



School Improvement Action Plan



School Year:	2022-2023
School Name:	Argyle Elementary School
Principal Name:	Georgette Clinton
Date Submitted:	June 24, 2022
Revision Dates:	5/31/22; 6/3/22; 6/16/22

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Argyle Elementary School
<i>Team Lead</i>	Georgette Clinton
<i>Position</i>	Principal
<i>Email</i>	Georgette.Clinton@cobbk12.org
<i>Phone</i>	678-842-6800
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
X	Other (if selected, please describe below)
Direct Certification	

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: This plan was developed using the input acquired during meetings with parents, staff, and community stakeholders. Meetings were held throughout the year to inform stakeholders of the strengths and areas of need for Argyle Elementary. Feedback from those meetings was used to develop the plan being presented.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

Position/Role	Name
Title I Supervisor	Lou Ferretti
Academic Coach (District)	N/A
Academic Coaches (Local School)	Balisha Johnson Lisa Kelley
Parent (Non CCSD Employee)	Patricia Reyes Marylyn Romero Goyo Jorge Guerra
Business Partner	Christy Hyatt
Counselor	Mark Baker
Parent Facilitator	Zoila Hill
Health Care Providers	Antoniese Boykins
Social Workers	Kathryn Christopher
Faith-based Community Leaders	Nichelle Walker (Cumberland Community Church) Russ Snow (Passion City Church)
Technology Experts (TIS)	Rob Wright (Tech Support) Starla Townsend (TIS)
Media Specialists/Librarians	Roshanda Wilson
Police/Public or School Safety Officers	Chris Cronin
Universities or Institutes of Higher Education	N/A

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

Meeting Date(s):	May 31, 2022 June 3, 2022 June 16, 2022
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Position/Role	Printed Name	Signature
Georgette Clinton/Principal 5/31/22; 6/3/22; 6/16/22		
LeShon Graham/AP 5/31/22; 6/3/22; 6/16/22		
Balisha Johnson/Curriculum Coordinator 5/31/22; 6/3/22; 6/16/22		
Lisa Kelley/Curriculum Coordinator 5/31/22; 6/3/22; 6/16/22		
Lou Ferretti, Title I Consultant 5/31/22		
Zoila Hill, Parent Facilitator 6/16/22		
Joseph Wang, Student Support Services 6/16/22		
Ashley Mounts-Gray, Math Coordinator 6/16/22		
Michele Realpe, Teacher 6/16/22		
Christine Barton, 3 rd Grade Teacher 6/16/22		
Candice Elliott, 3 rd Grade Teacher 6/16/22		
Eulene Gerald, 4 th Grade Teacher 6/16/22		

Angela Bivins, 1 st Grade Teacher 6/16/22		
Faydra Washington 1 st Grade Teacher 6/16/22		

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	Fifty percent of students in Second through Fifth grade will show 100 points in Lexile growth as measured by the end of the year Reading Inventory for the 2021-2022 school year.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	We used our Spring Reading Inventory Growth Report to determine if we met our Lexile growth goal. When comparing scores from August to May, 57% of students in 2 nd -5 th grade grew 100 points or more. This exceeded the goal that we had established for the 2021-2022 school year. This exceeded the goal that we established for the 2021-2022 school year.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	To provide support for our students, our teachers provided targeted small groups and/or one-on-one instruction and used evidence-based practices to close noted gaps. Tutors and ESOL teachers provided students with supplementary literacy support. Students in danger of not meeting grade-level expectations received interventions through Response-To-Intervention (RTI). Additionally, we

	<p>offered quarterly trainings for the parents, hosted a Literacy Night, and gave families literacy resources to use at home. Lastly, our Second grade teachers implemented compacting for ELA. For the 2022-2023 school year, we plan to continue with the same interventions and support we had in place for the 2021-2022 school year, but with a narrower focus.</p>
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Previous Year's Goal #2	<p>Fifty percent of all students will show 100 points in Quantile growth as measured by the end of the year Math Inventory for the 2021-2022 school year.</p>
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Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
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<p>What data supports the outcome of the goal?</p>	<p>We used our Spring Math Inventory Growth Report to determine if we met our Quantile growth goal. When comparing scores from August to May, 71% of students showed 100 points or more of growth. This exceeded the goal that we established for the 2021-2022 school year.</p>
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<h2>Reflecting on Outcomes</h2>	
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<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
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<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	<p>To improve instruction and efficiently and effectively close existing gaps, teachers received quarterly strategic math training throughout the 2021-2022 school year. Math manipulatives and other materials were purchased and provided to students and teachers to improve consistency across grade levels. Teachers utilized their data in CCC Meetings to improve the process of teaching and learning.</p> <p>They received small group instruction and worked with a tutor for math support to support students. Quarterly trainings were offered to parents, which included an overview of grade-specific math standards and resources for students</p>
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Previous Year's Goal #3	Thirty percent of all students in Kindergarten through Fifth grade will score proficient on the Spring Write Score writing assessment.
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	We used Write Score's Spring Assessment to determine if we met our writing proficiency goal. Forty-three percent of students had a score of proficient or higher on the Write Score assessment in Spring 2022. This exceeded the goal that we established for the 2021-2022 school year.
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	
If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<p>To support student learning, teachers implemented Write Score lessons that included each genre of writing and strategies to address the differences in composing each type. Teachers identified students for EIP not only for reading and math but also for writing. Some teachers implemented dictation as a strategy to support students in their writing. Additionally, school-wide mentor text was used as a model for teachers to use with their writing lessons so students could see the expectation.</p> <p>For the 2022-2023 school year, we will look at the areas of need for each grade level, focus on their weaknesses, and provide the students with additional support from our tutors. Finally, the teachers will allow for intentional practice time for students to apply what they are learning about each genre.</p>

<p>Previous Year's Goal #4</p>	
<p>Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	
<p>Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
<p style="text-align: center;">ELA</p>	<p>Students’ ability to comprehend literary texts has progressively improved as demonstrated by advancing independent reading levels. Students have increasingly utilized varied elements within the writing craft through the use of Mentor Texts as evidenced in student writing samples.</p>	<p>Kindergarten students are showing deficits in decoding First and Second Grade are having difficulty with blends and digraphs. Students in grades K-5 demonstrate challenges with the processes of writing. Kindergarten through Fifth Grade students demonstrate challenges with vocabulary acquisition.</p>	<p>FRA and ELF reports RI, Milestones, and Write Score, Next Steps in Guided Reading, Student Writing Folders</p>
<p style="text-align: center;">Math</p>	<p>Students have increased accuracy in the area of math fact acquisition.</p>	<p>Students still struggle with fact fluency. Measurement and Data is a challenge area for third through fifth grade students.</p>	<p>MFI Milestones MI</p>
<p style="text-align: center;">Science</p>			
<p style="text-align: center;">Social Studies</p>			

Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	Workshop Model Training (Reading, Math, Writing) Number Talks Training Problem Solving Training Next Steps in Guided Reading Training Mentor Text Training Write Score Training Math Fluency Framework Training Early Literacy Framework Training	Some inconsistencies in implementation with fidelity (MFI, ELF, Write Score)	Agendas Sign-in Sheets
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students identified as economically disadvantaged, ELL and those needing support through EIP and special education have progressively improved in their ability to comprehend literary texts. This is evidenced by their advancing independent reading levels. These students have increasingly utilized varied elements within the writing craft	Kindergarten students are showing deficits in decoding First and Second Grade are having difficulty with blends and digraphs. Students in grades K-5 demonstrate challenges with the processes of writing. Kindergarten through Fifth Grade students demonstrate	FRA and ELF reports RI, Milestones, and Write Score, Next Steps in Guided Reading, Student Writing Folders

		through the use of Mentor Texts as evidenced in student writing samples.	challenges with vocabulary acquisition.	
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Students identified as economically disadvantaged, ELL and those needing support through EIP and special education have increased accuracy in the area of math fact fluency acquisition.	Students in grades K-5 still struggle with fact fluency. Measurement and Data is a challenge area for third through fifth grade students.	MFI Milestones MI
Science	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Discipline / School Climate Data	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Professional Learning	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Overarching Challenge #1	Over 50 percent of students are falling below grade level proficiency in the areas of reading.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Educator knowledge and understanding of grade specific instructional best practices. (PL, coach modeling, across team/grade level observations, vertical alignment teams)
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Data Team processes are not implemented fully (regularly analyzing data, developing SMART goals, and determining instructional next steps, targeted interventions inconsistent, need additional RTI intervention training/modeling)
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	There is limited training provided in the use of strategies and limited resources available for families to take home. Many families do not have the level of knowledge in standards and strategies to support student learning at home.
Contributing Factors (Outside of control)	*Student attendance *Parent engagement (at school and at-home support) *Discomfort with academic level conversations *Language barriers *Economic status
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	(A) Forty percent (59 students) in Kindergarten through Second grade will be eligible to take the reading comprehension assessment after scoring 49+ on the FRA by the end of the year Reading Inventory for the 2022-2023 school year. (B) Sixty percent (83 students) in third through fifth grade will show 100 points in Lexile growth as measured by the end of year Reading Inventory for the 2022-2023 school year.

Overarching Challenge #2	Over 50 percent of students are falling below grade level proficiency in the area of math.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Educator knowledge and understanding of grade specific instructional best practices. (PL, coach modeling, across team/grade level observations, vertical alignment teams)
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Data Team processes are not implemented fully (regularly analyzing data, developing SMART goals, and determining instructional next steps, targeted interventions inconsistent, need additional RTI intervention training/modeling)
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	There is limited training provided in the use of strategies and limited resources available for families to take home. Many families do not have the level of knowledge in standards and strategies to support student learning at home.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	<ul style="list-style-type: none"> *Student attendance *Parent engagement (at school and at-home support) *Discomfort with academic level conversations *Language barriers *Economic status
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	Forty-five percent (136 students) in kindergarten through fifth grade will perform in the proficient/advanced level as measured by the end of the year Math Inventory during the 2022-2023 school year.

Overarching Challenge #3	Fifty seven percent of students are falling below grade level writing proficiency.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Educator knowledge and understanding of grade specific instructional best practices for writing. (PL, coach modeling, across team/grade level observations, vertical alignment teams)
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Data Team processes are not implemented fully (regularly analyzing data, developing SMART goals, and determining instructional next steps, targeted interventions inconsistent, need additional RTI intervention training/modeling)
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There is limited training provided in the use of strategies and limited resources available for families to take home. Many families do not have the level of knowledge in standards and strategies to support student learning at home.
Contributing Factors (Outside of control)	<ul style="list-style-type: none"> *Student attendance *Parent engagement (at school and at-home support) *Discomfort with academic level conversations *Language barriers *Economic status
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Forty percent (117 students) of students in Kindergarten through Fifth grade will score average or proficient on the Spring Write Score writing assessment.

Overarching Challenge #4	
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p>(A) Forty percent (59 students) in Kindergarten through Second grade will be eligible to take the reading comprehension assessment after scoring 49+ on the FRA by the end of the year Reading Inventory for the 2022-2023 school year.</p> <p>(B) Sixty percent (83 students) in third through fifth grade will show 100 points in Lexile growth as measured by the end of year Reading Inventory for the 2022-2023 school year.</p>
Goal #2	<p>Forty-five percent (136 students) in kindergarten through fifth grade will perform in the proficient/advanced level as measured by the end of the year Math Inventory during the 2022-2023 school year.</p>
Goal #3	<p>Forty percent (117 students) of students in Kindergarten through Fifth grade will score average or proficient on the Spring Write Score writing assessment.</p>
Goal #4	

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Parent Facilitator – 1.0 Zoila Hill	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Parent Facilitator will support parent engagement efforts and daily interactions with families. She will also support ongoing communication through CTLs. Engagement activities will include: parent nights (literacy and math) and initiatives through parent meetings, professional learning about the importance of parent involvement and communication between the school and home.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

<p style="text-align: center;">GOAL #1</p>	<p>(A) Forty percent (59 students) in kindergarten through second grade will be eligible to take the reading comprehension assessment after scoring 49+ on the FRA by the end of the year Reading Inventory for the 2022-2023 school year.</p> <p>(B) Sixty percent (83 students) in third through fifth grade will show 100 points in Lexile growth as measured by the end of year Reading Inventory for the 2022-2023 school year.</p>					
<p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;">Person Responsible</p>
<p>Implement guided reading in all classrooms with fidelity.</p> <p>Provide professional learning refresher training in Jan Richardson- Next Steps in Guided Reading and allow teachers to attend conferences that align to ELA/Reading strategies.</p>	<p>Next Steps Reading Library</p> <p>Next Steps Assessment Kits</p> <p>Next Steps Teacher Guidance Book</p>	<p>Title I</p> <p>Local School Funds</p> <p>SFSD</p>	<p>Aug. 2022</p>	<p>Small groups are facilitated daily in classrooms to support reading proficiency</p> <p>Training with academic coaches will be scheduled teachers</p> <p>Artifacts: Lesson plans, training agendas, TKES walk-through commentary; weekly CCC agendas</p>	<p>Desired Outcome: Increased levels of reading proficiency for all students.</p> <p>Increased professional knowledge in reading instruction</p> <p>Evidence: Continual progress on quarterly Next Steps reading assessments, iReady assessments; CIA, RI, ELF, meeting agendas, walk-throughs documentation</p>	<p>Administrators</p> <p>Teachers</p> <p>Academic Coaches</p>
<p>Provide differentiated support using EIP teachers, Title I instructional paras, and Title I tutors for targeted students in need of additional skill and standards development.</p>	<p>Tutors</p> <p>Paras</p> <p>EIP Teacher</p>	<p>Title I Funds</p> <p>Local School Allotment Funds</p> <p>20-Day Funds</p>	<p>Aug. 2022</p>	<p>Differentiated groups will take place during the intervention block with EIP teachers, instructional paras , and tutors</p> <p>Artifacts: Lesson plans; assessment and grouping documentation to determine which students need targeted interventions</p>	<p>Desired Outcome: Increased levels of reading proficiency for all students.</p> <p>Evidence: Continual progress on quarterly Next Steps reading assessments, iReady assessments; CIA, RI, ELF</p>	<p>Administrators</p> <p>Teachers</p> <p>Academic Coaches</p> <p>MTSS Facilitator</p>

<p>Implement the use of iReady reading in grades K-5 to help decrease learning gaps in reading using the iReady software and corresponding instructional recommendation plans</p>	<p>iReady Software</p> <p>iReady intervention lesson recommendations</p> <p>iReady training and collaborative sessions to analyze data and plan instruction</p>	<p>Title I Funds</p> <p>Local School Funds</p>	<p>Aug. 2022</p>	<p>Implementation: classroom instruction and intervention sessions during tutoring sessions</p> <p>Artifacts: , iReady training materials, iReady data; intervention plans for targeted groups</p>	<p>Desired Outcome: Increased levels of reading proficiency for all students.</p> <p>Evidence: Continual progress on quarterly Next Steps reading assessments, iReady assessments; CIA, RI, ELF</p>	<p>Administrators</p> <p>Teachers</p> <p>Academic Coaches</p> <p>MTSS Facilitator</p>
				<p>Implementation:</p> <p>Artifacts:</p>	<p>Desired Outcome:</p> <p>Evidence:</p>	

GOAL #2	Forty-five percent (136 students) in kindergarten through fifth grade will perform in the proficient/advanced level as measured by the end of the year Math Inventory during the 2022-2023 school year.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
<p>All classrooms will implement Number Talks daily.</p> <p>Provide training for new teachers and a refresher for veteran teachers.</p>	<p>Tutors Paras EIP Teacher</p> <p>Number Talks books</p> <p>Classroom supplies</p>	<p>Title I Funds</p> <p>Local School Allotment Funds</p> <p>20-Day Funds</p>	<p>August 2022</p>	<p>Teachers will facilitate Number Talks during the math workshop on a daily basis</p> <p>Implementation: August 2022-May 2023 through classroom instruction</p> <p>Artifacts: Lesson plans, TKES commentary; training agendas and materials</p>	<p>Desired Outcome: Increased levels of math proficiency for all students.</p> <p>Increased professional knowledge in effective Math instruction</p> <p>Evidence: Continual progress on iReady assessments; CIA, MI, MFI data</p>	<p>Administrators Teachers Academic Coaches MTSS Facilitator</p>
<p>Implement Math Workshop in grades K-5. Coach will assist with strategies and modeling in classrooms where teachers need support.</p> <p>Provide professional learning opportunities for workshops and conferences to expand math knowledge and understanding. Professional Learning: Metro RESA Math; NCTM; Other approved conferences</p>	<p>Math Coach</p> <p>Classroom Manipulatives</p> <p>CTLS Lessons and Resources</p> <p>Conferences</p> <p>Subs for Collaboration/ Quarterly Full Day Collaborative Sessions</p>	<p>Title I Funds</p> <p>Local School Allotment Funds</p> <p>SFSD</p> <p>20-Day Funds</p>	<p>August 2022</p>	<p>Teachers will facilitate math instruction using the math workshop framework on a daily basis; Teachers will incorporate each component of the workshop model including a standards-based mini-lesson and differentiated small groups</p> <p>During collaborative sessions, the math coach will provide training in effective instructional strategies</p> <p>Professional development with outside sources will be used throughout the year to support professional growth with math instruction</p>	<p>Desired Outcome: Increased levels of math proficiency for all students.</p> <p>Evidence: Continual progress on iReady assessments; CIA, MI, MFI data</p>	<p>Administrators Teachers Academic Coaches MTSS Facilitator</p>

				<p>Implementation: August 2022-May 2023 through classroom instruction, coaching sessions, and PD through professional organizations</p> <p>Artifacts: Lesson plans, TKES commentary, training and conference agendas; CCC agendas</p>		
<p>Provide differentiated support using EIP teachers, Teacher on Special Assignment, Title I paras, and Title I tutors for targeted students in need of additional skill and standards development.</p>	<p>Tutors Paras EIP Teacher TSA</p>	<p>Title I Funds</p> <p>Local School Allotment Funds</p>	<p>August 2022</p>	<p>Differentiated groups will be facilitated during the workshop as well as during the intervention block</p> <p>Implementation: August 2022-May 2023 through classroom instruction, intervention sessions during tutoring sessions and TSA sessions</p> <p>Artifacts: Lesson plans, walk-through commentary</p>	<p>Desired Outcome: Increased levels of math proficiency for all students.</p> <p>Evidence: Continual progress on iReady assessments; CIA, MI, MFI data</p>	<p>Administrators Teachers Academic Coaches MTSS Facilitator</p>
				<p>Implementation:</p> <p>Artifacts:</p>	<p>Desired Outcome:</p> <p>Evidence:</p>	

GOAL #3	Forty percent (117 students) of students in kindergarten through fifth grade will score average or proficient on the Spring Write Score writing assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Implement Writing Workshop in grades K-5. Allow teachers the opportunity to attend workshops and conferences aligned to the writing.	Classroom writing prompts Classroom materials and supplies Subs for Collaboration/Quarterly release for full day of collaboration time Subs for release time to attend PL sessions	Title I SFSD Local School Funds	August 2022	Teachers will facilitate writing instruction using the workshop model including all components such as a mini-lesson, differentiation, and conferencing Implementation: August 2022-May 2023 through classroom instruction Students will write daily during the writing workshop. Artifacts: Student journals will be reviewed along with lesson plans to ensure implementation, walkthrough documentation The write score assessment will be administered quarterly. A score report will be generated and discussed with teachers during CCCs.	Desired Outcome: Increased writing composition proficiency Increased professional knowledge in effective ELA instruction Evidence: Student work samples Write Score assessment scores Writing rubric Continual progress on Write Score assessments; MTSS Documentation	Administrators Teachers Academic Coaches MTSS Facilitator
Implement the use of Write Score software to help close learning gaps in writing using the Write Score instructional intervention lessons. All students in grades K-5	Write Score Software and Lessons Write Score Reports	Title I Local School Funds	August 2022	Implementation: August 2022-May 2023 through daily classroom instruction and intervention sessions during tutoring and intervention block sessions Artifacts: Continual progress on Write Score assessments; MTSS Documentation	Desired Outcome: Increased writing composition proficiency Evidence: Student work samples Write Score assessment scores Writing rubric Continual progress on Write Score assessments; MTSS Documentation	Administrators Teachers Academic Coaches MTSS Facilitator

				Implementation :	Desired Outcome:	
				Artifacts:	Evidence:	
				Implementation:	Desired Outcome:	
				Artifacts:	Evidence:	

GOAL #4						
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	
				Implementation: Artifacts:	Desired Outcome: Evidence:	

Actions to Assist Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Free tutoring for any student needing support in reading and math.	Instructional materials Student school supplies	Title I 20-Day Fund
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	ESOL support to increase proficiency in ELA and Math. Provide additional small group instruction; ESOL teachers collaborate with General Education teachers to plan for and provide differentiated instruction	Instructional materials Student school supplies	Title I Funds Local School Funds
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide additional differentiated small group instruction Review student group data to ensure all students are making progress and revise instructional strategies as needed.	Instructional materials Student school supplies	Title I Funds Local School Funds T
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	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.	Instructional materials Student school supplies	Title I Funds Local School Funds
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Work with social worker to identify and support needs of foster and homeless students Provide additional small group instruction as needed.	Instructional materials Student school supplies	Title I Funds Local School Funds

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the school-wide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	8/23/22 10-11 a.m. via Teams		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	10/18-10/21/22 Surveys during Conference Week		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	3/7/23		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>	9/13/22 Staff Meeting		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	11/1/22 Staff Meeting		
	2/7/23 Staff Meeting		
	4/11/23 Staff Meeting		
<p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u> Kindergarten Tour for families with Rising Kindergarteners for 2023-2024-Overview presentation of expectations for kindergarten students, standards, and parent engagement followed by a school and classroom tour. Rising Middle School Family Meeting: 1. Collaborate with middle school administrators and counselor. Presentation of middle school registration, course offerings, student and family expectations 2. Student Experience-student tour and class participation on campus at feeder schools</p>	March/April 2023		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u></p> <p>First Day Folder Flyers</p> <p>First Day Letter from Principal</p> <p>CTLS Messages (Parent Newsletter, Text Messages)</p> <p>Meeting Notes/Ppt.</p> <p>Take Home Flyers (Important Dates, Meeting Reminders, etc.)</p> <p>Progress Reports</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
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School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)

School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Literacy Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Family resources to assist with student learning at home	Title I Local School Funds	2/13/23 5:30-7 p.m. Cafe'/Homerooms		Academic Coaches and Parent Facilitator: Balisha Johnson Lisa Kelley Ashley Mounts-Gray Zoila Hill Administrators
Math Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Family resources to assist with student learning at home	Title I Local School Funds	12/5/23 5:30-7 p.m. Cafe'/Homerooms		Academic Coaches and Parent Facilitator: Balisha Johnson Lisa Kelley Ashley Mounts-Gray Zoila Hill Administrators
ESOL Services	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Informative Resources and presentation to provide an overview of ESOL program, supports, and assessment		9/12/22 9:30-10:20 a.m. Argyle Media Center		Academic Coaches and Parent Facilitator: Balisha Johnson Lisa Kelley Ashley Mounts-Gray Zoila Hill Administrators

Parent Previews (Quarterly) Meet & Greet/Open House (O.H.), 2 nd Quarter, 3 rd Quarter, 4 th Quarter	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Resources/Handouts to provide an overview of each upcoming quarter and strategies that can be used at home		Open House- 7/29/22 2 nd 11/8/22 3 rd 1/17/23 4 th 4/28/23 Homerooms	Academic Coaches and Parent Facilitator: Balisha Johnson Lisa Kelley Ashley Mounts-Gray Zoila Hill Administrators
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GaDOE required six “Shall’s”. Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child’s academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child’s education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of “shalls” and “mays”)

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s school-wide plans are developed during a 1-year period; unless – the school is operating a school-wide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated school-wide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**
2. Cobb County’s school-wide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The school-wide plan committee signature page and the Family Engagement fall and spring input meetings. School-wide Checklist 5(b)**

3. Cobb County's school-wide plans 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. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*

4. Cobb County's school-wide plans are available to the local education agency, parents, and the public, and 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. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*

5. Describe how the school-wide plan has been 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. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

Argyle Elementary will integrate state and local funds and community support in several ways. Title II will provide professional development support for staff. 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.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.** *SWP Checklist 4*

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the school-wide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: Argyle Elementary will regularly monitor the schoolwide plan through weekly CCC meetings with each grade level team as well as with the BLT. Collaborative sessions will include a review of school-wide, grade specific, and student specific goals and progress toward meeting those goals. This will occur through a structure data team process including the use of SMART goals and progress monitoring processes. Insufficient progress will lead to a determination of root causes and the development of an action plan for professional development, differentiation, and adjustments in practices for instructional staff, academic coaches, and administrators. Much of the progress monitoring will also take place as part of the MTSS meetings with teachers, SSA, administrators, families, and the MTSS facilitator.

8. Describe how the school determines whether the school-wide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: Success in increasing the achievement of students in meeting standards is determined using CCSD district assessments such as the MI and RI. More frequent monitoring occurs using local school assessments including running records, teacher created assessments, and graded student work. Data conversations take place weekly during CCC, RTI, and BLT meetings. SMART goals are set for student growth and progress. Progress monitoring aids in determining if students are meeting targets or not. Corresponding instructional practices including RTI interventions, differentiated/scaffolded instruction, and the Argyle Intervention Block (AIB) are evaluated and adjusted when students are not making continual progress toward meeting SMART goals. Successful practices are celebrated and incorporated for future student support.

9. Describe how the school-wide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the school-wide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: Argyle's CCCs, BLT, PAC, Guiding Coalition, and Parent Input meetings will include a review as scheduled in the Title I plan as well as on a quarterly basis. Teams will review goals and triangulate data from RI, MI, Write Score, iReady, CIA, and other sources as results are available. Teams will determine if student growth is evident or if student progress is not taking place. Based on the assessment results, the team will determine if the plan needs to be revised or if we will stay the course with practices being implemented.

School-wide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific school-wide plan action steps, the method for monitoring and evaluating those action steps and the school-wide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific school-wide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: 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 and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes Specific school-wide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your school-wide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: Our schoolwide plan and student needs will be monitored, and action plans will be developed using the MTSS. As student data becomes available from the local school, district, and state assessments, data team meetings will be conducted. MTSS meetings will take place monthly for progress monitoring, the development or review of interventions will take place, and recommendations for student services such as EIP support and special

education will occur.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE:

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)

At Argyle, 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 Curriculum Coordinators as well as any quarterly trainings with district coaches.

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE:

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

-Orientation and shadow days for rising 6th grade students. Our 5th graders visit Campbell Middle School and have a chance 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.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware 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. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE:

NA – Argyle is an elementary school

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's school-wide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the school-wide plan.** *SWP Checklist 1*