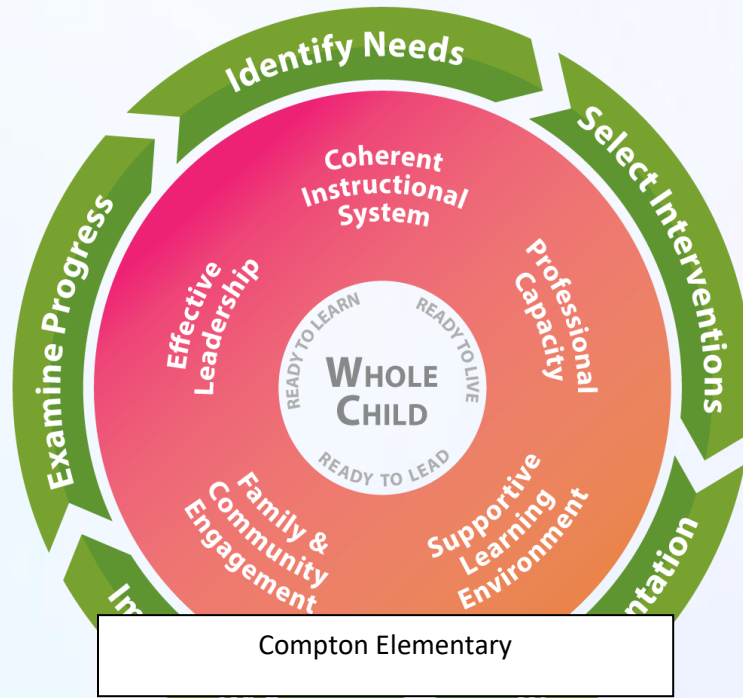




Georgia Department of Education

# School Improvement Plan 2021-2022

## Comprehensive Needs Assessment



Compton Elementary

DATE SUBMITTED  
June 17, 2021



### ***Systems to Improve (What to Improve)***

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

## ***Georgia's Systems of Continuous Improvement***

**Effective Leadership:** A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

**Professional Capacity:** A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning

- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

### ***Georgia's Systems of Continuous Improvement***

**Supportive Learning Environment:** A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

### ***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions

- Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation:** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan:** Carry out the plan to implement the promising solutions, making real-time adjustments where/ when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

**Step 5: Examine Progress:** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

**Georgia’s Systems of Continuous Improvement**

**Georgia Department of Education**  
School Improvement Plan

**1. GENERAL IMPROVEMENT PLAN INFORMATION**

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

**1. General Improvement Plan Information**

**2. SCHOOL IMPROVEMENT GOALS**

**2.1 CREATING IMPROVEMENT GOALS**

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

***Specific                      Measurable                      Attainable                      Relevant                      Time-bound***

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

**2.1.1 Completing the Improvement Goals Tables**

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For

each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

### **Coherent Instructional System**

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

### **Supportive Learning Environment**

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

### **Effective Leadership**

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

### **Professional Capacity**

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

## ***2. School Improvement Goals***

### **Family and Community Engagement**

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community



**PLANNING and PREPARATION**

Date(s): May 19, 2021; May 21, 2021

**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 in order to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

<b>Position/Role</b>	<b>Name</b>
Instructional Specialist	Tonya Gomez
Instructional Specialist	Tim O’Neill
School Business Partner	Paul Williams
School Community Partner	David Jones
Kindergarten Lead Teacher	Amanda Paccione
First Grade Lead Teacher	Tara Harris
Second Grade Lead Teacher	Lauren deBruyn
Third Grade Lead Teacher	Lindsay Sexton
Fourth Grade Lead Teacher	Erica Matthews
Fifth Grade Lead Teacher	Kelly Meyer
Special Education Lead Teacher	Sharon Harmon
Multi-Age Lead Teacher	Nicole Henderson
Early Intervention Lead Teacher	Andrea Newton
Early Intervention Lead Teacher	Amanda Caden
ESL Lead Teacher	Lunie Campbell
Specialist Lead Teacher	Patrick Stevens
Media Specialist / Teacher of the Year	Kris Cable
Parent	Fayelle Euwake
Parent	Nancy Palmer
Assistant Principal	Amber Little
Principal	Beth Lair
Classified Employee of the Year	Kathy Sandoval





**Cobb County Title I School Improvement Plan 2021-2022**

Meeting Date(s): May 19, 2021 and May 21, 2021

**IDENTIFICATION OF TEAM**

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 school.

<b>Position/Role</b>	<b>Printed Name</b>	<b>Signature</b>
Principal	Beth Lair	
Assistant Principal	Amber Little	
Instructional Support Specialist	Tonya Gomez	Tonya Gomez was present and facilitating discussion.
Instructional Support Specialist	Tim O'Neill	
Kindergarten Lead Teacher	Amanda Paccione	
First Grade Lead Teacher	Tara Harris	
Second Grade Lead Teacher	Lauren deBruyn	
Third Grade Lead Teacher	Lindsay Sexton	
Fourth Grade Lead Teacher	Erica Matthews	
Fifth Grade Lead Teacher	Kelly Meyer	
Special Education Lead Teacher	Sharon Harmon	
Multi-Age Lead Teacher	Nicole Henderson	
Early Intervention Lead Teacher	Andrea Newton	
Early Intervention Lead Teacher	Amanda Caden	
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School Business Partner	Paul Williams	
School Community Partner	David Jones	
Media Specialist / Teacher of the Year	Kris Cable	



<b>Parent</b>	<b>Fayelle Euwake</b>	
<b>Parent</b>	<b>Nancy Palmer</b>	
<b>Classified Employee of the Year</b>	<b>Kathy Sandoval</b>	

**IDENTIFICATION of STAKEHOLDERS**

*References: Schoolwide Checklist 3.b.*

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 federal program requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

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)]*

Compton Elementary developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those involved were members of Compton’s Guiding Coalition and Compton’s Principal Advisory Council. The plan was developed, reviewed, and revised as needed throughout the school year by these teams of teachers, administrators, parents and community leaders. The Compton Guiding Coalition consists of school administration and representatives of each grade level and department. The Compton Guiding Coalition meets monthly to address issues related to school improvement. Compton’s Principal Advisory Council also provides input and feedback. The Principal Advisory Council consists of three parents, two community members, Compton’s Teacher of the Year, Compton’s Classified Employee of the Year, the parent facilitator, the assistant principal, and the principal. This group meets on a quarterly basis. Both groups serve as advisors to the principal in the school improvement process.

On May 19, 2021 and May 21, 2021, the groups met to review our school plan, school achievements, and school challenges to academic achievement. Input was received and next steps determined. All members were given time to give input and come to consensus on actions for the 2021-2022 school year.



**Comprehensive Needs Assessment** (References: Schoolwide Checklist 1.a.)

**Comprehensive Needs Assessment Evaluation of Goal(s)**

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

**For the School Year: FY21**

Goal 1:

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

The Fountas and Pinnell Benchmark Assessment System will increase by 7% at each grade level (K-5) from August 2020 to May 2021. The Reading Inventory will increase by 5% at each grade level (3<sup>rd</sup> – 5<sup>th</sup>) from August 2020 to May 2021.

1. Was the goal met?

Yes

2. What data supports the outcome of the goal?

The Fountas and Pinnell Benchmark Assessment was administered to students in grades K-5 in September 2020 and again in May 2021. Each grade level demonstrated more than 7% growth.

Grade Level	Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
% Growth	32%	13%	19%	27%	11%	8%

The Reading Inventory was administered to students in grades 3<sup>rd</sup> – 5<sup>th</sup> in September 2020 and again in April 2021. Each grade level demonstrated more than 5% growth.

Grade Level	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
% Growth	10%	12%	12%

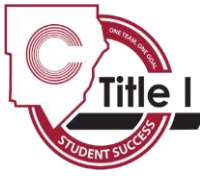
3. What process/action step/intervention contributed to the outcome of the goal?

- Continued implementation of Early Literacy Framework instruction and assessments in Kindergarten, 1<sup>st</sup> Grade and 2<sup>nd</sup> Grade.
- 3<sup>rd</sup> grade training sessions in Early Literacy Framework.



## Cobb County Title I School Improvement Plan 2021-2022

- Implementation of small group / guided reading instruction in all K-5 classrooms with high interest texts.
- Employed two Title I Teachers to provide class size reduction in 4<sup>th</sup> and 5<sup>th</sup> grade which allowed for increased frequency of classroom strategies (i.e. small group instruction, conferencing 1:1).
- Leadership communicated clear, concise, and high expectations for balanced literacy instruction by providing instructional non-negotiables.
- Utilized Compton Collaborative Communities to ensure consistent professional learning and teacher collaboration centered on strategies supporting balanced literacy occurred throughout the school year.
- Monitored reading instruction and provided teachers ongoing feedback.
- Implementation of Digital Literacy Footprints Books with all virtual students.
- Implemented M&M Team to support the induction of Compton's teachers with less than 3 years of teaching experience.
- Utilized instructional support specialists to model effective literacy strategies, support teachers and provide professional development on elements of and strategies to support balanced literacy instruction.
- Facilitated opportunities for families to learn beside their students in collaboration with teachers and staff at schoolwide events (Friends and Family Event/Technology Night).
- Provided grade level specific materials and manipulatives for both Face to Face and Virtual students to use during Literacy instruction and to practice reading strategies and skills.
- Utilized in-school tutoring to support identified students who are performing below grade level in reading
- Utilized Story Works in all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classrooms as a literacy resource to support balanced literacy instruction.
- Utilized weekly collaborative planning sessions with grade level CCCs to prioritize the upcoming standards based on the skills and knowledge of the students and strategize for student growth in literacy.
- Utilized newsletters, website and CTLS Parent to provide resources and strategies to support families with developing their child's reading proficiency.
- Utilized Parent Zoom Sessions to engage with families and share strategies to assist in developing children's reading abilities.
- Provided take home reading materials to strengthen literacy skills, as well as digital materials for virtual students.
- Utilized an inclusion model for our English Learners. The model provided small group instruction, vocabulary development and language needs based on the ACCESS Can-Do Descriptors
- Implemented Imagine Learning for identified English Learners to increase language acquisition.



## Cobb County Title I School Improvement Plan 2021-2022

- Collaborated with the local school social worker and district homeless department to maintain ongoing communication with families and to ensure homeless students remained at their school of origin.

#### 4. Reflecting on outcomes:

- a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need? N/A
- b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level? N/A
- c. If the outcomes **exceeded** the goal, what are the next steps?

Overall Compton Elementary met Goal 1 or exceeded it in each grade level. Although the goal was met and exceeded, we have more work to do in the area of reading proficiency. Compton plans to sustain progress through continuing the use of our current strategies. A priority is to expand the amount of time on literacy strategies such as guided reading/writing and provide all students complete access to resources in the 2021-2022 school year. With us returning to 5 days of face to face instruction with almost all students in the building, we will be able to increase our amount of small group differentiated instruction.

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Goal 2: The percent of students performing at or above grade level proficiency on:

The EOY Mathematics Inventory will increase by 7% at each grade level (K-5<sup>th</sup>) from August 2020 to May 2021.

#### 1. Was the goal met?

Kindergarten, First Grade, Second Grade and Third Grade did not meet the goal. Fourth Grade and Fifth Grade exceeded the goal.

#### 2. What data supports the outcome of the goal?

The Math Inventory was administered to students in Kindergarten through 5<sup>th</sup> grade in August 2020, December 2020 and again in April 2021. Below is a chart of K-5<sup>th</sup> MI results.

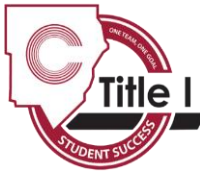


## Cobb County Title I School Improvement Plan 2021-2022

	8/17/20 - 10/16/20		10/19/20 - 12/18/20		1/6/21 - 4/23/21	
	Striving	On/Thriving	Striving	On/Thriving	Striving	On/Thriving
Kindergarten	64%	35%	70%	30%	78%	22%
1st Grade	48%	51%	69%	31%	68%	35%
2nd Grade	66%	34%	77%	23%	67%	34%
3rd Grade	69%	30%	73%	28%	70%	30%
4th Grade	86%	14%	85%	15%	71%	28%
5th Grade	79%	20%	75%	26%	67%	33%

### 3. What process/action step/Intervention contributed to the outcome of the goal?

- Implemented math fluency strategies in K-5th grade.
- Implemented a balanced math framework model including small group instruction and Number Talks in all K-5<sup>th</sup> grade classrooms.
- Employed two Title I Teachers to provide class size reduction in 4<sup>th</sup> and 5<sup>th</sup> grade which allowed for increased frequency of classroom strategies (i.e. small group instruction, conferencing 1:1).
- Leadership communicated clear, concise, and high expectations for balanced math instruction by providing instructional non-negotiables.
- Utilized Compton Collaborative Communities to ensure consistent professional learning and teacher collaboration centered on strategies supporting balanced math instruction occurred throughout the school year.
- Monitored math instruction and provided teachers with ongoing feedback.
- Implemented M&M Team to support the induction of Compton's teachers with less than 3 years of teaching experience.
- Utilized Instructional Support Specialists to model effective math strategies, support teachers and provide professional development on elements of and strategies to support balanced math instruction.
- Teachers set fact fluency goals and monitored individual student growth utilizing Dreambox and/or Xtra Math.
- Implemented a schoolwide Spring Dreambox Challenge
- Utilized in-school tutoring to support identified students who are performing below grade level in math.
- Utilized weekly collaborative planning sessions with grade level CCCs to prioritize the upcoming standards based on the skills and knowledge of the students and strategize for student growth in mathematics,
- Utilized newsletters, website, CTLS Parent, and material pickup to provide resources and strategies to support families with developing their child's math proficiency.
- Utilized Parent Zoom Sessions to engage with families and share strategies to assist in developing children's math skills.
- Provided take home materials to strengthen math skills.
- Utilized an inclusion model for our English Learners. The model provided small group instruction, vocabulary development and language needs based on the ACCESS Can-Do Descriptors.



## Cobb County Title I School Improvement Plan 2021-2022

- Collaborated with the local school social worker and district homeless department to maintain ongoing communication with families and to ensure homeless students remained at their school of origin.

#### 4. Reflecting on outcomes:

Compton Elementary Kindergarten, First Grade, Second Grade and Third Grade did not meet the goal. Fourth Grade and Fifth Grade exceeded the goal. Evidence from Common Grade Level Assessments do show growth in grades K-3 which leads us to conclude our results are inconsistent. We note that students began instruction in a remote setting. The Math Inventory was given to students individually but many students in K-3 had parents and older siblings at home who assisted them during the administration on the MI. When returning to face to face instruction, teachers noted results being inconsistent across multiple assessment measures. Initial Kindergarten through 3<sup>rd</sup> grade MI scores appear to be inflated based on a comparison of performance in the classroom. It is our opinion 4<sup>th</sup> and 5<sup>th</sup> grade initial assessment results are more accurate due to older virtual students needing less support when taking the assessment virtually in August.

Compton plans to sustain progress through continuing the use of our current strategies. We have more work to do in math proficiency. A priority is to expand the amount of time on math strategies such as guided math and provide all students complete access to resources in the 2021-2022 school year. With us returning to 5 days of face to face instruction with almost all students in the building, we will be able to increase our amount of small group differentiated instruction.



Comprehensive Needs Assessment (References: Schoolwide Checklist 1.a.)

**Comprehensive Needs Assessment Summary of Findings**

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
<b>Student Achievement Data</b>			
ELA	<ul style="list-style-type: none"> <li>- Guided reading instruction (K-5<sup>th</sup>)</li> <li>- Phonics cohort/resources (K-2)</li> <li>- Assessment Plans (K-5<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>- Limited at-home resources/take home books</li> <li>- Varied “protected” small group time due to social distancing guidelines</li> <li>- Shared Synchronous Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>- RI</li> <li>- EOG Milestones</li> <li>- ELF Assessments</li> <li>- F&amp;P</li> </ul>
Math	<ul style="list-style-type: none"> <li>- Schoolwide weekly math challenge</li> <li>- Increased Dreambox participation</li> </ul>	<ul style="list-style-type: none"> <li>- Number Sense</li> <li>- Fluency/facts (K-5<sup>th</sup>)</li> <li>- Independent math practice/study skills (K-5<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>- MI</li> <li>- EOG Milestones</li> <li>- Touchstones</li> <li>- Common Assessments</li> </ul>
Science	<ul style="list-style-type: none"> <li>- Integrating content vocabulary throughout other content areas</li> </ul>	<ul style="list-style-type: none"> <li>- Limited time to create tasks and address priority standards</li> <li>- Availability of science lab</li> <li>- Limited expertise in varied topics</li> </ul>	<ul style="list-style-type: none"> <li>- EOG</li> <li>- Common Assessments</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>- Intentional selection and delivery of read alouds</li> <li>- Studies Weekly resources</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporating specialist to support content standards</li> <li>- Limited expertise in varied topics</li> </ul>	<ul style="list-style-type: none"> <li>- Common Assessments</li> </ul>





**Cobb County Title I School Improvement Plan 2021-2022**

<p>Other</p>	<ul style="list-style-type: none"> <li>- Training in CTLS</li> <li>- Storyworks</li> <li>- Action Based Learning Strategies</li> <li>- Variety of online learning tools</li> </ul>	<ul style="list-style-type: none"> <li>- Students have limited technology resources at home</li> <li>- Limited technology Devices in the building</li> </ul>	<ul style="list-style-type: none"> <li>- Software Reports</li> <li>- Technology Inventory</li> </ul>
<p><b>Discipline / School Climate Data</b></p>	<ul style="list-style-type: none"> <li>- Love and Logic (Schoolwide)</li> <li>- Growth Mindset best practices</li> <li>- Implementation of SEL strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Developing soft skills (students)</li> <li>- Social distancing and the use of masks</li> </ul>	<ul style="list-style-type: none"> <li>- Best Practices</li> <li>- Walk-throughs</li> <li>- Office Referrals</li> </ul>
<p><b>Perception Data</b></p>	<ul style="list-style-type: none"> <li>- Families are more than satisfied with school culture</li> <li>- Increased staff retention</li> </ul>	<ul style="list-style-type: none"> <li>- Historically families will apply for district school choice to attend specific high school feeder pattern schools</li> <li>- Participation in Face to Face Events following the COVID-19 Pandemic</li> </ul>	<ul style="list-style-type: none"> <li>- Title I Participation Reports and surveys</li> </ul>
<p><b>Process Data</b></p>	<ul style="list-style-type: none"> <li>- Use of our EIP teachers/resources</li> <li>- Compton Collaborative Communities</li> </ul>		<ul style="list-style-type: none"> <li>- EOG Milestones</li> <li>- RI/MI Data</li> <li>- EIP Data Collection</li> </ul>



Prioritized Need #1	
Develop Kindergarten through Fifth Grade Reading Proficiency.	
<b>Root Cause #1</b>	Inconsistent utilization of best practices in teaching reading.
<b>Root Cause #2</b>	Inconsistent implementation of balanced literacy in Kindergarten through Fifth Grade classrooms.
<b>Root Cause #3</b>	Inconsistent use of assessment data to group students for differentiation and make instructional decisions.
<b>Root Cause #4</b>	Contributing factor: Students have limited access to a variety of engaging, high-interest literature.
<b>Root Cause #5</b>	Contributing factor: Students have deficiencies in utilizing phonics skills/vocabulary to properly decode words and comprehend text.
<b>GOAL</b>	<p>The percent of students performing at or above grade level proficiency on the Reading Inventory will increase by 5% at each grade level (2-5) from August 2021 to May 2022.</p> <p>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.</p>



Prioritized Need #2	
Develop Kindergarten through Fifth Grade Math Proficiency.	
<b>Root Cause #1</b>	Students' lack basic fact fluency which impacts ability to effectively solve multi-step math problems.
<b>Root Cause #2</b>	Students have gaps in prerequisite math skills which limits their mastery of grade level standards.
<b>Root Cause #3</b>	Inconsistent implementation of balanced mathematics framework in Kindergarten through Fifth Grade classrooms.
<b>Root Cause #4</b>	Inconsistent utilization of assessment data to group students for differentiation and make instructional decisions.
<b>Root Cause #5</b>	
<b>GOAL</b>	The percent of students performing at or above grade level proficiency on the Math Inventory will increase by 7% at each grade level (K-5) from August 2021 to May 2022.



## Cobb County Title I School Improvement Plan 2021-2022