place. Attending the retreat were the administrative team, school staff members, and community members. During the retreat, time was spent brainstorming ideas and strategies that are infused in our school-wide improvement plan.
17.	Plan available to the LEA, parents, and the public.
	<i>Response:</i> The school-wide plan is available to all stakeholders via the school's website, as a printed document in the front office, and a copy is available in the parent resource center. In addition, it is mandatory to submit a copy of the plan to the Office of Federal Programs for their review and feedback.
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.
	<i>Response:</i> Here at Kemp Primary School, about 20% of our students are English Language Learners. Therefore, being mindful of our Hispanic population, we will translate our plan into Spanish. This will enable our parents the opportunity to actively participate in the school improvement process.
19.	Plan is subject to the school improvement provisions of Section 1116.
	<i>Response:</i> 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.