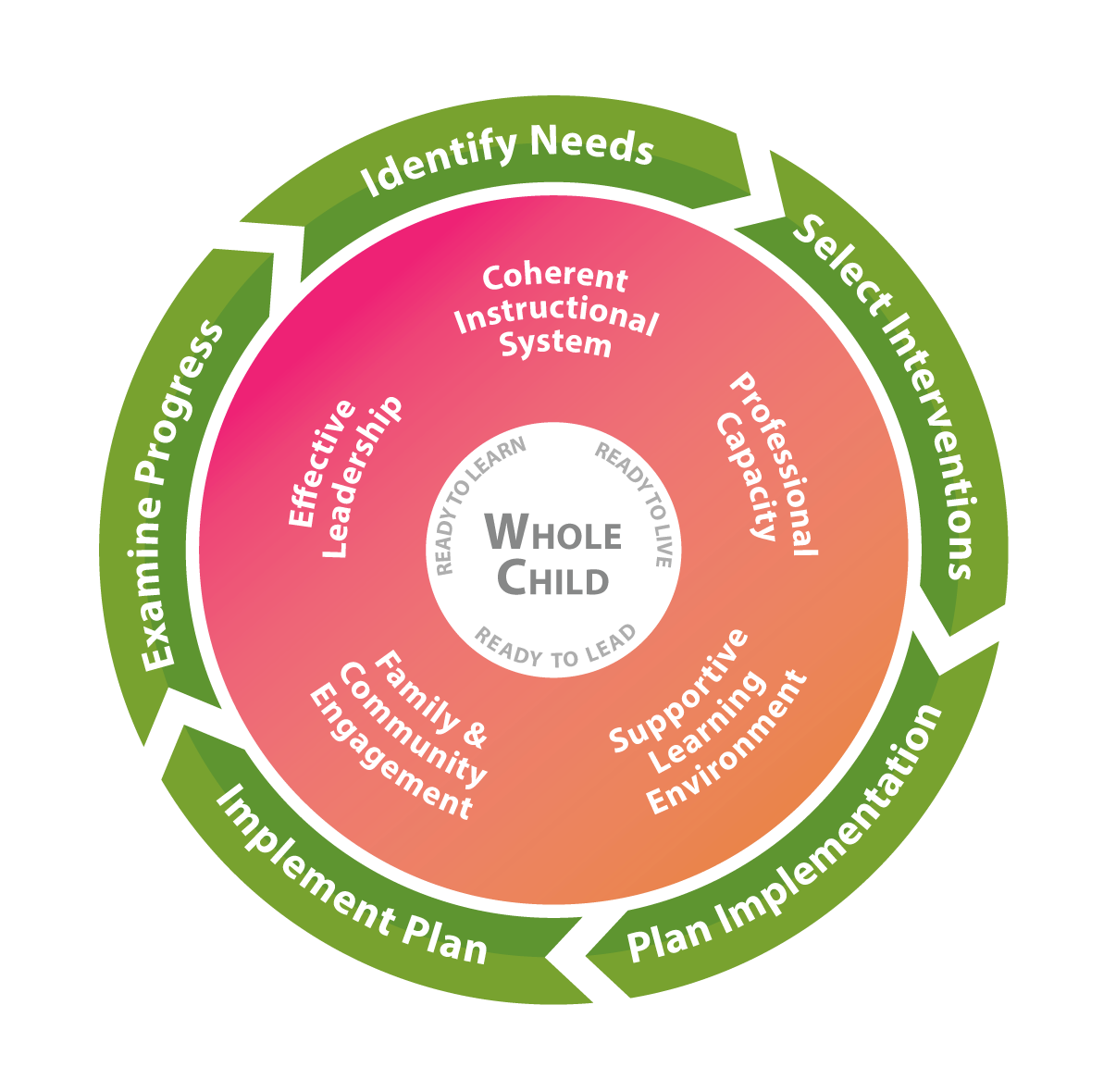


**School Improvement Plan**

**2021-2022**

**Action Plan**



Date Submitted: 6/30/2021

Date(s) Revised: 8/20/2021

SCHOOL NAME: Argyle Elementary

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | | | |
| **GOAL #1** | **Fifty percent of students in Second through Fifth grade will show 100 points in Lexile growth as measured by the end of year Reading Inventory for the 2021-2022 school year.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Implement the use of Istation-Reading in grades K-5 to help fill in learning gaps in reading using the Istation software and instructional recommendations. | | Title I | October | **Implementation**: October 2021-May 2022  **Impact**: Monthly monitoring: reports will be analyzed to measure the growth the students made  **Artifacts/Evidence**: Monthly Istation Reports and Reading Inventory (RI) Scores | * **Literacy Curriculum Coordinator** * K-5 teachers |
| Implement to use of System 44 and Read 180 to help fill in reading gaps and increase Lexile levels for students in grades 3-5. | | District Funding | August | **Implementation**: August 2021-May 2022  **Impact**: Quarterly monitoring: System 44 Reports and Walk-throughs  **Artifacts/Evidence**: Usage Reports | * **Read 180/System 44 Teacher** * Administrators |
| Implement the use of computing devices for students using Istation, Write Score, System 44 and Read 180. Also utilize devices for electronic writing composition and scoring. | | Title I | August | **Implementation**: August 2021-May 2022  **Impact**: Quarterly reports  **Artifacts/Evidence**: Usage and Growth Reports for Istation, Write Score Reports and Rubrics, System 44 and Read 180 Reports | * **Administrators** |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
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| **EFFECTIVE LEADERSHIP** | | | | | |
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| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Complete walk-throughs to ensure ELA programs are being used and taught with fidelity. | | NA | September | **Implementation**: September 2021-May 2022  **Impact: weekly** walk-throughs will be conducted  **Artifacts/Evidence**: Lesson plans and walk-throughs | * **Administrators** |
| Incorporate a structure for the Building Leadership Team/Guiding Coalition to have a monthly standing agenda item to discuss ELA data, curriculum, and strategies to be discussed during collaborative planning. | | NA | August | **Implementation**: August 2021-May 2022  **Impact:** Monthly meetingswill be conducted  **Artifacts/Evidence**: Leadership and Guiding Coalition Meeting Agendas and minutes | * **Administrators** |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |
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| **PROFESSIONAL CAPACITY** | | | | | |
| **GOAL #1** | **Fifty percent of students in Second through Fifth grade will show 100 points in Lexile growth as measured by the end of year Reading Inventory for the 2021-2022 school year.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Provide Istation training for teachers. | | |  | | --- | | Title I |   SFSD | September | **Implementation**:  Training-September  **Artifacts/Evidence**:  Training Participation Sign-in Sheets | Admin  **Literacy Curriculum Coordinator** |
| Provide training in ELA strategies and best practices including training in Next Steps Forward by Jan Richardson | | N/A | August | **Implementation**:  Training – August  **Artifacts/Evidence**:  Training Participation Sign-in Sheets | Admin  **Literacy Curriculum Coordinator** |
| Provide collaborative planning release time for teachers and support staff | | Title I  SFSD | August | **Implementation**:  Begin in August  **Artifacts/Evidence**:  Agendas  Sign-in Sheets | Admin |
| Provide opportunities for workshops and conferences to expand ELA knowledge. | | Title I  SFSD |  | **Registration for Conferences:**  **LIST SELECTED CONFERENCES**  **Impact:** Redelivery of information  **Artifacts/Evidence**:  Agenda/Conference information | Admin  Literacy Curriculum Coordinator |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| **SUPPORTIVE LEARNING ENVIRONMENT** | | | | | |
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| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Implement System 44/ Read 180 Lab for Grades 3-5 | | NA | September | **Implementation**: September  **Impact**: daily instruction  **Artifacts/Evidence**: Program Reports | * **Administrators** * Read 180/System 44 Teacher |
| Provide targeted support for grades K-5 using the RI and MI scores. | | Title I  20-Day Funds  Cares Act | September | **Implementation**: September  **Impact**: daily instruction  **Artifacts/Evidence**: School-wide schedule; Instructional Schedule; RI and MI Report | * **Administrators** * Tutors * Support Staff |
| Hire a teacher to support students through reading strategy interventions. | | District Funds; Allotment | August | **Implementation**: August  **Impact**:  **Artifacts/Evidence**: School-wide schedule; Instructional Schedule; Istation and RI Reports | * **Principal** * Teachers |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
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| **FAMILY AND COMMUNITY ENGAGEMENT** | | | | | |
| **GOAL #1** | **Fifty percent of students in Second through Fifth grade will show 100 points in Lexile growth as measured by the end of year Reading Inventory for the 2021-2022 school year.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Hire Parent Facilitator to support Literacy activities and initiatives | | Title I | August | **Implementation**:  On-going throughout the school year  **Artifacts/Evidence**:  Parent Facilitator Title I Documentation Binder | **Admin**  Parent Facilitator |
| Grade level curriculum trainings for parents to provide a content overview for parents to share upcoming standards, resources, and strategies for at-home support. | | N/A | August | **Implementation**:  Quarterly  **Artifacts/Evidence**:  Training Sign-in Sheets | Admin  Parent Facilitator  Curriculum Coordinator(s)  Classroom Teachers |
| Use the Academic Parent Teacher Team Framework for family engagement to support academics. | | Title I | September | **Implementation**:  4 Meetings (Sept., Oct., Jan., April)  **Artifacts/Evidence**:  Training Sign-in Sheets  MFI Data Reports | Admin  Parent Facilitator  Curriculum Coordinator(s)  2nd Grade Teachers |
| Provide family workshops: CTLS Parent; language acquisition; curriculum nights-Literacy Night | |  | February | **Implementation**:  Literacy Night: February 17, 2021  **Artifacts/Evidence**: Flyers, call-out, newsletters | Admin  Parent Facilitator  Curriculum Coordinator(s) |
| Provide at home resources for parents to checkout from the parent resource room. | | Title I | August | **Implementation**:  On-Going throughout the school year  **Artifacts/Evidence**:  Materials sign-out sheet | Admin  Parent Facilitator |

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| **STUDENT GROUPS** | | | | | | |
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| **Action Step(s)** | | | **Possible Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation/Impact** * **Artifacts/Evidence to verify implementation** | * **Lead (bold)** * **Support** |
| **Economically Disadvantaged** | | Provide additional small group instruction at no cost. | Title I | August | **Implementation/Impact**: weekly instruction  **Artifacts/Evidence**: Lesson Plans and walk-throughs | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **English Learners** | | ESOL support to increase proficiency in ELA Provide additional small group instruction ESOL teachers collaborate with General Education teachers to plan for and provide differentiated instruction | No cost | August | **Implementation/Impact**: daily instruction  **Artifacts/Evidence**: Lesson plans, meeting notes and agendas | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Race / Ethnicity** | | Provide additional differentiated small group instruction | No cost | August | **Implementation/Impact**:  daily  **Artifacts/Evidence**: Lesson plans and walk-throughs | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Foster and Homeless** | | Work with social worker to identify and support needs of foster and homeless students.  Provide additional small group instruction as needed. | No cost | August | **Implementation/Impact**:  Daily  **Artifacts/Evidence**: Lesson plans and walk-throughs | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Migrant** | | Collaborate with International Welcome center to provide necessary support. | No cost | August | **Implementation/Impact**:  As needed; quarterly for parent preview meetings  **Artifacts/Evidence**: Requests and confirmations for translations and interpretations | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Students with Disabilities** | | Work with SSA and special education teachers to address IEP goals and objectives.  Special education and general education teachers collaborate to plan and provide specialized instruction. | No cost | August | **Implementation/Impact**: weekly for lesson plans; weekly meetings with SSA; annually for IEP meetings; monthly special education meetings/trainings with sp. Ed. Teachers, SSA and admin.  **Artifacts/Evidence**: IEP meeting minutes, Admin. CCC meeting agenda notes; sp. Ed. Lesson plans | * **Administrators including SSA** * Teachers * Counselors * Social Worker * Parent Facilitator |

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | | | |
| **GOAL #2** | **Fifty percent of all students will show 100 points in Quantile growth as measured by the end of the year Math Inventory during the 2021-2022 school year.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Implement Number Talks daily | | No Cost | August | **Implementation**:  Daily  **Impact**: Quarterly math data reports will be analyzed to measure the growth the students made  **Artifacts/Evidence**: Weekly  monitoring: walk-throughs and lesson plans | **Admin**  Teachers  Math Curriculum Coor. |
| Utilize CTLS lessons, resources, and assessments | | No Cost | August | **Implementation**:  Daily  **Impact**:  Quarterly math data reports will be analyzed to measure the growth the students made  **Artifacts/Evidence**: Weekly  monitoring: walk-throughs and lesson plans | **Admin**  Teachers  Math Curriculum Coor. |
| Implement Math Workshop in grades K-5 | | No Cost | August | **Implementation**:  Daily  **Impact**:  Quarterly math data reports will be analyzed to measure the growth the students made  **Artifacts/Evidence**: Weekly  monitoring: walk-throughs and lesson plans | **Admin**  Teachers  Curriculum Coor. |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |

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| **EFFECTIVE LEADERSHIP** | | | | | |
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| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Set the expectations and non-negotiables for the implementation of CTLS lessons and math workshop | | NA | July | **Implementation**:  Pre-planning in July  **Artifacts/Evidence**:  Agenda; Non-negotiables handout | **Admin**  Math Curriculum Coor. |
| Set the expectations and non-negotiables for the implementation of Number Talks | | NA | August | **Implementation**:  August  **Artifacts/Evidence**:  Meeting Agenda | **Admin**  Math Curriculum Coor. |
| Complete walk-throughs to ensure that math programs are being used and taught with fidelity. | | NA | September | **Implementation**:  Begin in September  **Artifacts/Evidence**:  Lesson plans; TKES feedback in SLDS Portal | **Admin**  Math Curriculum Coor. |
| Incorporate a structure for the Building Leadership Team to have a monthly standing agenda item to discuss Math data, curriculum, and strategies to be discussed during collaborative planning. | | NA | August | **Implementation**:  Monthly beginning in August  **Artifacts/Evidence**:  Meeting agenda and notes | **Admin**  Math Curriculum Coor. |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| **PROFESSIONAL CAPACITY** | | | | | |
| **GOAL #2** | **Fifty percent of all students will show 100 points in Quantile growth as measured by the end of the year Math Inventory during the 2021-2022 school year.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Refresher/overview training of Math Workshop and Number Talks | | NA | August | **Implementation**:  Begin in Aug.  **Artifacts/Evidence**:  Meeting Agenda and sign-in sheets | **Admin**  Math Curriculum Coor. |
| Refresher/overview training of CTLS resources and data analysis | | NA | August | **Implementation**:  Training in Aug. With TTIS  **Artifacts/Evidence**:  Meeting notes; calendar invite | **Admin**  Math Curriculum Coor. |
| Provide collaborative planning release time for teacher training in Math best practices and strategies | | Title I  SFSD Funds | Quarterly | **Implementation**:  Quarterly beginning in September 2021  **Artifacts/Evidence**: | **Admin**  Math Curriculum Coor. |
| Provide opportunities for workshops and conferences to expand Math knowledge. Metro RESA Math; NCTM; Other approved conferences | | Title I  SFSD Funds |  | **Implementation**:  Begin when applicable conference registration opens up  **Artifacts/Evidence**: | **Admin**  Math Curriculum Coor. |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| Targeted intervention groups for grades K-5 for students identified through RI and MI scores. | | Title I  20 Day Funds | Aug 2021 | **Implementation**:  Aug. 2021-Sept. 2022  **Impact**:  Weekly small groups  **Artifacts/Evidence**:  Data collected 4 times each year | **Admin**  Curriculum Coor.dinators  Teachers |
| Hire Teacher to support students through math strategy interventions | | District allotments; Title I | Aug. 2021 | **Implementation**:  Hire June/July 2021  **Impact**:  Daily instruction  **Artifacts/Evidence**: | **Admin** |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
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| **FAMILY AND COMMUNITY ENGAGEMENT** | | | | | |
| **GOAL #2** | **Fifty percent of all students will show 100 points in Quantile growth as measured by the end of the year Math Inventory during the 2021-2022 school year.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Provide trainings to parents on how they can help their child with Math based strategies | | NA | Quarterly | **Implementation**:  Quarterly beginning Sept. 2021  **Artifacts/Evidence**:  Meeting invites; meeting ppt.; APTT meeting documentation | **Administrators**  **Curriculum Coordinator**  Teachers |
| Family Math Night to showcase math strategies that are used in classes and can also be used at home | | Title I | Yearly | **Implementation**:  Once per year  **Artifacts/Evidence**:  Invite; sign-in sheets | **Curriculum Coordinators**  Teachers  Administrators |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |
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| **STUDENT GROUPS** | | | | | | |
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| **Action Step(s)** | | | **Possible Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation/Impact** * **Artifacts/Evidence to verify implementation** | * **Lead (bold)** * **Support** |
| **Economically Disadvantaged** | | Provide additional small group instruction | NA | August | **Implementation/Impact**:  Daily beginning in Aug. 2021  **Artifacts/Evidence**:  Lesson plans | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **English Learners** | | ESOL support to increase proficiency in Mathematics  Provide additional small group instruction  ESOL teachers collaborate with General Education teachers to plan for and provide differentiated instruction |  | August | **Implementation/Impact**:  Daily beginning in Aug.  **Artifacts/Evidence**:  Lesson plans; CCC meeting notes | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Race / Ethnicity** | | Provide additional differentiated small group instruction |  | August | **Implementation/Impact**:  Daily beginning in Aug.  **Artifacts/Evidence**:  Lesson plans; CCC meeting notes | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Foster and Homeless** | | Work with social worker to identify and support needs of foster and homeless students  Provide additional small group instruction as needed |  | August | **Implementation/Impact**:  Instruction Daily beginning in Aug. Collaborate with social worker as needed  **Artifacts/Evidence**:  Lesson plans; CCC meeting notes; emails and calls to the social worker | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Migrant** | | Collaborate with International Welcome center to provide necessary support |  | August | **Implementation/Impact**:  Being in Aug.  **Artifacts/Evidence**:  Translation and interpretation requests as needed | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Students with Disabilities** | | Work with SSA and special education teachers to address IEP goals and objectives  Special education and general education teachers collaborate to plan and provide specialized instruction. |  | August | **Implementation/Impact**:  Begin in Aug.  **Artifacts/Evidence**:  Weekly meeting notes for Admin/SSA meetings; IEP meeting notes | * **Administrators including SSA** * Teachers * Counselors * Social Worker * Parent Facilitator |

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | | | |
| **GOAL #3** | **Thirty percent of all students in Kindergarten through Fifth grade will score proficient on the Spring Write Score writing assessment.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Implement Writing Workshop in grades K-5 | | Title I | Begin in Aug. 2021 | **Implementation**:  Begin Aug. 2021  **Impact**:  Daily  **Artifacts/Evidence**:  Lesson plans; TKES documentation in SLDS | **Admin.**  Literacy Curriculum Coordinator  Teachers |
| Implement the use of Write Score software to help fill in learning gaps in writing using the Write Score instructional intervention lessons. All students in grades K-5 | | Title I | August | **Implementation**:  Begin in Aug. 2021  **Impact**:  Daily  **Artifacts/Evidence**:  Lesson plans; Write Score and scored student writing | **Admin.**  Literacy Curriculum Coordinator  Teachers |
| Implement the use of computing devices for students using Istation, Write Score, System 44 and Read 180. Also utilize devices for electronic writing composition and scoring. | | Title I | August | **Implementation**:  Aug. 2021  **Impact**:  Daily  **Artifacts/Evidence**:  Lesson Plans; data reports | **Admin.**  Literacy Curriculum Coordinator  Teachers |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |

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| **EFFECTIVE LEADERSHIP** | | | | | |
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| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Complete walk-throughs to ensure ELA programs are being used and taught with fidelity. | |  | August | **Implementation**:  Aug. 2021  **Artifacts/Evidence**:  Walk-through documentation in SLDS | **Admin.** |
| Set expectations for writer's workshop for all grade levels | |  | June | **Implementation**:  June 2021  **Artifacts/Evidence**:  Non-negotiables handout  Pre-planning meeting agenda | **Admin.**  Literacy Curriculum Coordinator |
| Provide protected planning times for grade level teachers and support personnel during school day | |  | June | **Implementation**:  June/July 2021  **Artifacts/Evidence**:  Master schedule | **Admin.**  Literacy Curriculum Coordinator  Teachers |
| Incorporate a structure for the Building Leadership Team to have a monthly standing agenda item to discuss ELA data, curriculum, and strategies to be discussed during collaborative planning | |  | September | **Implementation**:  Quarterly meetings beginning in Sept.  **Artifacts/Evidence**:  Meeting agenda notes | **Admin.**  Literacy Curriculum Coordinator  Teachers |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| **PROFESSIONAL CAPACITY** | | | | | |
| **GOAL #3** | **Thirty percent of all students in Kindergarten through Fifth grade will score proficient on the Spring Write Score writing assessment.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Provide Write Score training for teachers. | | NA | Sept. | **Implementation**:  September 7, 2021  **Artifacts/Evidence**:  Training ppt; Pre-planning agenda | **Literacy Curriculum Coor.**  Admin. |
| Provide training in ELA strategies and best practices including training in workshop model, data analysis, implementation strategies | | NA | Sept. | **Implementation**:  September 7, 2021  **Artifacts/Evidence**:  Meeting ppt; agenda; sign-in sheets | **Literacy Curriculum Coor.**  Admin. |
| Provide opportunities for workshops and conferences to expand ELA knowledge | |  | Sept. | **Implementation**:  Beginning September. 2021  **Artifacts/Evidence**:  Conference registration documents | **Admin.**  Literacy Curriculum Coor. |
| Provide collaborative planning release time for teachers and support staff | |  | Quarterly | **Implementation**:  Quarterly  **Artifacts/Evidence**:  Substitute log  Team Curr. Mapping Notes | **Admin.**  Curriculum Coor. |
| Fund Curriculum Coordinator position to facilitate Professional Learning for teachers and support staff | | District allotment funds | June | **Implementation**:  June/July 2021  **Artifacts/Evidence**:  EAF Documentation |  |

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| **SUPPORTIVE LEARNING ENVIRONMENT** | | | | | |
| **GOAL #3** | **Thirty percent of all students in Kindergarten through Fifth grade will score proficient on the Spring Write Score writing assessment.** | | | | |
| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Implement Write Score writing strategies and lessons | | NA | August | **Implementation**:  Daily beginning Aug. 2021  **Impact**:  Daily  **Artifacts/Evidence**:  Lesson plans; walk-through in SLDS | **Teachers**  Admin.  Literacy Curriculum Coordinator |
| Targeted Intervention | | Title I  SFSD | August | **Implementation**:  Daily beginning in Aug. 2021  **Impact**:  Daily  **Artifacts/Evidence**:  Group notations; lesson plans RTI documentation | **Admin.**  Literacy Curriculum Coordinator  Teachers |
| |  | | --- | | 1. Hire Teacher to support students through writing strategy interventions | | | Title I  District Allotment | June | **Implementation**:  June/July  **Impact**:  Daily  **Artifacts/Evidence**:  Lesson plans, group notes | **Admin.** |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |
|  | |  |  | **Implementation**:  **Impact**:  **Artifacts/Evidence**: |  |

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| **FAMILY AND COMMUNITY ENGAGEMENT** | | | | | |
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| **Action Step(s)** | | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)** * **Method for Monitoring Impact (Frequency)** * **Artifacts/Evidence** | * **Lead (bold)** * **Support** |
| Hire Parent Facilitator to support literacy initiatives | | Title I | July 2021 | **Implementation**:  June 2021  **Artifacts/Evidence**: | Admin. |
| Grade level curriculum trainings for parents | | NA | Quarterly | **Implementation**:  Quarterly family meetings  **Artifacts/Evidence**:  Quarterly family meetings-Parent Previews; newsletters; meeting invites | Teachers |
| Provide books for parents to be used to support literacy strategies at home | | Title I | September | **Implementation**:  Begin Sept. 2021  **Artifacts/Evidence**:  Check-out sign-out sheet; parent meeting notes | Admin.  Parent Fac. |
| Provide at home resources for parents to checkout from the parent resource room | | Title I | September | **Implementation**:  Begin Sept. 2021  **Artifacts/Evidence**:  Check out sign-out | Admin. Parent Fac. |
|  | |  |  | **Implementation**:  **Artifacts/Evidence**: |  |

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| **STUDENT GROUPS** | | | | | | |
| **Goal #3** | **Thirty percent of all students in Kindergarten through Fifth grade will score proficient on the Spring Write Score writing assessment.** | | | | | |
| **Action Step(s)** | | | **Possible Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation/Impact** * **Artifacts/Evidence to verify implementation** | * **Lead (bold)** * **Support** |
| **Economically Disadvantaged** | | Provide additional small group instruction | NA | August | **Implementation/Impact**:  Aug. 2021  **Artifacts/Evidence**:  Lesson Plans; TKES walk-through documentation | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **English Learners** | | ESOL teachers collaborate with General Education teachers to plan for and provide differentiated instruction. ESOL support to increase proficiency in ELA  Provide additional small group instruction |  | August | **Implementation/Impact**:  Daily beginning Aug. 2021  **Artifacts/Evidence**:  Lesson plans; TKES walk-through documentation | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Race / Ethnicity** | | Provide additional differentiated small group instruction |  | August | **Implementation/Impact**:  Daily beginning Aug. 2021  **Artifacts/Evidence**:  Lesson plans; TKES walk-through documentation | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Foster and Homeless** | | Provide additional small group instruction as needed. Work with social worker to identify and support needs of foster and homeless students |  | August | **Implementation/Impact**:  Daily beginning Aug. 2021  **Artifacts/Evidence**:  Lesson plans; TKES walk-through documentation; emails; phone calls | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Migrant** | | Collaborate with International Welcome center to provide necessary support |  | August | **Implementation/Impact**:  Beginning in Aug. 2021  **Artifacts/Evidence**:  Translation and interpretation notes | * **Administrators** * Teachers * Counselors * Social Worker * Parent Facilitator |
| **Students with Disabilities** | | Special education and general education teachers collaborate to plan and provide specialized instruction. Work with SSA and special education teachers to address IEP goals and objectives |  | August | **Implementation/Impact**:  Begin Aug. 2021  **Artifacts/Evidence**:  Monthly teacher meetings with admin. And SSA; weekly admin./SSA meetings; meeting agenda and sign-in sheets | * **Administrators including SSA** * Teachers * Counselors * Social Worker * Parent Facilitator |

**FY22 TITLE I SIP**

**REQUIRED QUESTIONS**

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| **CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA**  **References: Schoolwide Checklist (3.a., 3.c., 3.d.)** |
| **Statement #1**: The School Improvement Plan is developed during a one-year period 2021-2022 as outlined in **Sec. 114(b) (1-5) of ESSA**.  **Statement #2: (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.  **Statement #3: (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. |
| **Question #1:** 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 higher student learning. Continuous learning opportunities that 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)  (Argyle ES)  Teachers will participate in weekly CCC meetings. Meetings will be focused on data analysis, instructional planning, and intervention action plan development. Additionally, teachers will be provided with on-going professional learning with a focus on our school-wide goals related to reading, math, and writing. Support for teachers will also include modeled lessons, support with district resources, and support in planning and assessment development. Training will occur during weekly professional learning sessions with our as well as any quarterly trainings with district coaches. |
| **Question #2:** 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 Argyle Elementary 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 candidate for all teaching position. 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 Argyle Elementary, 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 with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas. |
| **Question #3:** 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.)** |
| Argyle Elementary School with use Title funds for the 2021-2022 school year in a variety of ways. District funds will be used to hire a Curriculum Coordinators to provide professional learning to all staff members. The Curriculum Coordinators will work with all content areas; however, she will focus on the subjects of Reading and Math, which were identified as areas that need improvement based on data analysis.  A parent liaison will be hired with Title I funds to assist in working with parents to support students in content areas. Specific parent activities will be developed and presented to parents to assist them with helping their children in the areas of ELA, Reading and Math.  Argyle Elementary School takes into account the needs of homeless, neglected and migrant children. At the present time, we do not have any migrant children enrolled. We do have identified homeless students and the following extra provisions are made for our homeless students (these provisions would be followed if we had migrant children): Area Social Worker meets with parents/guardians and students to help make a plan to utilize community resources to support their needs .  -Title I Homeless Liaison is notified and sets up adequate transportation for students  -A tutor is assigned to the student  -All extra extended day programs are offered and transportation is provided by the school district  -Grade level collaboration that meets on a daily basis on identified additional support avenues for the students  -Truancy Intervention Panels meet with parents to help with making sure the students have transportation to come early or stay late for extra tutoring |
| **Question #4:** 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).” |
| **Question #5:** 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)]** |
| Argyle Elementary School with use Title funds for the 2017-2018 school year in a variety of ways. Title I funds will be used to hire a Curriculum Coordinator to provide professional learning to all staff members. The Curriculum Coordinator will work with all content areas; however, she will focus on the subjects of Reading and Math, which were identified as areas that need improvement based on data analysis.  A parent liaison will be hired with Title I funds to assist in working with parents to support students in content areas. Specific parent activities will be developed and presented to parents to assist them with helping their children in the areas of Reading and Math.  Argyle Elementary School takes into account the needs of homeless, neglected and migrant children. At the present time, we do not have any migrant children enrolled. We do have identified homeless students and the following extra provisions are made for our homeless students (these provisions would be followed if we had migrant children): Area Social Worker meets with parents/guardians and students to help make a plan to utilize community resources to support their needs  -Title I Homeless Liaison is notified and sets up adequate transportation for students  -A tutor is assigned to the student  -All extra extended day programs are offered and transportation is provided by the school district  -Grade level collaboration that meets on a daily basis on identified additional support avenues for the students  -Truancy Intervention Panels meet with parents to help with making sure the students have transportation to come early or stay late for extra tutoring |
| **Question #6:**  **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** |
| The list below describes the activities our school will conduct on behalf of preschool children transitioning into our early childhood educational program as well as our students who are entering middle school grades.  -Spring visits/school tours for incoming Kindergarten students  -Prospective kindergarten student/parent orientation in May  -Summer Reading Program for incoming Kindergarten students  -Orientation and shadow days for rising 6th grade students. Our 5th graders visit Campbell Middle School and have a change to ask questions, get a tour of the school, meet middle school staff, and speak with established middle school students.  -Family meeting with Argyle and middle school staff to discuss middle school course offerings, student and family support programs, student needs during the transition; registration for classes, etc. |

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| **Question #7:** 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)] |
| (Local School that is **TA Schools Only)**  **Argyle is a Schoolwide School.** |

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| **Question #8:** 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. |
| The inventory spreadsheet is consistently monitored for accuracy. Any new equipment must first be tagged with Title I tags. Then all new equipment is listed on the inventory spreadsheet prior to utilization by the students. Any equipment that is shared is in the media center and checked out and returned after use. The media center maintains an accurate check in/out system.  Items that are located in classrooms are checked every few months to ensure items are in good working order and in a safe and secure location when not in use. |

**ADDITIONAL RESPONSES**

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

***Question: How is the SIP developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable***

Argyle Elementary will integrate state and local funds and community support in several ways.  Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Argyle will utilize Twenty day funds for tutoring support of our students struggling to meet state standards.  Community Partners will provide volunteers and support for our parent nights.  These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.