



School Improvement Action Plan



School Year:	2023-2024
School Name:	Compton Elementary
Principal Name:	Beth Lair
Date Submitted:	June 5, 2023
Revision Dates:	November 29, 2023

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Compton Elementary
<i>Team Lead</i>	Beth Lair
<i>Position</i>	Principal
<i>Email</i>	Beth.Lair@cobbk12.org
<i>Phone</i>	770-222-3700
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

<p>In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). <i>References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]</i></p>
<p>School Response: Compton Elementary developed our schoolwide plan by seeking input from various individuals who will implement the School Improvement Plan. Data was shared in Compton Guiding Coalition (building leadership team), Principal Advisory Council, and Cobb Collaborative Communities (CCCs/PLCs). The plan was developed, reviewed, and revised as needed throughout the school year after obtaining feedback from teachers, administrators, parents, and community members. The Compton Guiding Coalition consists of school administrators and representatives of each grade level and/or department. The Guiding Coalition meets monthly to address issues related to school improvement. The Principal Advisory Council consists of two parents, PTA President, Classified Employee of the Year, Teacher of the Year, two community partners, Parent Facilitator, K-2 and 3-5 Instructional Support Specialists, Assistant Principal, and the principal. Compton also received feedback from all stakeholders at our Spring Input</p>

Meeting. On April 20th, April 21st, and April 25, 2023, the groups met to reflect and review our school achievements and challenges while reviewing the previous School Improvement Plan. Input was provided and next steps were determined. All members were provided time to give input and to come to consensus on goals and actions for the 2023-2024 school year.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	April 21, 2023	Principal's Advisory Council
------------------	----------------	------------------------------

Position/Role	Printed Name	Signature
STEM Teacher	Jessica Sellers	Jessica Sellers
Principal	Beth Lair	Beth Lair
Assistant Principal	Amber Little	Amber Little
Parent (Non CCSD Employee)	Natasha Pino	Natasha P.
Community Leader - Kiwanis	Paul Williams/Kiwanis	Paul Williams
Counselor	Sarah Pincus	Sarah Pincus
Counselor	Cate McCollum	Cate McCollum
Parent Facilitator	Kelly Whitaker	Kelly Whitaker
Instructional Support Specialists	Tonya Gomez	Tonya Gomez
Instructional Support Specialists	Tim O'Neill	Tim O'Neill
Social Workers	Alaiya Shotwell	Alaiya Shotwell
Macland Presbyterian Church	David Jones	David Jones
Classroom Teacher	Beth Evans	Beth Evans
Nurse	Tiffany Buchanan	Tiffany Buche
Classroom Parent/Employee	Jamie Clark	Jamie Clark
PBIS Coach	Erica Matthews	Erica Matthews
Reflections of Trinity	Eddie Perez <i>Eddie</i>	Eddie Perez

Meeting Date(s): April 21, 2023 and May 4, 2023

Compton Guiding Coalition

Position/Role	Printed Name	Signature
Principal – Compton Elementary School	Beth Lair	Beth Lair
Assistant Principal	Amber Little	Amber Little
Instructional Support Specialist	Tonya Gomez	Tonya Gomez
Instructional Support Specialist	Tim O'Neill	Tim O'Neill
Kindergarten Lead Teacher	Amanda Paccione	Amanda Paccione
First Grade Lead Teacher	Tara Harris	Tara Harris
Second Grade Lead Teacher	Lauren deBruyn	Lauren deBruyn
Third Grade Lead Teacher	Lauren Wills	Lauren Wills
Fourth Grade Lead Teacher	Courtney Engstrom	Courtney Engstrom
Fifth Grade Lead Teacher	Marisa Conrad	Marisa Conrad
Special Education Lead Teacher	Ruth Smith	Ruth Smith
CCLP Coach	Erica Matthews	Erica Matthews
Instructional Paraprofessional	Debbie Allen	Debbie Allen
ESOL Lead Teacher	Lunie Campbell	Lunie Campbell
Specialist Lead Teacher	Vicky Knowles	Vicky Knowles
RTI/504 Coordinator	Kerri Lewis	Kerri Lewis
School Counselor	Sarah Pincus Cate McCollum	Sarah Pincus Cate McCollum
Media Specialist /Teacher of the Year	Kris Cable	Kris Cable
Multiage Team Lead	Elizabeth Evans	Elizabeth Evans

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	<p>The percent of students performing at or above grade level proficiency on:</p> <ul style="list-style-type: none"> The Fountas and Pinnell Benchmark Assessment System will increase by 5% at each grade level (K-5) from August 2022 to May 2023. The Reading Inventory will increase by 5% at each grade level (2nd – 5th) from August 2022 to May 2023. 								
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO									
<p>What data supports the outcome of the goal?</p>	<p>According to the Fountas and Pinnell Benchmark Assessment Data and Reading Inventory Data, the school as a whole increased from 49% of students On/Thriving in August to 59% in May.</p>								
		August		December		March		May	
		Striving	On/Thriving	Striving	On/Thriving	Striving	On/Thriving	Striving	On/Thriving
	Kindergarten	88%	11%	37%	63%	40%	60%	40%	60%
	1st Grade	60%	40%	38%	61%	41%	59%	49%	52%
	2nd Grade	63%	38%	40%	61%	35%	65%	32%	68%
	3rd Grade	45%	54%	34%	65%	41%	60%	42%	57%
	4th Grade	49%	52%	39%	60%	24%	76%	33%	67%
	5th Grade	45%	55%	46%	54%	38%	62%	42%	57%
	<p>Fountas and Pinnell Benchmark Assessment</p> <ul style="list-style-type: none"> Kindergarten students performing on or above grade level proficiency increased by 49% (peak of 52% increase in December). 1st Grade students performing on or above grade level proficiency increased by 12% (peak of 21% increase in December). 2nd Grade students performing on or above grade level proficiency increased by 30% (peak of 30% increase in May). 3rd Grade students performing on or above grade level proficiency increased by 3% (peak of 11% increase in December). <ul style="list-style-type: none"> When comparing 3rd grade students who were enrolled at Compton Elementary School the entire year, the percentage of students reading On-Level/Thriving increased from 56% in August to 60% in May 4th Grade students performing on or above grade level proficiency increased by 15% (peak of 24% increase in March). 5th Grade students performing on or above grade level proficiency increased by 2% (peak of 7% increase in March). <ul style="list-style-type: none"> When comparing 5th grade students who were enrolled at Compton Elementary School the entire year, the percentage of students reading On-Level/Thriving increased from 56% in August to 62% in May <p>According to the Reading Inventory Data, all grade levels met or exceeded the student growth goal.</p>								

Grade Level	August Proficient/Advanced Percentage of Students	April Proficient/Advanced Percentage of Students
2nd Grade	20%	59%
3rd Grade	34%	64%
4th Grade	31%	48%
5th Grade	28%	51%

Reading Inventory Data

- 2nd Grade students performing in the Proficient or Advanced performance bands increased by 39%.
- 3rd Grade students performing in the Proficient or Advanced performance bands increased by 30%.
- 4th Grade students performing in the Proficient or Advanced performance bands increased by 17%.
- 5th Grade students performing in the Proficient or Advanced performance bands increased by 23%.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

N/A

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

The goal was met due to the implementation of the following action steps:

- Continued implementation of CCSD’s Early Literacy Framework in K – 2nd and the addition of LETRS strategies.
- Consistent implementation of daily small group guided reading instruction in all K-5th classrooms utilizing high interest texts.
- Collaboration in CCCs has led to flexible, dynamic grouping and shared professional responsibility of student data; Consistent and intentional WIN (What I Need) Time that emphasizes on disaggregating data and intentional planning for instruction; Utilized quarterly collaborative planning sessions to prioritize the upcoming nine weeks’ standards based on the skills and knowledge of the students.
- Increased emphasis on utilizing data from the Word Knowledge Inventory to intentionally target Word Work
- Employed two Title I Teachers to provide class size reduction in 1st and 5th grade which allowed increased frequency of classroom strategies (i.e., small group instruction, conferencing 1:1).
- Leadership communicated clear, concise, and high expectations for literacy instruction by providing instructional non-negotiables.
- Focus on engaging instruction because of teachers attending The Ron Clark Experience as well as increasing the number of teachers who have attended Arts Integration training.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Developed a consistent, on-going schedule to ensure Professional Learning and collaboration time centered on strategies that supported balanced literacy.• Administrators and Instructional Support Specialists monitored reading instruction by providing on-going feedback.• Implemented a Mentors and Mentees program to support the induction of Compton’s new teachers. Mentors and mentees met regularly to allow for support and intentional conversations on how to effectively leverage literacy instruction to increase reading proficiency.• Teachers monitored and discussed student progress of priority standards using the data collected and reflected in CTLS to plan and implement next instructional steps.• Utilized student agendas, weekly classroom newsletters, school website, and CTLS Parent to provide resources and strategies to support families with developing their child’s reading skills.• Provided take home reading materials to strengthen literacy skills• Provided opportunity for food through local school partners and clothing needs through our local school clothing closet.• Utilized an inclusion model to provide small group instruction, vocabulary development and language needs based on the ACCESS Can-Do Descriptors.• Implemented Imagine Learning for specific EL students to increase language acquisition.• Collaborated with the local school Social Worker and Homeless Department to maintain ongoing communication with the families and ensured students remain at their school of origin.• Write on Wednesday has been implemented schoolwide |
|--|--|

Previous Year's Goal #2	The percent of students performing at or above grade level proficiency on the EOY Mathematics Inventory will increase by 5% at each grade level (K-5th) from August 2022 to May 2023.
--------------------------------	---

Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
--	--

What data supports the outcome of the goal?	<p>According to the Math Inventory, all grade levels exceeded the student growth goal.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #4a7ebb; color: white;">Grade Level</th> <th style="background-color: #4a7ebb; color: white;">August Proficient/Advanced Percentage of Students</th> <th style="background-color: #4a7ebb; color: white;">May Proficient/Advanced Percentage of Students</th> </tr> </thead> <tbody> <tr><td>Kindergarten</td><td>5%</td><td>47%</td></tr> <tr><td>1st Grade</td><td>7%</td><td>49%</td></tr> <tr><td>2nd Grade</td><td>5%</td><td>52%</td></tr> <tr><td>3rd Grade</td><td>9%</td><td>67%</td></tr> <tr><td>4th Grade</td><td>14%</td><td>48%</td></tr> <tr><td>5th Grade</td><td>16%</td><td>45%</td></tr> </tbody> </table> <p>Math Inventory Data</p> <ul style="list-style-type: none"> Kindergarten students performing in the Proficient or Advanced performance bands increased by 42%. 1st Grade students performing in the Proficient or Advanced performance bands increased by 42%. 2nd Grade students performing in the Proficient or Advanced performance bands increased by 47%. 3rd Grade students performing in the Proficient or Advanced performance bands increased by 58%. 4th Grade students performing in the Proficient or Advanced performance bands increased by 34%. 5th Grade students performing in the Proficient or Advanced performance bands increased by 29%. 	Grade Level	August Proficient/Advanced Percentage of Students	May Proficient/Advanced Percentage of Students	Kindergarten	5%	47%	1st Grade	7%	49%	2nd Grade	5%	52%	3rd Grade	9%	67%	4th Grade	14%	48%	5th Grade	16%	45%
Grade Level	August Proficient/Advanced Percentage of Students	May Proficient/Advanced Percentage of Students																				
Kindergarten	5%	47%																				
1st Grade	7%	49%																				
2nd Grade	5%	52%																				
3rd Grade	9%	67%																				
4th Grade	14%	48%																				
5th Grade	16%	45%																				

Reflecting on Outcomes	
-------------------------------	--

If the goal was not met , what actionable strategies could be implemented to address the area of need?	N/A
---	-----

<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>The goal was met due to the implementation of the following action steps:</p> <ul style="list-style-type: none"> • Consistent implementation of a balanced math framework, including small group instruction and Number Talks in all K-5th classrooms. • Implemented math fact fluency strategies to increase students' number sense and fact fluency. • Collaboration in CCCs has led to flexible, dynamic grouping and shared professional responsibility of student data; model effective math strategies, support teachers, and provide professional development on elements of and strategies to support math instruction.; Consistent and intentional WIN (What I Need) Time that emphasizes on disaggregating data and intentional, purposeful mathematical supports for students which included Math Compacting and flexible grouping; Utilized quarterly collaborative planning sessions to prioritize the upcoming nine weeks' standards based on the skills and knowledge of the students. • Employed two Title I Teachers to provide class size reduction in 1st and 5th grade which allowed increased frequency of classroom strategies (i.e. small group instruction, conferencing 1:1). • Leadership communicated clear, concise, and high expectations for balanced math framework instruction by providing instructional non-negotiables. • Developed a consistent, on-going schedule to ensure professional learning and collaboration time centered on strategies that supported the math framework. • Administrators and Instructional Support Specialists monitored math instruction by providing on-going feedback. • Administrators hired supplemental certified tutors to work with identified students in math. • Implemented the M&M Team (Mentors & Mentees) that supports the induction of Compton's new teachers by providing each new teacher a mentor. Mentors and Mentees met regularly to allow for support and intentional conversations on how to effectively utilize balanced math instruction to increase math proficiency. • Provided take home math materials to strengthen math skills. • Collaborated with the local school social worker and homeless department to maintain ongoing communication with the families and ensured students remain at their school of origin. • Special Education teachers consistently collaborated with their co-teachers to ensure students' instructional needs were addressed. • Special Education Case Managers met with families a minimum of once during the school year to provide learning progress on IEP Goals and to provide strategies for academic success. • Utilized Dreambox to support student math achievement. Incentives were given and achievements recognized schoolwide. • Focus on engaging instruction because of teachers attending The Ron Clark Experience as well as increasing the number of teachers who have attended Arts Integration training.
--	--

--	--

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	<ul style="list-style-type: none"> • Development of grade level Common Assessments based on collaborative efforts of CCCs to identify Priority Standards • Intentional planning during CCCs • Flexible Guided Reading groups and small group instruction • Student accountability to implement strategies that have been taught • Feedback and review of assessments 	<ul style="list-style-type: none"> • Student growth rate is not closing the gap at the optimum pace regarding the number of students reading on or above grade level texts with appropriate purpose and understanding • Developing pedagogical knowledge of novice teachers • Limited at-home resources 	<ul style="list-style-type: none"> • Reading Inventory • EOG Milestones • ELF Assessments • Benchmark Assessment System – Fountas and Pinnell Reading Levels • Common Assessments • Interim Assessments
Math	<ul style="list-style-type: none"> • Schoolwide Weekly Math Challenges • Small group instruction based on specific mathematical needs • Ongoing Dreambox usage 	<ul style="list-style-type: none"> • Students’ number sense and fact fluency • Unpacking and comprehending word problems to have an effective plan of action • Limited at-home resources 	<ul style="list-style-type: none"> • Math Inventory • EOG Milestones • Common Assessments • Fact Fluency Assessments • Interim Assessments
Science	<ul style="list-style-type: none"> • Integrated content • Anchor charts • Continued development of Think Lab (as part of Specials) 	<ul style="list-style-type: none"> • Limited time to collaborate on integrated tasks that focus on Priority Standards • Limited expertise on varied topics • Consistent implementation of engaging instruction 	<ul style="list-style-type: none"> • EOG Milestones • Common Assessments
Social Studies	<ul style="list-style-type: none"> • Integrated content • Anchor charts • Utilizing Georgia Studies Weekly Resources 	<ul style="list-style-type: none"> • Limited time to create integrated tasks for Priority Standards • Limited expertise in varied topics • Consistent implementation of engaging instruction 	<ul style="list-style-type: none"> • Common Assessments

Discipline / School Climate Data	<ul style="list-style-type: none"> • Schoolwide Compton Cub Leadership Program (CCLP) expectations • CCLP Common Language • Love and Logic strategies • Grade level behavior plans 	<ul style="list-style-type: none"> • Appropriate peer-to-peer interactions demonstrating mutual respect • Effective strategies for peers to resolve conflict 	<ul style="list-style-type: none"> • Compton Best Practices • Office Referrals • Walk-throughs
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> • Ongoing Professional Learning from the Instructional Support Specialists • Arts Integration • Title 1 Professional Learning • Engagement strategies • Professional Learning from Technology Training Integration Specialist (TTIS) • Data driven CCCs to develop instruction 	<ul style="list-style-type: none"> • Lack of substitute staff to provide release time for Professional Learning • Challenges with classroom management when substitutes are covering classrooms to allow for additional certified staff collaboration 	<ul style="list-style-type: none"> • Teacher Keys Effectiveness System (TKES) • Walk-throughs • CTLS Assess and data cycles
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • 342 total students are demonstrating proficiency reading grade level texts when reading with purpose, meaning, and understanding. This includes proficiency with fluency, comprehension, inferencing, vocabulary, main idea, details, vocabulary, and evaluating 	<ul style="list-style-type: none"> • 259 total students (45 SWD) are not demonstrating proficiency when reading grade levels texts when reading with purpose, meaning, and understanding. This includes proficiency with fluency, comprehension, inferencing, 	<ul style="list-style-type: none"> • Early Literacy Framework Assessments • Reading Inventory • Benchmark Assessment System – Fountas and Pinnell Levels • Interim Assessments • ACCESS Reports • EOG Milestones

		<ul style="list-style-type: none"> • Small group instruction with coordinated student groupings based on individual needs • Utilization of the Early Literacy Framework and LETRS (K-2) • Interventionist support with Read 180 and System 44 Implementation in 3rd and 5th • Grade level assessment plans implemented schoolwide 	<p>vocabulary, main idea, details, vocabulary, and evaluating</p> <ul style="list-style-type: none"> • Student regression over breaks and transiency • Limited at-home resources • Limited student desire to read independently/for pleasure 	
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • 374 students are demonstrating proficiency on grade level common assessments of math standards • Lessons/Assessments focused on number sense and fact fluency • Schoolwide Weekly Math Challenges • Continued focus on Dreambox usage 	<ul style="list-style-type: none"> • 227 total students (35 SWD) are not demonstrating proficiency on grade level common assessments of math standards • Student regression over breaks and transiency • Limited at-home resources 	<ul style="list-style-type: none"> • Math Inventory • Interim Assessments • EOG Milestones
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Integrated content • Anchor charts • Continuation of Think Lab into Specials rotation 	<ul style="list-style-type: none"> • Limited time to create integrated tasks focused on Priority Standards • Limited teacher expertise on varied topics • Inconsistent vocabulary acquisition strategies 	<ul style="list-style-type: none"> • EOG Milestones (5th) • Common Assessments
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Integrated content • Anchor charts 	<ul style="list-style-type: none"> • Limited time to create integrated tasks focused on Priority Standards • Limited teacher expertise on varied topics • Inconsistent vocabulary acquisition strategies 	<ul style="list-style-type: none"> • Common Assessments

<p>Discipline / School Climate Data</p>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Compton Cub Leadership Program (CCLP/PBIS) • Grade level recovery plans • Schoolwide implementation of Love and Logic 	<ul style="list-style-type: none"> • Inconsistent usage of grade level recovery plans and calming stations • Lack of clarity between classroom managed and office managed behaviors • The number of office referrals involving disruption, insubordination, and rough/boisterous behavior 	<ul style="list-style-type: none"> • Comprehensive Discipline Summary Report
<p>Professional Learning</p>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Title I Professional Development • Implementation based on data, observations, and CCC needs 	<ul style="list-style-type: none"> • Vertical collaboration (including Specialists teachers) focused on ELA, Math, Science, Social Studies, and Arts Integration Strategies • Understanding of Depth of Knowledge on planning, instruction, and assessment 	<ul style="list-style-type: none"> • Student Instructional Data • TKES • CCC Agendas
<p>Other</p>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Comprehensive schoolwide team (Core Team) meeting regularly to share updates and concerns regarding student and family’s needs • Backpack Blessings Food Program • Partner in Education supplying ongoing snacks to students throughout the year (to be consumed during the school day) 	<ul style="list-style-type: none"> • Mentoring program for identified students 	<ul style="list-style-type: none"> • Core Team meeting and agenda

Statement of Concern #1	Develop Kindergarten through 5 th Grade Reading Proficiency
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Due to lack of classroom experience, new teachers' knowledge is not thoroughly developed.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent implementation of researched-based literacy instruction in Kindergarten through 5 th Grade classrooms
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Increase the impact of family workshops and resources that are provided to support students with their literacy learning at home
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p style="text-align: center;">Securing Substitute teachers to cover classrooms for Professional Learning and Collaboration</p> <p style="text-align: center;">Inconsistent school attendance and large number of students tardy for school</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<ul style="list-style-type: none"> • The number of students performing on or above grade level reading proficiency utilizing the Benchmark Assessment System will increase from 160 kindergarten - 2nd grade students to 176 kindergarten - 2nd grade students by May 2024. • The number of students performing on or above grade level reading proficiency utilizing the Reading Inventory will increase from 248 (48%) 3rd- 5th grade students on the May 2023 RI to 273 (53%) 3rd-5th grade students by May 2024 RI.

Statement of Concern #2	Develop Kindergarten through 5 th Grade Math Proficiency
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent implementation of math instruction in Kindergarten through 5 th Grade classrooms
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Due to lack of classroom experience, new teachers' knowledge is not thoroughly developed
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Increase the impact of family workshops and resources that are provided to support students with their mathematic learning at home
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Securing Substitute teachers to cover classrooms for Professional Learning and Collaboration</p> <p>Inconsistent school attendance and large number of students tardy for school</p>
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The number of students performing on or above grade level math proficiency utilizing, the Math Inventory will increase from 298 kindergarten-fifth grade students as demonstrated on the May 2023 MI Assessment to 340 kindergarten-fifth grade students as demonstrated by May 2024 MI Assessment.

Statement of Concern #3	Develop Kindergarten through 5 th Grade Writing Proficiency
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent implementation of writing instruction in Kindergarten through 5 th Grade classrooms
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Due to lack of classroom experience, new teachers' knowledge is not thoroughly developed
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Increase the impact of family workshops and resources that are provided to support students with their writing proficiency at home
Contributing Factors (Outside of control)	Securing Substitute teachers to cover classrooms for Professional Learning and Collaboration Inconsistent school attendance and large number of students tardy for school
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Utilizing October 2023 Write Score Baseline Assessment in 2 nd -5 th Grades, forty percent or more (144 students) 2 nd -5 th grade students will perform on or above grade level writing proficiency as measured by the Spring 2024 Write Score Assessment.

School Improvement Goals
Include goals on the parent compacts and policy

<p>Goal #1</p>	<p>The number of students performing on or above grade level reading proficiency utilizing the Benchmark Assessment System will increase from 160 (51%) kindergarten - 2nd grade students as demonstrated in May 2023 to 176 (56%) kindergarten - 2nd grade students as demonstrated by May 2024.</p> <p>The number of students performing on or above grade level reading proficiency utilizing the Reading Inventory will increase from 149 (55%) 3rd- 5th grade students on the May 2023 RI to 162 (60%) 3rd-5th grade students by the May 2024 RI.</p>
<p>Goal #2</p>	<p>The number of students performing on or above grade level math proficiency utilizing the Math Inventory will increase from 298 (51%) kindergarten -fifth grade students as demonstrated on the May 2023 MI Assessment to 330 (57%) kindergarten-fifth grade students as demonstrated by May 2024 MI Assessment.</p>
<p>Goal #3</p>	<p>The percentage of students performing at or above grade level proficiency on the Write Score Assessment will increase from 42 (11%) students to 95 (25%) students from September 2023 to May 2024.</p>

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Employ a Title I Teacher to provide class size reduction in 4 th grade which will allow increased frequency of classroom strategies	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Implementation: Title I Teacher will provide ongoing small group instruction. Students will receive individual support based on their academic needs.</p> <p>Artifacts/Evidence: Small Group Schedule/Walkthrough Form</p>
Employ a Title I Teacher to provide class size reduction in 5 th grade which will allow increased frequency of classroom strategies	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Implementation: Title I Teacher will provide ongoing small group instruction. Students will receive individual support based on their academic needs.</p> <p>Artifacts/Evidence: Small Group Schedule/Walkthrough Form</p>
Employ a Title I Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Implementation: The Title I Parent Facilitator will work with teachers, parents, and administrators to ensure that parents are involved in the education process. The Parent Facilitator will coordinate and collaborate with Title 1 supervisors to implement Federal mandated Parent and Family Engagement activities.</p> <p>Artifacts/Evidence: Parent and Family Engagement agendas, parent visit/volunteer log(s), Title I documents, CTLS Reports</p>

<p style="text-align: center;">GOAL #1</p>	<p>The number of students performing on or above grade level reading proficiency utilizing the Benchmark Assessment System will increase from 160 (51%) kindergarten - 2nd grade students as demonstrated in May 2023 to 176 (56%) kindergarten - 2nd grade students as demonstrated by May 2024.</p> <p>The number of students performing on or above grade level reading proficiency utilizing the Reading Inventory will increase from 149 (55%) 3rd- 5th grade students on the May 2023 RI to 162 (60%) 3rd-5th grade students by the May 2024 RI.</p>					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">People Responsible</p>
<p>Continue implementation of CCSD's Early Literacy Framework and LETRS strategies in Kindergarten, 1st Grade, and 2nd Grade by utilizing the Early Literacy Framework for instruction and assessment.</p>	<p>Word Work Materials</p>	<p>Title I Funds</p>	<p>August 2023</p>	<ul style="list-style-type: none"> • CCC Agendas • Walkthrough Form • ELF Assessments 	<ul style="list-style-type: none"> • Walkthrough Data • ELF Data 	<p>K-2 Instructional Support Specialist, Administration; K, 1st, and 2nd Grade Teachers</p>
<p>Implement daily small group lessons/ Guided Reading instruction in all K-5 Classrooms with high interest texts.</p>	<p>Guided Reading Resources</p> <p>Take Home Reading Materials</p>	<p>Title I Funds</p>	<p>August 2023</p>	<ul style="list-style-type: none"> • Walkthrough Form • Small group schedules • NSGR Assessments 	<ul style="list-style-type: none"> • Walkthrough Data • NSGR assessment Data 	<p>Administration, Instructional Support Specialists, All Teachers</p>
<p>Implement Arts Integration (AI) and various engagement strategies into literacy instruction.</p>	<p>Arts Integration Materials</p> <p>Professional Learning and Professional Learning Materials</p>	<p>Title I Funds</p>	<p>August 2023</p>	<ul style="list-style-type: none"> • Pacing Guides • Walkthrough Form 	<ul style="list-style-type: none"> • Walkthrough Data 	<p>Administration, Instructional Support Specialists, Teachers</p>
<p>Utilize quarterly collaborative planning sessions with Grade Level CCCs to prioritize nine-week standards based on the skills and knowledge of the students and develop pacing guides for the upcoming quarter.</p>	<p>ELA Instructional Resources</p>	<p>Title I Funds</p>	<p>August 2023</p>	<ul style="list-style-type: none"> • Quarterly Collaborative Planning Agenda • Priority Standards Unpacking Documents • Common Assessments (focused on Priority Standards) 	<ul style="list-style-type: none"> • Common Assessment Data • Pacing Guide Document 	<p>Administration, Instructional Support Specialists</p>

GOAL #2	The number of students performing on or above grade level math proficiency utilizing the Math Inventory will increase from 298(51%) kindergarten -fifth grade students as demonstrated on the May 2023 MI Assessment to 330(57%) kindergarten-fifth grade students as demonstrated by May 2024 MI Assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Professional Learning to address teaching instruction and student strategies focused on Word Problems, DOK, Higher Order Thinking Skills, and the new Math Standards.	Professional Learning Resources Make and Take Resources Math Manipulatives	Title I Funds	August 2023	<ul style="list-style-type: none"> • PL Artifacts • Walkthrough Form 	<ul style="list-style-type: none"> • Walkthrough Data 	Administrators, Instructional Support Specialists
Implement Arts Integration and various Engagement Strategies into math instruction.	Collaborative Professional Learning Materials	Title I Funds	August 2023	<ul style="list-style-type: none"> • Pacing Guides • Walkthrough Form 	<ul style="list-style-type: none"> • Walkthrough Data 	Administration, Instructional Support Specialists
Utilize quarterly collaborative planning sessions with Grade Level CCCs to prioritize nine-week standards based on the skills and knowledge of the students and develop pacing guides for the upcoming quarter.	Math Instructional Resources	Title I Funds	August 2023	<ul style="list-style-type: none"> • Quarterly Collaborative Planning Agenda • Priority Standards Unpacking Documents • Common Assessments (focused on Priority Standards) 	<ul style="list-style-type: none"> • Curriculum Planning Feedback Forms • Pacing Guide Document 	Administration, Instructional Support Specialists

GOAL #3	The percentage of students performing at or above grade level proficiency on the Write Score Assessment will increase from 42 (11%) students to 95 (25%) students from September 2023 to May 2024.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Implement the use of Write Score software to help close learning gaps in writing using the Write Score instructional intervention lessons for all K-5 students.	Write Score Software and Lessons Write Score Reports	Title 1 Funds	August 2023	<ul style="list-style-type: none"> Continual progress on Write Score assessments Schoolwide Graphic Organizer 	<ul style="list-style-type: none"> Write Score assessment data 	Administration, Instructional Support Specialist, Classroom Teachers
Implement Writing Conferences with fidelity for all K-5 students.	Classroom materials and supplies Subs for Collaboration/Quarterly release for full day of collaboration time Subs for release time to attend PL sessions	Title 1 Funds	August 2023	<ul style="list-style-type: none"> Teacher Writing Conference Notebook Walkthrough form 	<ul style="list-style-type: none"> Write Score assessment data Walkthrough data 	Administration, Instructional Support Specialist, Classroom Teachers

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Provide Reading and Literacy resources for at-home utilization for students and families while specifically addressing the 259 total students (45 SWD) who are not performing on grade level reading yet. • Provide Number Sense and additional Mathematical resources for at-home practice for students and families while specially addressing the 227 total students (35 SWD) do not demonstrate proficiency on grade level common assessments of math standards. 	Take home Instructional Resources to support Literacy and Math	Title I Funds District Funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Provide opportunity for food through local school partners and clothing needs through the local school clothing closet. 	Partners in Education	N/A
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Utilize an inclusion model with an EL certified teacher to provide small group instruction, vocabulary development, and language needs based on the ACCESS Can-Do Descriptors. • Implement Imagine Learning for identified EL students to increase language acquisition (Parent Notification Letter Required). • Parent facilitator will request assistance from the International Welcome Center to assist in translating communication from the school to families. Interpreters will be scheduled for school events such as: parent/teacher conferences, PTA Meetings, RTI Meetings, and Academic Nights. 	Imagine Learning Program	District Funds
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Collaborate with the local school social worker and homeless department to maintain ongoing communication with families and to ensure students remain at their school of origin. • Collaborate with the International Welcome Center to identify any migrant students and provide support to students and families as needed. 	N/A	N/A
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • Special Education teachers will collaborate with their co-teachers to ensure students' instructional needs are being addressed. • Special Education Case Managers will meet with families a minimum of once during the school year to provide learning progress on IEP Goals and to provide strategies for academic success. • The Support and Services Administrator (SSA) will develop a process to ensure the creation and implementation of effective Individual Education Plans (IEPs) to address the learning needs of students with disabilities. 	Substitutes for Quarterly Planning	Title I

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 29, 2023</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	September 7, 2023		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	October 17 th - 20 th , 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	March 21, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines: PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</u></p>	September 5, 2023		
	November 14, 2023		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	February 6, 2024		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	April 9, 2024		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p> <p>Compton Elementary provides support for preschool children in the transition from early childhood programs to local elementary school programs and for students entering middle school.</p> <p>The transition of preschool students to Kindergarten consists of a workshop for parents and incoming kindergarten students. During the workshop the parents and incoming kindergarten students take a tour of the school, visit a kindergarten classroom, and take a tour of a school bus. A baseline assessment of skills was conducted to determine incoming kindergarten students’ readiness levels and assists in placing students in classrooms. Assessment results were shared with parents, along with resources to support strengthening skills over the summer prior to school beginning in the fall.</p> <p>Our rising 6th grade students and parents participate in middle school parent night and a day tour of middle school for students. Both students and parents interact with the middle school staff and learn ways to support a smooth transition. Questions are answered which support students and parents in feeling more comfortable about transitioning to middle school.</p>	Kindergarten Adventure: May 9, 2024 Transition to Tapp: May 8, 2024 Transition Parent Meeting: May 9, 2024		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p> <p>Parent facilitator school contact will request assistance from the International Welcome Center to assist in translating communication from the school to families. Interpreters will be scheduled for school events such as: parent/teacher conferences, PTA Meetings, RTI Meetings and Academic Nights.</p>	<p>List documents translated for parents:</p> <p>School website All school-to-home communication via CTLS Parent Compact Policy</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
--	---	--

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Math Night	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Math Packets Pencils Prizes	Title I Funds Publix	November 2, 2023	Sign-In Sheets Evaluations Math Packets with Standards Based Math Problems	Administration, Parent Facilitator, Impact Teams
Read Across Compton	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Reading Resources and Volunteer Reader Snacks	Title I Funds	March 1, 2024	Sign-In Sheets Evaluations	Administration, Parent Facilitator, Impact Teams
Leadership Luncheon	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Leadership Notebooks Data sharing checklist	Title I Funds	April 17 th and 18 th , 2024	Sign-In Sheets Evaluations Leadership (Data) Notebooks	Administration, Parent Facilitator, Impact Teams

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)

3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions
Schoolwide Plan Development – Section 1114(2)(B) (i-iv)
<p>1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)</p>
<p>2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)</p>
<p>3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)</p>
<p>4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages. SWP Checklist 5(d)</p>
<p>5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. SWP Checklist 5(e) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u></p>

Compton Elementary School developed our schoolwide School Improvement Plan with the participation of individuals who will carry out implementation of the plan. Those persons involved were the building leadership team (Compton Guiding Coalition), the Principal's Advisory Council, grade level teams, and our community and families. The plan was developed, reviewed, and revised as needed throughout the school year by these groups of teachers, administrators, parents, and community members.

The Compton Guiding Coalition consists of school administrators and representatives of each grade level or department. The Guiding Coalition meets monthly to address issues related to school improvement.

The Principal Advisory Council consists of two parents, PTA President, Classified Employee of the Year, Teacher of the Year, two community partners, school nurse, parent facilitator, K-2 Instructional Support Specialist, Assistant Principal, and the Principal. This group meets on a quarterly basis.

Compton Elementary School also received feedback from all stakeholders at our Spring Input Meeting.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

When data is received from the State, a school team analyzes data and reviews growth measures. Areas of need are determined, and action steps are developed to address the areas of need. Grade Level Teams review goals, develop common assessments, and collaborate on instructional plans to address student's needs. Students with indicators of higher need receive additional small group and individual interventions to accelerate their growth.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

Ongoing data analysis occurs consistently to evaluate our schoolwide program. Stakeholder feedback is gathered through surveys and input meetings and used to assess the school's progress.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

Ongoing data analysis occurs consistently to evaluate our schoolwide program. Stakeholder feedback is gathered through surveys and input meetings and used to assess the school's progress. Based on data/feedback, revisions are made to ensure continuous improvement.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable. SWP Checklist 2(a)**

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(b)**

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable. SWP Checklist 2(c)(i)**

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

At Compton Elementary, the staff utilizes a Multi-Tiered System of Support (MTSS). It is a multi-tiered system of academic and behavioral support. MTSS builds on our commitment for teaching and learning beginning with high-quality, differentiated instruction throughout the day and emphasizing early intervention when students first experience academic or behavioral struggles. The staff considers multiple factors including testing data, academic performance, attendance data, social participation, school connectedness, externalizing behaviors, and internalizing behaviors to identify students to receive multi-tiered system of academic and behavioral support (MTSS).

At Compton Elementary, we partner with local organizations to provide a mentor to identified students who:

- Are falling behind academically but do not qualify for special services
- Have low self-esteem and/or difficulty making friends
- Have experienced loss or trauma
- Have life circumstances which make learning difficult

Students who are assigned mentors work with the same mentor through fifth grade, if possible. This helps the student to have a consistent relationship in their critical elementary school years.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. SWP Checklist 2.c(iv)

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. This type of professional development experience will aid in recruiting and retaining effective teachers. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all

- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math lab and physical education)

Compton’s Collaborative Community (CCCs) ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. The Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and hosts a CCSD job fair. Once hired, teachers new to CCSD and is new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. (Early release and professional development days are provided throughout the school year for all teachers.) At Compton Elementary School, we provide 1st year and/or 1st year to Compton new teacher orientation prior to the beginning of a new school year, as well as an on-going new teacher induction program (Mentors & Mentees CCC) which includes partnering each new teacher (<3 years’ experience and/or 1st year in CCSD) a mentor. Mentors and Mentees meet regularly to allow for support and intentional conversations. Finally, all teachers participate in frequent professional learning to address areas of needs across all content areas.

15. ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

Our Kindergartners and families have 2 opportunities to participate in transition meetings each year. After registration, kindergarten families are invited to attend Kindergarten Adventure. This Family and Community Engagement Event familiarizes families with our building, presents tips for an easy transition into elementary school, and introduces kindergarten teachers to families. Families also visit a bus and kindergarten classrooms. Bus drivers, classroom teachers, Early Intervention Program teachers, counselors and administrators are available to answer families’ questions. Our new kindergartners receive a packet with transition tips to take with them. Our next opportunity for our Kindergarteners’ families is the first day of school. Compton Elementary hosts Coffee, Tea, and Sympathy as an opportunity for parents to drop off students at their classrooms then visit our Learning Commons to meet staff members who can answer any questions parents may need answered. Our Fifth graders have an informational transition meeting with middle school staff in the Spring. They receive information to aid in the transition from elementary school to elementary school.

16. ONLY HIGH SCHOOL RESPONSE REQUIRED Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

N/A

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County’s schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan. SWP Checklist 1**

