

**School Strategic Plan (Elementary School)**

**Cobb C**  
**2009 1-2**

**School Name**

**Compton Elementary School**

**Principal Name**

Liz Murp

School Year

2009-2010

**Title I School**

Yes

No

Type

School-wide

**AYP Status**

Met AYP

**Principal Signature**

**Date**

**Area Assistant Superintendent Plan /**

**Date**

Planning Team Members

Position

Liz Murphy

Principal

Kristen Beaudin

Assistant Principal

Pamela Cain

Administrative Assistant

Karen Howell

Literacy Coach

Cissi Kale

Math Coach

Ashley Kirby

Academic Coach

Georgette Clinton		Academic Coach
Peggy Milam Creighton		Media Specialist
Andrea Newton		Reading Recovery/EIP
Arleen Folorunsho		ESOL Teacher
Myra Camese		Speech Teacher
Latoya Williams		Kindergarten Lead Teacher
Wanda Brown		First Grade Lead Teacher
Amy Hamilton		Second Grade Lead Teacher
Tracy Crum		Third Grade Lead Teacher
Tammi Scott		
		Fourth Grade Lead Teacher
Jeannette Gray		Fifth Grade Lead Teacher



		<b>SWD</b>	m=50 e=5	m=47.1 e=4.8	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=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
		<b>ELL</b>	m=21 e=6	m=58.6 e=16.6	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=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
		<b>Econ. Dis.</b>	m=215 e=62	m=58.5 e=16.9	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= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	#/% of students who meet / exceed standards on ELA CRCT	<b>All Students</b>	m=623 e=94	m=57.6 e=8.7	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=276 e=86	m=61 e=19	m=284 e=109	m=62.7 e=108	m=291 e=131	m=64.3 e=29	m=272 e=181	m=60 e=40
		<b>Asian</b>	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=
		<b>Black</b>	m=366 e=47	m=58.3 e=7.6	m=340 e=69	m=53 e=10.7	m=328 e=53	m=62.1 e=10	m=310 e=61	m=59 e=12	m=152 e=39	m=58.3 e=15	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
		<b>Hispanic</b>	m=89 e=10	m=57.2 e=6.5	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=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
		<b>Amer Indian</b>	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=
		<b>White</b>	m=116 e=32	m=52.3 e=14.5	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=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
		<b>Multi-racial</b>	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=
		<b>SWD</b>	m=77 e=2	m=36.3 e=0.9	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=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
		<b>ELL</b>	m=34 e=4	m=47 e=5.6	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=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
		<b>Econ. Dis.</b>	m=398 e=49	m=54.1 e=6.7	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= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=

(b) Increase state writin

Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students who meet / exceed writing standards in grade 5	<b>All Students</b>	Data Not Comparable		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=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
	<b>Asian</b>			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=
	<b>Black</b>			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=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
	<b>Hispanic</b>			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=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
	<b>Amer Indian</b>			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=
	<b>White</b>			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=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

		<b>Multi-racial</b>				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
		<b>SWD</b>				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=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
		<b>ELL</b>				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
		<b>Econ. Dis.</b>				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

Improvement in students

Indicators	Group	Baseline				Results				Targets												
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14				
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%			
#/% of students reading on grade level in grade 3 as measured by DRA	<b>All Students</b>																					
	<b>Asian</b>																					
	<b>Black</b>																					
	<b>Hispanic</b>																					
	<b>Amer Indian</b>																					
	<b>White</b>																					
	<b>Multi-racial</b>																					
	<b>SWD</b>																					
	<b>ELL</b>																					
<b>Econ. Dis.</b>																						

**Priority for Student Performance** A review of the 2009 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 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.**

Action, Strategies, Interventions by Adults	School Key/Strand	Resources			Training	Monitoring Plan
		Person Responsible	Timeline	Financial Resources (Cost and Funding Source)		
Student use of math manipulatives	Curriculum Key, Instruction Key	Compton Math Coach	Fall 2009 Spring 2010		Coaches' Cottage: Using manipulatives for problem solving in the Math Workshop Model	
Problem solving strategies	Curriculum Key, Instruction Key, Assessment Key	Compton Math Coach	Fall 2009 Spring 2010		Coaches' Cottage: Problem solving strategies	Math IMIs and Benchmark assessments
Math Journals	Curriculum Key, Instruction Key, Assessment Key	Compton Math Coach	Fall 2009 Spring 2010		Coaches' Cottage: Use of Math Journals as part of the Math Workshop Model	
Math Compacting during weeks 6 - 9 per nine-week grading period	Curriculum Key, Instruction Key, Assessment Key, Planning & Organization	Compton Math Coach	Fall 2009 Spring 2010		Coaches' Cottage: Standards based instruction and Math Workshop Model	Math IMIs and Benchmark assessments
Basic fact strategies	Curriculum Key, Instruction Key	Compton Math Coach	Fall 2009 Spring 2010		Coaches' Cottage: Basic fact strategies	Math IMIs and Benchmark assessments
Georgia Framework tasks	Curriculum Key, Instruction Key	Compton Math Coach	Fall 2009 Spring 2010		Coaches' Cottage: Georgia Framework taks	Math IMIs and Benchmark assessments

**Priority for Student Performance: A review of the 2009 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. Additionally, summative assessments such as the CRCT indicate weaknesses in vocabulary, fluency, reading comprehension and sustained independent reading. Our goal is to raise expectations for all students, in particular, males and Hispanic students 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 reading and language arts on the CRCT.**

Action, Strategies, Interventions by Adults	School Key/Strand	Resources			Training	Monitoring Plan
		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 2009 Spring 2010	Twenty Day Money	Coaches' Cottage: Metacognitive Reading Comprehension strategies; Reading Workshop Model; Language Arts Adoption training	Language Arts benchmarks; Collaborative Data Teams (intervention charts); Metacognitive Strategie's Charts/Artifacts; Student use of graphic organizers; Student work
Skill-based work stations within classrooms during Reading Workshop	Curriculum Key, Assessment Key, Instruction Key	Compton Literacy Coach	Fall 2009 Spring 2010		Coaches' Cottage: Language Arts Adoption training; Reading Workshop Model	Language Arts benchmarks; Collaborative Data Teams (intervention charts); Metacognitive Strategie's Charts/Artifacts; Student use of graphic organizers; Student work
School-focus Program/Book of the Month with Language Arts follow-up tasks and lessons	Curriculum Key, Assessment Key, Instruction Key	Compton Literacy Coach	Fall 2009 Spring 2010		Coaches' Cottage: Metacognitive Reading Comprehension strategies; Focus Lesson Plans	Language Arts benchmarks; Collaborative Data Teams (intervention charts); Metacognitive Strategie's Charts/Artifacts; Student sus of graphic organizers; Student Work

**School Performance  
Areas**

**Compton Elementary School**

**Cobb C  
2009 1-2**

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

Indicators	Baseline		Results		Targets				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Increase the number of professional learning opportunities aligned to improved student performance			68.8	78.4	85	95	100	100	100

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

Indicators	Baseline		Results		Targets				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Improved participation in opportunities (PTA, school councils, committees, SIP team) for family involvement			85.7	82.74	85.7	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	92	94	96	100
Improve family volunteerism			73.9	60	73.9	80	85	90	95

**Objective: Schools create a w**

Indicators	Baseline		Results		Targets				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Develop and implement a system to assess and improve family and community experiences when visiting schools.			87.7	86.7	87.7	89	90	92	94
Assessing and improving school websites and newsletters ensuring they provide clear information.			86.9	93.1	95	100	100	100	100

Annual survey indicates a high percentage satisfaction with school climate (goal 100%).				89.91	91	93	95	97	100
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**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				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Feedback from parents on annual School Climate Survey indicates a high percentage of school-to-home communication. (goal 100%)			85.8	100	100	100	100	100	100

**Objective: Continue to evalua**

Indicators	Baseline		Results		Targets				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Increase student awareness of safe behavior practices by reducing student offenses in the following areas:									
Fighting/Bullying	52	41	54	4	2	0	0	0	0
Drugs	0	0	0	0	0	0	0	0	0
Weapons	3	1	2	0	0	0	0	0	0
Gang-related incidents	1	0	0	0	0	0	0	0	0

**Priority for School Performance** A review of the 2009 Annual School Improvement Survey indicates an area of weakness in the Family Volunteerism. However, the Survey also indicated that a high percentage of parents participate in opportunities for Family Involvement. Our goal is to increase the opportunities and th number of volunteers participating in school events.

**Student Performance Goal: Increase the opportunities and number of volunteers participating in school events.**

Action, Strategies, Interventions by Adults	School Key/Stran	Resources				Training		Monitoring Plan	
		Person Responsible	Timeline		Financial Resources (Cost and Funding Source)				
Develop a parent led PTA	Community and Family Involvement Key	Liz Murphy, Principal	Fall 2009	Fall 2010	0	N/A		PTA minutes	
Development of Room Parent Program	Community and Family Involvement Key	PTA representative and Kristen Beaudin, AP	Fall 2009	Fall 2010	0	N/A		Sign in sheets and School surveys	
Center/Station Volunteer	Community and Family Involvement Key	Classroom Teacher	Fall 2009	Fall 2010	0	N/A		Sign in sheets and School surveys	
Production Lab	Community and Family Involvement Key	Pamela Cain, AA and Earlene Dunlap	Fall 2009	Fall 2010	0	N/A		Sign in sheets and School surveys	
Book Parent/Mystery Reader	Community and Family Involvement Key	Classroom Teacher	Fall 2009	Fall 2010	0	N/A		Sign in sheets and School surveys	
Mentor Program	Community and Family Involvement Key	Counselors	Fall 2009	Fall 2010	0	N/A		Sign in sheets and School surveys	
Cultural Arts Parent	Community and Family Involvement Key	Specialists Teachers	Fall 2009	Fall 2010	0	N/A		Sign in sheets and School surveys	