Georgia Department of Education

Richard Woods, Georgia's School Superintendent

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Edwin S. Kemp Elementary	District Name: Clayton County	
Principal Name: Zsa Zsa Blue Davis	School Year: 2018-2019	
School Mailing Address: 10990 Folsom Road Hampton, GA 30228		
Telephone: 770-473-2870		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 770-473-2700		
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School ☐	Focus School ☐	
Title I Alert School ☐		
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
Zsa Zsa Davis		Principal
Jasminique Anderson		School Counselor
Anita Gadsden		EIP Lead Teacher
Shakeerah Brodie		Gifted Lead Teacher
Ann Golack		Parent Liaison

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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 schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were members of the leadership team, faculty/staff, professional learning community and parents. Participants collaborated together in creating the school wide/school improvement plan. The leadership team reviewed the school wide/school improvement plan during the summer and collaborated on elements of the plan during the annual Leadership Retreat. Select parents and teachers were solicited to review the school wide/school improvement plan. Stakeholders' feedback will be solicited by means of planned meetings and surveys. The school wide/school improvement plan will be available to view on the school website, reviewed during PTA meetings and other planned meetings where parental involvement is solicited.

B. We have used the following instruments, procedures, and processes to obtain this information. A parent survey was administered to obtain perception data. The data indicated that most parents believe that the school is performing at the minimally well to the quite well range as it relates to meeting the needs of students. Most parents would like to see more technology resources in the school. As with most surveys, parents note that more time is needed in their schedule to allow them to participate in school activities and the decision making process at Kemp Elementary School (KES). Parents also request that meetings be held later in the day to allow them access to the school.

In addition to the survey, the Georgia Milestones Assessment (GMAS), the College and Career Readiness Performance Index (CCRPI), district benchmark and common assessments were used to identify strengths and weaknesses of students on each grade level based upon content area. Brainstorming and instructional best practices were also used to assess student needs and improve student academic performance. The following is assessment data according to the 2018 Spring GMAS.

Kemp Elementary will continue to provide professional learning opportunities for teachers to enhance content area knowledge. In addition, Kemp Elementary has worked closely with the School Improvement Specialists to ensure that the achievement gap is closed. Data reviews were utilized to drive instructional decisions.

The areas for instructional focus will include the district initiative for improving literacy across the curriculum and math. Professional learning opportunities at the school level will be implemented to improve the areas of math and literacy across the curriculum. Upon

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brainstorming, we have discovered that improving literacy will improve math, science and social studies. Based upon research from The Ohio Educational Resource Center, literacy strategies are important in improving math skills, as many students are not able to think critically and/ or respond to open-ended or extended-response questions.

C. Kemp Elementary does not currently have any migratory students. However, if Kemp Elementary were to enroll migratory students, a plan to assess the needs of those students and to communicate in their language. We would also want to provide parents with opportunities to become acquainted with the school procedures and programs through a special invitation. Appropriate resource modifications would be shared with English Language Learners. The school would also implement policies and procedures as set forth by the district for supporting migrant children when applicable.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. We have also reviewed data for Math, English/Language Arts, Science and Social Studies. Our teachers work to extend student learning in a way that each child gains an understanding of the content. Despite our efforts, there continues to be room for growth in English Language Arts, Math, Science and Social Studies based on current data.

All students scoring at proficient and distinguished levels on 2018 Georgia Milestones:

	ELA	Math	Science	Social Studies
Kemp	29.3%	29%	31%	23%
3rd Grade	27%	31%		
4th Grade	33%	34%		
5th Grade	28%	22%	31%	23%

Based on the 2018 Georgia Milestones data, no more than 29.3% of the students at Kemp Elementary are meeting statewide performance targets in ELA and no more than 29% in math. Although this is an increase ELA and a decrease in Math, they are both critical areas of focus. In addition, Science and Social Studies continue to be a struggle for 5th grade students. While the 2018 Georgia Milestones data indicates that 5th grade scores have increased in both Science and Social Studies, these content areas will remain a focus across all grade levels to ensure the upward trend.

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"Educating Georgia's Future"

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Subgroup % of Proficient/Distinguished on-2018 Georgia Milestones

Subgroups-English/ Language Arts	% at Proficient and Distinguished 2018	Change From 2017 to 2018
Black	28	3
Hispanic	32.6	8.6
SWD	3	0
ELL	5	-3
ED	33.6	14.6
Subgroups-Mathematics	**% at Proficient and Distinguished**	
Black	31	11.4
Hispanic	35	13.3
SWD	5	1.7
ELL	10	1.0
ED	27	7.8
Subgroups-Science	**% at Proficient and Distinguished**	
Black	22	5.9
Hispanic	23	4.0
SWD	6	2.8
ELL	13	4.3
ED	17	2.4
Subgroups-Social Studies	**% at Proficient and Distinguished**	
Black	16	-.1
Hispanic	13	-.2
SWD	0	-2.2
ELL	13	3.9
ED	11	-1.3

All subgroups show improvement on the 2018 Georgia Milestones in all content areas with the exception of Students with Disabilities (SWD). Only the ELL students demonstrated a 3.9

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increase in social studies while the others had a 0.1 – 2.2 decrease in their performance. Black students experienced the greatest gains in the percentage of proficient/distinguished students in the area of English Language Arts. Students with disabilities and students with limited English proficiency continue to score below all other students in English Language Arts, Math and Science. While students with limited English proficiency are behind, they continue show the growth as it relates to the Georgia Milestones.

% of Students Meeting/Exceeding State Lexile Performance Target
2018 Georgia Milestones

3RD Grade	5th Grade
650 Lexile or greater	850 Lexile Mean or greater
47.9%	71.7%

Third grade and 5th grade students at Kemp Elementary are struggling to meet the state Lexile performance targets. In order to improve Lexile scores at Kemp Elementary, students need opportunities to read a variety of texts in and out of class. Reading texts at or slightly above students' reading level will improve students' Lexile levels. Increasing Lexile levels will increase students' ability to access grade level text. Grade levels that utilized the online reading program with fidelity had the most increase in Lexile levels.

i-Ready Percentages 2018-2019

Reading	Intensive	Strategic	Benchmark	Total Students
3rd	51	26	23	213
4th	41	44	15	212
5th	52	31	18	225
School	48	34	19	650

i-Ready Percentages 2018-2019

Math	Intensive	Strategic	Benchmark	Total Students
3rd	48	45	7	211
4th	41	43	16	210
5th	43	40	17	226
School	44	43	13	647

Reading data from i-Ready reflects that 48% of students at Kemp ES lack grade level fluency and comprehension. These deficits indicate that students do not have the early literacy skills needed to be college and career ready. Math data reflects that 44% of students lack basic skills (computation and numbers and operations).

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E. We have based our plan on information about all students in the school and identified subgroups of students who are not meeting state performance levels including:

- Economically disadvantaged students make up 51% of the students population at Kemp Elementary. These students may lack exposure to a variety of learning opportunities. College and Career Readiness Performance Index (CCRPI) reports indicate that these students are not meeting subgroup or state performance levels.
- Students from major racial and ethnic groups often have diverse ways of acquiring new content information. The two major ethnic groups represented at our school are Black students (80%) and Hispanic students (14%). Neither of these subgroups are meeting subgroup or state performance levels on the Georgia Milestones.
- Students with disabilities who have individualized educational plans make up 13% of the student population at Kemp Elementary. These student require specific instructional modifications and accommodations to address their academic weaknesses. Current and previous CCRPI data indicates that these students are not meeting subgroup performance targets.
- Students with limited English proficiency (ELL) make up only 4% of the student population and require instructional modifications and additional instructional support to effectively gain access to the academic content.

F. The data has helped us reach <u>conclusions</u> regarding achievement and opportunities for improvement. The 2018 Georgia Milestones assesses various domains within each content area. English Language Arts assesses reading, vocabulary, writing and language. Math assesses students' mastery of operations and algebraic thinking, numbers and operations, measurement and data and geometry. Science assesses three domains including earth, physical and life sciences. Finally, Social Studies covers history, geography, government/civics and economics. Upon careful review of the data and the *School Content Area Summary* report provided by the Georgia Department of Education, we have identified the following areas as strengths and weaknesses across grades 3, 4, and 5 at Kemp Elementary.

- The <u>strengths</u> we found in our program were . . .

Fifth Grade

- Government/Civics

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➢ The major <u>needs</u> we discovered were . . .

Fifth Grade

- Reading and Vocabulary
- Writing and Language
- Numbers and Operations (Base 10/Fractions)
- Operations and Algebraic Thinking
- Measurement and Data
- Earth and Physical Science
- History and Geography

Fourth Grade

- Reading and Vocabulary
- Writing and Language
- Numbers and Operations (Base 10/Fractions)
- Operations and Algebraic Thinking
- Measurement and Data
- Earth and Physical Science
- Government/Civics and History

Third Grade

- Reading and Vocabulary
- Writing and Language
- Numbers and Operations (Base 10/Fractions)
- Operations and Algebraic Thinking
- Measurement and Data
- Earth and Physical Science
- History and Geography

Special Education

- All content areas across 3rd, 4th and 5th grades

ELL

- All content areas across 3rd, 4th and 5th grades

➢ The <u>following needs will be addressed as they occur across all grade levels</u>

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- Reading and Vocabulary
- Writing and Language
- Numbers and Operations (Base 10/Fractions)
- Operations and Algebraic Thinking
- Measurement and Data
- Earth and Physical Science
- History

➢ The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .

- Math Development 3rd-5th Grades
- Literacy Across the Curriculum
- Vocabulary Development Across the Curriculum
- Social Studies Development 3rd-5th Grade
- Science Development 3rd-5th Grade
- Students With Disabilities 3rd -5th grade all content areas

➢ The ROOTCAUSE/s that we discovered for each of the needs were . . .

- Ineffective instructional practices
- Ineffective co-teaching model
- Lack of differentiation
- Teachers not fully understanding standards and/or content
- Ineffective collaborative planning
- Transient population
- Students entering 3rd grade with academic deficits

G. We believe that when we address the identified causes of low achievement, our students will show measurable growth in all academic areas. The measurable goals/benchmarks we have established are:

➢ Increase the percentage of 3rd, 4th and 5th grade students performing at the proficient and distinguished levels on the Georgia Milestones in all core content areas (Math, English/Language Arts, Science and Social Studies) by 3%.

➢ Increase the percentage of students meeting the state Lexile target levels in 3rd grade (50%) 5th grades (59%).

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SMART Goals % of All Students performing at Proficient or Distinguished Levels	
3rd Grade Lexile	60
4th Grade Lexile	60
5th Grade Lexile	75
ELA	35
Math	35
Science	35
Social Studies	30

2. Schoolwide reform strategies that:

Response:

A. After review of our scores, we will be using the following research based strategies to increase student performance:

Based upon the work of Robert Marzano on how to increase student achievement, teachers will:

- Increase cooperative learning time through learning stations
- Provide opportunities for students to read outside of the classroom to improve comprehension
- Implement writing across content areas in each grade levels
- Provide standards based instruction in all content areas
- Increase use of performance tasks to promote critical thinking
- Implement greater use of math manipulatives
- Provide professional development for teachers to improve reading comprehension, writing, critical thinking, math computation and problem solving skills

Based upon the work of both Paul Santanyo-Bambrick and Jan Chappis, teachers will:

- Administer common assessments every 4-6 weeks
- Analyze the data from common assessments to determine re-teaching needs
- Post and review standards and learning targets
- Utilize formative instructional practices to assess learning
- Utilize flexible grouping and differentiation

We have also implemented the explicit instruction framework as a reform strategy. We have implemented this strategy for two years. We recognized that additional professional learning is

2. Schoolwide reform strategies that:
needed in this area. To facilitate professional learning and coaching, we will also hire an Academic Coach. Co-teaching has also been implemented in our school to ensure that the needs of all students are being met.

- 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:

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

- All teachers will administer assessments for learning and provide differentiation.
- MyON will be used to allow parents to participate in their child's reading progress electronically.
- iReady will be used an intervention during small group rotation and afterschool remediation
- Implement the district's curriculum and pacing guides in all content areas with fidelity.
- Utilization of learning targets and explicit instruction framework.
- Mandatory performance tasks.
- Teachers will work collaboratively with the Academic Coach to unpack the Georgia Standards of Excellence and Georgia Performance Standards and to provide instruction with increased rigor and critical thinking.
- The principal and assistant principal will review teacher lesson plans weekly to ensure common core standards are being taught.
- Members of the leadership team will conduct weekly walkthroughs based upon specific areas of focus.
- Common assessments will be given to determine mastery of the standards.
- Weekly assessment outcomes will be discussed during collaborative planning meetings.
- Principal, Assistant Principal, academic coach, and/or implementation specialist will collaboratively plan weekly.
- The results of common assessments, benchmarks and the Georgia Milestones will be utilized to determine whether expectations are being met.

- 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.
- o include strategies for meeting the educational needs of historically underserved populations.

Response:

Learning Targets are being used to guide instruction
- Increased use of performance based tasks and real world activities
- Required time to teach specific strategies
- Time provides for guided leveled reading with teacher conferencing
- Appropriate student feedback in a timely manner

Research based upon:
- Pathways to School Improvement
- Marzano's "Nine"
- Dufours "Four" Basics
- The Ohio Educational Resource Center
- The Instructional Conversation: Teaching and Learning in Social Activity

- 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:
  - o counseling, pupil services, and mentoring services;
  - o 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
  - o the integration of vocational and technical education programs.

Response:

•Departmentalization of grades 3, 4 and 5
•After school Tutoring/remediation
•Prescriptive reading to determine students' improvement in reading comprehension
•Increased time on performance tasks and real world experiences in math instruction
•Smaller groups for remediation
•Involvement of Specials teachers to assist with lowest quartile student in each content area
•Provide Title I Resource paraprofessionals for remediation

- 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.

The rationale for departmentalization is that the instructional content for each academic area will allow teachers to become experts in their content areas. Teachers can concentrate on preparing and presenting explicit lessons that include authentic learning experiences. This will also positively impact instruction Departmentalization will also allow teachers to create authentic learning experiences.

Overall, after school programs provide students with an opportunity to master common core standards and approach topics in various ways. These programs allow teachers to have more time to work one on one with students, encourage students to use higher order thinking skills, and allow students to work on grade level content the programs increase students' ability to manage their learning styles and provide them with additional study strategies. Our Title I paraprofessionals will be well aware of what is happening in our classrooms; therefore, they will address standards that directly complement skills needed for classroom assignments. Research based materials are utilized in ways that are not always available during the regular classroom environment. The Title I paraprofessionals will allow for more individualized attention to targeted students
The Title I Academic Coach will work with teachers to ensure that the needs of all students are being met by providing professional learning, side-by-side coaching, and observations with relevant feedback.

- 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:

E. To improve reading, math, and writing scores in all grade levels, as well as address the needs of students with disabilities, special programs being used will include MyON, iReady, School-wide DEAR, Homeroom Instructional Time, and a DES mentoring program for students with disabilities. Teachers will implement vertically articulated writing plans and increase the use of performance tasks and math manipulatives. Diagnostic assessments are given to determine students' starting points and benchmarks.

Teacher collaborative discussions will be used to determine if students are meeting the required improvement levels.

In addition to our DES population, Kemp Elementary will target our ELL and economically disadvantage populations. Through our safety nets (After School Remediation, and the remediation and acceleration program that is built into the instructional day) the needs of each population will be met. Benchmark assessment data will be used to determine if identified needs of each population has been met.

3. Instruction by highly qualified professional staff

Response:

As of today's date, 100% of Kemp Elementary teachers are highly qualified by the State of Georgia and hold a valid Georgia Teaching Certificate. The district's Human Resource Department verifies that all personnel are deemed highly qualified and certified.
Students who are struggling in academics, economically disadvantaged students, and students with disabilities receive instruction/remediation from highly qualified teachers.

All paraprofessionals meet requirements mandated by the state and hold required certificates. All new employees receive a new teacher orientation provided by the district. The school provides an additional new teacher orientation program, as well as a mentor teacher induction and ongoing professional development.

Professional development is provided to teachers and staff based upon the needs of students and weaknesses of teachers as determined through student data, teacher surveys and Teacher Keys Evaluation System observations. Professional development and side-by-side coaching conducted by the Title I Academic Coach will ensure that teachers are prepared to deliver quality instruction.

4. In accordance with Section 1119and 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:

A. We have included teachers, principals, the Title I Academic Coach, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. Collaborative planning is required weekly by all teachers, administrators and instructional support personnel to ensure the implementation of Georgia Standards of Excellence, the pacing of instruction is appropriate, and formative and summative assessments are put in place to for student success. The principal, assistant principal and Title I Academic Coach meet

4.	In accordance with Section 1119and 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.

biweekly with each grade level to disaggregate data and determine how to best utilize the findings. Professional development workshops for teachers include, but not limited to:

- Reading Comprehension Strategies
- Use of Math Manipulatives
- Effective use of learning centers
- Accelerated Reader
- Explicit Instruction
- Common Core Curriculum
- Writing In-Services

Professional development has been aligned with the State's academic content and student academic achievement standards. The staff participates monthly in ongoing research- based professional learning which is determined by the academic and social needs of our students and the needs of our staff to provide for quality instruction to improve literacy across the curriculum and math including, but not limited to:

- Number Talks
- Vocabulary Development
- Evidence-based writing
- Disaggregating data to drive instruction

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . .

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 activities…

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 . . .

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. KES has implemented a new teacher induction program that will provide activities that support teachers to ensure that students are achieving at high levels. Each teacher with less than 3 years of teaching experience will be assigned a teacher mentor who can provide shoulder-to-shoulder mentoring during the school year. Mentors are expected to complete classroom observations and provide relevant feedback to new teachers. New teachers and mentors will also meet periodically to review best practices and school protocol.

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

Response:

A. Parents have been included in planning, reviewing, and implementing the comprehensive school-wide improvement plan through greater use of the Local School Council, PTA and school website. Parents are invited to monthly Title I workshops to review the school-wide plan.

B. We have developed a parental involvement policy included in our appendices that
   - includes strategies to increase parental involvement (such as family literacy services)
   - describes how the school will provide individual student academic assessment results, including an interpretation of those results
   - makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
   - compacts required – include with policy
   - parent Involvement checklist included

C. Hiring a Parent Liaison with Title I funds to work with parents to increase parental involvement, conduct workshops, work with community partners, attend Title I meetings, and parent communication

Parents are invited to participate and providing input in creating the plan through scheduled meetings, LSC and PTA
Monthly Calendars
Parent Involvement in updating the School Parent Involvement Policy
Parent Surveys
Parent Workshops
Parent Resource Room
Curriculum Nights

An open door policy for parents and volunteers; district mandatory background checks to ensure safety for students and staff; and various avenues for parents to become involved with the school and in the classroom. Theses avenues for support from parents include:
volunteering within the school
fund raising activities
spring festival
talent show

- field trips
- parent-teacher conferences
- weekly progress reports

Communication to parents in the forms of written communication, grade level newsletters, emails, phone calls, School Messenger weekly messages and the school website.

D. We will conduct an annual meeting to inform parents about the school's Title I program, the nature of the program, the parent's requirements and the school parental involvement policy. Parents will be invited to attend the Title I Annual Parent Meeting through solicitations at Parent Teacher Association meetings, using the school marquee, telephone dial out system, and flyers. The annual Title I meeting will be held at Kemp Elementary on August 9, 2018 for parents of all students. This meeting will be facilitated by the principal of Kemp Elementary and the Title I Parent Liaison.

E. We will provide parents of participating students with timely information about the Title I program, a description and explanation of the curriculum used at the school, the expected performance levels, and an explanation of the state performance targets for the Georgia Milestones. Parents are informed via the school's website, flyers and telephone call out system about the protocol for scheduling parent/teacher conferences. All conferences will be scheduled between 7:15 am and 7:45pm or after 2:00pm.

   Kemp Elementary offers extensive opportunities for parents to volunteer at their child's school. The Very Involved Parent (VIP) program is designed to encourage parents to become active members of the school community. VIP parents are required to attend at least 3 monthly workshops/meetings or school events. In return, parents receive priority seating at school events and other rewards for consistently supporting the school's overall vision and mission.

F. We will jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improving student academic achievement. All parents are invited to attend the annual compact meeting. To ensure that all parents have an opportunity to participate, the school-parent compact meetings are held a varying times during and after the school day. During the month of August 2018, there will be three school-parent compact meetings. One meeting will be held in the morning hours, another will be held in the afternoon and the final meeting will be held during evening hours.

G. We will provide workshops for all parents regarding the states academic standards and the state's student achievement levels. We will also provide parent workshops on how to work with school personal to monitor their child's progress. Parents will have real time access to students' grades via our online student information system, Infinite Campus.

H. The Parent Resource Room will house all materials and resources designed to help parents work with their children to improve their academic success. In addition, the parent resource room will serve as the location for all workshops designed to bridge the gap between home and school. The workshops will be facilitated by the Title I Parent Liaison. The Title I Parent Liaison will ensure that parents understand that information can be requested at any time and sent home in the case that parents are unable to attend school meetings.

I. The Title I Parent Liaison and the school principal will conduct training for teachers, paraprofessionals and all other staff members to ensure that all school-wide stakeholders are familiar with the expectations for working with parents and guardians. Teachers will also be given an opportunity to visit the parent resources room to explore the resources available to parents. The Title I Parent Liaison will also be available to make phone calls and send emails to parents as needed.

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Kemp Primary School and local feeder middle schools to encourage parents to fully participate in the education of their children. We will collaborate with state and other district level personnel to provide services for our homeless, neglected and delinquent populations. The Title I Parent Liaison and entire school staff will encourage parents during the elementary and middle school transition periods.

K. All written communication sent home to parents will be translated into a language parents can understand. Kemp Elementary will use clear, simple and parent-friendly language to communication relevant information. In order to maintain contact with parents, the school will use automated calling systems, Remind101, the school marquee, school website, emails, newsletters, flyers and other means of communication.

L. We will provide full opportunities, to the extent feasible, 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. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parental involvement activities.

The Parent Resource room will be available for parent use on August 6, 2018. It will offer a variety of learning resources for parents to checkout and utilize at home for extended periods of time. The Title I Parent Liaison will facilitate and maintain the

Parent Resource Room during normal school business hours and during some extended hours. The district will provide support for homeless parents and parents who need additional support or resources.

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:

Kemp Elementary serves grades 3-5, and we work with Kemp Primary School to transition 2nd grade to 3rd grade through vertical articulation meetings with 2nd and 3rd grade teachers, review of data and 2nd grade students visiting the Kemp Elementary in preparation for the next school year. Kemp Elementary will hold critical meetings with the administrative staff at Kemp Primary to ensure that the quality of instruction is seamless. We will offer a night for parents of 2nd Graders to come to the school in the evening to gain familiarity with the school and 3rd grade teachers.

Fifth graders will also have an opportunity to visit their feeder middle schools during the month of May. The middle school tours will give 5th grade students the opportunity to ask questions regarding courses, uniforms, sports and other matters related to the transition to middle school. Our Title I Parent Liaison will also be available every day throughout the school year to meet with rising 3rd grade families and assist transitioning 5th grade families with concerns related to their child's transition.

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 use of academic assessment are. .

Collaborative Planning

Teachers, administrators, and Data Team will use weekly collaborative planning time to assess the needs of students. Discussing standards, teaching strategies, students' needs, assessments and resources will be the primary focus of collaborative planning sessions. Data will be obtained from Common Assessments, teacher classroom assessments, benchmarks, iReady, MyON, and the Statewide Longitudinal Data System (SLDS). Based on the results, teachers will determine the needs for remediation and enrichment of students.

Faculty Meetings
During these meetings, data will be reviewed, and professional development will occur.

Response to Intervention/SST
Data collected from the RTI process will be used to ensure all students are receiving additional assistance as needed for academic and behavioral support. These strategies begin with the SST process and are adjusted as necessary to meet the needs of the individual student. Each grade level all teachers (Student Support Team) will be working with the SST Chair to ensure appropriate strategies and data are collected to warrant academic and behavioral success.

Title I funds at Kemp Elementary will be utilized to support English Language Arts, Math, Science and Social Studies with instructional resources and supplies, afterschool tutorial programs for struggling students in core areas, instructional software, laptop carts for the integration of technology and content specific professional learning for teachers. Funds will also be utilized to hire an Academic Coach to support professional learning. Title I funds will be utilized to purchase instructional resources for parents to use in the Parent Resources Center with the Parent Liaison. Resources will include brochures, workbooks, computers and printers. Funds will be used to provide stipends to 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 proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Using all data sources, teachers will identify those students who have deficits or may be struggling with content. Title I funds will be used to provide appropriate, targeted and focuses remediation to support our students. Activities that support struggling learners include differentiation, small group instruction and one-to-one instruction. The Response To Intervention model (RTI) allows teachers to immediately provide interventions that are designed to close achievement gaps and improve student performance. In the case where designated interventions are unsuccessful, the Student Support Team (SST) meeting is required for further evaluation.

Technology is utilized to offer support to parents and promote student success. Parents are encouraged to use Infinite Campus to access students' grades, missing assignments and failing averages.

Students who need additional support and increase learning time in preparation for state mandated assessments are encouraged to participate in afterschool tutorials. The tutorial programs are designed to address individual student needs.

Title I funds at Kemp Elementary will be utilized to support English Language Arts, Math, Science and Social Studies with instructional resources and supplies, afterschool tutorial programs for struggling students in core areas, instructional software, laptop carts for the integration of technology and content specific professional learning for teachers. Funds will also be utilized to hire an Academic Coach to support professional learning. Title I funds will be utilized to purchase instructional resources for parents to use in the Parent Resources Center with the Parent Liaison. Resources will include brochures, workbooks, computers and printers. Funds will be used to provide stipends to 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 Elementary coordinates and integrate 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. We also use budgets from various district departments to support teaching and learning. For example, the district purchases intervention programs for both reading and math for all elementary schools to target students identified as Beginning Learners.

We frequently conduct funding gap analysis and reviews of our Title I plan to determine how our Title I funds can be spent. This practice ensures that we do not supplant. Our districted funded afterschool remediation program helps prepare students for state mandated testing. We use our school Title I funds to offer additional remediation during the school year.

Because the district participates in the Community Eligibility Program (CEP), all of our students eat breakfast and lunch at no cost to them. We work with the Nutrition and Technology departments to ensure that students who are eligible for free and reduced meals are identified in our Student Information System.

Title I funds at Kemp Elementary will be utilized to support English Language Arts, Math, Science and Social Studies with instructional resources and supplies, afterschool tutorial programs for struggling students in core areas, instructional software, laptop carts for the integration of technology and content specific professional learning for teachers. Funds will also be utilized to hire an Academic Coach to support professional learning. Title I funds will be utilized to purchase instructional resources for parents to use in the Parent Resources Center with the Parent Liaison. Resources will include brochures, workbooks, computers and printers. Funds will be used to provide stipends to teachers conducting parent workshops/trainings after

contracted hours.

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

Response:
Kemp Elementary will hold curriculum nights to provide assistance to parents in interpreting individual student assessment data. The counselor, leadership team and grade level teams will be available during these meetings to converse with parents and provide next steps based on the individual student assessment results. Parents will also receive written notice and interpretation guides.

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

Response:

After standardized results are received, teachers and administrators meet to review the scores in all subject areas to determine strengths and weaknesses. The Department of Research and Accountability provides data to schools when available. Goals are set and professional learning is determined for the next school year. Interventions such as progress monitoring, remediation, tutoring, differentiated instruction, and performance tasks are implemented to help struggling students. Teachers also use frequent formative assessments and monthly common assessments to review student strengths and weakness to determine mastery of the standards.

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

Response:
Kemp Elementary will use the Georgia Milestones, a state-wide assessment provided through the Georgia Department of Education. Validity and reliability have been established at the state level. Teachers and proctors receive extensive training on administering the test and to ensure that test results are valid.

14. Provisions for public reporting of disaggregated data.

Response:
Once the 2018 Georgia Milestones data becomes available to the school district and school, the information is published on the Georgia Department of Education website. Our school's assessment summary will be posted on the school's website by February 2019. Data will also be provided during scheduled meetings in March and May 2019.

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 school-wide plan is developed and revised throughout the year, as this is a continuous improvement document. Collaboration to update the document comes from teachers, parents, students, Local School Council (LSC) and Parent Teacher Association (PTA). The plan is submitted to the district for review and approval.

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 process for school improvement begins with the Leadership Team reviewing test scores on standardized assessments. The team meets with the staff to review the data and discuss areas of strength and weakness. In addition, strategies for improvement are identified. The areas of need included reading comprehension, math computation and problem solving with an additional need to improve students overall quality of writing. Information regarding data and school improvement is shared with the LSC, PTA, and general body of parents through meetings, curriculum nights, PTA Meetings, and parent conferences for individual student data. The school administration, instructional facilitator, district support and teachers will be responsible for implementing the programs and strategies set forth in the school improvement plan. Parents and students will be responsible for supporting the overall school improvement process and providing feedback. Parents are invited to provide input on the school-wide plan. Committee Members Include:

Zsa Zsa Davis	Principal
Jasminique Anderson	School Counselor
Anita Gadsden	EIP Lead Teacher
Shakeerah Brodie	Gifted Lead Teacher

17. Plan available to the LEA, parents, and the public.

Response:
A copy of Kemp Elementary's Title I plan is available at the local school site, school website and district office. The plan will be reviewed at the Parent Teacher Meeting in October. A copy

of the plan will also be available in the Parent Resource Room. Notification of the plans availability will be promoted through School Messenger and school marquee.
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: At this time, there are is a significant number of parents whose primary language is that other than English. To address the need, the plan will be translated into all languages of parents with students attending our school. To support students and parents of other cultures we will offer Hispanic Day Celebration, Multi-Cultural Fair and cultural workshops.

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.