School Improvement Plan
2020-2021
Comprehensive Needs Assessment


COMPTON ELEMENTARY SCHOOL

DATE SUBMITTED
June 5, 2020
DATE REVISED

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.
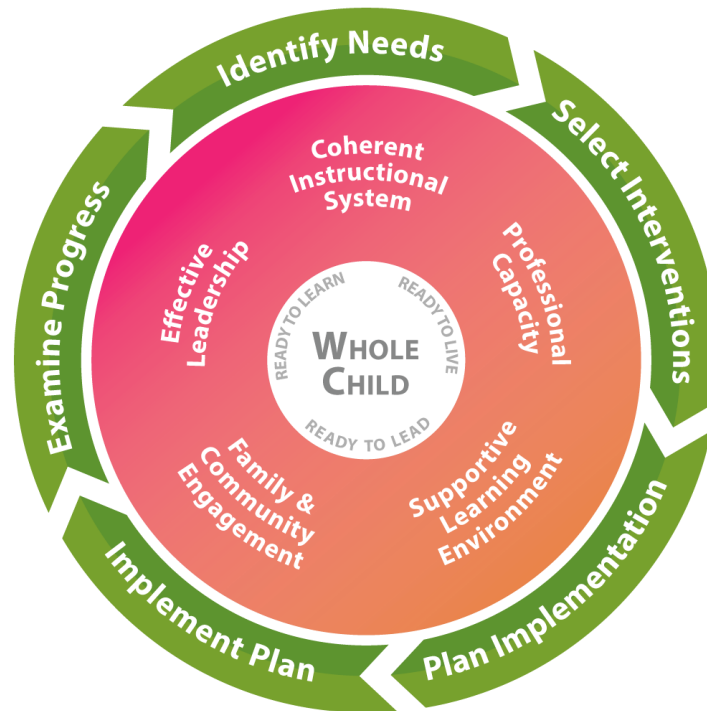
Systems to Improve (What to Improve)

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

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

District Name	Cobb County School District
School Name	Compton Elementary School
Team Lead	Beth Lair
Position	Principal
Email	Beth.Lair@cobbk12.org
Phone	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)

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

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

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

PLANNING and PREPARATION

Date(s) May 21, 2020_____

1.1 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

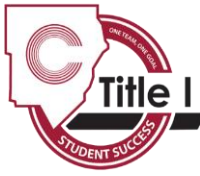| Position/Role	Name
Title I Supervisor	Natalie Hutchins
Instructional Specialist	Tonya Gomez; Tim O'Neill
Parent (Non CCSD Employee)	Norissa Hill
School Business Partner	
Grade Level / Department Lead Teachers	Amanda Paccione (K); Tara Harris (1st); Lauren DeBruyn (2nd); Lindsay Sexton (3rd); Erica Matthews (4th); Kelly Meyer (5th); Nicole Henderson (Multi-Age); Sharon Harmon (Special Education); Andrea Newton (EIP); Amanda Caden (EIP); Lunie Campbell (ESL / Support); Patrick Stevens (Specialist)
Counselor	Ali McCown
School Nurse	Jessica King
School Social Worker	Sarah Howell
Faith-based Community Leaders	David Jones (Macland Presbyterian) Mike Boatfield (Macland Baptist Church) Buddy Reeves (Powder Springs Baptist Church) Aaron Calhoun
Technology Experts (TIS)	Robin Wofford
Media Specialist	Kris Cable
Police/Public or School Safety Officers	Jim Kurtz (Campus Officer) Tony Bailey (Powder Springs Chief of Police) Desmond Borders (Powder Springs Community Officer)
School Administration	Beth Lair (Principal); Amber Little (AP)
Paraprofessional	Debbie Smith
Classified	Julie Brauninger (Secretary)

Meeting Date(s): 5/21/2020_____

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.

Position/Role	Printed Name	Signature
Principal	Beth Lair	
Assistant Principal	Amber Little	
SLI	Christan Crear	*Christan Crear moderated the meeting which is why her name is not listed on the list.*
Instructional Support Specialist	Tonya Gomez	**Meeting chat**
Instructional Support Specialist	Tim O'Neill	Amanda Paccione joined the meeting. / Tara Harris joined the meeting.
Kindergarten Teacher	Amanda Paccione	Lauren Debruyn joined the meeting.
First Grade Teacher	Tara Harris	Lindsay Sexton joined the meeting.
Second Grade Teacher	Lauren DeBruyn	Erica Matthews joined the meeting.
Third Grade Teacher	Lindsay Sexton	Kelly Meyer joined the meeting. / Sharon Harmon joined the meeting.
Fourth Grade Teacher	Erica Matthews	Nicole Henderson joined the meeting.
Fifth Grade Teacher	Kelly Meyer	Amanda Caden joined the meeting. / Andrea Newton joined the meeting.
ESL Teacher	Lunie Campbell	Lunie Campbell joined the meeting.
Secretary	Julie Brauninger	Deborah Smith joined the meeting. / Julie Brauninger joined the meeting.
Instructional Paraprofessional	Debbie Smith	Patrick Stevens Jr joined the meeting. / Beth Lair joined the meeting.
Media Specialist	Kris Cable	Amber Little joined the meeting.
PE Specialist	Patrick Stevens	Timothy ONeill joined the meeting.
EIP Teacher	Andrea Newton	Tonya Gomez joined the meeting.
EIP Teacher	Amanda Caden	debbie smith joined the meeting.

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 persons involved were the building leadership team. The plan was developed, reviewed, and revised as needed throughout the school year by these teams of teachers, administrators, and parents.   The Building Leadership Team consists of school administration and representatives of each grade level and department. Compton's Building Leadership Team meets monthly to address issues related to school improvement. Compton's School Council also provides input and feedback. The school council consists of four parents, two community members, two teachers, and the principal. This group meets on a quarterly basis. Both groups serve as advisors to the principal in the school improvement process.

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 FY20 School Improvement Plan (SIP).

For the School Year: FY20

Goal 1: The percent of students performing at or above grade level proficiency on the Fountas & Pinnell Benchmark Assessment for grades K-2 and on the Reading Inventory for grades 3-5 will increase by 5% from August 2019 to May 2020.

1. Was the goal met?

   Yes

2. What data supports the outcome of the goal?

   The Fountas & Pinnell Benchmark Assessment was administered to students in grades K-2 in August 2019 and again in March 2020 (end of face to face learning). Each grade level showed growth of more than 5%.

Grade Level	Kindergarten	1st	2nd
% Growth	58%	41%	15%

   The Reading Inventory was administered to students in grades 3-5 in August 2019 and again in March 2020 (end of face to face learning). Each grade level showed growth at more than 5%.

Grade Level	3rd	4th	5th
% Growth	14%	14%	22%

3. What process/action step/Intervention contributed to the outcome of the goal?
   The following contributed to the above outcomes:
   - Continued implementation of Early Literacy Framework instruction and assessment in Kindergarten, 1st Grade and 2nd Grade.
   - Implementation of small group / guided reading instruction in all K-5 classrooms with high interest texts.
   - Implementation of a Read 180 / System 44 Lab in 3rd, 4th and 5th grade.
   - Employ two Title I Teachers to provide class size reduction in 4th and 5th grade which allows 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 a schedule to ensure professional learning and collaboration time centered on strategies supporting balanced literacy occur on a consistent basis throughout the school year.
   - Leadership consistently monitored reading instruction and provided teachers 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 literacy strategies, support teachers and provide professional development on elements of and strategies to support balanced literacy instruction.
- Implemented leadership data notebooks for all students. Each student set reading goals, created independent learning plans and monitored individual growth.
- Utilized in-school tutoring to support identified students who are performing below grade level in reading
- Utilized Story Works in all 3rd, 4th and 5th grade classrooms as a literacy resource to support balanced literacy instruction.
- Utilized quarterly collaborative planning sessions with grade level CCCs to prioritize the upcoming nine-week standards based on the skills and knowledge of the students.
- Utilized newsletters, website, call-out system and classroom blogs to provide resources and strategies to support families with developing their child's reading proficiency.
- Utilized Compton Family College 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
- 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.
- Collaborated with the local school social worker and district homeless department to maintain ongoing communication with families and to ensure homeless students remain 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?
      The outcomes exceeded the goal. Although, the goal was achieved and exceeded, we have more work to do in the area of reading proficiency. The next steps will be to continue using with fidelity the strategies listed above in #3 in order to continue increasing the percentage of students reading proficiently.

Goal 2: The percent of students performing at or above grade level proficiency on the Math Inventory will increase by 7% at each grade level from August 2019 to May 2020.

1. Was the goal met?

   Yes

2. What data supports the outcome of the goal?

   The Math Inventory was administered to students in grades Kindergarten – 5th Grade in August 2019 and again in December 2020 (end of face to face learning ended 3/13/20 before the end of the year administration of the MI). Each grade level showed growth of more than 5%.

Grade Level	Kindergarten	1st	2nd	3rd	4th	5th
% Growth	9%	19%	32%	14%	18%	23%

3. What process/action step/Intervention contributed to the outcome of the goal?
   The following contributed to the above outcomes:
   - Implemented CCSD's Math Fluency Initiative in 3rd grade.
   - Implementation of a balanced math framework including small group instruction and Number Talks in all K-5th grade classrooms.
   - Utilized school-wide weekly math challenges during the CNN Morning Announcements.
   - Employ two Title I Teachers to provide class size reduction in 4th and 5th grade which allows 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 a schedule to ensure professional learning and collaboration time centered on strategies supporting balanced math instruction occur on a consistent basis throughout the school year.
   - Leadership consistently monitored math instruction and provided teachers 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.
   - Implemented leadership data notebooks for all students. Each student set fact fluency goals, create independent learning plans and monitored individual growth.
   - Utilized in-school tutoring to support identified students who are performing below grade level in reading
   - Utilized quarterly collaborative planning sessions with grade level CCCs to prioritize the upcoming nine-week standards based on the skills and knowledge of the students.
   - Utilized newsletters, website, call-out system and classroom blogs to provide resources and strategies to support families with developing their child's math proficiency.

- Utilized Compton Family College 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.
- Collaborated with the local school social worker and district homeless department to maintain ongoing communication with families and to ensure homeless students remain at their school of origin.
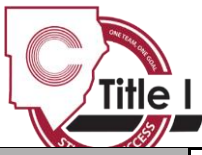
4. Reflecting on outcomes:

   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?
   The outcomes exceeded the goal. Although, the goal was achieved and exceeded, we have more work to do in the area of mathematical proficiency. The next steps will be to continue using with fidelity the strategies / action steps listed above in #3 in order to continue increasing the percentage of students proficient in the area of mathematics.

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
Student Achievement Data			
ELA	- Guided reading instruction (K-5th) - Read 180 interventions (4th/5th) - Phonics cohort/resources (k-2) - Assessment Plans (K-5th)	- Limited at-home resources/take home books - Varied "protected" small group time - Distance learning	- RI - EOG/Data Wall - ELF Assessments - F&P
Math	- Schoolwide weekly math challenge - Math compacting (3rd/4th/5th)	- Number talks - Fluency/facts (K-5th) - Independent math practice/study skills (K-5th)	- MI - EOG/Data Wall - Touchstones - MFI (K/3rd) Assessments
Science	- Integrating content vocabulary throughout other content areas	- Limited time to create tasks and address priority standards - Availability of science lab - Limited expertise in varied topics	- EOG - Common Assessments
Social Studies	- Intentional selection and deliveries of read alouds - Studies Weekly resources	- Incorporating specialist to support content standards - Limited expertise in varied topics	- EOG - Common Assessments
Other	- NEWSELA - Story Works - Action-based learning strategies	- Students have limited technology resources at home	- Software Reports - Technology Inventory

Discipline / School Climate Data	- Love and Logic (Schoolwide) - Growth Mindset best practices - Goal setting with student leadership notebooks - The Voyage: Character in Education	- Developing soft skills (students)	- Best Practices - Walk-throughs - Office Referrals
Perception Data	- Families are more than satisfied with school culture - Increased participation academic, day-to-day participation, and completed surveys - Increased staff retention	- Historically families will apply for district school choice to attend specific high school feeder pattern schools	- GaDOE Climate Star Rating - Title I participation/surveys
Process Data	- Use of our EIP teachers/resources		

Prioritized Need #1	
Develop Kindergarten through Fifth Grade Reading Proficiency.	
Root Cause #1	Students have limited access to a variety of engaging literature.
Root Cause #2	Student have deficiency in utilizing phonics skills to properly decode words and comprehend text.
Root Cause #3	Inconsistent utilization of best practices in teaching reading.
Root Cause #4	Inconsistent implementation of balanced literacy in Kindergarten through Fifth Grade classrooms.
Root Cause #5	Inconsistent use of assessment data to group students for differentiation and make instructional decisions.
GOAL	The percent of students performing at or above grade level proficiency on the Reading Inventory will increase by 5% at each grade level (K-5) from August 2020 to May 2021.

Prioritized Need #2	
Develop Kindergarten through Fifth Grade Math Proficiency.	
Root Cause #1	Students' deficiency in basic fact fluency impacts ability to effectively solve multi-step math problems.
Root Cause #2	Students have gaps in prerequisite math skills which limits their mastery of grade level standards.
Root Cause #3	Inconsistent implementation of balanced mathematics framework in Kindergarten through Fifth Grade classrooms.
Root Cause #4	Inconsistent utilization of assessment data to group students for differentiation and make instructional decisions.
Root Cause #5	
GOAL	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 2020 to May 2021.