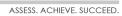




Compton Elementary

Date Submitted: June 17, 2021 Date(s) Revised:









COHERENT INSTRUCTIONAL SYSTEM

The percent of students performing at or above grade level proficiency on:

- The Fountas and Pinnell Benchmark Assessment System will increase by 5% at each grade level (K-5) from August 2021 to May 2022.
- The Reading Inventory will increase by 5% at each grade level (3rd 5th) from August 2021 to May 2022.

• The Reading Inventory will increase by 5% at each grade level (3 rd – 5 th) from August 2021 to May 2022.						
Action Step(s)	Funding Source(s)	Start Date	 Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	Lead (bold)Support		
1. Continue implementation of CCSD's Early Literacy Framework in Kindergarten, First Grade and Second Grade by utilizing the Early Literacy Framework for instruction and assessment.	Title I District Instructional Funds	August 2021	Implementation: ELF Formative Assessments (every 2-4 weeks) Impact: ELF data will be analyzed every 4 weeks to revise instruction and plan next instructional steps Artifacts/Evidence: CTLS ELF Assessment Cycle Data/Lesson Plans/Walk Throughs/Common Assessments/ Rationale & Requests	K-2 Instructional Support Specialist, Administration; K, 1 st & 2 nd Teachers, and Instructional Paraprofessionals		
2. Implement daily small group / guided reading instruction in all K-5 Classrooms with high interest texts.	Title I District Instructional Funds	August 2021	Implementation: Weekly data conversations in CCCs Impact: Impact on student engagement and self-efficacy in reading proficiency Artifacts/Evidence: Fountas and Pinnell Benchmark Assessment System Data; Reading Inventory Data; Classroom Walkthroughs/ Data Wall/ Rationale & Requests	Administration, Instructional Support Specialists, All Teachers, Instructional Paraprofessionals		
3. Implement targeted instruction in the areas of word study and vocabulary development.	Title I District Instructional Funds	August 2021	Implementation: Administer the NSFGRA Word Knowledge Inventory 3 times a year (K-5); Marzano Vocabulary Baseline Assessment (3 rd -5 th) Impact: The Word Knowledge Inventory and Marzano's Vocabulary Baseline Assessment will provide meaningful feedback for instructional improvement and credible data will be utilized to plan and implement next instructional steps. Artifacts/Evidence: NSFGRA Word Knowledge Inventory/Pre/Post Writing Assessment/ Rationale & Requests	Instructional and support Specialists, Administration, All Teachers, Instructional Paraprofessionals		



EFFECTIVE LEADERSHIP

The percent of students performing at or above grade level proficiency on:

- The Fountas and Pinnell Benchmark Assessment System will increase by 5% at each grade level (K-5) from August 2021 to May 2022.
- The Reading Inventory will increase by 5% at each grade level (3rd 5th) from August 2021 to May 2022.

The Read		y will illetease	by 5% at each grade level (5° – 5°) from August 2021 to	1 Way 2022.
Action Step(s)	Funding Source(s)	Start Date	 Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	• Lead (bold) • Support
1. Employ two Title I Teachers to provide class size reduction in 4 th and 5 th grade which will allow increased frequency of classroom strategies (i.e. small group instruction, conferencing 1:1)	Title I Funds	July 2021	Implementation: Title 1 Teachers will conference with students weekly and take anecdotal records in a conferencing notebook. Artifacts / Evidence will be reviewed quarterly. Artifacts/Evidence: Conferencing Notebook/Small Group Lesson Plans/Small Group Schedule	Administration & 3 rd – 5 th Instructional Support Specialist
2. Leadership will communicate clear, concise, and high expectations for balanced literacy instruction by providing instructional non-negotiables.	N/A	July 2021	Implementation: Compton Best Practices will be explained and usage by teachers/staff monitored. New staff will be trained in the Best Practices. Artifacts/Evidence: Document: Compton's Best Practices / TKES Evaluations	Administration & Instructional Support Specialists
3. Develop a schedule to ensure professional learning and collaboration time centered on strategies supporting balanced literacy occur on a consistent basis throughout the school year.	N/A	July 2021	Implementation: CCC Data Meetings and Trainings Artifacts/Evidence: Meeting Schedules; Meeting Agendas	Administration & Instructional Support Specialists
4. Monitor reading instruction by providing on-going feedback.	N/A	August 2021	Implementation: Teachers will implement research based instructional strategies during reading instruction and utilize the District Guided Reading Checklist for lessons. Artifacts/Evidence: TKES Evaluations; Classroom Walk-Throughs	Administration & Instructional Support Specialists
5. Hire supplemental certified tutors to work with identified students in reading.	Title I 20-Day		Implementation: Using on-level guided reading text, the certified supplemental tutors will work to strengthen the students' understanding and ability to apply metacognitive reading strategies such as:	Administration, Instructional Support Specialists, Supplemental Certified Tutors



PROFESSIONAL CAPACITY

The percent of students performing at or above grade level proficiency on:

- The Fountas and Pinnell Benchmark Assessment System will increase by 5% at each grade level (K-5) from August 2021 to May 2022.

	The Read	ing Inventory w	ill increase	by 5% at each grade level (3 rd – 5 th) from August 20	021 to May 2022.
Action	Step(s)	Funding Source(s)	Start Date	 Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	 Lead (bold) Support
1. Attend local, st national conferen- literacy instructionareas	ce(s) to support	Title I Funds	OCTOB ER 2021	Implementation: Attendees will share information with peers through CCCs to keep colleagues up-to-date with the latest education trends and Artifacts/Evidence: Session artifacts, CCC notes and lesson plans/assessments adjusted to include conference/PL strategies gained from attending.	Administration & Instructional Support Specialists
2. Implement M& (Mentors & Ment will support the in Compton's new to of teaching experience providing each nementor. Mentors meet regularly to and intentional cohow to effectively literacy to increase proficiency.	ees). This CCC induction of eachers (\leq 3 years ience) by we teacher a and Mentees will allow for support inversations on vutilize balanced	Title I Funds District Funds	July 2021	Implementation: Mentors and Mentees will meet regularly to allow for support and intentional conversations on how to effectively utilize balanced literacy to increase reading proficiency. Artifacts/Evidence: Meeting Schedule; Meeting Agendas; Mentor/Mentee Feedback Survey	Administration & Mentor Teachers
3. Utilize Instruct Specialists to mod	del effective , support teachers, ssional elements of and ort balanced	District Funds Title I Funds	July 2021	Implementation: Consistent, on-going modeling sessions will be led by the instructional support specialist. Bi-Weekly professional learning sessions will be led by the instructional support specialists through-out the school year. Artifacts and evidence will be reviewed quarterly. Artifacts/Evidence: Instructional Support Specialists Classroom Support Summary Log, PL Meeting Agendas, Rationale & Requests	Instructional Support Specialists & Administration
4. Provide profess staff on implement Leadership/Data successive vocabulary instructions practices.	ntation of student notebooks,	District Funds SFSD Funds, Title I Funds	July 2021	Implementation: Monthly professional learning sessions will be led by the instructional support specialists through-out the school year. Artifacts and evidence will be reviewed quarterly. Artifacts/Evidence: Professional Learning Agendas, Rationale & Requests	Instructional Support Specialists & Administration





ASSESS. ACHIEVE. SUCCEED.

5. Utilize quarterly collaborative planning sessions with Grade Levels CCCs to prioritize the upcoming nine-week standards based on the skills and knowledge of the students. Teachers will monitor and discuss student progress of priority standards using the data collected and reflected in CTLS to plan and implement next instructional steps.	District Funds SFSD Funds, Title I Funds	July 2021	Implementation: Quarterly Teachers will work collaboratively to identify priority standards, monitor progress and adjust instruction using the data collected and reflected in CTLS. Artifacts/Evidence: Grade level and priority standard charts, CTLS Student Progress Data	Instructional Support Specialists, Administration, All Teachers



SUPPORTIVE LEARNING ENVIRONMENT

The percent of students performing at or above grade level proficiency on:

- The Fountas and Pinnell Benchmark Assessment System will increase by 5% at each grade level (K-5) from August 2021 to May 2022.
- The Reading Inventory will increase by 5% at each grade level (3rd 5th) from August 2021 to May 2022.

Action Step(s) 1. Full implementation of Love & Logic and The Voyage: Adventures in Character techniques to ensure the school environment is conducive to student learning and helps prepare the students to live in the real world, with its many choices and consequences.	Funding Source(s) District Funds	Start Date July 2021	Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence Implementation: Consistent, on-going implementation of Love & Logic and The Voyage Adventures in Character with all students and staff. Impact: Increase in student's soft-skills and teacher's awareness and knowledge of social emotional learning implementation. Decrease of student discipline referrals and an increase in student's self-efficacy. Artifacts/Errideness School Wide Discipline Date	• Lead (bold) • Support Administratio n, Instructional Support Specialists, All teachers, and support staff
2. Utilize in-school tutoring to support identified students who are performing below grade level in reading.	Extende d Day District Funds Title I Funds	Septembe r 2021	Implementation: Consistent, on-going implementation of small group tutoring instruction of identified students' assessment data. Artifacts and evidence will be reviewed quarterly. Impact: Increase in identified students' reading proficiency Artifacts/Evidence: Fountas and Pinnell Benchmark Assessment System Data; Reading Inventory Data; Classroom Walkthroughs	Instructional Support Specialists, Administration, Certified Tutors
3. Continue 2 nd year implementation of Leadership Data Notebooks for all students. Each student will set reading goals, create independent learning plans, and monitor individual growth.	Title I Funds	August 2021	Implementation: Consistent, on-going implementation of leadership notebooks for all students. Students will set quarterly reading goals and track their progress weekly. Notebooks will be shared with families at Friends and Family Leadership Luncheon. Impact: Students will utilize a leadership data notebook, set reading goals, create learning plans and monitor their own individual growth to increase their academic success. This will ultimately increase the students' self-efficacy. Artifacts/Evidence: Student Leadership Notebooks	Administration, Instructional Support Specialists, All teachers, and support staff



FAMILY AND COMMUNITY ENGAGEMENT

The percent of students performing at or above grade level proficiency on:

- The Fountas and Pinnell Benchmark Assessment System will increase by 5% at each grade level (K-5) from August 2021 to May 2022.
- The Reading Inventory will increase by 5% at each grade level (3rd 5th) from August 2021 to May 2022.

• The Reading Inventory will increase by 5% at each grade level (3 rd – 5 th) from August 2021 to May 2022.							
Action Step(s)	Funding Source(s)	Start Date	 Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	• Lead (bold) • Support			
1. Provide families with Family Engagement Policy and Family School Compact.	N/A	August 2021	Implementation: The Family Engagement Policy and Family School Compact will be distributed at the State of School Address, during parent teacher conferences, posted to Compton's website and available in the Parent Resource Center Artifacts/Evidence: State of the School Sign-In Sheets, Signed Receiver Letter; Copy of Family Engagement Policy and Family School Compact	Administration, Instructional Support Specialists, Parent Facilitator School Contact, All Teachers			
2. Conduct events that encourage parent participation and support of the education program (i.e. Open House, Making Connections Night, Family Publix Math Night, Masked Reader Family Night, Read Across Compton Day, Friends and Family Leadership Luncheon)	Title I Funds	August 2021	Implementation: Host Open House, Making Connections Night, Family Publix Math Night, Masked Reader Family Night, Read Across Compton Day, Friends and Family Leadership Luncheon and encourage participation in an effort to increase family engagement. Artifacts/Evidence: Newsletters, CTLS Parent Posts, Rationale & Requests	Administration, Instructional Support Specialists, Parent Facilitator School Contact, All Teachers & Instructional Paraprofessionals			
3. Utilize monthly school newsletters, student agendas, weekly classroom newsletters, school website, grade level blogs and CTLS Parent to provide resources & strategies to support families with developing their child's reading skills.	Title I Funds	July 2021	Implementation: The communication tools will aid in family engagement and knowledge of best practices to support their students' reading proficiency. Artifacts/Evidence: CTLS Parent data, sample newsletters and CTLS Parent Post, Rationale & Requests	Administration, Instructional Support Specialists, Parent Facilitator School Contact, All Teachers & Instructional Paraprofessionals			
4. Offer quarterly Compton Family College Sessions to keep parents informed of strategies to help their children succeed in school.	Title I Funds		Implementation: Implement quarterly Compton Family College Sessions to inform them of strategies to help their children increase their reading achievement and overall success in school in school. Artifacts/Evidence: Compton Family College Signin, Compton College Quarterly Agendas	Administration, Instructional Support Specialists & All Teachers			



STUDENT GROUPS

The percent of students performing at or above grade level proficiency on:

Goal #1

• The Fountas and Pinnell Benchmark Assessment System will increase by 5% at each grade level (K-5) from August 2021 to May 2022.

	 August 2021 to May 2022. The Reading Inventory will increase by 5% at each grade level (3rd – 5th) from August 2021 to May 2022. 								
	The Reading Inventory Action Step(s)	Possible Funding Source(s)	Start Date	Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation	Lead (bold) Support				
Economically Disadvantaged	1.Provide take home reading materials to strengthen literacy skills. 2. Provide opportunity for food through local school partners and clothing needs through our local school clothing closet.	Title Funds District Funds	August 2021	Implementation/Impact: The school will provide high-interest, low-leveled readers used as a strategy to engage identified struggling readers by providing books on topics their peers are reading, however target identified gaps in decoding/comprehension skills. Artifacts/Evidence: Rationale and Request, Student Reading Level Data, Backpack Blessing Roster, Clothing Closet Log	Administration, Instructional Support Specialists, Counselors & All Teachers				
English Learners	1.Utilize an inclusion model to provide small group instruction, vocabulary development and language needs based on the ACCESS Can-Do Descriptors 2. Implement Imagine Learning for specific EL students to increase language acquisition. (Parent Notification Letter Required)	District Funds	August 2021	Implementation/Impact: ESL Teachers will provide small group instruction, vocabulary development and language needs based on the ACCESS CanDo Descriptors and utilize Imagine Learning for identified students. Data will be monitored quarterly. Artifacts/Evidence: Reading Data, ACCESS Data	Administration, ESL Teachers & All Teachers serving EL students				
Race / Ethnicity	Addressed in Goal #1 Action Steps	N/A	August 2021	Implementation/Impact: Artifacts/Evidence:					
Foster and Homeless	1. Collaborate with the local school social worker and homeless department to maintain ongoing communication with the families and to ensure students remain at their school of origin. 2. Provide opportunity for food through local school partners and clothing needs through our local school clothing closet.	N/A	August 2021	Implementation/Impact: Compton's Core Team will meet monthly. During these meetings the school social worker will update the team on individual student updates. Artifacts/Evidence: Core Team Meeting Schedule, Backpack Blessing Roster and Clothing Closet Log	Administration, Instructional Support Specialists, Counselors & All Teachers				
Migrant	Collaborate with International Welcome Center to identify any migrant students and provide support to students and families as needed.	N/A	August 2021	Implementation/Impact: Identified migrant students will be added to the data wall as an indicator to monitor student progress and reduce barriers to academic resources/support Artifacts/Evidence: IWC Requests	Administration, Counselor, & School Social Worker				





ASSESS. ACHIEVE. SUCCEED.

Students with Disabilities	1. Special Education teachers will consistently collaborate with their co-teachers to ensure students' instructional needs are being addressed. 2. Special Education Case Managers will meet with families at minimum of once a school year to provide learning progress on IEP Goals and to provide strategies for academic	District Funds Title I Funds	August 2021	Implementation/Impact: Through an intentional collaborative partnership between the special education teacher, general education teacher and families, students with disabilities will demonstrate progress on their individual goals and objectives within their Individualized Education Plan. Students with disabilities will meet academic success. Artifacts/Evidence: Special Education Collaboration and Communication Log; Synergy Documents; SWD Progress Reports	Administration, SSA, Special Education Teachers, General Education Teachers
	strategies for academic success.				



COHERENT INSTRUCTIONAL SYSTEM

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-5 th) from August 2021 to May 2022.							
Step(s)	Funding Source(s)	Start Date	 Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	• Lead (bold) • Support			
alanced math ling small group umber Talks in all	Title I District Funds	August 2021	Implementation: Common Formative Assessments will be administered quarterly. Data will be monitored quarterly and will drive instructional planning next steps. Impact: Common Formative Math Data will be analyzed as assessments are administered and discussed in Grade Level CCCs to revise instruction and plan next instructional steps Artifacts/Evidence: CTLS Assessment Data /Lesson Plans/Walk Throughs/ Rationale & Requests	Instructional Support Specialists, Administration; All Teachers, and Instructional Paraprofessionals			
ecute weekly n challenges Morning	N/A		Implementation: Math challenges will be implemented weekly via Compton's Morning News Network and shared with staff weekly through administration's Friday newsletter. A student from each class who solves the math word problem correctly will be recognized by administration and awarded a math challenge pencil. Impact: Increase student's math problem solving proficiency. Artifacts/Evidence: student math journals, MI Data, CTLS Assessment Data, classroom walk throughs	Administration & K-5 th Classroom Teachers			
ath Fact Fluency ease student's I fluency.			Implementation: Teachers will utilize CCSD fact fluency math strategies for teachers to implement into their classrooms. Teachers will utilize Dreambox with all of their students to provide differentiated lessons to meet individual student needs. Math assessment data will be monitored quarterly and will drive instructional planning next steps. Impact: Increase student's number sense and math fluency skills. Artifacts/Evidence: Dreambox data; MI Data; CTLS Assessment Data; Rationale & Requests	Instructional Support Specialists, Administration; All Teachers, and Instructional Paraprofessionals			
	alanced math ling small group umber Talks in all decute weekly in challenges Morning ath Fact Fluency ease student's	alanced math ling small group umber Talks in all . Title I District Funds Recute weekly n challenges Morning Morning Morning	Astep(s) Funding Source(s) Alalanced math ling small group umber Talks in all secute weekly a challenges Morning Morning Start Date August 2021 N/A N/A August 2021 August 2021	Step(s) Start Date Start			



EFFECTIVE LEADERSHIP

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 2021 to May 2022.

GOAL #2	The EOY Mathematics Inventory will increase by 5% at each grade level (K-5 th) from August 2021 to May 2022.						
Action	a Step(s)	Funding Source(s)	Start Date	 Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	• Lead (bold) • Support		
1. Employ two T provide class size and 5 th grade whi increased frequer strategies (i.e. sm instruction, confe	ch will allow ncy of classroom nall group	Title I Funds	July 2021	Implementation: Title 1 Teachers will conference with students weekly and take anecdotal records in a conferencing notebook. Artifacts / Evidence will be reviewed quarterly. Artifacts/Evidence: Conferencing Notebook/Small Group Lesson Plans/Small Group Schedule	Administration & 3 rd – 5 th Instructional Support Specialist		
2. Leadership wi clear, concise, an expectations for la framework instructional non-	d high calanced math ction by providing			Implementation: Compton Best Practices will be explained and usage by teachers/staff monitored. New staff will be trained in the Best Practices. Artifacts/Evidence: Document: Compton's Best Practices / TKES Evaluations	Administration & Instructional Support Specialists		
3. Develop a sch professional learn collaboration on supporting baland framework occur basis throughout	ning and strategies ced math on a consistent			Implementation: CCC Data Meetings and Trainings Artifacts/Evidence: Meeting Schedules; Meeting Agendas	Administration & Instructional Support Specialists		
4. Monitor math providing on-going				Implementation: Teachers will implement research based instructional strategies during math instruction and utilize the District pacing guides for math lessons. Artifacts/Evidence: TKES Evaluations; Classroom Walk-Throughs	Administration & Instructional Support Specialists		
5. Hire suppleme tutors to work wi students in math.	th identified	20-Day Title I		Implementation: The certified tutors will utilize a variety of math strategies to strengthen the students' conceptual understanding of math fact fluency and math problem solving skills. This will be ongoing throughout the school year. Artifacts/Evidence: MI Data; CTLS Assessment Data; Rationale & Requests	Administration, Instructional Support Specialists, Supplemental Certified Tutors		



PROFESSIONAL CAPACITY

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 2021 to May 2022.

The EOY Mathematics Inventory will increase by 5% at each grade level (K-5 th) from August 2021 to May 2022.						
Step(s)	Funding Source(s)	Start Date	 Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	• Lead (bold) • Support		
tate, and/or ce(s) to support	Title I Funds		Implementation: Attendees will share information with peers through CCCs to keep collegues up-to-date with the latest education trends and Artifacts/Evidence: Session artifacts, CCC notes and lesson plans/assessments adjusted to include conference/PL strategies gained from attending.	Administratio n & Instructional Support Specialists		
&M Team tees). This rning Community rt the induction of eachers (≤3 years ience) by ew teacher a and Mentees will allow for support onversations on y utilize balanced se reading	Title I Funds		Implementation: Mentors and Mentees will meet regularly to allow for support and intentional conversations on how to strengthen the students' conceptual understanding of math fact fluency and math problem solving skills. This will be ongoing throughout the school year. Artifacts/Evidence: Meeting Schedule; Meeting Agendas; Mentor/Mentee Feedback Survey	Administration & Mentor Teachers		
esional learning ced math gies to support g needs identified ormative analysis.	District Funds		Implementation: Consistent, on-going modeling sessions will be led by the instructional support specialist. Bi-Weekly professional learning sessions will be led by the instructional support specialists through-out the school year. Artifacts and evidence will be reviewed quarterly. Artifacts/Evidence: Instructional Support Specialists Classroom Support Summary Log, PL Meeting Agendas, Rationale & Requests	Instructional Support Specialists & Administration		
ssional learning to ntation of student	District Funds SFSD Funds, Title I Funds		Implementation: Monthly professional learning sessions will be led by the instructional support specialists through-out the school year. Artifacts and evidence will be reviewed quarterly. Artifacts/Evidence: Professional Learning Agendas, Rationale & Requests	Instructional Support Specialists & Administration		
	tate, and/or ce(s) to support AM Team tees). This ming Community rt the induction of eachers (≤3 years ience) by the teacher a and Mentees will allow for support onversations on y utilize balanced are reading sional learning ced math gies to support y needs identified ormative analysis.	tate, and/or ce(s) to support Title I Funds Title I Funds	tate, and/or ce(s) to support Title I Funds District Funds Sional learning ced math gies to support gneeds identified formative analysis. District Funds Sional learning to fund for student for	Step(s) Funding Source(s) Start Date **Method for Monitoring Implementation (Frequency)** Method for Monitoring Impact (Frequency)* **Method for Monitoring Impact (Frequency)* **Attrifacts/Evidence: Session attrifacts, CCC notes and leaves will share information with peers through CCCs to keep collegues up-to-date with the latest education trends and **Artifacts/Evidence: Session artifacts, CCC notes and leaves will meet regularly to allow for support and intentional conversations on how to strengthen the students' conceptual understanding of math fact fluency and math problem solving skills. This will be ongoing throughout the school year. **Artifacts/Evidence: Meeting Schedule: Meeting Agendas; Mentor/Mentee Feedback Survey **Implementation: Consistent, on-going modeling sessions will be led by the instructional support specialists through-out the school year. Artifacts and evidence will be reviewed quarterly. **Artifacts/Evidence: Instructional Support Specialists through-out the school year. Artifacts and evidence will be reviewed quarterly. **Implementation: Mentors a		





ASSESS. ACHIEVE. SUCCEED.

5. Utilize quarterly collaborative planning sessions with Grade Levels CCCs to prioritize nineweek standards based on the skills and knowledge of the students. Teachers will monitor and discuss student progress of priority standards using the data collected from common formative assessments and reflected in CTLS.	District Funds SFSD Funds, Title I Funds	Implementation: Quarterly, Teachers will work collaboratively to identify priority standards, monitor progress and adjust instruction using the data collected and reflected in CTLS. Artifacts/Evidence: Grade level and priority standard charts, CTLS Student Progress Data	Instructional Support Specialists, Administration, All Teachers



SUPPORTIVE LEARNING ENVIRONMENT

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 2021 to May 2022

GOAL #2	The EOY Mathem	natics Inventory will increase by 5% at each grade level (K-5 th) from August 2021 to May 2022					
Action	s Step(s)	Funding Source(s)	Start Date	 Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	• Lead (bold) • Support		
to ensure the scho	d The Voyage: naracter techniques pol environment is lent learning and students to live in ith its many	District Funds	July 2021	Implementation: Consistent, on-going implementation of Love & Logic and The Voyage Adventures in Character with all students and staff. Impact: Increase in student's soft-skills and teacher's awareness and knowledge of social emotional learning implementation. Decrease of student discipline referrals and an increase in student's self-efficacy. Artifacts/Evidence: School-Wide Discipline Data	Administratio n, Instructional Support Specialists, All teachers, and support staff		
2. Utilize in-schoschool tutoring to identified student performing below math.	s who are			Implementation: Consistent, on-going implementation of small group tutoring instruction of identified students' assessment data. Artifacts and evidence will be reviewed quarterly. Impact: Increase in identified students' math proficiency Artifacts/Evidence: MI Data, CTLS Assessment Data	Instructional Support Specialists, Administration, Certified Tutors		
3. Implement Lea Notebooks for all student will set fa create independer and monitor indiv	students. Each act fluency goals, nt learning plans,			Implementation: Consistent, on-going implementation of leadership notebooks for all students. Students will set quarterly math goals and track their progress weekly. Notebooks will be shared with families at Friends and Family Leadership Luncheon. Impact: Students will utilize a leadership data notebook, set math goals, create learning plans and monitor their own individual growth to increase their academic success. This will ultimately increase the students' self-efficacy. Artifacts/Evidence: Student Leadership Notebooks	Administration, Instructional Support Specialists, All teachers, and support staff		

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FAMILY AND COMMUNITY ENGAGEMENT

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 2021 to May 2022.

GOAL #2	The EOY Mathematics Inventory will increase by 5% at each grade level (K-5th) from August 2021 to May 2022.							
Action S	Step(s)	Funding Source(s)	Start Date	 Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	• Lead (bold) • Support			
1. Create math link website which incluproblems and links demonstrations of s	udes sample to video	N/A	September 2021	Implementation: A math resource link under the curricular tab will be posted onto Compton's website for parents to reference videos and resources to strengthen the students' conceptual understanding of math fact fluency, math problem solving skills, as well as grade level math standards. The link will be monitored quarterly. Artifacts/Evidence: Website link, Parent Survey results	Instructional Support Specialists, EIP Teachers & Media Specialist			
2. Provide families Engagement Policy Level Compacts.	•			Implementation: The Family Engagement Policy and Family School Compact will be distributed at the State of School Address, during parent teacher conferences, posted to Compton's website and available in the Parent Resource Center Artifacts/Evidence: State of the School Sign-In Sheets, Signed Receiver Letter; Copy of Family Engagement Policy and Family School Compact	Administration, Instructional Support Specialists, Parent Facilitator School Contact, All Teachers			
3. Conduct events t parent participation the education progr House, Making Con Family Publix Math Reader Family Nig Compton Day, Frie Leadership Lunche	and support of ram (i.e. Open nnections Night, h Night, Masked ht, Read Across and Family			Implementation: Host Open House, Making Connections Night, Family Publix Math Night, Masked Reader Family Night, Read Across Compton Day, Friends and Family Leadership Luncheon and encourage participation in an effort to increase family engagement. Artifacts/Evidence: Newsletters, CTLS Parent Posts, Rationale & Requests	Administration, Instructional Support Specialists, Parent Facilitator School Contact, All Teachers & Instructional Paraprofessionals			
4. Utilize monthly newsletters, weekly newsletters, School classroom blogs an Parent Portal to pro & strategies to supp with developing the skills.	v classroom l website, d Compton's ovide resources port families			Implementation: The communication tools will aid in family engagement and knowledge of best practices to support their students' reading proficiency. Artifacts/Evidence: CTLS Parent data, sample newsletters and CTLS Parent Post, Rationale & Requests	Administration, Instructional Support Specialists, Parent Facilitator School Contact, All Teachers & Instructional Paraprofessionals			
5. Offer quarterly C College Sessions to informed of strateg children succeed in	keep families ies to help their			Implementation: Implement quarterly Compton Family College Sessions to inform them of strategies to help their children increase their reading achievement and overall success in school in school. Artifacts/Evidence: Compton Family College Signin, Compton College Quarterly Agendas	Administration, Instructional Support Specialists & All Teachers			
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		ST	CUDENT G	ROUPS			
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 2021 to May 2022.							
	Possible Funding Source(s)	Start Date	Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation	Lead (bold)Support			
Economically Disadvantaged	1. As needed, based on data analysis, take home math materials will be provided to the students. 2. Provide opportunity for food through local school partners and clothing needs through our local school clothing closet.	Title Funds District Funds	August 2021	Implementation/Impact: The school will provide math manipulatives/resources for students to address identified gaps in indicated by various assessments. Artifacts/Evidence: Rationale and Request, student Math Level Data, Backpack Blessing Roster, Clothing Closet Log	Administration, Instructional Support Specialists, Counselors & All Teachers		
English Learners	1.Utilize an inclusion model to provide small group instruction, vocabulary development and language needs based on the ACCESS Can-Do Descriptors 2. Implement Imagine Learning for specific EL students to increase language acquisition. (Parent Notification Letter Required)	District Funds	August 2021	Implementation/Impact: ESL Teachers will provide small group instruction, vocabulary development and language needs based on the ACCESS CanDo Descriptors and utilize Imagine Learning for identified students. Data will be monitored quarterly. Artifacts/Evidence: Math Data, ACCESS Data	Administration, ESL Teachers & All Teachers serving EL students		
Race / Ethnicity	Addressed in Goal #1 Action Steps	N/A	August 2021	Implementation/Impact: Artifacts/Evidence:			
Foster and Homeless	1. Collaborate with the local school social worker and homeless department to maintain ongoing communication with the families and to ensure students remain at their school of origin.	N/A	August 2021	Implementation/Impact: Compton's Core Team will meet monthly. During these meetings the school social worker will update the team on individual student updates. Artifacts/Evidence: Core Team Meeting Schedule, Backpack Blessing Roster and Clothing Closet Log	Administration, Instructional Support Specialists, Counselors & All Teachers		

ASSESS, ACHIEVE, SUCCEED.

	2. Provide opportunity for food through local school partners and clothing needs through our local school clothing closet.				
Migrant	1. Collaborate with International Welcome Center to identify any migrant students and provide support to students and families as needed.	N/A	August 2021	Implementation/Impact: Identified migrant students will be added to the data wall as an indicator to monitor student progress and reduce barriers to academic resources/support Artifacts/Evidence: IWC Requests	Administration, Counselor, & School Social Worker
Students with Disabilities	1. Special Education teachers will consistently collaborate with their co-teachers to ensure students' instructional needs are being addressed. 2. Special Education Case Managers will meet with families at minimum of once a school year to provide learning progress on IEP Goals and to provide strategies for academic success.	District Funds Title I Funds	August 2021	Implementation/Impact: Through an intentional collaborative partnership between the special education teacher, general education teacher and families, students with disabilities will demonstrate progress on their individual goals and objectives within their Individualized Education Plan. Students with disabilities will meet academic success. Artifacts/Evidence: Special Education Collaboration and Communication Log;	Administration, SSA, Special Education Teachers, General Education Teachers

FY22 TITLE I SIP REQUIRED QUESTIONS

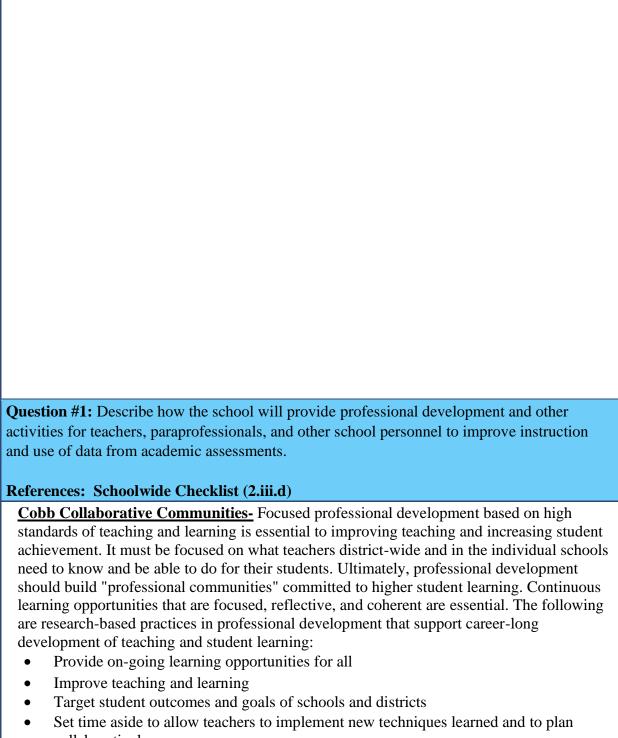
CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA References: Schoolwide Checklist (3.a., 3.c., 3.d.)

Statement #1: The School Improvement Plan is developed during a one-year period (FY22) as outlined in **Sec. 114(b) (1-5) of ESSA**.

Statement #2: (Monitoring) The School Improvement Plan 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.

Statement #3: (SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.





- 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)



Question #2: Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]

References: Schoolwide Checklist (2.iii.d)

All students at Compton Elementary School will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and 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, we will provide frequent professional learning to address areas of weakness in all content areas.

Question #3: Describe how the Title I instructional program 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, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness 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);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

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 multitiered 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.

Question #4: Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

(Only include for Local School with students residing in N & D facilities)

Compton Elementary does not currently have students residing in N & D Facilities. However, if in the future, a student enrolls who is residing in a N & D facility, provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds.

Please note: In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s).

Question #5: Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

Compton Elementary implements a positive behavior management plan. Compton Elementary utilizes Love and Logic techniques to ensure the school environment is conducive to student learning and helps prepare the students to live in the real world, with its many choices and consequences. The teachers and staff have completed an indepth book study on <u>Teaching with Love and Logic</u>. The staff is knowledgeable of specific techniques to support student learning and ability to understand choices and consequences. Teachers utilize weekly detention, as needed, to address misbehavior based on an infraction system developed by each grade level CCC. Detention provides alternate opportunities other than direct office referral which may lead to out of school suspensions.

To assist in developing our students' leadership skills, we are implementing, The Voyage: Adventures in Character. The Voyage program believes "character education is the foundation for effective leadership, soft skills, and social-emotional development that enables students to better perform academically and prepare for middle school and beyond." This coincides with Compton's Vision of: "Learn ~ Lead ~ Lift-Up: The Whole School for the Whole Student".

Question #6:
Transition:
ES: Describe how the school will support, coordinate, and integrate services with early
childhood programs at the school level, including strategies for assisting preschool children in
the transition from early childhood education programs to local elementary school programs.
[Sec. 1114(b)(7)(V)]
References: Schoolwide Checklist 2.a.iii.e
OR
MS/HS: Describe how the school will implement strategies to facilitate effective transitions
for students from middle grades to high school and from high school to postsecondary
education including:
Coordination with institutions of higher education, employers and local partners; and
Increased student access to early college high school or dual or concurrent enrollment
appeartunities on agreem accuraciling to identify student interest and skills [So 1114(b)(7)(II)]

opportunities or career counseling to identify student interest and skills. [Se. 1114(b)(7)(II)]

References: Schoolwide Checklist 4c



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.

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 is 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.

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.

Question #7: If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]



Compton Elementary is designated as a school-wide Title I School.	

Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.



Title I Inventory Procedures

Compton Elementary School follows the procedures provided by CCSD's Title I Department when completing our annual Title inventory. This inventory is audited and approved each year by a representative from CCSD's Title I Department.

Compton Elementary School's Media Specialist leads and maintains the technology inventory each year. She completes the annual inventory with support and collaboration from the school administration and teachers. Technology is signed in and out at the beginning of each school year. Records are maintained to document where the technology is located within the school. Below is an inventory timeline:

- 1. **November** Local school inventory contacts receive the inventory spreadsheet for current school year.
- 2. **December/January** Title I district coaches may request a meeting to discuss inventory logistics, expectations, documentation, and potential obstacles to completing the school's inventory.
- 3. **December/January** Local school inventory contacts find all items, collect needed documents related to surplus inventory and/or lost/stolen/broken inventory.
- 4. **December/January** Local school inventory contacts add newly purchased Title I items that are not currently found on the inventory spreadsheet.
- 5. **February** Title I District Coach visits the local school and physically views all inventory on the current school inventory list. Following inventorying all the technology equipment, the Title I District Coach officially signs off on the current school year inventory.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (optional).

Describe how the SIP is 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

(Response here)