School Improvement Action Plan

School Year:	2023-2024
School Name:	Argyle Elementary School
Principal Name:	Georgette Clinton
Date Submitted:	6/5/2023
Revision Dates:	May 9, May 11, May 16, May 23, May 25

District Name	Cobb County School District
School Name	Argyle Elementary School
Team Lead	Georgette Clinton
Position	Principal
Email	Georgette.clinton@cobbk12.org
Phone	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)**
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

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:
CCCs, Staff Meetings 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. Meetings included grade level collaborative meetings (CCCs), Guiding Coalition meetings, full staff meetings, parent input meetings and Building Leadership Team (BLT) meetings.

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. Suggested stakeholder participation includes the following roles. **A parent is required**.

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. *Required:* **At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers

10. Business Partners

11. Social Workers

12. Faith Based Community Leaders

13. School Technology Specialists

14. Community Health Care Providers

15. Universities or Institutes of Higher Education

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. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	May 9, May 11, May 16, May 23, May 25 (BLT only)

Position/Role	Printed Name	Signature
Principal	Georgette Clinton	
Assistant Principal	Leshon Graham	
Student Support Coordinator	Joseph Wang	
3-5 Literacy Curriculum Coordinator	Lisa Kelley	
K-5 Math Curriculum Coordinator	Ashley Mounts-Gray	
K-2 Literacy Curriculum Coordinator	Balisha Johnson	
Kindergarten's Team Lead	Sarah Murphey	
1st Grade's Team Lead	Angela Bivins	
2nd Grade's Team Lead	Jenifer Mitacek	
3rd Grade's Team	Christine Barton Candice Elliott Lakeesha Walker	
4th Grade's Team Lead	Diana Rixom	
5th Grade's Team Lead	Jasmine Lacy	
Interventionist	Andrea Moon	
Interventionist	Kali Schneider	
ESOL	Janet Sweeney	
Sp. Ed.	LaShana Walley	
Specialist	Chris Thomas	

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	(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.
Was the goal met?	☒ YES (Part B) ☒ NO (Part A)
What data supports the outcome of the goal?	(A) We used the Spring Foundational Reading Assessment Report to determine how many students were eligible to take the Reading Comprehension Assessment (RCA). When we looked at the number of students who took the RCA throughout the 2022-2023 school year, we were 4% (4 students) away from meeting our goal. (B) A total of 140 students in grades 3rd-5th completed spring RI testing and received a growth measure. Of those 140 students, 86 students gained 100+ points. (61%)
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	(A) Being close to meeting our goal is an indicator that we are on the right track. We will continue to teach decoding and segmenting strategies. Additionally, we will also change how we teach high-frequency words and spelling patterns to our students.
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?	**(B)** Action steps that are aligned with goal attainment include the following. • Year- long professional learning focus on the Reading Workshop Model • Development and implementation of ELA priority standards checklists. • Development and implementation of Guided Reading leveled-checklists. • Development and implementation of literacy CFAs. • Implementation of daily differentiated WIN interventions.

	All of the above will be continued in the 2023-2024 school year.

Previous Year's 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.
Was the goal met? ☒ **YES** ☐ **NO**	
What data supports the outcome of the goal?	We used Argyle's Spring Math Inventory Proficiency Report to determine if we met our proficiency goal. After reviewing the report, it was revealed that 58% of our students were on or above grade level in mathematics. This exceeded the goal that we established for the 2022-2023 school year.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	N/A

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?	The achievement of our goal can be attributed to several key processes, action steps, and interventions that were instrumental in driving student success. One key factor in our success was the strategic use of data to inform teachers' instruction. During Math CCCs, teachers implemented a robust data analysis system that allowed them to closely monitor student progress and identify areas of strength and areas in need of improvement. Through regular data talks, teachers engaged in meaningful discussions about student performance, identifying patterns, trends, and areas for targeted intervention. Based on the data insights, our teachers applied actionable steps to address specific student needs. This included targeted instructional strategies, differentiated learning approaches, and personalized interventions tailored to individual students. Grade level teams collaborated extensively with WIN teachers to share best practices and leverage collective expertise, ensuring that effective strategies were implemented consistently across classrooms. Another significant contributor to our success was the effective utilization of WIN Time. This dedicated time slot allowed for consistent implementation of targeted interventions. During WIN Time, teachers and tutors were able to provide focused and individualized support to students based on their specific learning requirements. This intentional and structured intervention period ensured that students received the necessary assistance and resources to overcome challenges and accelerate their learning. Additionally, ongoing professional development played a vital role in sustaining our progress. We provided teachers with training opportunities focused on data analysis, using high-impact instructional strategies, and intervention techniques. These professional development sessions empowered our teachers with the knowledge and skills necessary to effectively implement data-driven instruction and support student growth. Furthermore, our commitment to a collaborative culture of continuous improvement greatly contributed to our success. We established regular opportunities for collaboration and reflection, such as grade-level meetings, CCCs, and data team discussions. This facilitated the sharing of successful strategies, troubleshooting challenges, and refining instructional practices based on the evolving needs of our students.

Previous Year's 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.
Was the goal met? □ YES ☒ NO	
What data supports the outcome of the goal?	294 students in Kindergarten through Fifth grade completed the Spring, 2023 Write Score assessment. 116 students scored proficient or higher. (39%)
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	While the goal was only missed by one student, the data reflects needs in the following areas. • Explicit grammar instruction (Grades 3-5) • Instructional Coaching support for each component of the Writing Workshop Model inclusive of professional learning sessions, modeling, collaborative teaching, and on-going monitoring. (Grades K-5)
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?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	Students' ability to comprehend contextual information within literary and informational passages has continued to increase as evidenced by both advancing independent reading levels and an overall increase in the percentage of students scoring proficient or higher on the Reading Inventory. Significant growth gains have been noted withing the Reading Inventory data as well. Students in all grades have demonstrated a developing understanding of grade aligned elements of the RACES strategy as evidenced by writing portfolios, journals and Write Score data. Students in K-2 were very close to meeting our goal. This is an indicator that we are on the right track. We will continue to teach decoding and segmenting strategies. Additionally, we will also change how we teach high-frequency words and spelling patterns to our students. Students in upper elementary grades (3-5) demonstrated gains in closing phonics gaps that had been hindering overall reading growth. Continued support will be needed to maintain this pattern.	K-5 Students have shown deficits with vocabulary acquisition as well as comprehension of higher order "beyond text" understanding of passages. Comparing and contrasting story elements within literary text is an area of needed growth along with understanding causal relationships within informational text. K-5 students have demonstrated challenges with the process of writing in all genre areas. Weaknesses include convention usage, sentence structure and genre development.	FRA ELF Report RI Milestones NSGRA Priority Standards Checklists Writing Folders/Journals Guided Rdg. Checklists Running Records CFAs GKIDS RTI Data
Math	Overall, we observed significant progress in students' ability to retain fact fluency. In Kindergarten, student strengths include addition and subtraction by solving problems with the representation of their choice. Students were able	Overall, students continue to struggle with comprehending word problems and accurately determining the appropriate operation to solve them.	MFF CFAs MI Milestones RTI Data GKIDS

	to explore number lines, ten frames, number paths, number bonds, and part- part- total boards. Using these tools in small groups and providing options has positively impacted student achievement. In 1st grade, students can compare and order sets and numerals 21 to 100, including using symbol notation (>, <, =), find the unknown in addition/subtraction sentence, group objects by 2s, 5s, 10s in order to count, rote count beginning at 1 or at another number by 1s, and rote count by 2s, 5s and 10s to 100 beginning at 2, 5, 10. In 2nd grade, students have increased accuracy in the area of math fact acquisition In 3rd grade analyzing the data from CFA's helped to effectively reteach content to mastery, multiple small group instruction including WIN time. Lastly, the students were highly motivated to master their facts due to Reflex. In 4th grade, students can add/subtract with regrouping, model multiplication in a variety of ways and recognize the two-dimensional elements of three-dimensional shapes. In 5th grade, students have been successful with Numbers and Operations (multiplying, dividing with standard algorithm in word problems); Measurement and Data (volume, coordinate planes); Representational and Standard algorithm strategies.	Various students in 2nd to 4th grade have shown misconceptions with place value understanding. This makes adding/subtracting with regrouping difficult for these particular students. In Kindergarten, the MFF lessons do not allow time for other supporting or priority standards. The MFF does not align with MI types of questions. Students in 1st grade struggle with using communitive and associative properties to add, organize, represent, and interpret information in tally charts and graphs, and add 2/3 digit numbers with or without models. Second grade students struggle with their automaticity of math facts. In 3rd grade, students performed low on measurement and geometry due to time constraints and heavy focus on assessments. This took away from teaching time, making the math block short. Students in 4th grade struggle with the distributive property to represent and simplify numeric expressions. Students in 5th grade struggle visualizing fractions.	GloSS Pre/Post Unit Assessments Milestones Reflex Math
Science			

Social Studies			
Discipline / School Climate Data			
Professional Learning What's been provided? What is the impact?	Workshop Model Training (Reading, Math, Writing) Next Steps in Guided Reading Training Mentor Text Training Write Score Training Early Literacy Framework Training Cobb Collaborative Communities Training Data Team Process Training		Agendas Sign-in Sheets
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Students identified as economically disadvantaged, ELL and those needing support through EIP and special education have progressively improved in their decoding and comprehension of literary text as evidenced in	Students in sub-groups as well as in the general education population in K-5 continue to show deficits with vocabulary acquisition as well as comprehension of higher order "beyond text" understanding of passages.	FRA ELF Milestones Write Score NSGRA Student Writing Samples

		advancing reading levels and EOY Reading Inventory growth.	Comparing and contrasting story elements within literary text is an area of needed growth along with understanding causal relationships within informational text. Students in sub-groups as well as in the general education population in K-5 continue to demonstrate challenges with the process of writing in all genre areas. Weaknesses include convention usage, sentence structure and genre development.	
Math	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Throughout the year, when analyzing student performance on CFAs, post-tests, and diagnostics, there were no significant discrepancies among subgroup populations. Students in each subgroup performed as well as other students in all math domains.	Differential rates of improvement: Special Education students in 2nd and 3rd grade showed varying rates of progress in math skills, specifically with numbers and operations. These students demonstrated limited advancement compared to their peers.	CFA Data Reports (CTLS) Post-Test Data Reports (CTLS)
Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Professional Learning	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #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):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The use of high-impact strategies: A significant challenge is that teachers encounter difficulties in accurately identifying and successfully implementing high-impact strategies to effectively address student deficits in reading.
Root Cause #2 - **(Within control)** **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Differentiated Instruction: Teachers face challenges in delivering differentiated instruction tailored to the varying needs of diverse learners. Currently, a common tendency observed is that some teachers delivery are not addressing "Behaviors to Notice" at each specific reading level. Some are neglecting the crucial practice of adapting small group lessons according to individual student levels.
Root Cause #3 - **(Within control)** **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	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 reading development 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 *Specific, Measurable, Achievable, Relevant, Timebound*	Fifty percent (148 students) in kindergarten through fifth grade will demonstrate grade-level, independent reading proficiency or higher by the end of the 2023-2024 school year as measured by the RI.

Statement of Concern #2	Over 40 percent of students are falling below grade level proficiency in the area of math.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ X Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The use of high-impact strategies: A significant challenge is that teachers encounter difficulties in accurately identifying and successfully implementing high-impact strategies to effectively address student deficits.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ X Supportive Learning Environment ☐ Family Engagement	Differentiated Instruction: Teachers face challenges in delivering differentiated instruction tailored to the varying needs of diverse learners. Currently, a common tendency observed is that teachers predominantly deliver the same lesson to all students, neglecting the crucial practice of adapting small group lessons according to individual student levels.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ X Family Engagement	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 *Specific, Measurable, Achievable, Relevant, Timebound*	Fifty percent (148 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 2023-2024 school year.

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	The percentage of students in first through fifth grade demonstrating grade level proficiency or higher on the Reading Inventory Assessment will increase from 42.98% (106 students) on the May 2023 administration to 52.98% (137 students) on the May 2024 administration.
Goal #2	The percentage of students in kindergarten through fifth grade demonstrating grade level proficiency or higher on the Math Inventory will increase from 58.94% (136 students) on the May 2023 administration to 68.94% (178 students) on the May 2024 administration.

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	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Parent Facilitator will support parent engagement efforts and daily interactions with families. The facilitator 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.
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

GOAL #1	The percentage of students in first through fifth grade demonstrating grade level proficiency or higher on the Reading Inventory Assessment will increase from 42.98% (106 students) on the May 2023 administration to 52.98% (137 students) on the May 2024 administration.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Implement guided reading in all classrooms with fidelity. 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.	Next Steps Reading Library Next Steps Assessment Kits Next Steps Teacher Guidance Book	Title I Local School Funds SFSD	Aug. 2023	Implementation: Small groups are facilitated daily in classrooms to support reading proficiency; groups are fluid, groups include specific learning strategies based on proficiency needs/reading levels Training with academic coaches will be scheduled with all K-5 teachers July 2023-May 2024 Direct coaching with individual teachers as needed Artifacts: Lesson plans that specifically address small groups and learning strategies, training and meeting agendas; weekly CCC agendas focused on reading data and instruction; Completed Title I Coach and Local School staff walk-through forms	Evaluation of Impact: Increased levels of reading proficiency for students. Increased professional knowledge in reading instruction Evidence: Continual progress on quarterly Next Steps reading assessments, CIA, RI, ELF, running records data, summary of walk-through data	Administrators Teachers Academic Coaches
Provide differentiated support using EIP teachers and Title I tutors for targeted students in need of additional skill and standards development.	Tutors EIP Teachers Teacher on Sp. Assignment (TSA)	Title I Funds Local School Allotment Funds	Aug. 2023	Implementation: Differentiated groups will take place during the intervention block with EIP teachers, instructional paras, and tutors Artifacts: Lesson plans; assessment and grouping	Evaluation of Impact: Increased levels of reading proficiency for all students, Continual progress on quarterly Next Steps reading assessments, Evidence: CIA, RI, ELF, running records data	Administrators Teachers Academic Coaches MTSS Facilitator

		20-Day Funds		documentation to determine which students need targeted interventions		
Provide differentiated support using Intervention Block and additional support from EIP teachers, Teacher on Special Assignment (TSA), paras, and Title I tutors for targeted students in need of additional skill and standards development.	Title I Tutors Teachers TSA	Title I Funds Local School Allotment Funds	August 2023	Implementation: Differentiated groups will be facilitated during the workshop as well as during the intervention block Implementation: August 2023-May 2024 through classroom instruction, intervention sessions during tutoring sessions and TSA sessions Artifacts: Lesson plans that specifically address small groups and learning strategies, training and meeting agendas; weekly CCC agendas focused on reading data and instruction; Completed Title I Coach and Local School staff walk-through forms	Evaluation of Impact: Increased levels of math proficiency for all students. Evidence: Common Formative Assessment data, Cobb Interim Assessments, MI, MFF data	EIP Teachers Classroom Teachers Tutors Paras

GOAL #2	The percentage of students in kindergarten through fifth grade demonstrating grade level proficiency or higher on the Math Inventory will increase from 58.94% (136 students) on the May 2023 administration to 68.94% (178 students) on the May 2024 administration.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Continue Intervention Block for math interventions, reteaching, and extension	Classroom Manipulatives CTLS Lessons and Resources	Local School Allotment Funds	August 2023	Implementation: Homeroom teachers will determine student needs according to student proficiency levels. Teachers will follow their assigned intervention block schedules. Teachers will use this time to provide students with instruction to close learning gaps. Artifacts: Lesson plans that specifically address small groups and learning strategies, training and meeting agendas; weekly CCC agendas focused on reading data and instruction; Completed Title I Coach and Local School staff walk-through forms	Evaluation of Impact: Increased levels of math proficiency for all students. Evidence: CIA, MI, MFF data, CFA data, Milestones	Math Teachers Math Interventionists Paras
Provide professional development for teachers with a focus on instructional best practices for math	Tutors EIP Teacher Classroom supplies	Title I Funds Local School Allotment Funds 20-Day Funds	August 2023	Implementation: Aug-September August 2023-May 2024 use classroom walkthroughs to determine training needs Coaches facilitate refresher trainings as needed (CCC meeting expectations and protocols, developing assessments, and analyzing data, math workshop); Professional Learning provided for teachers through Metro RESA Math; NCTM; Other approved conferences	Evaluation of impact: Increased levels of math proficiency for all students. Increased professional knowledge and implementation of effective Math instruction Evidence: Continual progress on CIA, MI, MFF data	Administrators Teachers Academic Coaches MTSS Facilitator

| | | | | Teachers will attend various

Artifacts: Lesson plans that specifically address small groups and learning strategies, training and meeting agendas; weekly CCC agendas focused on reading data and instruction; Completed Title I Coach and Local School staff walk-through forms | | |
|---|---|---|---|---|---|---|
| Implement Math Workshop in grades K-5; | Math Coach

Classroom Manipulatives

CTLS Lessons and Resources

Conferences

Subs for Collaboration/ Quarterly Full Day Collaborative Sessions | Title I Funds

Local School Allotment Funds

SFSD

20-Day Funds | August 2023 | 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

Based on the need as evidenced by walk-throughs and student data, coaches will provide training in effective instructional strategies and best practices

Implementation: August 2023-May 2024 through classroom instruction, coaching sessions, and PD through professional organizations

Artifacts: Lesson plans, training and conference agendas; CCC agendas, Completed Title I Coach and Local School staff walk-through forms | Evaluation of impact: Increased levels of math proficiency for all students.

Evidence: Continual progress on CIA, MI, MFF data, walk through data | Administrators Teachers Academic Coaches MTSS Facilitator |

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.	Tutors Paras EIP Teacher TSA	Title I Funds Local School Allotment Funds	August 2023	Differentiated groups will be facilitated during the workshop as well as during the intervention block Implementation: August 2023-May 2024 through classroom instruction, intervention sessions during tutoring sessions and TSA sessions Artifacts: Lesson plans, Completed Title I Coach and Local School staff walk-through forms	Evaluation of the impact: Increased levels of math proficiency for all students. Evidence: Continual progress on CIA, MI, MFI data, walk through data	Administrators Teachers Academic Coaches MTSS Facilitator

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☒ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☒ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Free tutoring for any student needing support in reading and math. 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 20-Day Fund
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ 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
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ 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
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ 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
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting – **Deadline September 29, 2023** Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide 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.			☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – **Deadline October 31, 2023** 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.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – **Deadline April 29, 2024** 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.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) 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 Deadlines: PL#1 **9/22/23**	PL#2 **12/8/23**	PL#3 **2/16/24**	PL#4 **4/29/24**			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:**			☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	*List documents translated for parents:*		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

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)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Literacy Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Family resources to assist with student learning at home	Title I Local School Funds	11/7/23 5:30-7:00 p.m. Cafe'/Homerooms		Academic Coaches and Parent Facilitator: Balisha Johnson Lisa Kelley Ashley Mounts-Gray Zoila Hill Administrators
Math Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Family resources to assist with student learning at home	Title I Local School Funds	2/16 5:30-7:00 p.m. Cafe'/Homerooms		Academic Coaches and Parent Facilitator: Balisha Johnson Lisa Kelley Ashley Mounts-Gray Zoila Hill Administrators
ESOL Services	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Informative Resources and presentation to provide an overview of ESOL program, supports, and assessment	Local school funds	Argyle Media Center 10/10 9:00-10 :00a.m.		Academic Coaches and Parent Facilitator: Balisha Johnson Lisa Kelley

							Ashley Mounts-Gray Zoila Hill Administrators

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 schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide 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 schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*

2. Cobb County's schoolwide 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 schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*

3. Cobb County's schoolwide 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 schoolwide 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 schoolwide 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:
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.

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 schoolwide 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 schoolwide 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 schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide 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.

Schoolwide 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 schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide 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)*

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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 schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

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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 schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

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13. Describe the implementation of your schoolwide 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.

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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.

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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: -Spring visits/school tours for incoming Kindergarten students

-Prospective kindergarten student/parent orientation in May and August

-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.

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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:

Comprehensive Needs Assessment – *Section 1114(b)(1)(A)*
17. Cobb County's schoolwide 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 schoolwide plan.** *SWP Checklist 1*