



# School Improvement Action Plan



School Year:	2024 - 2025
School Name:	Argyle Elementary
Principal Name:	Dr. Georgette Clinton
Date Submitted:	6/14/2024
Revision Dates:	6/17/2024, 7/22/2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Argyle Elementary
<i>Team Lead</i>	Dr. 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 <b>ONLY</b>
	"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 <b>ONLY</b>
	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:** 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):	4/19/2024; 4/30/2024; 5/3/2024; 5/17/2024, 6/11/2024, 8/2/2024, 8/9/2024
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Position/Role	Printed Name	Signature
Principal/Team Leader	Georgette Clinton	
Assistant Principal	LeShon Graham	
Instructional Specialist	Balisha Johnson	
Instructional Specialist	Lisa Kelley	
Student Support	Joseph Wang	
Parent Liaison	Zoila Hill	
Bookkeeper	Ana Conde Cueva	
Andrea Moon	Interventionist	
Beth Dettelbach	Interventionist	
Jenifer Mitacek	Interventionist	
Alma Hernandez	Parent	
Zarea Ocampo	Parent	
Carmen Mojica	Parent	

## Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

<b>Previous Year's Goal #1</b>	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.
<b>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Data from the end of the year Reading Inventory supports the findings. According to the data, 47.16% of students ended the school year at a level of proficient or higher.
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	Further support of students in the below basic and basic areas is needed. This can be accomplished by providing students with interventions and small group instruction that is in addition to the support that is provided during daily reading instruction.
If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

<b>Previous Year's Goal #2</b>	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.
<b>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Data from the end of the year Math Inventory supports the findings. 54.02% of students in grades kindergarten through fifth grade scored at proficient or higher.
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	Further support of students in the below basic and basic areas is needed. This can be accomplished by providing students with interventions and small group instruction that is in addition to the support that is provided during daily math instruction.
If the goal was <b>met or exceeded</b> , 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)** Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
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<p style="text-align: center;"><b>ELA</b></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>K-5 students have demonstrated challenges with the process of writing in all genre areas. Weaknesses include convention usage, sentence structure and genre development.</p>	<p>FRA ELF Report RI Milestones NSGRA Priority Standards Checklists Writing Folders/Journals Guided Rdg. Checklists Running Records CFAs GKIDS RTI Data</p>
<p style="text-align: center;"><b>Math</b></p>	<p>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 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.</p> <p>In 1<sup>st</sup> grade, students can compare and order sets and numerals 21 to 100, including using symbol</p>	<p>Students continue to struggle with comprehending word problems and accurately determining the appropriate operation to solve them. Various students in 2<sup>nd</sup> to 4<sup>th</sup> grade have shown misconceptions with place value understanding. This makes adding/subtracting with regrouping difficult for these particular students. Students in 1<sup>st</sup> 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.</p>	<p>CFAs MI Milestones RTI Data GKIDS Gloss Pre/Post Unit Assessments Milestones Reflex Math</p>

	<p>notation (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>), 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.</p> <p>In 2<sup>nd</sup> grade, students have increased accuracy in the area of math fact acquisition</p> <p>In 3<sup>rd</sup> 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.</p> <p>In 4<sup>th</sup> grade, students can add/subtract with regrouping, model multiplication in a variety of ways and recognize the two-dimensional elements of three-dimensional shapes.</p> <p>In 5<sup>th</sup> 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.</p>	<p>Second grade students struggle with their automaticity of math facts.</p> <p>In 3<sup>rd</sup> 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.</p> <p>Students in 4<sup>th</sup> grade struggle with the distributive property to represent and simplify numeric expressions.</p> <p>Students in 5<sup>th</sup> grade struggle visualizing fractions.</p>	
<b>Science</b>			
<b>Social Studies</b>			
<b>Discipline / School Climate Data</b>			
<b>Professional Learning</b> What's been provided? What is the impact?	Workshop Model Training (Reading, Math, Writing) Next Steps in Guided Reading Training Mentor Text Training (refresher)		Agendas Sign-In Sheets



	Write Score Training (refresher) Early Literacy Framework Training Cobb Collaborative Communities Training (refresher) Data Team Process Training Trauma-Informed Practices Training		
<b>Other</b>			

**Comprehensive Needs Assessment – Summary of Findings (Student Groups)** Section 1114(b)(1)(A)

<b>Data</b>	<b>Student Groups</b>	<b>Strengths</b>	<b>Concerns</b>	<b>Multiple Data Sources</b>
<b>ELA</b>	<input checked="" 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	Students identified as economically disadvantaged, EL and those needing support through EIP and special education services improved in their decoding and comprehension of literary text as evidenced in advancing reading levels and EOY Reading Inventory growth.	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 more complex text.	FRA RI NSGRA Write Score Milestones
<b>Math</b>	<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	Throughout the year, when analyzing student performance on CFAs, post-tests, and diagnostics, there were no significant discrepancies among subgroup populations. Students in each	Differential rates of improvement: Special Education students in 3 <sup>rd</sup> and 4 <sup>th</sup> grade showed varying rates of progress in math skills, specifically with	CFA Data Reports (CTLS) Post-Test Data Reports (CTLS) Milestones

		subgroup performed as well as other students in all math domains.	numbers and operations. These students demonstrated limited advancement compared to their peers.	
<b>Science</b>	<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			
<b>Social Studies</b>	<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			
<b>Discipline / School Climate Data</b>	<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			
<b>Professional Learning</b>	<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			
<b>Other</b>	<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			

<b>Statement of Concern #1</b>	Over 50 percent of students are falling below grade level proficiency in reading.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	Some teachers struggle to accurately identify and successfully implement high-impact strategies that effectively address student deficits in reading.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	Some teachers face challenges in differentiating instruction that is tailored to the various needs of diverse learners.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	
<b>Contributing Factors</b> <b>(Outside of control)</b>	*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*

The percentage of 1st – 2nd grade students scoring within the "Prepared" range will increase from 32% (25 students) to 42% (33 students) as measured by the 2024-2025 Spring Lexile proficiency from the Beacon assessment.

The percentage of students scoring within the "Met" range will increase from 21% (30 students) to 31% (45 students) as measured by the 2024-2025 EOG ELA Assessment.

<b>Statement of Concern #2</b>	Over 40 percent of students are falling below grade level proficiency in math.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <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	Some teachers struggle to accurately identify and successfully implement high-impact strategies that effectively address student deficits in reading.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <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	Some teachers face challenges in differentiating instruction that is tailored to the various needs of diverse learners.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <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	
<b>Contributing Factors</b> <b>(Outside of control)</b>	<ul style="list-style-type: none"> <li>*Student attendance</li> <li>*Parent engagement (at school and at-home support)</li> <li>*Discomfort with academic level conversations</li> <li>*Language barriers</li> <li>*Economic status</li> </ul>

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>2024-2025 K-2 Math Goal: The percent of 1st – 2nd grade students scoring within the "Prepared" range will increase from 35% (36 students) to 45% (46 students) as measured by the 2024-2025 Spring administration of the Beacon assessment.</p> <p>2024-2025 3-5 Math Goal: The percent of students scoring within the "Proficient and Distinguished" range will increase from 19% (28 students) to 29% (42 students) as measured by the 2024-2025 EOG Math Assessment.</p>
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## School Improvement Goals

*Include goals on the parent compacts and policy*

<b>Goal #1</b>	<p>Literacy Focus:</p> <p>K-2 Literacy Goal: The percent of 1st – 2nd grade students scoring within the "Prepared" range will increase from 32% (25 students) to 42% (33 students) as measured by the 2024-2025 Spring Lexile proficiency from the Beacon assessment.</p> <p>3-5 Literacy Goal: The percent of 3<sup>rd</sup>-5<sup>th</sup> grade students scoring within the "Met" range will increase from 21% (30 students) to 31% (45 students) as measured by the 2024-2025 EOG ELA Assessment.</p>
<b>Goal #2</b>	<p>Math Focus:</p> <p>K-2 Math Goal: The percent of 1st – 2nd grade students scoring within the "Prepared" range will increase from 35% (36 students) to 45% (46 students) as measured by the 2024-2025 Spring administration of the Beacon assessment.</p> <p>3-5 Math Goal: The percent of students scoring within the "Proficient and Distinguished" range will increase from 19% (28 students) to 29% (42 students) as measured by the 2024-2025 EOG Math Assessment.</p>
<b>Goal #3</b>	
<b>Goal #4</b>	

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

*SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)*

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Title I Tutors	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<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	Title I tutors will provide instructional interventions for students who are not proficient in math and reading. They will facilitate small group differentiated lessons that supplement classroom instruction and help close learning gaps.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" 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 checked="" type="checkbox"/> 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.
	<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;"><b>GOAL #1</b></p>	<p>Literacy Focus:</p> <p>K-2 Literacy Goal: The percentage of 1st – 2nd grade students scoring within the "Prepared" range will increase from 32% (25 students) to 42% (33 students) as measured by the 2024-2025 Spring Lexile proficiency from the Beacon assessment.</p> <p>3-5 Literacy Goal: The percentage of 3<sup>rd</sup>-5<sup>th</sup> grade students scoring within the "Met" range will increase from 21% (30 students) to 31% (45 students) as measured by the 2024-2025 EOG ELA Assessment.</p>					
<p style="text-align: center;"><b>Action Step(s)</b> <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;"><b>Resources</b></p>	<p style="text-align: center;"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;"><b>Start Date</b></p>	<p style="text-align: center;"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p style="text-align: center;"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p style="text-align: center;"><b>People Responsible</b></p>
<p>Utilize Title I Tutors and EIP teachers to provide additional support for students who are below grade level in reading during the daily intervention block as evidenced by common assessments.</p>	<p>Amira  Beacon  Small Group Readers-decodables, leveled readers</p>	<p>Title I EIP</p>	<p>8/2024</p>	<p><b>Implementation Performance Target:</b> 100% of teachers will provide a schedule indicating students who will receive additional support.</p> <p><b>Implementation Plan:</b></p> <p><b>August:</b> Develop a rank order of students K-5 using RI and Beacon to identify students in need of reading support.</p> <p><b>August:</b> Determine targeted groups based on reading proficiency levels.</p> <p><b>Quarterly:</b> Review student assessment data during CCCs and determine proficiency levels and regroup students as needed.</p> <p><b>Artifacts:</b> Rank order list Grouping Schedule</p>	<p><b>Evaluation Performance Target:</b> From the first Beacon assessment to the second Beacon assessment, 42% (33 students) will increase their Beacon score from “Prepared” as measured by the Beacon assessment administration 3 times throughout the school year.</p> <p><b>Evaluation plan:</b> Teachers will review Beacon scores to determine tutoring effectiveness quarterly.</p> <p>In addition, teachers will review common assessments to ensure progress is occurring and revise instruction as needed.</p> <p><b>Evidence:</b> Student data growth reports from Amira and Beacon assessments.</p>	<p>Administrators Instructional Specialists Teachers Tutors</p>

					School common assessment spreadsheet	
Teachers will implement the RACES Strategy to support K-5 student development daily when responding to reading as evidenced by student completed RACE(S) graphic organizers.	Graphic Organizer  Classroom Reading Resources	Title I EIP	10/2024	<p><b>Implementation Performance Target:</b> 100% of teachers will incorporate the RACES strategy during the Balanced Literacy Block</p> <p><b>Implementation Plan:</b></p> <p><b>September:</b> Baseline data will be collected prior to instruction</p> <p><b>October:</b> PL-RACES Strategy as an instructional strategy</p> <p><b>Weekly (October-May):</b> Incorporate the use of RACES during the literacy block through graphic organizers</p> <p><b>Monthly (beginning Oct.):</b> Teachers will discuss and analyze student work samples using the RACES graphic organizer during CCC. Teachers will determine if students need additional guidance using graphic organizer.</p> <p><b>Artifacts:</b> RACES Graphic Organizer  Student work samples</p>	<p><b>Evaluation Performance Target:</b> 60% of all students who use RACE(S) strategy will increase their rubric scores throughout the school year. (Quarterly)</p> <p><b>Evaluation plan:</b></p> <p>Teachers will analyze student writing samples to determine if RACE(S) strategy is having an impact on their overall writing scores. (Rubric)</p> <p>Teachers will adjust instruction as necessary.</p> <p><b>Evidence:</b> Student work samples indicating use of the RACES strategy. Completed scored writing rubrics CCC minutes</p>	Administrators Instructional Specialists Teachers

<p style="text-align: center;"><b>GOAL #2</b></p>	<p><b>Math Focus:</b></p> <p>K-2 Math Goal: The percent of 1st – 2nd grade students scoring within the "Prepared" range will increase from 35% (36 students) to 45% (46 students) as measured by the 2024-2025 Spring administration of the Beacon assessment.</p> <p>3-5 Math Goal: The percent of students scoring within the "Proficient and Distinguished" range will increase from 19% (28 students) to 29% (42 students) as measured by the 2024-2025 EOG Math Assessment.</p>					
<p style="text-align: center;"><b>Action Step(s)</b> <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;"><b>Resources</b></p>	<p style="text-align: center;"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p style="text-align: center;"><b>Start Date</b></p>	<p style="text-align: center;"><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.a</i></p>	<p style="text-align: center;"><b>People Responsible</b></p>
<p>Utilize Title I Tutors and EIP teachers to provide additional support for students who are below grade level in math proficiency during the daily intervention block as evidenced by common assessments.</p>	<p>Beacon Classroom Math instructional materials</p>	<p>Title I EIP</p>	<p>8/2024</p>	<p><b>Implementation Performance Target:</b> 100% of teachers will provide a schedule indicating students who will receive additional support.</p> <p><b>Implementation Plan:</b></p> <p><b>August:</b> Develop a rank order of students K-5 using MI and Beacon to identify students in need of math support.</p> <p><b>August:</b> Determine targeted groups based on math proficiency levels.</p> <p><b>Quarterly:</b> Review student assessment data during CCCs and determine proficiency levels and regroup students as needed.</p> <p><b>Artifacts:</b> Rank order list Grouping Schedule</p>	<p><b>Evaluation Performance Target:</b> 50% of students will increase their Beacon score from the August administration to December Administration. 75% of students will increase their Beacon score from the December to May.</p> <p><b>Evaluation plan:</b> Teachers will review Beacon scores to determine tutoring effectiveness quarterly.</p> <p>In addition, teachers will review common assessments to ensure progress is occurring and revise instruction as needed.</p> <p><b>Evidence:</b></p>	<p>Administrators Instructional Specialists Teachers</p>

					<p>Student data growth reports from Amira and Beacon assessments.</p> <p>School common assessment spreadsheet</p>	
<p>Teachers will implement the 3 Read Strategy to support student problem solving in mathematics weekly as evidenced by completed student graphic organizers.</p>	<p>Beacon Graphic Organizers Classroom instructional materials</p>	<p>Title I EIP</p>	<p>8/2024</p>	<p><b>Implementation Performance Target:</b> 100% of teachers will incorporate the 3 Read strategy during the Math Block weekly.</p> <p><b>Implementation Plan:</b></p> <p>September: PL-3 Read Protocol as an instructional strategy</p> <p>Weekly (September-May): Incorporate the use of 3 Read during the math block</p> <p><b>Monthly</b> (beginning Sept.): Teachers will discuss and analyze student work samples using the 3 read protocol graphic organizer during CCC. Teachers will determine if students need additional guidance using graphic organizer.</p> <p><b>Artifacts:</b> Completed 3 Read Organizers CCC minutes</p>	<p><b>Evaluation Performance Target:</b> 60% of students will improve word problem scores as evidenced by common math assessments.</p> <p><b>Evaluation plan:</b></p> <p>Teachers will administer common math assessments including word problems monthly.</p> <p>Teachers will analyze common math assessments to ensure students are correctly implementing the 3 Read Protocol.</p> <p>Teachers will determine the percentage of word problems answered correctly when the 3 Read protocol is implemented by students.</p> <p>Teachers will collect the percentages of students answering word problems correctly and maintain a data spreadsheet for the entire school year. (monthly)</p> <p><b>Evidence:</b></p>	<p>Administrators Instructional Specialists Teachers</p>

					Student work samples indicating use of the 3 Read strategy.	
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## Actions to Support Student Groups in Meeting School Improvement Goals

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<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	Free tutoring for 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
<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 type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

**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><b>1. Required</b> <u>Annual Title I Meeting – Deadline September 29, 2023</u>                      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.</p>	9/12/2024		<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><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 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>	10/15-10/18/2024		<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><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</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>	4/17/2024		<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><b>4. Required</b> <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 9/22/23   PL#2 12/8/23   PL#3 2/16/24   PL#4 4/29/24</p>	9/16/2023		<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
	12/2/2023		
	12/10/2024		
	4/28/2024		
<p><b>5. Required</b> <u>Transition Activities for parents of 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. <b><u>Briefly describe the transition activities here:</u></b></p>	3/20/2027		<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><b>6. Required:</b> 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><b><i>List documents translated for parents:</i></b>                      All communication sent home in paper form will be translated to Spanish.                      Information sent via CTLS will translate to the student’s home language.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 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) <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 type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Literacy take-home books and hands-on activities	Title I Local School Funds	11/7/2024	Sign-in sheets	Administrators Academic Coaches and Parent Facilitator: Balisha Johnson Lisa Kelley 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 (Math games, manipulatives)	Title I Local School Funds	2/6/2024	Sign-in sheets	Administrators Academic Coaches and Parent Facilitator: Balisha Johnson Lisa Kelley Zoila Hill Administrators
	<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 type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4					

**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 Beacon. 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 Amira, Beacon, Common Formative Assessments (CFAs), 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)*

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)*

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)*

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 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 literacy and math. Support for teachers will also include modeled lessons, support with district resources, and support with planning and assessment development.

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5<sup>th</sup> grade students to 6<sup>th</sup> grade and 8<sup>th</sup> grade students to 9<sup>th</sup> 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.

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 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*