



School Improvement Action Plan



School Year:	2024-2025
School Name:	Compton Elementary School
Principal Name:	Beth Lair
Date Submitted:	June 13, 2024;
Revision Dates:	July 30, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Compton Elementary School
<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)

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).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

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, assistant principal, and the principal. Compton also received feedback from all stakeholders at our Spring Input Meeting. On April 12, 2024, and April 19, 2024, 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 2024-2025 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.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

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 12, 2024 + April 19, 2024
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Position/Role	Printed Name	Signature
Principal	Beth Lair	Beth Lair
Assistant Principal	Amber Little	Amber Little
Assistant Principal	Helen Walcott	Helen Walcott
Instructional Support Specialist	Tim O'Neill	Tim O'Neill
Instructional Support Specialist	Tonya Gomez	Tonya Gomez
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	Amanda Ingenito	Amanda Ingenito
Fifth Grade Lead Teacher	Lauren Wiseman	Lauren Wiseman
Special Education Lead Teacher	Ruth Smith	Ruth Smith
Multi-Age Lead Teacher	Beth Evans	Beth Evans
Early Intervention Lead Teacher	Patrice Freeman	Patrice Freeman
Instructional Para	Debbie Allen	Debbie Allen
ESL Lead Teacher	Lunie Campbell	Lunie Campbell
Specialist Lead Teacher	Patrick Stephens	Patrick Stephens
Secretary	Jules Brauning	Jules Brauning
School Counselor	Sarah Pincus	Sarah Pincus
Media Specialist	Kris Cable	Kris Cable
Teacher of the Year	Donna Heetland	Donna Heetland
Cindy Teate	Compton Community Partner	Cindy Teate
Ladebra Milton	Pta Vice President/Compton Parent	Ladebra Milton
David Jones	Compton Community Partner	David Jones
District Attorney Broady	Compton Community Partner	District Attorney Broady
CCLP Coach	Kerri Seagraves-Lewis	Kerri Seagraves-Lewis

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	<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>																									
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO																										
<p>What data supports the outcome of the goal?</p>	<p>According to the Benchmark Assessment System data, 153 (52%) of kindergarten - 2nd grade students are now performing on or above grade level proficiency. Kindergarten surpassed the goal with 63 (62%) students achieving the goal of performing on or above grade level. Second Grade surpassed the goal with 56 (58%) students achieving the goal of performing on or above grade level.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th colspan="2">August</th> <th colspan="2">May</th> </tr> <tr> <th></th> <th>Striving</th> <th>On/Thriving</th> <th>Striving</th> <th>On/Thriving</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td style="background-color: red;">88%</td> <td style="background-color: lightgreen;">13%</td> <td style="background-color: red;">38%</td> <td style="background-color: lightgreen;">62%</td> </tr> <tr> <td>1st Grade</td> <td style="background-color: red;">66%</td> <td style="background-color: lightgreen;">34%</td> <td style="background-color: red;">64%</td> <td style="background-color: lightgreen;">36%</td> </tr> <tr> <td>2nd Grade</td> <td style="background-color: red;">54%</td> <td style="background-color: lightgreen;">47%</td> <td style="background-color: red;">43%</td> <td style="background-color: lightgreen;">58%</td> </tr> </tbody> </table> <p>Note: 98 students were performing on or above grade level proficiency according to the Benchmark Assessment System in August. From this data, 55 students moved from on/above from August to May (98 students to 153 students). 55/317 students indicate approximately 17% growth from August to May.</p> <p>Benchmark Assessment System data:</p> <ul style="list-style-type: none"> Kindergarten students performing on or above grade level proficiency increased by 49% (peak of 62% increase in December). 63 Kindergarten students are now performing on or above grade level proficiency. 1st Grade students performing on or above grade level proficiency increased by 2% (peak of 25% increase in October). 34 1st grade students are now performing on or above grade level proficiency. 2nd Grade students performing on or above grade level proficiency increased by 11% (peak of 11% increase in May). 56 2nd grade students are now performing on or above grade level proficiency. <p>According to the Reading Inventory Data, 3rd – 5th grade students met or exceeded the student growth goal.</p>		August		May			Striving	On/Thriving	Striving	On/Thriving	Kindergarten	88%	13%	38%	62%	1st Grade	66%	34%	64%	36%	2nd Grade	54%	47%	43%	58%
	August		May																							
	Striving	On/Thriving	Striving	On/Thriving																						
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1st Grade	66%	34%	64%	36%																						
2nd Grade	54%	47%	43%	58%																						

Grade Level	August Proficient/Advanced Percentage of Students	April Proficient/Advanced Percentage of Students
3rd Grade	31%	56% (48 students)
4th Grade	29%	53% (48 students)
5th Grade	43%	48% (45 students)

Reading Inventory Data

- 3rd Grade students performing in the Proficient or Advanced performance bands increased by 25%.
- 4th Grade students performing in the Proficient or Advanced performance bands increased by 24%.
- 5th Grade students performing in the Proficient or Advanced performance bands increased by 5%.

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Students need more development in language comprehension and word recognition (decoding) skills. Professional learning on the following areas have been identified: comprehension strategies after reading, word study and morphology, vocabulary routines, integration of vocabulary and higher-level syntax in reading transferring to writing, and arts integration strategies for comprehension. Our Master Calendar will be strategically developed to include a boost block and Structured Literacy Blocks where support staff will be able to lower the student/teacher ratio and target specific skills identified during CCCs. This instruction can be delivered in small groups with an emphasis on comprehension, vocabulary, and decoding. Check-in meetings to review data and adjust small groups will occur monthly.</p>
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<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>n/a</p>
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Previous Year's 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.
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Was the goal met? YES NO

What data supports the outcome of the goal?

According to the Math Inventory, overall K-5th did not meet the student growth goal. We achieved growth of students in the proficient/advanced performance bands from 57 (10%) students to 266 students (44%) during the 2023-2024 school year. This did not lead to an overall growth measure of 330(57%) students in K-5th grade students performing on or above grade level. Our overall percentage of students who are on or above grade level in May is 266 (44%) students. Fourth Grade exceeded the student growth goal with an increase from 14(17%) in August to 56 (62%) in May of students in the proficient/advanced performance bands.

Grade Level	August Proficient/Advanced Percentage of Students	May Proficient/Advanced Percentage of Students
Kindergarten	1% (1 student)	42% (48 students)
1st Grade	6% (6 students)	36% (40 students)
2nd Grade	9% (10 students)	36% (40 students)
3rd Grade	14% (11 students)	56% (47 students)
4th Grade	17% (14 students)	62% (56 students)
5th Grade	17% (15 students)	40% (35 students)

Math Inventory Data

- Kindergarten students performing in the Proficient or Advanced performance bands increased by 41%.
- 1st Grade students performing in the Proficient or Advanced performance bands increased by 30%.
- 2nd Grade students performing in the Proficient or Advanced performance bands increased by 27%.
- 3rd Grade students performing in the Proficient or Advanced performance bands increased by 42%.
- 4th Grade students performing in the Proficient or Advanced performance bands increased by 45%.
- 5th Grade students performing in the Proficient or Advanced performance bands increased by 23%.

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>Two areas which were identified as specific areas for improvement are Fact Fluency and Problem Solving. We will develop a plan of action that shows intentional practice, assessment, reflection, and adjustment of fact fluency small group intervention groups to solidify Math Fact Fluency. Origo is a resource we will begin implementing to improve problem solving and fact fluency in grades K-5.</p>
<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>N/A</p>

<p>Previous Year’s Goal #3</p>	<p>Utilizing September 2023 Write Score Baseline Assessment in 2nd-5th Grades, 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>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Write Score Spring Data</p> <ul style="list-style-type: none"> • 17% (53 students) of 2nd – 5th grade students scored on or above grade level writing proficiency as measured by the Spring 2024 Write Score Assessment. <ul style="list-style-type: none"> • 2nd Grade students performing in the on or above grade Proficient or Advanced performance bands increased by 1% (1 student). • 3rd Grade students performing in the Proficient or Advanced performance bands increased by 6% (5 students). • 4th Grade students performing in the Proficient or Advanced performance bands increased by 8% (7 students). • 5th Grade students performing in the Proficient or Advanced performance bands decreased by 1% (2 students).
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>We need to continue to monitor Write Score Data and common assessments then set individual goals based on results. Areas of professional learning are needed including arts integration strategies, how to select goals, use of exemplars, and how to teach students to generate ideas.</p>
<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>	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
<p align="center">ELA</p>	<ul style="list-style-type: none"> • Consistency of CCCs through schoolwide master • Scheduling of Flexible Reading Groups • Explicit, Systematic Instruction • Increased Rigor through CCC work • Arts Integration strategies with integration 	<ul style="list-style-type: none"> • Student growth rate is not closing the gap at the optimum pace regarding students reading on and above reading level • Vocabulary knowledge not transferring into higher levels of DOK and being applied in multiple settings with comprehension • Limited at home resources • Developing pedagogical knowledge to address needs of striving and thriving students in the area of Morphology and the area of comprehension 	<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 • CCC Common Assessments
<p align="center">Math</p>	<ul style="list-style-type: none"> • Small Group Math Instruction • Boost Block/Master Schedule • Increased Arts Integration in Math Units to develop Real Life Skills • Increased Math Vocabulary instruction 	<ul style="list-style-type: none"> • Fact Fluency • Problem Solving • Increasing use of Arts Integration math strategies • Math PL on implementing research-based strategies/programs (Origo -routines, resources, hands on application, Math Arts Integration) • Limited at-home resources 	<ul style="list-style-type: none"> • Math Inventory • EOG Milestones • Common Assessments • Fact Fluency Assessments • Interim Assessments
<p align="center">Science</p>	<ul style="list-style-type: none"> • Increased Arts Integration Units incorporating Science • Think Lab (STEM) • Integrated Content 	<ul style="list-style-type: none"> • Limited at-home resources • Expansion with Arts Integration that includes science curriculum 	<ul style="list-style-type: none"> • EOG Milestones • Common Assessments
<p align="center">Social Studies</p>	<ul style="list-style-type: none"> • Increased Arts Integration Units incorporating Social Studies • Integrated Content 	<ul style="list-style-type: none"> • Limited at-home resources • Expansion with Arts Integration that includes social studies curriculum 	<ul style="list-style-type: none"> • EOG Milestones • Common Assessments

<p>Discipline / School Climate Data</p>	<ul style="list-style-type: none"> • Compton Cub Leadership Program (CCLP) Rewards Store • PBIS App • CCLP Expectation Signage • CCLP Positive Behavior Events 	<ul style="list-style-type: none"> • Effective strategies for student peer communication • CCLP shifting to more teacher focused universal classroom training • Increase of Tier 2 Meetings 	<ul style="list-style-type: none"> • Tiered Fidelity Survey • SAS Survey • Office Referral Data • Walkthrough Data
<p>Professional Learning What's been provided? What is the impact?</p>	<ul style="list-style-type: none"> • Conferencing notebooks have been provided and organizational management systems were developed. • Implementation of conferencing strategies and goal development have increased during conferencing. • New Math Standards were implemented with strategies to deepen understanding. • SOR/Vocabulary PL to develop teacher pedagogy. • Data driven CCCs to develop instruction. • Curriculum Planning PL tailored to specific grade level needs. 	<ul style="list-style-type: none"> • Teachers need additional time to collaborate after PL on next steps to implement the strategies they learned • Challenges with behavior of students when substitutes in classrooms 	<ul style="list-style-type: none"> • Teacher Keys Effectiveness System (TKES) • Walkthrough Data • CTLS Assess

Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

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 K-5 students or 57% are demonstrating proficiency reading grade level texts when reading with purpose, meaning, and understanding. • Small group instruction with targeted student groupings based on individual needs. • Grade level assessment plans implemented schoolwide • Increase in engagement with Arts Integration 	<ul style="list-style-type: none"> • 259 K-5 students or 43% are not demonstrating proficiency when reading grade levels texts when reading with purpose, meaning, and understanding. • Student regression over breaks and transiency • Limited at-home resources • Limited student desire to read • Difficulty transferring vocabulary instruction to be applied in new contexts 	<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 • Common Assessments
Math	<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 type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • 374 K-5 students or 62% are demonstrating proficiency on grade level common assessments of math standards • Instruction focused on number sense and fact fluency • Schoolwide Weekly Math Challenges 	<ul style="list-style-type: none"> • 227 K-5 students or 38% 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 checked="" type="checkbox"/> English Learners <input checked="" 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"> • Integrated content • Anchor charts • Continuation of Think Lab into Specials rotation • Arts Integration Increased 	<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 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"> • Integrated content • Anchor charts • Arts Integration Increased 	<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
Discipline / School Climate Data	<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 type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> • CCLP Paw Point Rewards System • Schoolwide Expectations 	<ul style="list-style-type: none"> • Inconsistent usage of CCLP Flow Chart and calming stations • Lack of clarity between classroom managed and office managed behaviors 	<ul style="list-style-type: none"> • Tiered Fidelity Survey • SAS Survey • Office Referral Data • Walkthrough Data
Professional Learning	<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 • Vertical collaboration (including Specialist teachers) focused on ELA, Math, Science, Social Studies, and Arts Integration Strategies 	<ul style="list-style-type: none"> • Increased time in collaborative curriculum planning • New teachers need additional training to increase curriculum knowledge • Increase knowledge in K-5 of Morphology, Comprehension Instruction, Fact fluency, and Problem Solving 	<ul style="list-style-type: none"> • Student Instructional Data • TKES • CCC Agendas
Other	<input 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			

Statement of Concern #1	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 type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Some students have not mastered decoding skills and spelling patterns. Therefore, teachers need professional learning focused on addressing the instructional needs of K-2 students who have not mastered decoding skills and spelling patterns.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Some students in grades 3-5 have not yet mastered the reading foundation skills needed to be successful at this level. Teachers need professional learning focused on identifying instructional needs and targeted support for 3-5 students with deficiencies in the foundational skills needed to be in place for success in reading.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Instruction on academic vocabulary words in K-5 needs to continue with an emphasis on transfer of word knowledge into various contexts and through writing. Professional development is needed to provide teachers with strategies to increase vocabulary development with students. Teachers need additional resources to support students with expressing Tier I and Tier II vocabulary in various contexts.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Transiency Rate – Students moving in and out of the school attendance zones.</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>	<p><u>K-2 Literacy Goal</u> The percentage of students scoring "At or Above" Grade Level for grades K-2 will increase from 49% (151 students out of 308 students) to 55% (169 students out of 308 students) as measured by the 2024-2025 Spring Amira screening results.</p> <p><u>3-5 Literacy Goal</u> The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (71 students out of 269 students) to 32% (89 students out of 279 students) as measured by the 2024-2025 EOG ELA Assessment.</p>

Statement of Concern #2	Kindergarten Through Fifth Grade Math performance 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 instruction on problem solving strategies. Teachers need resources and professional learning focused on instructional strategies used to develop students’ application of problem-solving strategies in K-5 Mathematics.
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	K-5 students have not fully developed the level of fact fluency needed to meet or exceed their grade level expectations in Mathematics. This lack of mathematical skills leads to difficulty in more advanced mathematics. Student goals for K-5 students in fact fluency need to be set and monitored.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	K-5 students need to develop reasoning through real world application of Mathematics. An increase in Mathematical Modeling through real life problem solving will address this area of concern.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<p>Transiency Rate – Students moving in and out of the school attendance zones.</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>	<p><u>K-2 Math Goal</u> The percentage of 1st and 2nd grade students scoring "Prepared" (per their quantile) will increase from 1% (2 students out of 217 students) to 25% (54 students out of 217 students) as measured by the 2024-2025 Spring Beacon Assessment.</p> <p><u>3-5 Math Goal</u> The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (69 students out of 269 students) to 32% (89 students out of 279 students) as measured by the 2024-2025 EOG Math Assessment.</p>

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p><u>K-2 Literacy Goal</u> The percentage of students scoring "At or Above" Grade Level for grades K-2 will increase from 49% (151 students out of 308 students) to 55% (169 students out of 308 students) as measured by the 2024-2025 Spring Amira screening results.</p> <p><u>3-5 Literacy Goal</u> The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (71 students out of 269 students) to 32% (89 students out of 279 students) as measured by the 2024-2025 EOG ELA Assessment.</p>
Goal #2	<p><u>K-2 Math Goal</u> The percentage of 1st and 2nd grade students scoring "Prepared" (per their quantile) will increase from 1% (2 students out of 217 students) to 25% (54 students out of 217 students) as measured by the 2024-2025 Spring Beacon Assessment.</p> <p><u>3-5 Math Goal</u> The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (69 students out of 269 students) to 32% (89 students out of 279 students) as measured by the 2024-2025 EOG Math Assessment.</p>

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

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

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 5th grade which will allow increased frequency of classroom strategies (i.e. small group instruction)	<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 type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Implementation: The 5th grade Title I teacher will significantly enhance the classroom environment and instructional effectiveness. With smaller class sizes, the teacher will be able to better tailor their teaching methods to meet the diverse needs of individual students, leading to more differentiated instruction. This will also improve student engagement by enabling the teacher to involve each student more actively in learning activities, thereby increasing participation and interest. Additionally, students will benefit from increased participation in reading, writing and math small group instruction.</p> <p>Artifacts/Evidence: Small Group Lesson Plans/Small Group Schedule/EOG Data / Math Beacon Data</p>
Employ a Title I Teacher to provide class size reduction in 3rd grade which will allow increased frequency of classroom strategies (i.e. small group instruction)	<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 type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<p>Implementation: The 3rd grade Title I teacher will significantly enhance the classroom environment and instructional effectiveness. With smaller class sizes, the teacher will be able to better tailor their teaching methods to meet the diverse needs of individual students, leading to more differentiated instruction. This will also improve student engagement by enabling the teacher to involve each student more actively in learning activities, thereby increasing participation and interest. Additionally, students will benefit from increased participation in reading, writing and math small group instruction.</p> <p>Artifacts/Evidence: Small Group Lesson Plans/Small Group Schedule/EOG Data / Math Beacon Data</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 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, Family Input Survey Data</p>

<p style="text-align: center;">GOAL #1</p>	<p><u>K-2 Literacy Goal</u> The percentage of students scoring "At or Above" Grade Level for grades K-2 will increase from 49% (151 students out of 308 students) to 55% (169 students out of 308 students) as measured by the 2024-2025 Spring Amira screening results.</p> <p><u>3-5 Literacy Goal</u> The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (71 students out of 269 students) to 32% (89 students out of 279 students) as measured by the 2024-2025 EOG ELA Assessment.</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 34 CFR § 200.26</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.b 34 CFR § 200.26</i></p>	<p style="text-align: center;">People Responsible</p>
<ul style="list-style-type: none"> • K-5 teachers will explicitly teach vocabulary within the Structured Literacy Block as evidenced by monthly walkthrough data. Explicit vocabulary instruction refers to: <ul style="list-style-type: none"> • Selection of Words: Choosing essential and high-utility words that students are likely to encounter frequently in their reading and use in their writing. • Direct Explanation: Providing clear definitions, examples, and context for each word. • Modeling Usage: Demonstrating how to use the words in sentences and various contexts. • Practice and Application: Engaging students in activities that help them practice using the new vocabulary in different ways, such as through writing, speaking, and interactive exercises. • Review and Reinforcement: Revisiting the words regularly 	<p>Vocabulary Instructional Resources</p>	<p>Title I Funds</p>	<p>August 2024</p>	<p>Implementation Performance Target: By December, 100% of K-5 will explicitly teach vocabulary as evidence by monthly walk-through data.</p> <p>Implementation Plan:</p> <p><u>Preplanning</u></p> <ul style="list-style-type: none"> • Teachers will be provided with the overview of the components of structured literacy block. • Teachers will be provided with the overview of explicit vocabulary instruction best practices as indicated in the action step. <p><u>August – September</u></p> <ul style="list-style-type: none"> • PL will be provided on all elements of Vocabulary Instruction • Understanding of vocabulary anchor charts (K-5) and vocabulary Journals (3-5) will be developed among teachers and utilized within classrooms for instruction. 	<p>Evaluation Performance Target: By December 2024, 75% of students will show proficiency in vocabulary skills on common formative assessments</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> • Students participate in common formative assessment that include explicit vocabulary skills as indicated in the action step. • Teachers will analyze data to determine how students perform on vocabulary skill based common formative assessments. • Based on data, students will be grouped according to skill needs for specific skill based lessons. <p>Evidence:</p> <ul style="list-style-type: none"> • Vocabulary CFA Results • Walkthrough data 	<p>Instructional Support Specialists, Administration; Teachers</p>

<p>to ensure retention and deeper understanding.</p>				<ul style="list-style-type: none"> • Begin classroom walkthroughs in September for baseline data. • CCC's will develop a grade level vocabulary routine to be implemented at least 3 times per week. • CCC's will create vocabulary CFA's weekly beginning the week of September 16th. <p><u>October - December</u></p> <ul style="list-style-type: none"> • Walkthroughs will occur monthly to collect data and determine next instructional steps. • CCCs will continue developing vocabulary CFAs and review data. <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • CCC Minutes • Walkthrough form • Vocabulary CFAs 		
<ul style="list-style-type: none"> • K-5 teachers will explicitly teach Morphology daily within the Structured Literacy Block by: <ul style="list-style-type: none"> • instructing students in the structure and meaning of words, including their roots, prefixes, suffixes • instructing students on the formation of words. 	<p>Word Building Instructional Resources</p> <p>Take Home Reading Materials</p>	<p>Title 1 Funds</p>	<p>August 2024</p>	<p>Implementation Performance Target:</p> <p>100% of K-5 will explicitly teach morphology by December 2024 as evidence by monthly walk-through data.</p> <p><u>Implementation Plan:</u></p> <p><u>Preplanning</u></p> <ul style="list-style-type: none"> • Teachers will be provided with the overview of the components of structured literacy block, including explicit morphology instruction best practices. <p><u>August – September</u></p> <ul style="list-style-type: none"> • PL will be provided to support teachers with the understanding of morphology, skills and 	<p>Evaluation Performance Target:</p> <p>By December 2024, 70% of students will show proficiency in morphology skills on common formative assessments.</p> <p><u>Evaluation plan:</u></p> <ul style="list-style-type: none"> • Students participate in common formative assessment that include explicit morphology skills as indicated in the action step. • Teachers will analyze data to determine how students perform on morphology skill based common formative assessments. <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Amira Reports (K-3rd) 	<p>Instructional Support Specialists, Administration; Teachers</p>

				<p>sequences, as well as assessment techniques.</p> <p><u>October - April</u></p> <ul style="list-style-type: none"> • CCC's will develop common morphology assessments to be administered beginning in October 2024 and continuing monthly through April 2025. • Assessment Results will be analyzed, and next steps planned during CCC meetings. • Walkthroughs will occur monthly to collect data and determine next instructional steps. <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • CCC Minutes • Walkthrough form • Grade Level Morphology CFA Results 	<ul style="list-style-type: none"> • Grade Level Morphology CFA Results • Beacon Results (3rd-5th) • Instructional Walk-Through Data 	
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<p style="text-align: center;">GOAL #2</p>	<p><u>K-2 Math Goal</u> The percentage of 1st and 2nd grade students scoring "Prepared" (per their quantile) will increase from 1% (2 students out of 217 students) to 25% (54 students out of 217 students) as measured by the 2024-2025 Spring Beacon Assessment.</p> <p><u>3-5 Math Goal</u> The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (69 students out of 269 students) to 32% (89 students out of 279 students) as measured by the 2024-2025 EOG Math Assessment.</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>
<ul style="list-style-type: none"> K-5 teachers will implement daily targeted fact fluency strategy instruction and practice using resources from Origo as measured by common fact fluency assessments. 	<p>Fact Fluency Math Fluency Resources</p>	<p>Title 1 Funds</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of K-5 teachers will implement daily targeted fact fluency strategy instruction and practice from Origo by December 2024 as evidence by common fact fluency assessments.</p> <p>Implementation Plan: <u>Preplanning</u></p> <ul style="list-style-type: none"> Teachers will be provided with the overview of the best practice to incorporate fact fluency strategies into the daily math instructional block. <p><u>August-September</u></p> <ul style="list-style-type: none"> By the end of August PL will be provided on Origo fact fluency strategies and assessments. CCC's will develop a grade level fact fluency strategy lesson to be implemented at least 4 times per week. 	<p>Evaluation Performance Target: By April 2025, 70% of students will show improvement on grade level fact fluency skills as evidenced by common fact fluency assessments.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> Students participate in common formative assessment that include explicit fact fluency skills bi-weekly. Teachers will analyze data to determine how students perform on fact fluency skills based common formative assessments. Teachers will use data to determine next instructional steps planned during CCC meetings. <p>Evidence:</p> <ul style="list-style-type: none"> CFA Results, 	

				<ul style="list-style-type: none"> • CCC's will collaborate on effectiveness of fact fluency strategy and determine next steps. <p><u>October – April</u></p> <ul style="list-style-type: none"> • Walkthroughs will occur monthly to collect data and determine next instructional steps. <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • CCC Minutes, Walkthrough form 	<ul style="list-style-type: none"> • Instructional Walk-Through Data • Beacon Data (1st – 5th) 	
<ul style="list-style-type: none"> • K-5 teachers will consistently and effectively use CCSD recommended manipulatives as concrete representatives to teach new math concepts as evidenced by instructional walks. 				<p><u>Implementation Performance Target:</u></p> <p>100% of K-5 teachers will utilize manipulatives as concrete representatives to teach mathematical concepts by December 2024.</p> <p><u>Implementation Plan:</u></p> <p><u>August-September</u></p> <ul style="list-style-type: none"> • Instructional Support Specialists & Administration will create a needs assessment that supports the usages of math manipulatives. • Instructional Support Specialists will create a classroom walkthrough form focused on implementation of effective manipulative utilization within the math instructional block. • Instructional Support Specialists will conduct Math PL on manipulatives. 	<p><u>Evaluation Performance Target:</u></p> <p>By December 2024, 70% of students will show improvement on grade level math proficiency on concrete math problems as evidenced by common formative assessments.</p> <p><u>Evaluation plan:</u></p> <ul style="list-style-type: none"> • CCCs will create CFA to evaluate student's understanding of math problems with concrete math items. <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • CFA Data • Beacon Data (1st – 5th) • Instructional Walk-Through Data 	

				<p><u>October – December</u></p> <ul style="list-style-type: none">• Instructional walk throughs focused on effective utilization of math manipulatives to support contextual understanding will occur monthly.• CCCs will analyze CCC to determine next instructional / professional learning session. <p><u>Artifacts:</u></p> <ul style="list-style-type: none">• Needs Assessment• Instructional Walk-Through Form• CCC Meeting Minutes		
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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 students who are not performing on grade level reading. • Provide Number Sense and additional Mathematical resources for at-home practice for students and families while specially addressing the students 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>Annual Title I Meeting – September 30, 2024</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>	9/5/2024		<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) -November 4, 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>	October 15-18, 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>3. Required <u>Spring Input Meeting and Survey (primary method) – April 30, 2025</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>	3/20/25		<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) 9-20-24, 12-6-24, 2-14-25, 4-25-25</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.</p>	9/3/24		
	11/12/24		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
	1/28/25		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	4/15/25		
<p>5. Required <u>Transition Activities for parents of 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. Briefly describe the transition activities here: 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 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. 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 5/2/25 5 th Transition to Tapp: Tapp Sets This Date - TBD		<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> 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: School Compact; School Policy; All CTLS Notifications</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
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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) <small>SWP Checklist 5.e</small>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Math Night	<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 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	11/7/24	<ul style="list-style-type: none"> • Sign-In Sheets • Evaluations • Math Packets with Standards Based Math Problems 	Parent Facilitator
Read Across Compton	<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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Reading Resources and Volunteer Reader Snacks	Title I Funds	3/5/25	<ul style="list-style-type: none"> • 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	4/1/25 and 4/2/25	<ul style="list-style-type: none"> • 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, etc.)</u></p> <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. Surveys and Forms were utilized to obtain data to analyze, review and determine the needs of our community. The plan was developed, reviewed, and revised as needed throughout the school year by these groups of teachers, administrators, parents, and community members.</p>

The Compton Guiding Coalition consists of school administrators, Instructional Support Specialists, Counselors, 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, the school nurse, parent facilitator, 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 attend weekly CCC meetings to review/set goals, develop common assessments, and collaborate on instructional plans to address all student’s needs. Students with indicators of higher need receive additional small group and individual interventions to accelerate their growth. They are monitored monthly, and instruction is adjusted as indicated through data which is collected.

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. Data is reviewed weekly at CCC meetings throughout grade levels. 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.

We also have in place the Compton Cub Leadership Program. The Compton Cub Leadership Program (CCLP) is developing relationships to engage the school community. Through developing relationships, we are building a positive culture focused on teaching proactive strategies and expectations for all.

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)*

Our Compton Collaborative Communities are focused on 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 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
- Model lessons and provide feedback
- 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 3 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' and their families is Kindergarten Camp. Our prekindergartners are invited to attend a camp with certified teachers to work with them and acclimate them into the new elementary school environment. They learn kindergarten routines and procedures as well as begin to develop kindergarten skills. Teachers and parents get to have their first experience together in a smaller setting as they collaborate on our students' education. The first day of school Compton Elementary hosts "Smiles and Support" 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 middle 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**