



Compton Elementary 2018-2019 Strategic Plan

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: <u>(Due September 1)</u>
<p>Simplify the foundation of teaching and learning to prepare for innovation.</p>	<p><i>Ensure all teachers prioritize standards.</i></p>	<p>Utilize quarterly collaborative planning sessions with Grade Levels & Department 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.</p> <p>Implement ongoing analysis of the pacing of the priority standards within weekly CCC meetings. Teachers will make instructional adjustments as needed based on the needs of our students.</p>	<p>Grade Level Priority Standard Charts</p>	<p>IP: The process of prioritization of standards will begin being implemented throughout the 2018-2019 school year.</p>
	<p><i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i></p>	<p>Utilize a consistent agenda centered on the 4 critical questions to guide Compton's weekly CCCs.</p> <p>Collaborative teams will focus specific discussions around what students are required to learn and how learning will be assessed.</p>	<p>Collaborative Team Agenda Reflections</p>	<p>IP: Our staff participated in various PLCs throughout the 2017-2018 school year. While consistent, ongoing collaboration is an established process at Compton, the consistent use of using the 4 critical questions to guide the work of each collaborative community is still being developed and understood.</p>



Compton Elementary 2018-2019 Strategic Plan

Board Goal 2: *Differentiate resources for students based on needs.*


<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<p>Utilize CTLS Assess to analyze results of Reading and Math Touchstone Assessments and grade level common assessments to select instructional strategies to support individual student needs.</p> <p>Utilize CTLS Assess to analyze results of the Early Literacy Initiative Assessments (K & 1st) develop next instructional steps that are purposeful and intentional.</p> <p>Establish quarterly SMART goals in each grade level's CCCs based on a specific priority standard.</p>	CTLS Touchstones Data	IP: Grade level PLCs reviewed CTLS Assess touchstone data and phonics data throughout the 2017-2018 school year. Next instructional steps and interventions were planned based on student learning needs.



Compton Elementary 2018-2019 Strategic Plan

	<p><i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i></p>	<p>Utilize systemic data (RI / MI) to drive instruction to meet individual needs of students.</p> <p>Utilize RI data to implement a Read 180 / System 44 Intervention Lab for identified students in 4th & 5th.</p>	<p>Reading Inventory and Math Inventory Data</p> <p>IP:</p> <div style="text-align: right;"> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="2" style="text-align: center;">2018 RI Data</th></tr> <tr><th colspan="2" style="text-align: center;">1st-5th</th></tr> <tr><th colspan="2" style="text-align: center;">RI Lexile Data</th></tr> <tr><th colspan="2" style="text-align: center;">Spring 2018</th></tr> <tr><td style="text-align: center;">Below Basic</td><td style="text-align: center;">20%</td></tr> <tr><td style="text-align: center;">Basic</td><td style="text-align: center;">33%</td></tr> <tr><td style="text-align: center;">Prof.</td><td style="text-align: center;">37%</td></tr> <tr><td style="text-align: center;">Adv.</td><td style="text-align: center;">10%</td></tr> <tr><td colspan="2" style="text-align: center;">47% students are reading on or above grade level. This is 18% growth from Fall 2017.</td></tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="2" style="text-align: center;">2018 MI Data</th></tr> <tr><th colspan="2" style="text-align: center;">1st-5th</th></tr> <tr><th colspan="2" style="text-align: center;">MI Quantile Data</th></tr> <tr><th colspan="2" style="text-align: center;">Spring 2018</th></tr> <tr><td style="text-align: center;">Below Basic</td><td style="text-align: center;">38%</td></tr> <tr><td style="text-align: center;">Basic</td><td style="text-align: center;">35%</td></tr> <tr><td style="text-align: center;">Prof.</td><td style="text-align: center;">25%</td></tr> <tr><td style="text-align: center;">Adv.</td><td style="text-align: center;">2%</td></tr> <tr><td colspan="2" style="text-align: center;">27% of students are scoring proficient or advanced on the MI. This is 22% growth from Fall 2017.</td></tr> </table> </div>	2018 RI Data		1 st -5 th		RI Lexile Data		Spring 2018		Below Basic	20%	Basic	33%	Prof.	37%	Adv.	10%	47% students are reading on or above grade level. This is 18% growth from Fall 2017.		2018 MI Data		1 st -5 th		MI Quantile Data		Spring 2018		Below Basic	38%	Basic	35%	Prof.	25%	Adv.	2%	27% of students are scoring proficient or advanced on the MI. This is 22% growth from Fall 2017.	
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Compton Elementary 2018-2019 Strategic Plan

	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Key Actions for Reading:</p> <ul style="list-style-type: none"> • 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 Early Literacy Initiative in K & 1st • Implement small group / guided reading instruction in all K-5 Classrooms. • Identify and serve EIP students to provide a double-dip of reading instruction. • Analyze informal running record assessments during grade level CCC’s to develop next steps for student acceleration including flexible, formative groups across the grade level. • Distribute progress reports every 4 ½ weeks to all K-5 students. • Model lessons / strategies by the academic coaches to support classroom instruction. <p>Key Actions for Math:</p> <ul style="list-style-type: none"> • Monitor students’ math performance and progress using MI, Mini-Touchstones and common formative assessments. • Utilize in school tutoring to support identified students who are performing below grade level in math. • Identify and serve EIP students to provide a double-dip of math instruction. • Implement guided math instruction in all K-5 Classrooms. • Implement a weekly school-wide math challenge during the CNN Morning Announcements. • Model lessons / strategies by the academic coaches to support classroom instruction. • Distribute progress reports every 4 ½ weeks to all K-5 students. 	<p>CCRPI Data</p>	<p>IP: <u>2018 End of Grade Milestone Reading Results</u> According to the 2018 CCSD Milestones’ Testing Brief, 60% of students were reading at grade level or above. 17% of students are reading above the Lexile Stretch Band and 42% of students are reading within the Lexile Stretch Band. 41% of students were reading below the Lexile Stretch Band.</p> <p>The following chart displays the percentage of students scoring in each performance level on the ELA 2017 and 2018 EOG ELA Milestones Assessments.</p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Compton ELA Milestones</caption> <thead> <tr> <th>Performance Level</th> <th>2017 (%)</th> <th>2018 (%)</th> </tr> </thead> <tbody> <tr> <td>Beginning Learner</td> <td>34.2</td> <td>30.4</td> </tr> <tr> <td>Developing Learner</td> <td>37.9</td> <td>45.4</td> </tr> <tr> <td>Proficient Learner</td> <td>24.1</td> <td>21.8</td> </tr> <tr> <td>Distinguished Learner</td> <td>4</td> <td>4.3</td> </tr> </tbody> </table> </div> <p><u>2018 End of Grade Milestone Math Results</u> According to the 2018 CCSD Milestones’ Testing Brief, 27% of students were working on-grade level in math as demonstrated by scoring at the Proficient and Distinguished performance levels on the EOG Math Milestone Assessment.</p> <p>The following chart displays the percentage of students scoring in each performance level on the Math 2017</p>	Performance Level	2017 (%)	2018 (%)	Beginning Learner	34.2	30.4	Developing Learner	37.9	45.4	Proficient Learner	24.1	21.8	Distinguished Learner	4	4.3
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Compton Elementary 2018-2019 Strategic Plan

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<ul style="list-style-type: none"> Provide opportunities for feedback through stakeholder surveys during Open House, Conference week, Title I Events and PTA Meetings Organize and conduct School Council Meetings 	Georgia Climate Survey	N/A

Compton Elementary 2018-2019 Strategic Plan

	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<ul style="list-style-type: none"> • Work collaboratively with PTA, Partner’s in Education and Compton’s School Council to offer the following curriculum and family & community events throughout the school year to enhance parental engagement and involvement: <ul style="list-style-type: none"> ○ Holiday Community Dinner ○ Publix Math Night ○ Friends and Family Luncheon ○ Fine Arts Night ○ STEM Night ○ Read Across Compton Day ○ Family Movie Night ○ Family Bingo Night • Provide Compton College Courses throughout the school year to keep parents informed of strategies to help their children succeed in school. • Continue implementation of Compton’s Watch D.O.G.S Program to provide positive male role models for the students, demonstrating by their presence that education is important. • Utilize 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. • Utilize Blackboard Connect, Compton’s Website, Compton’s Twitter, Compton’s Facebook and newsletters to engage families in school events. 	<p>Local Parent Survey Results and Event Attendance Data</p>	<p>IP:</p> <p>Parent Title I Survey Feedback</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">Survey Feedback 123 Parent Responses</th> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <p>How well do you feel your child's school provides parents and families with opportunities to share feedback and ideas regarding the school's family engagement program and activities?</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Extremely Well 48.78% Quite Well 46.34% Well 4.07% Not Well 0.81%</p> </td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <p>How would you like to see the family engagement funds used as your child's school? (Choose all that apply.)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Family Engagement Coordinator 42.15% Parent Workshops 42.15% Technology Resources 57.85% Educational Materials for parent use 51.24% Parent Resource Center 41.32%</p> </td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <p>How well does your child's school provide information that is easy to understand?</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Extremely Well 59.32% Quite Well 36.44% Well 4.24% Not Well 0%</p> </td> </tr> </table>	Survey Feedback 123 Parent Responses		<p>How well do you feel your child's school provides parents and families with opportunities to share feedback and ideas regarding the school's family engagement program and activities?</p>	<p>Extremely Well 48.78% Quite Well 46.34% Well 4.07% Not Well 0.81%</p>	<p>How would you like to see the family engagement funds used as your child's school? (Choose all that apply.)</p>	<p>Family Engagement Coordinator 42.15% Parent Workshops 42.15% Technology Resources 57.85% Educational Materials for parent use 51.24% Parent Resource Center 41.32%</p>	<p>How well does your child's school provide information that is easy to understand?</p>	<p>Extremely Well 59.32% Quite Well 36.44% Well 4.24% Not Well 0%</p>
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Compton Elementary 2018-2019 Strategic Plan

					<p>What type of informational sessions would you like the school to provide for parents? (Choose all that apply.)</p> <p>Navigating the school website 23.28% Reading Strategies 53.45% Technology Assistance 26.72% Math skills 56.03% Homework Help 52.59%</p>
					<p>Which of the following would enable you to participate in parent meetings and school activities? (Choose all that apply.)</p> <p>Childcare assistance 20.35% Transportation assistance 8.85% Morning Meetings (9am - 12pm) 14.16% Evening Meetings (6pm-8pm) 54.87% Access to info. online 53.10%</p>
					<p>Which activity, listed below, is the most valuable to your engagement in school activities? (Choose all that apply.)</p> <p>Parental involvement activity 37.07% ParentVUE Sessions 20.69% Open House 39.66% Literacy Night 18.10% Science Fair 16.38% Math Night 23.28% Parental Involvement Day 31.03% Homework Help Workshops 35.34% Parent-Teacher Conferences 69.83% Using Technology 19.83%</p>



Compton Elementary 2018-2019 Strategic Plan

				<p>Volunteer Results</p> <p>2017 – 2018: 827 (Classroom Volunteers, Mentors, Watch DOG Dads)</p> <p>This is an increase of 707 volunteers from the 2016-2017 school year.</p>
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>
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Compton Elementary 2018-2019 Strategic Plan

<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<p>Provide support for new teachers through M&M (Mentors and Mentees) Team collaboration and professional learning opportunities throughout the school year. This CCC 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.</p> <p>Provide ongoing teacher leadership development during monthly meetings of Compton’s Guiding Coalition.</p> <p>Develop a Microsoft Team Learning Community to support Compton’s Guiding Coalition members as they lead the implementation of Compton’s Collaborative Community Framework.</p> <p>Utilize Compton’s Guiding Coalition to support and guide grade level and department CCCs as they implement norm violations and team member roles.</p>	<p>Teacher Self-Assessments and Monthly Reflections of Compton’s Guiding Coalition Meetings</p>	<p>IP: During the 2017-2018 school year the M&M Team was utilized to support new teachers. Each new teacher was assigned a mentor and supported throughout the school year with monthly professional learning sessions facilitated by administration. Topics presented were based on the data gathered from the new teachers’ completed needs assessments.</p> <p>At Compton, shared leadership is part of the culture. It is an understanding that everyone has leadership. The specific district initiative “Develop teacher leaders” was not a component of Compton’s 2017-2018 SSP. Therefore there are no specific results to report. *Note – Compton Shared Governance Teams met monthly throughout the school year.</p>
	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ul style="list-style-type: none"> • Provide teachers (and students) with a K-2 Academic Coach & 3-5 Academic Coach to support instruction, engagement, and professional learning. • Provide quality, research-based professional learning based on student learning needs identified during data team meetings. • Participate in district professional learning sessions • Provide professional learning sessions to support each staff member’s growth toward their individual professional learning goals posted in the TKES Platform. • Discuss and distribute school-wide evaluation results (performance levels) during mid-year and end of the year conferences 	<p>TKES Data</p>	<p>N/A</p>