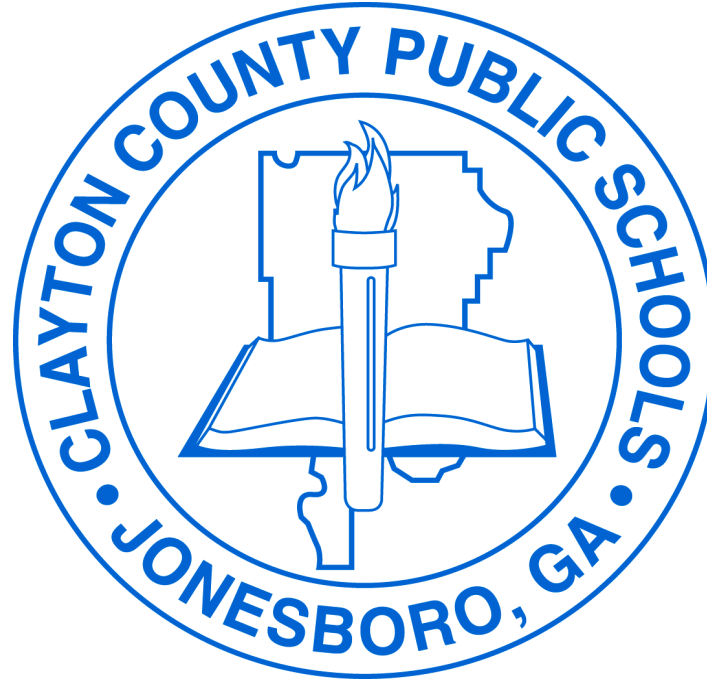


# Comprehensive School Improvement Plan



## **Kemp Primary School 2018-2019**

### Vision Statement

The vision of Clayton County Public Schools is to be a district of high performance ALL students to live and compete successfully in a global society.

### Mission Statement

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

**Principal: Dr. Brenda Cloud**

**Assistant Principal(s): Dr. Tonishia Sullivan-Whitlow**

<b>School Leadership/Improvement Team</b>	
<b>Name</b>	<b>Position</b>
<b>Dr. Brenda Cloud</b>	<b>Principal</b>
<b>Dr. Tonishia Sullivan-Whitlow</b>	<b>Assistant Principal</b>
<b>Veronica Ligonde</b>	<b>Academic Coach</b>
<b>Annette McCraw</b>	<b>Counselor</b>
<b>Karrie Nelson</b>	<b>2<sup>nd</sup> Grade Chair</b>
<b>Jeanette Brathwaite</b>	<b>1<sup>st</sup> Grade Chair</b>
<b>Shelby Stewart</b>	<b>Kindergarten Chair</b>
<b>Misty Tidwell</b>	<b>Special Education Chair</b>
<b>Sharonda Ancrum-Collins</b>	<b>Special Education Teacher</b>
<b>Julianna Finkley</b>	<b>Media Specialist</b>

CCRPI Score																											
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																							
Overall CCRPI Score: 79	Overall CCRPI Score: 62.6	Overall CCRPI Score: 68.5	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: 47.4/50	Achievement Points Earned: 30/50	Achievement Points Earned: 32.3/50	Content Mastery Points Earned: /30	Overall CCRPI Goals based on the following formula: <b>CCPRI Performance Goals</b> For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year <b>2015-2016, Kemp Primary School</b> 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.																							
Progress Points Earned: 15.4/40	Progress Points Earned: 34.3/40	Progress Points Earned: 38/40	Progress Points Earned: /35	<b>IE2 Annual Growth</b> $= (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.05$																							
Achievement Gap Points Earned: 3/10	Achievement Gap Points Earned: 6.7/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: /15	<i>Example</i> <table border="1"> <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)</td> <td>62.1 + 1(1.13)</td> <td>62.1+ 2(1.13)</td> <td>62.1 + 3(1.13)</td> <td>62.1 + 4(1.13)</td> <td>62.1 + 5(1.62)</td> </tr> <tr> <td></td> <td>1.13</td> <td>71.03</td> <td>72.43</td> <td>73.56</td> <td>74.69</td> <td>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)	62.1 + 1(1.13)	62.1+ 2(1.13)	62.1 + 3(1.13)	62.1 + 4(1.13)	62.1 + 5(1.62)		1.13	71.03	72.43	73.56	74.69	75.82
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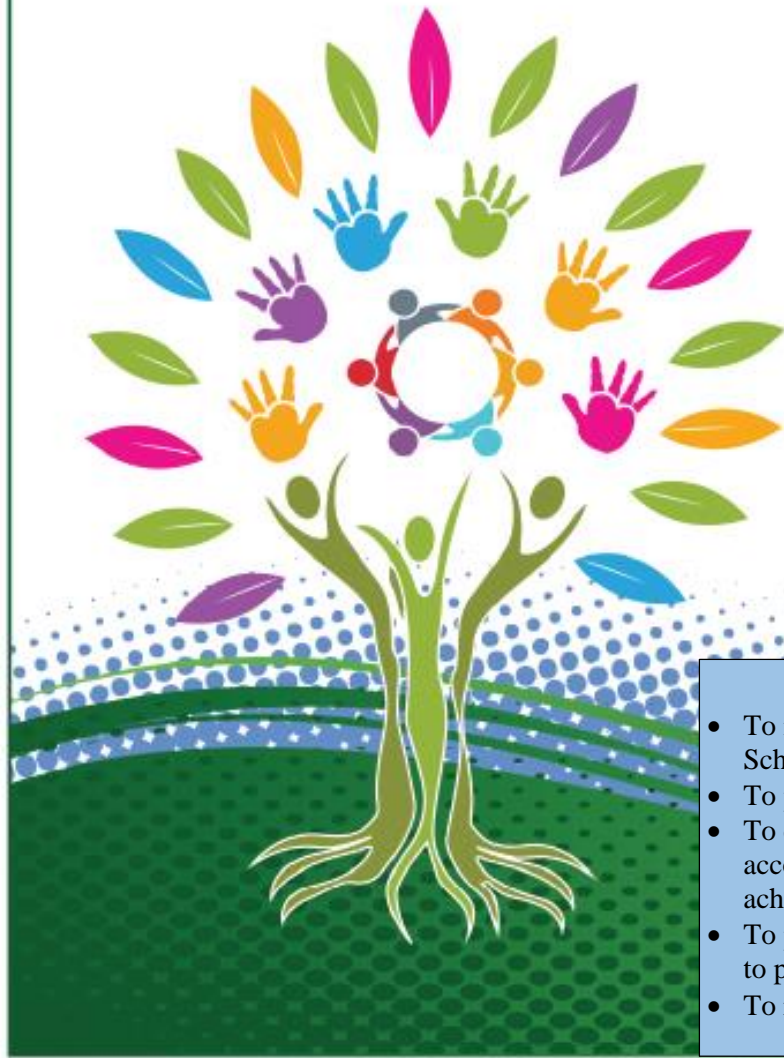
## Intervention Data

DIBELS/Reading Percentage													
School Year	BOY					MOY				EOY			
	Grade Level	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark
2017-18	Kindergarten	29	23	14	34	17	18	32	33	10	15	34	41
	First	37	18	12	33	22	11	18	49	24	12	18	46
	Second	33	11	23	33	25	11	32	32	20	16	29	35
2018-19	Grade Level												
	Kindergarten	33	14	17	36								
	First	29	15	14	42								
	Second	N/A	N/A	N/A	N/A								

I Ready/Reading Percentage										
School Year	Grade Level	BOY			MOY			EOY		
		At Risk Tier 3	Tier 2 1 Level Below	Tier 1 On or Above Level	At Risk Tier 3	Tier 2 1 Level Below	Tier 1 On or Above Level	At Risk Tier	Tier 2 1 Level Below	Tier 1 On or Above Level
2017-18		NA	NA	NA	NA	NA	NA	NA	NA	NA
2018-19	Second	42	42	16						
I Ready/Math Percentage										
2017-18		NA	NA	NA	NA	NA	NA	NA	NA	NA
2018-19	K	0	93	7						
	First	24	74	2						
	Second	40	56	4						



# "COMMITTED TO HIGH PERFORMANCE" Growing Our Future



## Strategic Goals

- To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results
- To provide and maintain a safe and orderly learning environment
- To create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement
- To provide high quality support services delivered on time and within budget to promote high performance in the Clayton County Public Schools
- To recruit, develop, and retain highly qualified and effective staff

## Action Plan

**Performance Objective 1: By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.**

**GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity**

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
All teachers will assist students in increasing their Lexile scores through programs such as Imagine It Reading Series, Edutrax, Utilization of Reading Logs for Kindergarten, Accelerated Reader-(1 <sup>st</sup> and 2 <sup>nd</sup> ).	Sept 10 <sup>th</sup>	Academic Coach, Teachers Administrators	Imagine It Reading Series Benchmarks Edutrax Technology	Journal Writing/Interactive Notebooks, Lesson Plan, Collaborative Plan, Tools of Explicit Instructions, Rigor and Relevance Framework, Accelerated Reading (AR) data for 1 <sup>st</sup> and 2 <sup>nd</sup> graders, Reading Logs for Kindergarten, bi-weekly.	Training on Ways to Improve Lexile Scores formative assessments, differentiated instruction small group instructions, collaborative planning meetings at each grade level meeting.
Teachers will implement explicit instruction with fidelity to positively impact writing across content areas to meet students' needs.	Sept 24 <sup>th</sup>	Academic Coach Teachers Administrators	Writing content samples Interactive Notebooks Writing Rubric Technology	Lesson Plans, Lesson Observation Tool, Explicit Instruction, S.T.A.R.T.S., Common Assessment, Collaborative Planning, Data Analysis, Side by Side Coaching Interactive Notebooks, Smart Table, iPads, bi-weekly and Panda Pulse Checks.	Training on the fundamentals of writing Collaborative planning and data meetings- Kindergarten (Thursday) and 2 <sup>nd</sup> grade every Monday and 1 <sup>st</sup> grade every Tuesday.

Increase math literacy for all students in K-2 through the use of writing across the curriculum in mathematics in an effort to increase mathematical thinking and reasoning.	Aug 10 <sup>th</sup> Sept 24 <sup>th</sup>	Teachers Academic Coach	PL Budget Title I Budget Interactive Notebooks Technology	<b>Journal Writing/Interactive Notebooks, Lesson Plans (Rigor and Relevance Frameworks/High-Impact Strategies), Lesson Observation Tools for Explicit Instruction, Collaborative Planning, Analyzing Student Work, Smart Tables, iPads, bi-weekly.</b>	Training on writing strategies in math using interactive notebooks.  Training on reading strategies in math using technology and feedback strategies. Differentiated instruction in small group instruction.(Scheduled Smart Table usage for all teachers).
All mathematics teachers will implement daily standards based on spiral review that is aligned to data results from formative assessments by solving multi-step, real life and mathematical problems.	Sept 17 <sup>th</sup>	Teachers Academic Coach	Data results formative/ common assessments explicit instruction	Lesson Plans, Lesson Observation Tool, Common Assessments, Collaborative Planning, Data Analysis, Side by Side Coaching, bi-weekly.	Training on the development of formative assessments. Interactive notebooks, weekly collaborative meetings.
All K-2 teachers will incorporate STEM learning through the use of the rigor and relevance framework which adds meaningful instructional activities across the curriculum, allowing for multiple right answers as they learn how to reframe the idea of failure as a necessary part of learning.	October 2018 – May 2019	Teachers Academic Coach	Stem Resources	<b>Rigor and Relevance Framework, High-Impact Strategies, Explicit Instruction</b>	Training and professional development on effective STEM education integration and STEM strategies.
Kemp Primary teachers will engage in Vertical articulation with Kemp Elementary teachers	October 2018- April 2019	Teachers Academic Coach	District resources	<b>Rigor and Relevance Framework, High-Impact Strategies, Explicit Instruction, Scope and Sequence, Year at a glance</b>	Vertical articulation and collaborative planning

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Teachers will create small learning communities as a response to intervention (RTI) and support services (EIP) based on individual needs.	✚ Working with foster parents, district level support (social worker, psychologist, wrap around services, and counselor to ensure students’ needs are met academically, socially and emotionally. Alike all students, we teach them where they are and build on closing the academic deficits as well as acceleration.

	<ul style="list-style-type: none"> <li>✚ Foster students receive additional supports necessary to be included in all aspects of the school experiences. We have a clothes closet to assist with uniforms as needed.</li> <li>✚ We provide food bags on the weekend if needed through our grant.</li> <li>✚ There are times when some students have more severe concerns than others. When this occurs, RTI/SST support in the form of intentional strategies, are put in place for students who experience academic and/or behavior deficits.</li> <li>✚</li> </ul>
<b>English Learners</b>	<b>Migrant</b>
Kemp Primary will incorporate higher-order thinking skills aligned with WIDA Standards and provide scaffolds and instructional support through the general education and ESOL teachers.	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 these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach Georgia Standards of Excellence, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is required. All parents or guardians enrolling a child in the school will receive a survey that determines whether the child will be identified as migrant.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Work with students as individuals and their families to increase academics, social, and emotional skills.	Individualized wrap around services based on their IEP

**Performance Objective 2: Over the next five years, Clayton County Public Schools will increase the graduation rate from 69.6% to 90% or higher.**  
**GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity**



Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Utilization of the Rigor and Relevance Tool kit to plan effective instruction in an effort to move students from Quadrant A to Quadrant D to increase academic achievement across all content areas.	Aug 2018- May 2019	Academic Coach Leadership Team	CIR Rubrics Rigor and Relevance Toolkit	Review of Lesson Plans Collaborative Planning Meetings and Minutes Classroom Observations Co-Teaching	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Teachers will create small learning communities as a response to intervention (RTI) and support services (EIP) based on individual needs.	<ul style="list-style-type: none"> <li>✚ Working with foster parents, district level support (social worker, psychologist, wrap around services, and counselor to ensure students’ needs are met academically, socially and emotionally. Alike all students, we teach them where they are and build on closing the academic deficits as well as acceleration.</li> <li>✚ Foster students receive additional supports necessary to be included in all aspects of the school experiences.</li> <li>✚ We have a clothes closet to assist with uniforms as needed.</li> <li>✚ We provide food bags on the weekend if needed through our grant.</li> <li>✚ There are times when some students have more severe concerns than others. When this occurs, RTI/SST support in the form of intentional strategies, are put in place for students who experience academic and/or behavior deficits.</li> </ul>
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<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Work with students as individuals and their families to increase academics, social, and emotional skills.	Individualized wrap around services based on their IEP.

**Performance Objective 3: By 2023, Clayton County Public Schools will increase the number of students absent less than 10% of their enrolled academic year.**

**GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity**

<b>Action Steps/ Tasks</b>	<b>Timeline</b>	<b>Project Leader(s) and School Level Person(s) Monitoring</b>	<b>Resources/ Funding</b>	<b>Check Points/ Related Artifacts and Evidence</b>	<b>Professional Learning Activity and Date (where applicable)</b>
Build a strong culture of attendance and work with students and families to identify root cause analysis for absences.	(Weekly) Aug 2018 – May 2019	McCraw	Attendance Incentives	Weekly Attendance Report Parent Letter and Postcards Phone Logs	
Attendance Awareness Month	October 1	McCraw	Attendance Incentives	Attendance Awards	



<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Ensure supports are in place in an effort to increase attendance and provide possible solutions.	<ul style="list-style-type: none"> <li>✚ Working with foster parents, district level support (social worker, psychologist, wrap around services, and counselor to ensure students’ needs are met academically, socially and emotionally. Alike all students, we teach them where they are and build on closing the academic deficits as well as acceleration.</li> <li>✚ Foster students receive additional supports necessary to be included in all aspects of the school experiences.</li> <li>✚ We have a clothes closet to assist with uniforms as needed.</li> <li>✚ We provide food bags on the weekend if needed through our grant.</li> <li>✚ There are times when some students have more severe concerns than others. When this occurs, RTI/SST support in the form of intentional strategies, are put in place for students who experience academic and/or behavior deficits.</li> </ul>
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<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Ensure supports are in place in an effort to increase attendance and provide possible solutions.	Ensure supports are in place in an effort to increase attendance and provide possible solutions.

**Performance Objective 4: By 2023, Clayton County Public Schools will decrease the number of discipline infractions while increasing employee morale and community support.**

**GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity**

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
School leaders meet with faculty and staff to discuss the implementation of school-wide behavior implementation plan by building consensus on a vision that reflects the core values of the school community to support student safety and well-being.	Aug, 2018	Administrators KPS Staff	Discipline Poster for classroom	<b>Collaborative Planning Discipline Referrals Analysis 30 Day Plan, School Wide Rules, Customer Service Posters, Student Handbook, School Wide Incentives-Panda Dollars, Celebrating Success, bi-weekly.</b>	Training of staff on behavior implementation plan. Intruder Drill
Students take ownership and enforce the rules and procedures included in their handbook through school assemblies and club events while utilizing the talents (rap, song, poetry, etc.), where overall behavior improves and relationships of mutual respect becomes the norm in the school culture.	Aug 6 <sup>th</sup> - Sept 30 <sup>th</sup>	Staff and students of KPS. Parents, all stakeholders Administrators Academic Coach	Student Handbook Technology, Title I budget	<b>School Wide Discipline, Mentoring Program (Boys and Girls) Chess Club, Drill Team, Panda Girls, Chorus, Stem Club, Student Council, Art Club.</b>	Student Handbook, Parent workshops, assemblies, counselor's sessions

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

Economically Disadvantaged	Foster and Homeless
Strengthen the link between school and home to help disadvantaged parents help their children to learn.	<ul style="list-style-type: none"> <li> Working with foster parents, district level support (social worker, psychologist, wrap around services, and counselor to ensure students' needs are met academically, socially and emotionally. Alike all students, we teach them where they are and build on closing the academic deficits as well as acceleration.</li> <li> Foster students receive additional supports necessary to be included in all aspects of the school experiences.</li> </ul>

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<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Monitor and review the Big 7 Report, meet with the PBIS team and specific Circle of Support members to discuss ways to support students that have discipline issues and that fall within this subgroup to increase desired behaviors and decrease OSS incidents.	Monitor and review the Big 7 Report, meet with the PBIS and specific Circle of Supports team members to discuss ways to support students that have discipline issues and that fall within this subgroup to increase desired behaviors and decrease OSS incidents.