



# Compton Elementary 2017-18 Cobb Strategic Plan

## Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p style="text-align: center;"><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ul style="list-style-type: none"> <li>Utilize quarterly collaborative planning, monthly data team meetings, grade level team meetings and building leadership team meetings to examine ongoing formative assessments, as well as systemic data, in order to drive instruction. Teachers will monitor and discuss student progress using the data collected and reflected in CTLS.</li> </ul>	<p>Meeting Dates</p>	<p>Grade level teachers, Support Staff, Building Leadership Team, Academic Coaches &amp; Admin.</p>	<p>Funds for Quarterly Collaborative Planning – Cell Tower Funds and/or SFSD Funds</p>		

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<p>2. <i>Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>	<ul style="list-style-type: none"> <li>Utilize CTLS Assess Touchstone Assessments, common assessments, as well as systemic data (RI / MI) to drive instruction to meet individual needs of students.</li> </ul>	<p>RI &amp; MI Results</p> <p><b><u>Baseline:</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="2"><b>1<sup>st</sup>-5<sup>th</sup></b></td> </tr> <tr> <td colspan="2"><b>RI Lexile Data</b></td> </tr> <tr> <td colspan="2"><b>Fall 2017</b></td> </tr> <tr> <td style="text-align: left;"><b>Below Basic</b></td> <td><b>45%</b></td> </tr> <tr> <td style="text-align: left;"><b>Basic</b></td> <td><b>27%</b></td> </tr> <tr> <td style="text-align: left;"><b>Prof.</b></td> <td><b>22%</b></td> </tr> <tr> <td style="text-align: left;"><b>Adv.</b></td> <td><b>5%</b></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="2"><b>1<sup>st</sup>-5<sup>th</sup></b></td> </tr> <tr> <td colspan="2"><b>MI Quantile Data</b></td> </tr> <tr> <td colspan="2"><b>Fall 2017</b></td> </tr> <tr> <td style="text-align: left;"><b>Below Basic</b></td> <td><b>75%</b></td> </tr> <tr> <td style="text-align: left;"><b>Basic</b></td> <td><b>20%</b></td> </tr> <tr> <td style="text-align: left;"><b>Prof.</b></td> <td><b>5%</b></td> </tr> <tr> <td style="text-align: left;"><b>Adv.</b></td> <td><b>0%</b></td> </tr> </table>	<b>1<sup>st</sup>-5<sup>th</sup></b>		<b>RI Lexile Data</b>		<b>Fall 2017</b>		<b>Below Basic</b>	<b>45%</b>	<b>Basic</b>	<b>27%</b>	<b>Prof.</b>	<b>22%</b>	<b>Adv.</b>	<b>5%</b>	<b>1<sup>st</sup>-5<sup>th</sup></b>		<b>MI Quantile Data</b>		<b>Fall 2017</b>		<b>Below Basic</b>	<b>75%</b>	<b>Basic</b>	<b>20%</b>	<b>Prof.</b>	<b>5%</b>	<b>Adv.</b>	<b>0%</b>	<p>Grade level teachers, Support Staff, Academic Coaches &amp; Admin.</p>	<p>N/A</p>		
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<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<ul style="list-style-type: none"> <li>Facilitate collaboration and PL sessions to address specific student needs as reflected in ongoing analysis of the data.</li> <li>Create &amp; lead differentiated professional learning teams to support each staff member's growth toward their individual professional learning goals posted in the TLE Platform.</li> <li>Establish M&amp;M Team (Mentors &amp; Mentees). This PLC will support the induction of Compton's new teachers by providing each new teacher a mentor. Mentors and Mentees will meet regularly to allow for support and intentional conversations.</li> <li>Using the results of the PLC Implementation Rubric, identify 1 area within each of the 3 PLC Domains with the most potential for growth.</li> </ul>	<p>*Dates of Collaborative Professional Learning Sessions</p> <p>*Dates of Differentiated Professional Learning Meetings</p> <p>*Dates of M&amp;M Meetings</p> <p>*Results of PLC Implementation Rubric</p> <p><b>Baseline:</b> *August 2017 results of the PLC Rubric Results from Compton's Building Leadership Team (CLT)</p> <table border="1" data-bbox="1087 735 1281 781"> <tr><td><b>Focus on Learning</b></td></tr> <tr><td>Collective Commitments</td></tr> </table> <table border="1" data-bbox="1087 812 1281 857"> <tr><td><b>Collaboration</b></td></tr> <tr><td>Collective Responsibilities</td></tr> </table> <table border="1" data-bbox="1087 888 1281 933"> <tr><td><b>Results Oriented</b></td></tr> <tr><td>Enrichment</td></tr> </table>	<b>Focus on Learning</b>	Collective Commitments	<b>Collaboration</b>	Collective Responsibilities	<b>Results Oriented</b>	Enrichment	<p>Grade level teachers, Support Staff, Academic Coaches &amp; Admin.</p>	<p>Cell Tower Funds, SFSD Funds &amp; Title I Funds</p>		
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4. Increase percentage of students reading on grade level. (S)  
(Based on CCRPI Reading Scores)

- Monitor students' reading levels and progress using RI, F&P Levels, Touchstone Assessments and common formative assessments
- Implement a Read 180 / System 44 Lab for identified students.
- Utilize in school tutoring to support identified students who are performing below grade level in reading.
- Implement with fidelity Cobb's K Literacy Initiative
- Implement small group / guided reading instruction in all K-5 Classrooms.
- Identify and serve EIP students to provide a double-dip of reading instruction.

Reading Inventory (RI) Results

**Baseline:**

1 <sup>st</sup> RI Lexile Data – (FRA Results)	
Fall 2017	
Below Basic	0%
Basic	85%
Prof.	15%
Adv.	0%

2 <sup>nd</sup> RI Lexile Data	
Fall 2017	
Below Basic	53%
Basic	25%
Prof.	19%
Adv.	1%

3 <sup>rd</sup> RI Lexile Data	
Fall 2017	
Below Basic	35%
Basic	26%
Prof.	35%
Adv.	3%

4 <sup>th</sup> RI Lexile Data	
Fall 2017	
Below Basic	57%
Basic	23%
Prof.	20%
Adv.	0%

5 <sup>th</sup> RI Lexile Data	
Fall 2017	
Below Basic	41%
Basic	30%
Prof.	18%
Adv.	11%

In-School tutors, Certified Teachers, Academic Coaches & Admin.

20 Day Funds  
Title I Funds

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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<ul style="list-style-type: none"> <li>Monitor students' math performance and progress using MI, Mini-Touchstones and common formative assessments.</li> <li>Utilize in school tutoring to support identified students who are performing below grade level in math.</li> <li>Identify and serve EIP students to provide a double-dip of math instruction.</li> <li>Implement guided math instruction in all K-5 Classrooms.</li> <li>Implement weekly school-wide math challenges during the CNN Morning Announcements.</li> <li>Implement Conceptua Math in all 3<sup>rd</sup> – 5<sup>th</sup> grade classrooms</li> <li>Model lessons / strategies by the academic coaches to support classroom instruction.</li> </ul>	<p>Math Inventory (MI) Results</p> <p><b>Baseline:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr><th colspan="2" style="background-color: #e1eef6;">1<sup>st</sup> MI Data</th></tr> <tr><th colspan="2" style="background-color: #e1eef6;">Fall 2017</th></tr> <tr><td style="background-color: #e1eef6;">Below Basic</td><td style="text-align: center;">59%</td></tr> <tr><td style="background-color: #e1eef6;">Basic</td><td style="text-align: center;">41%</td></tr> <tr><td style="background-color: #e1eef6;">Prof.</td><td style="text-align: center;">0%</td></tr> <tr><td style="background-color: #e1eef6;">Adv.</td><td style="text-align: center;">0%</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr><th colspan="2" style="background-color: #e1eef6;">2<sup>nd</sup> MI Data</th></tr> <tr><th colspan="2" style="background-color: #e1eef6;">Fall 2017</th></tr> <tr><td style="background-color: #e1eef6;">Below Basic</td><td style="text-align: center;">66%</td></tr> <tr><td style="background-color: #e1eef6;">Basic</td><td style="text-align: center;">26%</td></tr> <tr><td style="background-color: #e1eef6;">Prof.</td><td style="text-align: center;">8%</td></tr> <tr><td style="background-color: #e1eef6;">Adv.</td><td style="text-align: center;">0%</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr><th colspan="2" style="background-color: #e1eef6;">3<sup>rd</sup> MI Data</th></tr> <tr><th colspan="2" style="background-color: #e1eef6;">Fall 2017</th></tr> <tr><td style="background-color: #e1eef6;">Below Basic</td><td style="text-align: center;">88%</td></tr> <tr><td style="background-color: #e1eef6;">Basic</td><td style="text-align: center;">11%</td></tr> <tr><td style="background-color: #e1eef6;">Prof.</td><td style="text-align: center;">1%</td></tr> <tr><td style="background-color: #e1eef6;">Adv.</td><td style="text-align: center;">0%</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr><th colspan="2" style="background-color: #e1eef6;">4<sup>th</sup> MI Data</th></tr> <tr><th colspan="2" style="background-color: #e1eef6;">Fall 2017</th></tr> <tr><td style="background-color: #e1eef6;">Below Basic</td><td style="text-align: center;">92%</td></tr> <tr><td style="background-color: #e1eef6;">Basic</td><td style="text-align: center;">8%</td></tr> <tr><td style="background-color: #e1eef6;">Prof.</td><td style="text-align: center;">0%</td></tr> <tr><td style="background-color: #e1eef6;">Adv.</td><td style="text-align: center;">0%</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="2" style="background-color: #e1eef6;">5<sup>th</sup> MI Data</th></tr> <tr><th colspan="2" style="background-color: #e1eef6;">Fall 2017</th></tr> <tr><td style="background-color: #e1eef6;">Below Basic</td><td style="text-align: center;">63%</td></tr> <tr><td style="background-color: #e1eef6;">Basic</td><td style="text-align: center;">26%</td></tr> <tr><td style="background-color: #e1eef6;">Prof.</td><td style="text-align: center;">11%</td></tr> <tr><td style="background-color: #e1eef6;">Adv.</td><td style="text-align: center;">0%</td></tr> </table>	1 <sup>st</sup> MI Data		Fall 2017		Below Basic	59%	Basic	41%	Prof.	0%	Adv.	0%	2 <sup>nd</sup> MI Data		Fall 2017		Below Basic	66%	Basic	26%	Prof.	8%	Adv.	0%	3 <sup>rd</sup> MI Data		Fall 2017		Below Basic	88%	Basic	11%	Prof.	1%	Adv.	0%	4 <sup>th</sup> MI Data		Fall 2017		Below Basic	92%	Basic	8%	Prof.	0%	Adv.	0%	5 <sup>th</sup> MI Data		Fall 2017		Below Basic	63%	Basic	26%	Prof.	11%	Adv.	0%	<p>In-School tutors, Certified Teachers, Academic Coaches &amp; Admin.</p>	<p>20 Day Funds Title I Funds</p>		
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<p>6. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> <li>Utilize the RTI Process to monitor student progress.</li> <li>Distribute progress reports every 4 ½ weeks to all K-5 students.</li> <li>Implement BUGS (Bringing Up Grades) Kiwanis Program for all 4<sup>th</sup> &amp; 5<sup>th</sup> grade students</li> </ul>	<p>Percent of students in grade 5 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language)</p>	<p>Certified Teachers, Counselors, RTI Facilitator, Academic Coaches &amp; Admin.</p>	<p>N/A</p>					
<p>7. Other: (Priorities specific to school.)</p>	<ul style="list-style-type: none"> <li>Utilize 2<sup>nd</sup> – 5<sup>th</sup> Behavior Infraction System in conjunction with weekly after school detention to decrease the number of out of school suspensions and develop an understanding of Love and Logic disciplining techniques.</li> <li>Implementation of Compton’s Welcome Wagon to welcome new students to the school in order to assist them in building relationships, promote a caring school culture and assist students in becoming comfortable in their new school focusing on learning.</li> </ul>	<p>Comprehensive Discipline Summary Data</p> <p><b>Baseline:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>2016-2017 Discipline Data</b></td> </tr> <tr> <td style="text-align: center;">272 Days Out of School Suspensions</td> </tr> <tr> <td style="text-align: center;">226 Referrals Leading to Suspension</td> </tr> </table>	<b>2016-2017 Discipline Data</b>	272 Days Out of School Suspensions	226 Referrals Leading to Suspension	<p>Grade level teachers, Support Staff, Counselors, Academic Coaches &amp; Admin.</p>	<p>Title I Funds</p>		
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## Board Goal 2: *Differentiate resources for students based on needs.*

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year’s plan due September 1)					
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Identify, support, and evaluate local school innovations to increase student achievement. <b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b>																														
Provide targeted resources for students:  1. Not reading on grade level (Lexile)  2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)  3. Not on-track for graduation <b>(S)</b>	1. Provide targeted reading instruction with In-School Tutoring, EIP support, Read 180 & System 44 Lab, and specific strategy implementation based on Reading Touchstone Data analysis through grade level data teams.  2. Provide targeted math instruction with In-School Tutoring, EIP support, implementation of the weekly math challenges for K-5 students.  3. Provide students with instructional support from EIP teachers and In-School Tutors. Distribute progress reports K-5. Apply with fidelity the RTI Process.	RI & MI Results  <b>Baseline:</b>  <table border="1" style="margin: 5px auto; border-collapse: collapse;"> <tr><th colspan="2" style="text-align: center;">1<sup>st</sup>-5<sup>th</sup> RI Lexile Data</th></tr> <tr><th colspan="2" style="text-align: center;">Fall 2017</th></tr> <tr><td style="text-align: center;">Below Basic</td><td style="text-align: center;">45%</td></tr> <tr><td style="text-align: center;">Basic</td><td style="text-align: center;">27%</td></tr> <tr><td style="text-align: center;">Prof.</td><td style="text-align: center;">22%</td></tr> <tr><td style="text-align: center;">Adv.</td><td style="text-align: center;">5%</td></tr> </table>  <table border="1" style="margin: 5px auto; border-collapse: collapse;"> <tr><th colspan="2" style="text-align: center;">1<sup>st</sup>-5<sup>th</sup> MI Quantile Data</th></tr> <tr><th colspan="2" style="text-align: center;">Fall 2017</th></tr> <tr><td style="text-align: center;">Below Basic</td><td style="text-align: center;">75%</td></tr> <tr><td style="text-align: center;">Basic</td><td style="text-align: center;">20%</td></tr> <tr><td style="text-align: center;">Prof.</td><td style="text-align: center;">5%</td></tr> <tr><td style="text-align: center;">Adv.</td><td style="text-align: center;">0%</td></tr> </table>	1 <sup>st</sup> -5 <sup>th</sup> RI Lexile Data		Fall 2017		Below Basic	45%	Basic	27%	Prof.	22%	Adv.	5%	1 <sup>st</sup> -5 <sup>th</sup> MI Quantile Data		Fall 2017		Below Basic	75%	Basic	20%	Prof.	5%	Adv.	0%	In-School tutors, Certified Teachers, Academic Coaches, RTI Facilitator & Admin.	20 Day Funds Title 1 Funds		
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Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. <b>(AD)</b>	<ul style="list-style-type: none"> <li>Develop a Compton Mathlete Team to participate in Cobb's Intermediate Math Team Tournament.</li> <li>Students participate in Science Olympiad</li> <li>Compton ALP students participate in Inventure Convention.</li> </ul>	Meeting Dates	Certified Teachers, Academic Coaches & Admin.	Title I Funds																										
<b>Other:</b> (Priorities specific to school.)																														



# Compton Elementary 2017-18 Cobb Strategic Plan

## Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (<u>Current School Year Plan and Evaluation of previous year's plan due September 1</u>)</p>					
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<p>Utilize stakeholder input to improve school processes. <b>(AdvED)</b></p>	<ul style="list-style-type: none"> <li>• Monitor and utilize school-wide results from AdvancED, Georgia Health, Conference Week, Title 1 and LKES surveys</li> <li>• Organize and conduct School Council Meetings</li> <li>• Initiate and conduct Coffee &amp; Conversation with Administration.</li> <li>• Utilize Parent Facilitator to coordinate parent surveys to gather ongoing feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Results of local surveys and required surveys</li> <li>• School Council Dates</li> <li>• C&amp;C Dates</li> <li>• Results of local surveys</li> </ul>	<p>Certified Teachers, Parent Facilitator &amp; Admin.</p>	<p>Title I Funds</p>		





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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> <li>• Work collaboratively with PTA, Partner’s in Education and Compton’s School Council to offer family events throughout the school year to support feedback received from stakeholders through local surveys.</li> <li>• Provide Compton College Courses throughout the school year to keep parents informed of strategies to help their children succeed in school.</li> <li>• Plan and implement curriculum and family &amp; community events sponsored by the Compton staff such as Holiday Community Dinner, Math Night, Fine Arts Night, Read Across America Day and STEM Night to enhance parental involvement.</li> <li>• Utilize Blackboard Connect, Compton’s Website, Compton’s Twitter, Compton’s Facebook and newsletters to engage families in school events.</li> </ul>	<p>-Dates of the following events: Partner in Education Meetings, School Council, Parent University Sessions, PTA Events, Holiday Community Dinner, Math Night, Read Across America Day, STEM Night</p> <p>-Number of Twitter &amp; Facebook Followers</p> <p><b>Baseline:</b></p> <table border="1" data-bbox="1129 922 1302 1045"> <tr> <td style="background-color: #d9e1f2;"><b>Compton Twitter Followers</b></td> </tr> <tr> <td><b>Fall 2017: 60</b></td> </tr> </table> <table border="1" data-bbox="1129 1078 1302 1200"> <tr> <td style="background-color: #d9e1f2;"><b>Compton Facebook Followers</b></td> </tr> <tr> <td><b>Fall 2017:54</b></td> </tr> </table>	<b>Compton Twitter Followers</b>	<b>Fall 2017: 60</b>	<b>Compton Facebook Followers</b>	<b>Fall 2017:54</b>	<p>Grade level teachers, Parent Facilitator, Support Staff, Counselors, Academic Coaches &amp; Admin.</p>	<p>Title I Funds</p>		
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<p><b>Other:</b> (Priorities specific to school.)</p>	<p>Increase parent / community volunteers to support learning within the classroom.</p>	<p>Volunteer Logs</p> <p><b>Baseline:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"># of Volunteers supporting learning</td> </tr> <tr> <td style="text-align: center;">2016-2017: 4</td> </tr> </table>	# of Volunteers supporting learning	2016-2017: 4	<p>Grade level teachers, Parent Facilitator, Support Staff, Counselors, &amp; Admin.</p>	<p>N/A</p>		
# of Volunteers supporting learning								
2016-2017: 4								

## Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>District Focus Priorities 2016-2019</i>	<b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)					
<p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>



# Compton Elementary 2017-18 Cobb Strategic Plan

<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<ul style="list-style-type: none"> <li>• Provide support for new teachers through M&amp;M Team collaboration and professional learning opportunities</li> <li>• Participate in district professional learning sessions</li> <li>• Provide quality, research-based professional learning based on student learning needs identified during data team meetings.</li> <li>• Provide teachers (and students) with an Academic Coach to support instruction, engagement, and professional learning</li> </ul>	<p>-Dates of the following: M&amp;M Meetings &amp; PL Sessions</p>	<p>Grade level teachers, Support Staff, Academic Coaches &amp; Admin.</p>	<p>Cell Tower Funds  Title I Funds</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b></p>	<ul style="list-style-type: none"> <li>• Create &amp; lead differentiated professional learning teams to support each staff member's growth toward their individual professional learning goals posted in the TLE Platform.</li> <li>• Discuss and distribute school-wide results (performance levels) during mid-year and end of the year conferences</li> </ul>	<p>Dates of Differentiated Professional Learning Sessions &amp; TKES Conferences</p>	<p>Grade level teachers, Parent Facilitator, Support Staff, Counselors, Academic Coaches &amp; Admin.</p>	<p>Title I Funds</p>		
<p><b>Other:</b> (Specific to school.)</p>						