



School Improvement Plan 2020-2021 Action Plan



COMPTON ELEMENTARY SCHOOL

Date Submitted –June 5, 2020
Date(s) Revised

COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	The percent of students performing at or above grade level proficiency on:		
	<ul style="list-style-type: none"> 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 (K-5) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Continue implementation CCSD’s Early Literacy Initiative by utilizing the Early Literacy Framework for instruction and assessment in Kindergarten, First Grade and Second Grade.	Title I District Instructional Funds	a. August 2020 – May 2021	Administration; Instructional Specialists; K, 1 st & 2 nd Teachers and Instructional Paraprofessionals
		b. ELI Assessment Cycle Data	
2. Full Implementation small group / guided reading instruction in all K-5 Classrooms with high interest texts.	Title I District Instructional Funds	a. August 2020 – May 2021	All Teachers & Administration
		b. Fountas and Pinnell Benchmark Assessment System Data; Reading Inventory Data; Classroom Walkthroughs	
3. Full Implementation a Read 180 / System 44 Lab for identified 4 th & 5 th grade students based on Reading Inventory Data.	Title I District Instructional Funds	a. August 2020 – May 2021	Title I System 44 / Read 180 Teacher; Special Education Teachers
		b. Reading Inventory Data	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

EFFECTIVE LEADERSHIP

GOAL #1	The percent of students performing at or above grade level proficiency on: <ul style="list-style-type: none"> • 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 (K-5) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Employ two Title I Teachers to provide class size reduction in 4 th and 5 th grade which will allow increased frequency of classroom strategies (i.e. small group instruction, conferencing 1:1)	Title I	a. July 2020 – June 2021	Administration
		b. Title I Teacher TKES Evaluations	
2. Leadership will communicate clear, concise, and high expectations for balanced literacy instruction by providing instructional non-negotiables.	N/A	a. July 2020	Administration
		b. Document: Compton’s Best Practices	
3. Develop a schedule to ensure professional learning and collaboration time centered on strategies supporting balanced literacy occur on a consistent basis throughout the school year.	Title I SFSD Funds District Funds	a. July 2020 – May 2021	Administration
		b. Meeting Schedule & Meeting Agendas	
4. Monitor reading instruction by providing on-going feedback.	N/A	a. August 2020 – May 2021	Administration & Instructional Support Specialists
		b. TKES Evaluations; Classroom Walk-Throughs	
5.		a.	
		b.	
6.		a.	
		b.	

PROFESSIONAL CAPACITY

GOAL #1	The percent of students performing at or above grade level proficiency on: <ul style="list-style-type: none"> • 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 (K-5) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Attend local, state, and/or national conference(s) to support literacy instruction across content areas	Title I Funds	a. October 2020 – July 2021	Principal
		b. Conference Agendas, Redelivery of Content, Travel Documents	
2. Implement M&M Team (Mentors & Mentees). This Professional Learning Community (PLC) will support the induction of Compton’s new teachers (≤3 years of teaching experience) by providing each new teacher a mentor. Mentors and Mentees will meet regularly to allow for support and intentional conversations on how to effectively utilize balanced literacy to increase reading proficiency.	Title I Funds District Funds	a. July 2020 – May 2021	Administration, Instructional Support Specialists & Mentor Teachers
		b. Meeting Dates & Meeting Agendas	
3. Utilize Instructional Support Specialists to model effective literacy strategies, support teachers, and provide professional development on elements of and strategies to support balanced literacy instruction.	District Funds SFSD Funds Title I Funds	a. July 2020 – May 2021	Administration & Instructional Support Specialists
		b. Meeting Schedule, Meeting Agendas	
4. Provide professional learning to staff on best practices for utilizing Leadership/Data student notebooks.	District Funds SFSD Funds Title I Funds	a. July 2020 – May 2021	Administration & Instructional Support Specialists
		b. Meeting Dates & Meeting Agendas	
5. Utilize quarterly collaborative planning sessions with Grade Levels CCCs to prioritize the upcoming nine-week standards based on the skills and knowledge of the students. Teachers will monitor and discuss student progress of priority standards using the data collected and reflected in CTLS	District Funds SFSD Funds Title I Funds	a. July 2020 – May 2021	Administration, Instructional Support Specialists & Teachers
		b. Grade Level Priority Standard Charts, Fountas and Pinnell Benchmark Assessment System Data; Reading Inventory Data; Classroom Walkthroughs	
6.		a.	
		b.	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	The percent of students performing at or above grade level proficiency on: <ul style="list-style-type: none"> • 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 (K-5) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Full implementation of Love & Logic and The Voyage: Adventures in Character techniques to ensure the school environment is conducive to student learning and helps prepare the students to live in the real world, with its many choices and consequences.	District Funds	a. August 2020 – May 2021	All Staff
2. Utilize in-school tutoring to support identified students who are performing below grade level in reading.	Extended Day District Funds Title I Funds	a. September 2020 – May 2021	Administration, Instructional Specialists & Certified Tutors
3. Continue 2 nd year implementation of Leadership Data Notebooks for all students. Each student will set reading goals, create independent learning plans, and monitor individual growth.	District Funds Title I Funds	a. August 2020 – May 2021	All Staff
4. Purchase Story Works to utilize in all 3 rd , 4 th & 5 th grade classrooms as a literacy resource to support balanced literacy instruction.	Title I Funds	a. August 2020 – May 2021	Administration, Instructional Support Specialists, 3 rd , 4 th & 5 th grade teachers
5.		a.	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	The percent of students performing at or above grade level proficiency on: <ul style="list-style-type: none"> • 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 (K-5) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Provide families with Family Engagement Policy and Grade Level Compacts.	N/A	a. August 2020	Administration, Instructional Support Specialists, Parent Facilitator School Contact, Teachers
		b. State of the School Sign-In Sheets, Signed Receiver Letter; Copies of Grade Level Compacts	
2. Conduct events that encourage parent participation and support of the education program (i.e. Open House, Math Night, Read Across Compton Day, Career Day, Friends and Family Leadership Luncheon)	Title I Funds	a. August 2020 – May 2021	All Staff
		b. Sign-In Sheets; Survey Feedback, ParentVUE/CTLS Parent Reports	
3. Utilize monthly school newsletters, weekly classroom newsletters, School website, classroom blogs and Compton’s Parent Portal to provide resources & strategies to support families with developing their child’s reading skills.	Title I Funds	a. August 2020 – May 2021	All Staff
		b. Newsletters, Sample Blog Pages, Compton App data	
4. Offer quarterly Compton Family College Sessions to keep parents informed of strategies to help their children succeed in school.	Title I Funds	a. August 2020 – May 2021	Administration, Instructional Support Specialists, Media Specialist, EIP Teachers & ESL Teachers
		b. Compton College Agendas; Sign-in Sheets	
5.		a.	
		b.	
6.		a.	
		b.	

COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	The percent of students performing at or above grade level proficiency on: <ul style="list-style-type: none"> The EOY Mathematics Inventory will increase by 7% at each grade level (K-5th) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Full implementation a balanced math framework including small group instruction and Number Talks in all K-5 th Classrooms.	Title I District Funds	a. August 2020 – May 2021	Administration, Instructional Support Specialists, K-5 th Classroom Teachers
		b. Math Inventory Data, CTLS Touchstone Data & Classroom Walk-Throughs	
2. Deliver and execute weekly school-wide math challenges during the CNN Morning Announcements.	N/A	a. August 2020 – May 2021	Administration & K-5 th Classroom Teachers
		b. Math Inventory Data; CTLS Touchstone Data; Classroom Walk Throughs	
3. Implement CCSD’s Math Fluency Initiative in Kindergarten and continue implementation in 3 rd Grade.	Title I District Funds	a. August 2020 – May 2021	Administration, Instructional Support Specialists, K Teachers and 3 rd Grade Teachers
		b. MFI Assessment Cycle Data	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

EFFECTIVE LEADERSHIP

GOAL #2	The percent of students performing at or above grade level proficiency on: <ul style="list-style-type: none"> The EOY Mathematics Inventory will increase by 7% at each grade level (K-5th) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Employ two Title I Teachers to provide class size reduction in 4 th and 5 th grade which will allow increased frequency of classroom strategies (i.e. small group instruction, conferencing 1:1)	Title I	a. July 2020 – June 2021	Administration
		b. Title I Teacher TKES Evaluations	
2. Leadership will communicate clear, concise, and high expectations for balanced math framework instruction by providing instructional non-negotiables.	N/A	a. July 2020	Administration
		b. Document: Compton’s Best Practices	
3. Develop a schedule to ensure professional learning and collaboration on strategies supporting balanced math framework occur on a consistent basis throughout the school year.	Title I SFSD Funds District Funds	a. July 2020	Administration
		b. Meeting Schedule	
4. Monitor math instruction by providing on-going feedback.	N/A	a. August 2020 – May 2021	Administration & Instructional Support Specialists
		b. TKES Evaluations; Classroom Walk-Throughs	
5. Hire supplemental certified tutors to work with identified students in math.	Title I Extended Day District Funds	a. September 2020 – May 2021	Administration
		b. Employment Documentation, Student Rosters	
6.		a.	
		b.	

PROFESSIONAL CAPACITY			
GOAL #2	<p>The percent of students performing at or above grade level proficiency on:</p> <ul style="list-style-type: none"> The EOY Mathematics Inventory will increase by 7% at each grade level (K-5th) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Attend local, state, and/or national conference(s) to support math instruction.	Title I	a. October 2020 – July 2021 b. Conference Agendas, Redelivery of Content, Travel Documents	Principal
2. Implement M&M Team (Mentors & Mentees). This Professional Learning Community (PLC) will support the induction of Compton’s new teachers (≤ 3 years of teaching experience) by providing each new teacher a mentor. Mentors and Mentees will meet regularly to allow for support and intentional conversations on how to effectively utilize balanced literacy to increase reading proficiency.	Title I Funds District Funds	a. July 2020 – May 2021 b. Meeting Dates & Meeting Agendas	Administration, Instructional Support Specialists & Mentor Teachers
3. Provide professional learning sessions on balanced math framework strategies to support students’ learning needs identified through CTLS Formative Assessment data analysis.	District Funds SFSD Funds Title I Funds	a. August 2020 – May 2021 b. CTLS Formative Assessment Data, Meeting Dates, Meeting Agendas, Classroom Observations	Instructional Support Specialists
4. Provide professional learning to staff on implementation of Leadership/Data student notebooks.	District Funds SFSD Funds Title I Funds	a. July 2020 – June 2021 b. Meeting Dates & Meeting Agendas	Administration & Instructional Support Specialists
5. Utilize quarterly collaborative planning sessions with Grade Levels CCCs to prioritize nine-week standards based on the skills and knowledge of the students. Teachers will monitor and discuss student progress of priority standards using the data collected from common formative assessments and reflected in CTLS.	District Funds SFSD Funds Title I Funds	a. July 2020 – May 2021 b. CTLS Formative Assessment Data	Administration, Instructional Support Specialists & Teachers
		a. b.	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #2	The percent of students performing at or above grade level proficiency on: <ul style="list-style-type: none"> The EOY Mathematics Inventory will increase by 7% at each grade level (K-5th) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Continue implementation of Love & Logic and The Voyage: Adventures in Character techniques to ensure the school environment is conducive to student learning and helps prepare the students to live in the real world, with its many choices and consequences.	District Funds	a. August 2020 – May 2021	All Staff
		b. School-Wide Discipline Data	
2. Utilize in-school and after school tutoring to support identified students who are performing below grade level in math.	Title I Extended Day District Funds	a. September 2020 – May 2021	Administration, Instructional Specialists & Certified Tutors
		b. Math Inventory Data; CTLS Touchstone Data; Walk Throughs	
3. Implement Leadership Data Notebooks for all students. Each student will set fact fluency goals, create independent learning plans and monitor individual growth.	District Funds Title I Funds	a. August 2020 – May 2021	All Staff
		b. Student Leadership Notebook Samples	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	The percent of students performing at or above grade level proficiency on: <ul style="list-style-type: none"> The EOY Mathematics Inventory will increase by 7% at each grade level (K-5th) from August 2020 to May 2021. 		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Create math link on the school website which includes sample problems and links to video demonstrations of skills	N/A	a. August 2020 – May 2021	Instructional Support Specialists, EIP Teachers & Media Specialist
		b. Website Link, Survey Results	
2. Provide families with Family Engagement Policy and Grade Level Compacts.	N/A	a. August 2020	Administration, Instructional Support Specialists, Parent Facilitator School Contact & Teachers
		b. State of the School Sign-In Sheets, Signed Receiver Letter; Copies of Grade Level Compacts	
3. Conduct events that encourage parent participation and support of the education program (i.e. Open House, Math Night, Read Across Compton Day, Career Day, Friends and Family Luncheon)	Title I Funds	a. August 2020 – May 2020	All Staff
		b. Sign-In Sheets; Survey Feedback, ParentVUE/CTLS Parent Reports	
4. Utilize monthly school newsletters, weekly classroom newsletters, School website, classroom blogs and Compton’s Parent Portal to provide resources & strategies to support families with developing their child’s math skills.	Title I Funds	a. August 2020 – May 2021	All Staff
		b. Newsletters, Sample Blog Pages, Compton App data	
5. Offer quarterly Compton Family College Sessions to keep families informed of strategies to help their children succeed in school.	Title I Funds	a. August 2020 – May 2021	Administration, Instructional Support Specialists, Media Specialist, EIP Teachers & ESL Teachers
		b. Compton College Agendas; Sign-in Sheets	
6.		a.	
		b.	

STUDENT GROUPS

Goal #2	The percent of students performing at or above grade level proficiency on: <ul style="list-style-type: none"> The EOY Mathematics Inventory will increase by 7% at each grade level (K-5th) from August 2020 to May 2021. 			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
Economically Disadvantaged	As needed based on data analysis, take home math materials will be provided to the students.	Title Funds District Funds	a. August 2020 – May 2021	Classroom Teachers
			b. Math Inventory Data	
	Provide opportunity for food through local school partners and clothing needs through our local school clothing closet.	N/A	a. August 2020 – May 2021	Administration, Counselor, Teachers
			b. Backpack Blessing Roster; Clothing Closet Log	
English Learners	Utilize an inclusion model to provide small group instruction, vocabulary development and language needs based on the ACCESS Can-Do Descriptors.		a. August 2020 – May 2021	Administration, ESL Teachers & Classrooms Teachers
			b. ESL Teachers Schedules; Classroom Student Rosters	
			a.	
			b.	
Race / Ethnicity	Addressed in Goal #1 Action Steps		a.	
			b.	
			a.	
			b.	
Foster and Homeless	Collaborate with the local school social worker and homeless department to maintain ongoing communication with the families and to ensure students remain at their school of origin.	N/A	a. July 2020 – May 2021	Administration, Counselor & School Social Worker
			b. Core Team Meeting Schedules	
	Provide opportunity for food through local school partners and clothing needs through our local school clothing closet.	N/A	a. August 2020 – May 2021	Administration, Counselor & Teachers
			b. Backpack Blessing Roster; Clothing Closet Log	
Migrant	Collaborate with International Welcome Center to identify any migrant students and provide support to students and families as needed.	N/A	a. July 2020 – May 2021	Administration, Counselor & ESL Teachers
			b. IWC Requests	
			a.	
			b.	
Students with Disabilities	Special Education teachers will consistently collaborate with their co-teachers to ensure students' instructional needs are being addressed.	District Funds Title Funds	a. July 2020 – May 2021	Classroom Teachers
			b. Collaboration Log	

Students with Disabilities	Special Education Case Managers will meet with families at minimum of once a school year to provide learning progress on IEP Goals and to provide strategies for academic success.	District Funds	a. July 2020 – May 2021	Special Education Teachers & Student Support and Services Administrator
			b. Special Education Parent Communication Log	



FY20 TITLE I SIP REQUIRED QUESTIONS

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

The School Improvement Plan is developed during a one-year period FY21 as outlined in **Sec. 114(b) (1-5) of ESSA**.

(Monitoring) The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

(SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

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

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

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

References: Schoolwide Checklist (2.iii.d)

All students at Compton Elementary School will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidates for all teaching positions. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; However, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

At Compton Elementary School, we provide new teacher orientation prior to the beginning of a new school year, as well as an on-going new teacher induction program that includes pairing each new teacher (less than 3 years of experience) with mentor teachers. We set aside specific times each week for members of grade levels to meet as a group for planning purposes. We receive ongoing curriculum support from local and district level support staff. Finally, we provide frequent professional learning sessions to address areas of weakness in all content areas.

Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

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

At Compton Elementary, the staff utilizes Response to Instruction and Intervention (RTI²). It is a multi-tiered system of academic and behavioral support (MTSS). RTI² 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 Kids Hope USA Mentoring Program. Mentors are assigned to students who would benefit from a Kids Hope USA Mentor, especially those 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. This helps the student to have a consistent relationship in their critical elementary school years.

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

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

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. “In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s).”

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

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

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

Transition:

ES: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

References: Schoolwide Checklist 4c

Compton Elementary provides support for preschool children in the transition from early childhood programs to local elementary school programs and for students entering middle school.

The transition of preschool students to Kindergarten consists of a workshop for parents and incoming kindergarten students. During the workshop the parents and incoming kindergarten students take a tour of the school, visit a kindergarten classroom and take a tour of a school bus. A baseline assessment of skills 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.

ADDITIONAL RESPONSES

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

Title I Inventory Procedures

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

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

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

ADDITIONAL RESPONSES

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