

**School Strategic Plan  
(Elementary School)**

*Cobb C  
2010-11*

**School Name**

**Compton Elementary School**

**Principal Name**

Liz Murphy

**School Year**

2010-2011

**Title I School**

Yes

No

Type

**AYP Status**

**Principal Signature**

**Date**

**Area Assistant Superintendent  
Plan Approval:**

**Date**

Planning Team Members

Position

Liz Murphy

Principal

Kristen Beaudin

Assistant Principal

Karen Howell		Academic Coach	
Mary Kale		Academic Coach	
Georgette Clinton		Academic Coach	
Ashley Kirby		Academic Coach	
Andrea Newton		Reading Recovery	
Michelle Stevens		Professional School Counselor	
Augustine Esezabor		Professional School Counselor	
Arlene Folorunsho		ESOL Teacher	
Randi Taylor		Kindergarten Teacher	
Wanda Brown		First Grade Teacher	
Sharon Penquite		Second Grade Teacher	
Tracy Crum		Third Grade Teacher	
Tanya Tucker		Fourth Grade Teacher	
Jeannette Gray		Fifth Grade Teacher	
Carey Hardman		Special Education	
Peggy Creighton Milam		Media Specialist	
Karen Ricketts		Advanced Learning	

**Board Priority: Measurable gains/growth as measured by national and state test scores**  
**Goal 1: Ensure success for every student by meeting high standards of performance.**

Improvement of student performance

Indicators	Baseline						Results					Targets									
	2006-07		2007-08		2008-09		2009-10 Target		2009-10 Actual		Difference	2010-11		2011-12		2012-13		2013-14		2014-15	
	n	%	n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	n	%
#/% of students meeting or exceeding the national average on the composite ITBS in grade 3	36	33.0%	22	28.2%	22	25.9%	25	29%	23	33.80%	7.90%	30	35%	35	41%	40	47%	45	52%	58	
#/% of students meeting or exceeding the national average on the composite ITBS in grade 5	37	32.5%	26	32.1%	34	38.6%	38	40%	24	27.00%	-11.60%	44	46%	50	53%	56	59%	62	65%		

Students will demonstrate continuous improvement on state indicators and performance assessments.

Improvement on State Assessments

Elementary Schools																						
Indicators	Group	Baseline						Results					Targets									
		2006-07		2007-08		2008-09		2009-10 Target		2009-10 Actual		Difference	2010-11		2011-12		2012-13		2013-14		2014-15	
		n	%	n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	n	%
#/% of students who meet / exceed standards on Math CRCT	All Students	m=315 e=63	m=56.2 e=11.3	m=246 e=55	m=52.5 e=11.8	m=235 e=55	m=52 e=12	m=238 e=68	m=52.6 e=15	m=218 e=65	m=51.9 e=15.4	3%	m=252 e=91	m=55.7 e=20	m=266 e=113	m=58.8 e=25	m=280 e=136	m=61.9 e=30	m=272 e=181	m=60 e=40	m=300 e=200	m=60 e=40
	Asian	TFC	TFC	TFC	TFC	m= e=	m= e=	m= e=	m= e=	m=2 e=2	m=50 e=50		m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	
	Black	m=183 e=28	m=57.1 e=8.8	m=129 e=32	m=48.7 e=12.3	m=138 e=26	m=53 e=10	m=141 e=34	m=54.6 e=13	m=120 e=25	m=50.2 e=12.1	-0.66%	m=150 e=47	m=57.7 e=18	m=159 e=60	m=60.8 e=23	m=166 e=73	m=63.9 e=28	m=156 e=104	m=60 e=40	m=225 e=150	m=60 e=40
	Hispanic	m=50 e=14	m=51 e=14.3	m=64 e=7	m=62.3 e=6.9	m=53 e=14	m=52 e=14	m=52 e=17	m=50.6 e=17	m=63 e=17	m=56.2 e=15.8	6.00%	m=55 e=22	m=53.7 e=22	m=58 e=28	m=56.8 e=27	m=61 e=33	m=59.9 e=32	m=61 e=41	m=60 e=40	m=39 e=26	m=60 e=40
	Amer Indian	TFC	TFC	TFC	TFC	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=		m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
White	m=56 e=18	m=55 e=17.7	m=27 e=9	m=46.4 e=15.7	m=18 e=10	m=32 e=18	m=26 e=12	m=46.6 e=21	m=23 e=12	m=52.2 e=27.2	29.54%	m=28 e=15	m=49.7 e=26	m=30 e=17	m=52.8 e=31	m=31 e=20	m=55.9 e=36	m=34 e=22	m=60 e=40	m=36 e=24	m=60 e=40	

		Multi-racial	TFC	TFC	TFC	TFC	m=e	m=e	m=e	m=e	m=10 e=5	m=47.6 e=23.8		m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e
		SWD	m=47 e=2	m=45.6 e=2.1	m=24 e=4	m=29.9 e=4.9	m=8 e=0	m=16 e=0	m=34 e=0	m=67.6 e=0	m=18 e=3	m=26.0 e=4.35	14.44%	m=37 e=5	m=74.7 e=1	m=41 e=1	m=81.8 e=2	m=45 e=2	m=88.9 e=3	m=48 e=2	m=96 e=4	m=45 e=5	m=90 e=10
		ELL	m=19 e=3	m=38.9 e=6.1	m=26 e=3	m=55.7 e=6.7	m=13 e=1	m=29 e=2	m=30 e=1	m=65.6 e=2	m=30 e=7	m=53.57 e=12.5	35.00%	m=33 e=2	m=72.7 e=3	m=36 e=2	m=79.8 e=4	m=39 e=3	m=86.9 e=5	m=42 e=3	m=94 e=6	m=45 e=5	m=90 e=10
		Econ. Dis.	m=212 e=40	m=52.8 e=10	m=195 e=40	m=52.6 e=10.7	m=e	m=e	m=e	m=e	m=176 e=50	m=50.4 e=14.3		m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e

Elementary Schools

Indicators	Group	Baseline										Results			Targets									
		2006-07		2007-08		2008-09		2009-10 Target		2009-10 Actual		Difference	2010-11		2011-12		2012-13		2013-14		2014-15			
		n	%	n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	n	%		
#/% of students who meet / exceed standards on ELA CRCT	All Students	m=604 e=119	m=53.5 e=10.6	m=582 e=97	m=62.4 e=10.4	m=549 e=96	m=62 e=11	m=287 e=63	m=59.3 e=14	m=547 e=81	m=65.2 e=9.67	1.94%	m=276 e=86	m=61 e=19	m=284 e=109	m=62.7 e=108.7	m=291 e=131	m=64.3 e=29	m=272 e=181	m=60 e=40	m=e	m=e		
	Asian	TFC	TFC	TFC	TFC	m=e	m=e	m=e	m=e	m=5 e=3	m=62.5 e=37.5		m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e		
	Black	m=340 e=69	m=53 e=10.7	m=328 e=53	m=62.1 e=10.7	m=310 e=61	m=59 e=12	m=152 e=39	m=58.3 e=15	m=304 e=34	m=63.6 e=9	1.59%	m=156 e=52	m=60 e=20	m=160 e=65	m=61.7 e=25	m=165 e=78	m=63.3 e=30	m=156 e=104	m=60 e=40	m=e	m=e		
	Hispanic	m=112 e=12	m=55.9 e=6	m=126 e=16	m=63.1 e=8.2	m=130 e=15	m=64 e=8	m=64 e=11	m=62.3 e=11	m=147 e=14	m=66.2 e=6.3	2.52%	m=65 e=16	m=64 e=16	m=67 e=21	m=65.7 e=21	m=69 e=27	m=67.3 e=26	m=70 e=32	m=69 e=31	m=e	m=e		
	Amer Indian	TFC	TFC	TFC	TFC	m=e	m=e	m=e	m=e	m=e	m=e		m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	
	White	m=102 e=31	m=49.4 e=15.2	m=63 e=20	m=54.4 e=17.3	m=43 e=13	m=38 e=11	m=33 e=8	m=59 e=8	m=57 e=17	m=64.7 e=19.3	35.09%	m=34 e=11	m=61 e=19	m=35 e=13	m=62.7 e=24	m=36 e=16	m=64.3 e=29	m=34 e=22	m=60 e=40	m=e	m=e		
	Multi-racial	TFC	TFC	TFC	TFC	m=e	m=e	m=e	m=e	m=34 e=4	m=81 e=9.6		m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e		
	SWD	m=72 e=6	m=34.9 e=2.9	m=66 e=5	m=41.3 e=3.1	m=28 e=1	m=28 e=1	m=36 e=1	m=72.3 e=1	m=67 e=5	m=48.6 e=3.6	23%	m=39 e=1	m=78 e=2	m=42 e=2	m=83.7 e=3	m=45 e=2	m=89.3 e=4	m=48 e=3	m=95 e=5	m=e	m=e		
	ELL	m=41 e=3	m=41.8 e=3.2	m=53 e=4	m=58.8 e=4.5	m=32 e=1	m=35 e=1	m=33 e=1	m=72.3 e=1	m=67 e=2	m=61 e=1.8	26.73%	m=35 e=1	m=78 e=2	m=38 e=2	m=83.7 e=3	m=40 e=2	m=89.3 e=4	m=43 e=3	m=95 e=5	m=e	m=e		
	Econ. Dis.	m=416 e=66	m=51.9 e=8.2	m=466 e=58	m=63.3 e=7.9	m=e	m=e	m=e	m=e	m=455 e=60	m=65.2 e=8.6		m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e		

(b) Increase state writing p

Indicators	Group	Baseline										Results			Targets									
		2006-07		2007-08		2008-09		2009-10 Target		2009-10 Actual		Difference	2010-11		2011-12		2012-13		2013-14		2014-15			
		n	%	n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	n	%		
#/% of students who meet / exceed writing standards in grade 5	All Students	m=74 e=0	m=62 e=0	m=46 e=1	m=53 e=1	m=65 e=2	m=71 e=2	m=69 e=5	m=70 e=5	m=49 e=1	m=52.2 e=1.1	-19.20%	m=69 e=10	m=70 e=10	m=69 e=14	m=70 e=15	m=69 e=19	m=70 e=20	m=57 e=38	m=60 e=40	m=60 e=40	m=60 e=40		
	Asian	TFC	TFC	TFC	TFC	TFC	TFC	m=e	m=e	m=0 e=0	m=0 e=0		m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e	m=e		
	Black	m=47 e=0	m=65 e=0	m=31 e=0	m=55 e=0	m=38 e=1	m=68 e=2	m=39 e=3	m=70 e=5	m=25 e=1	m=47.2 e=1.9	-21.00%	m=39 e=6	m=70 e=10	m=39 e=8	m=70 e=15	m=39 e=11	m=70 e=20	m=34 e=22	m=60 e=40	m=36 e=14	m=60 e=40		

	Hispanic	m=11 e=0	m=58 e=0	m=7 e=1	m=47 e=7	m=15 e=0	m=79 e=0	m=14 e=1	m=75 e=5	m=15 e=0	m=65.2 e=0	-14.00%	m=15 e=1	m=78 e=5	m=16 e=1	m=82 e=5	m=17 e=1	m=86 e=5	m=18 e=1	m=95 e=5	m=23.7 e=1.25	m=95 e=5
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	m= e=	m= e=	m= e=	m= e=		m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	White	m=13 e=0	m=62 e=0	m=6 e=0	m=60 e=0	m=10 e=1	m=67 e=7	m=10 e=2	m=67 e=10	m=6 e=0	m=46.2 e=0	-27.80%	m=10 e=2	m=67 e=15	m=10 e=3	m=67 e=20	m=10 e=4	m=67 e=25	m=9 e=6	m=60 e=40	m=12 e=8	m=60 e=40
	Multi-racial	TFC	TFC	TFC	TFC	TFC	TFC	m= e=	m= e=	m=3 e=0	m=100 e=0		m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	SWD	m=9 e=0	m=36 e=0	m=4 e=0	m=22 e=0	m=3 e=1	m=21 e=7	m=3 e=1	m=24 e=8	m=0 e=0	m=0 e=0	-28%	m=10 e=1	m=71 e=9	m=11 e=1	m=75 e=10	m=11 e=2	m=79 e=11	m=12 e=2	m=88 e=12	m=13.5 e=1.5	m=90 e=10
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	m= e=	m= e=	m=2 e=0	m=33.3 e=0		m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Econ. Dis.	TFC	TFC	TFC	TFC	TFC	TFC	m= e=	m= e=	m=38 e=1	m=50.7 e=1.3		m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=

Improvement in students r

Indicators	Group	Baseline						Baseline		Targets									
		2006-07		2007-08		2008-09		2009-10 Actual		2010-11		2011-12		2012-13		2013-14		2014-15	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students reading on grade level in grade 3 as measured by DRA	All Students	Baseline Data begins in 2009-10						43	47	42.5	50	46.7	55	52.8	60	55.2	65	59.5	70
	Asian							1	100	1	100	1	100	1	100	1	100	1	100
	Black							18	38	20	42	22	46	25	52	27	56	30	30
	Hispanic							14	54	18	60	20	64	21	68	22	72	24	76
	Amer Indian																		
	White							6	60	6.5	65	7	70	7.5	75	8	80	9	90
	Multi-racial							4	57	6	60	6.5	65	7	70	7.5	75	8	80
	SWD							4	18	5	25	8	30	9	35	12	40	15	45
	ELL							5	38	7	45	8	50	9	55	10	60	11	65
Econ. Dis.							38	44	45	50	50	55	54	60	60	65	67	70	

## ACTION PLAN FOR STUDENT PERFORMANCE GOAL #1

Priority for Student Performance: A review of the 2010 CRCT math data indicated that all grade levels scored less than 70% in the following areas: Numbers and Operations, Measurement and Geometry. According to Norman L. Webb, author of Depth-of-Knowledge Levels for Four Content Areas, published in March 28, 2002, fifty-five percent of the CRCT questions are written at Level 2 & 3 depth of knowledge. Level 2 depth of knowledge questions require students to classify, organize, estimate, make observations, collect and display data, and compare data. Level 3 depth of knowledge questions require reasoning, planning, using evidence, and a higher level of thinking. A review of the math benchmark tests and classroom work samples show that Compton students have a weakness in basic number sense and application skills, particularly with Measurement and Geometry. Therefore, Compton students need to increase math reasoning and word problem solving skills. Additionally, the percentage of students with disabilities and black students meeting or exceeding math standards seems to fluctuate from year to year while the required percentage to meet AYP increases. Our goal is to increase student achievement in math standards for all students.

**Student Performance Goal**

All students will meet or exceed standards in mathematics.

## END-OF-YEAR REVIEW

*To be completed by*

I. Goal Attainment: Met Partia Did not

II. Evidence

What evidence supports progress towards attainment of your goal? Currently, we are progressing towards meeting the student performance goal of students meeting or exceeding standards in mathematics. Current CRCT data shows that students are showing growth in all subgroups; however, our focus remains in the areas of students with disabilities and our black students.

III. Reflection

Based on what you have learned, list adjustments to your plan for next year: The implementation of small group instruction will continue in all classrooms. A clear and concise focus will be placed on our students with disabilities along with our black students. Students in these areas will be "double-dipped" or more to receive a minimum of two guided math lessons per day. We will continue with analyzing student data to increase achievement through the implementation of comprehensive data teaming. The advanced learning teacher will begin training on a monthly basis to provide teachers with the tools to differentiate students learning. In addition, extended day funding will be used to focus intensive tutoring for students in these sub-groups. Lastly, vertical collaborative teaming will be implemented quarterly to align standards and expectations of all students.

Action, Strategies, Interventions by Adults	School Key/Strand	Resources				Training	Monitoring Plan	Evidence of Mid Year Change (2010-2011)
		Person Responsible	Timeline		Financial Resources (Cost and Funding Source)			
Math Workshop including Guided Math and Daily 5	Curriculum Key, Instruction Key	Compton Math Coach	Fall 2010	Spring 2011	Human Resource	Balanced Instruction Class: Meeting bi-monthly	Math IMIs, Benchmark assessments, formal and informal observations	Trend benchmark data is showing that the model is successful in classrooms that are fully implementing the strategies.
Problem solving strategies	Curriculum Key, Instruction Key, Assessment Key	Compton Math Coach	Fall 2010	Spring 2011	Human Resource	Balanced Instruction Class: Meeting bi-monthly	Monthly common assessments to be analyzed in data teams	4 square model common assessments are administered monthly. Data shows strategies to be successful in the area of problem solving
Math Journals	Curriculum Key, Instruction Key, Assessment Key	Compton Math Coach	Fall 2010	Spring 2011	N/A	Balanced Instruction Class: Meeting bi-monthly	Monthly common assessments to be analyzed in data teams	4 square model common assessment data reflects positively for teachers implementing math journals
Data Teams	Curriculum Key, Instruction Key, Assessment Key	Compton Math Coach	Fall 2010	Spring 2011	N/A	Fully Implemented	Monthly meetings with Math Coaches, Assessment binders and student standards checklists	Information updated and reflected in grade level data team notebooks maintained in the coaches' office
Georgia Framework tasks	Curriculum Key, Instruction Key, Assessment Key	Compton Math Coach	Fall 2010	Spring 2010	Human Resource	Balanced Instruction Class: Meeting bi-monthly	Meeting Notes from Quarterly Curriculum Planning, Student progress on benchmark assessments	Implemented and monitored through observation of curriculum planning meeting discussions
Extended Day Tutoring	Curriculum Key, Instruction Key, Assessment Key	Classroom Teacher	Fall 2010	Spring 2010	Twenty Day Money, Title II	Buckle Down Training and Implementation	Data Teaming, Formative Assessments, Buckle Down, Informal and Formal Observations	Data obtained through Buckle Down pre and post test show positive gains for students involved in extended day tutoring

## ACTION PLAN FOR STUDENT PERFORMANCE GOAL #2

Priority for Student Performance: A review of the 2010 CRCT data in language arts indicates that the areas of greatest weakness across grade levels were in grammar and sentence construction. However, formative assessments such as DRAs indicate students are making steady progress toward grade level standards. Summative assessments such as the CRCT indicate weaknesses in vocabulary, fluency, reading comprehension and sustained independent reading. Additionally, we saw significant decreases in the area of writing based on the 5th grade writing assessment. Our goal is to raise expectations for all students, with an added focus on our subgroups that include blacks and students with disabilities in order to close the gap between student performance on formative and summative assessments.

**Student Performance Goal**

All students will meet or exceed standards in English language arts and writing.

## END-OF-YEAR REVIEW

*To be completed by*

I. Goal Attainment: Met Partially Did not

II. Evidence

What evidence supports progress towards attainment of your goal? Currently, we are progressing in the area of English language arts; however, the increased annual measurement objectives continue to increase, which pose an obstacle for our students. Based on CRCT data, our white students, ELL students and students with disabilities have shown significant growth. We continue to have a focus on our black students and students with disabilities with the increased AMO.

III. Reflection

Based on what you have learned, list adjustments to your plan for next year: The implementation of small group instruction will continue in all classrooms. Data teaming will be used to identify, diagnose and address student weaknesses in the areas of reading, language arts and math. A school wide focus in the areas of reading strategies and grammar components will be implemented through the Book of the Month. Lastly, Writing to Win will be implemented to give structure to our Writer's Workshop model.

Action, Strategies, Interventions by Adults	School Key/Strand	Resources			Training	Monitoring Plan	Evidence of Mid Year Change (2010-2011)
		Person Responsible	Timeline	Financial Resources (Cost and Funding Source)			

Reading and Language Arts Extended Day Tutoring sessions	Curriculum Key, Assessment Key, Instruction Key	Compton Literacy Coach	Fall 2010	Spring 2011	Twenty Day Money \$28,000	Balanced Instruction Class: Bi-monthly meetings	Language Arts benchmarks; Collaborative Data Teams (intervention charts); Metacognitive Strategies' Charts/Artifacts; Student use of graphic organizers; Student work, formal and informal observations, Buckle Down	Data obtained through the Buckle Down pre and post tests show positive gains in the students involved in extended day tutoring. In addition, benchmark data shows an increase in student achievement in students where model is fully implemented.
Skill-based work stations within classrooms during Reading Workshop	Curriculum Key, Assessment Key, Instruction Key	Compton Literacy Coach	Fall 2010	Spring 2011	Teacher Instructional Funds: \$100 per teacher	Balanced Instruction Class: Bi-monthly meetings	Language Arts benchmarks; Collaborative Data Teams (intervention charts); Metacognitive Strategies' Charts/Artifacts; Student use of graphic organizers; Student work, formal and informal observations	Trend benchmark data shows that the model is working in classrooms where strategies are fully implemented.
School-focus Program/Book of the Month with Language Arts follow-up tasks and lessons focusing on reading strategies and grammar components	Curriculum Key, Assessment Key, Instruction Key	Compton Literacy Coach	Fall 2010	Spring 2011	Title Budget: \$3000	Balanced Instruction Class: Bi-monthly meetings	Language Arts benchmarks; Collaborative Data Teams (intervention charts); Metacognitive Strategies' Charts/Artifacts; Student sus of graphic organizers; Student Work, formal and informal observations	Trend benchmark data shows that the model is working in classrooms where strategies are fully implemented. In addition, DRA data shows positive growth in the same classrooms.
Quarterly Vertical Teaming Meetings/Teacher Rounds	Curriculum Key, Assessment Key, Instruction Key	Compton Literacy Coach	Fall 2010	Spring 2011	Title Budget	Balanced Instruction Class: Bi-monthly meetings	Language Arts benchmarks; Collaborative Data Teams (intervention charts); Metacognitive Strategies' Charts/Artifacts; Student sus of graphic organizers; Student Work, formal and informal observations	Implemented and monitored through teacher observations and discussion of classroom tasks and running records.
CAFÉ: Daily 5	Curriculum Key, Assessment Key, Instruction Key	Compton Literacy Coach	Fall 2010	Spring 2011	Title Budget	Balanced Instruction Class: Bi-monthly meetings and book study	Language Arts benchmarks; Collaborative Data Teams (intervention charts); Metacognitive Strategies' Charts/Artifacts; Student sus of graphic organizers; Student Work, formal and informal observations	Trend benchmark data shows that the model is working in classrooms where strategies are fully implemented.
Data Teaming	Curriculum Key, Assessment Key, Instruction Key	Compton Literacy Coach	Fall 2010	Spring 2011	Human Resource	Fully Implemented	Language Arts benchmarks; Data collection notebooks	Information updated and reflected in grade level notebooks maintained in the coaches' office
Read 180	Curriculum Key, Assessment Key, Instruction Key	Compton ELL Teacher	Fall 2010	Spring 2011	Human Resource	County Training	Read 180 artifacts and data collection, informal and formal observations	Read 180 data shows significant growth in students accessing the program

	Reading Recovery	Curriculum Key, Assessment Key, Instruction Key	Compton Reading Recovery Teacher	Fall 2010	Spring 2011	Human Resource	Fully Implemented	Running Records, NDEC (RR data collection system)	Reading Recovery data shows significant growth in students accessing the program
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School Performance  
Action Plan

Compton Elementary School

Cobb C  
2010-11

Objective: Provide all employees with high-quality professional learning opportunities to promote individual development and improved student performance

Indicators	Baseline			Results			Targets				
	2006-2007	2007-2008	2008-2009	2009-2010 Target	2009-2010 Actual	Difference	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
Increase the number of professional learning opportunities aligned to improved student performance		68.8	78.4	85	88.9	10.5	95	100	100	100	

Objective: Schools will provide numerous opportunities for families to become engaged in their child's academic progress and school experiences.

Indicators	Baseline			Results			Targets				
	2006-2007	2007-2008	2008-2009	2009-2010 Target	2009-2010 Actual	Difference	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
Improved participation in opportunities (PTA, school councils, committees, SIP team) for family involvement		85.7	82.74	85.7	93.6	10.9	88	92	96	100	
Percentage of families and school staff joining PTA/PTSA		26.9	19	26.9			30	35	40	45	
Increase family participation at workshops ("Math nights", "Art Festivals") designed to improve student learning		73.6	84.2	90	77.4	-11	92	94	96	100	
Improve family volunteerism		73.9	60	73.9	93.2	33.2	80	85	90	95	

Objective: Schools creat

Indicators	Baseline			Results			Targets				
	2006-2007	2007-2008	2008-2009	2009-2010 Target	2009-2010 Actual	Difference	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
Develop and implement a system to assess and improve family and community experiences when visiting schools.		87.7	86.7	87.7	94.1	7.4	89	90	92	94	
Assessing and improving school websites and newsletters ensuring they provide clear information.		86.9	93.1	95	94.2	1.1	100	100	100	100	
Annual survey indicates a high percentage satisfaction with school climate (goal 100%).			89.91	91	93.8	3.89	93	95	97	100	

Objective: The district and local schools have the tools and training to communicate effectively with their audiences, and do so frequently.

Indicators	Baseline			Results			Targets				
	2006-2007	2007-2008	2008-2009	2009-2010 Target	2009-2010 Actual	Difference	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
Feedback from parents on annual School Climate Survey indicates a high percentage of school-to-home communication. (goal 100%)		85.8	100	100	94.5	-5.5	100	100	100	100	

Objective: Continue to ev

Indicators	Baseline			Results			Targets				
	2006-2007	2007-2008	2008-2009	2009-2010 Target	2009-2010 Actual	Difference	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
Increase student awareness of safe behavior practices by reducing student offenses in the following areas:											
Fighting/Bullying	41	54	4	2			0	0	0	0	
Drugs	0	0	0	0			0	0	0	0	
Weapons	1	2	0	0			0	0	0	0	
Gang-related incidents	0	0	0	0			0	0	0	0	

## ACTION PLAN FOR SCHOOL PERFORMANCE

Priority for School Performance :

A review of the 2010 Annual School Improvement Survey indicates an area of weakness in the Family Participation. We have met our goal of parents volunteering in our school; however, we need to increase the number of people participating in school sponsored activities, such as Curriculum Nights, Health Fairs, etc. Our goal is to increase the opportunities and the number of volunteers participating in these events.

School Performance Goal:

Increase the opportunities and number of volunteers participating in school events.

## END OF YEAR REVIEW

*To be completed at E*

I. Goal Attainment: Met                      Partially                      Did not

II. Evidence of change

What evidence supports progress towards attainment of your goal? The 2009-2010 school survey indicates that we have increased in all areas in regards to school performance. We have seen a significant increase in the amount of parents volunteering at our school. Our focus remains on increasing the amount of opportunities for parents to participate in school sponsored activities.

**III. Reflections / Next :**

Based on what you have learned, list adjustments to your plan for next year: Our focus will remain on increasing the opportunities parents have to volunteer in our building. We will adjust our strategies to provide opportunities for our parents to participate in events, such as curriculum nights, parent nights, cultural arts events. Through our key committees, we are structuring to add opportunities for parental involvement and educational classes. In addition, we will continue providing Success for All Students parenting classes and parenting classes and support for our Hispanic parents through the Success for Students programs.

Action, Strategies, Interventions by Adults	School Key / Strand	Resources			Training	Monitoring Plan	Evidence of Mid Year Change (2010-2011)	
		Person Responsible	Timeline					Financial Resources (Cost and Funding Source)
Develop a parent led PTA	Community and Family Involvement Key	Liz Murphy, Principal	Fall 2010	Fall 2011	0	N/A	PTA minutes	Fully operational PTA with five elected officials
Development of Room Parent Program	Community and Family Involvement Key	PTA representative and Kristen Beaudin, AP	Fall 2010	Fall 2011	0	N/A	Sign in sheets and School surveys	32 parents trained and identified as room parents.
Center/Station Volunteer	Community and Family Involvement Key	Classroom Teacher	Fall 2010	Fall 2011	0	N/A	Sign in sheets and School surveys	20 parents trained and identified as parent volunteers
School Sponsored Volunteers	Community and Family Involvement Key	Kristen Beaudin, AP	Fall 2010	Fall 2011	0	N/A	Sign in sheets and School surveys	Significantly increased the amount of parent volunteers participating in school sponsored activities
Book Parent/Mystery Reader	Community and Family Involvement Key	Classroom Teacher	Fall 2010	Fall 2011	0	N/A	Sign in sheets and School surveys	Maintained Mystery Reader program
Mentor Program	Community and Family Involvement Key	Counselors	Fall 2010	Fall 2011	0	N/A	Sign in sheets and School surveys	Maintained Mentor Program
Hispanic School for Success	Community and Family Involvement Key	Liz Murphy, Principal	Fall 2010	Fall 2011	0	N/A	Sign in sheets and School surveys	Maintained Success for Students Program
Parenting Class	Community and Family Involvement Key	Liz Murphy, Principal	Fall 2010	Fall 2011	0	N/A	Sign in sheets and School surveys	Developed a Parenting Class

	Building Hope Day	Community and Family Involvement Key	Liz Murphy, Principal	Fall 2010	Fall 2011	0	N/A	Sign in sheets and School surveys	Implemented a Building Hope Day
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