



Argyle Elementary 2018-2019 Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

| <i>Superintendent's Priorities</i> | <i>District Initiatives</i> | Local School Key Actions: (List as many actions as needed in each box.) | Measured by: | Results of Key Actions from last year's plan: (Due September 1) |
|---|--|--|---|---|
| Simplify the foundation of teaching and learning to prepare for innovation. | <i>Ensure all teachers prioritize standards.</i> | <p>Prioritize math standards for each grade level by working with district math coach.</p> <p>Prioritize ELA standards for each grade level by working with school's academic coach.</p> | Collaborative team agendas, unit plans, observations, TKES ratings, Prioritizing Standards template; professional development agendas/sign-in sheets | NA |
| | <i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i> | Evaluate the effectiveness of current collaborative teams with a concentration on the regular use of the 4 critical questions. | CCC agendas; Observations during CCC meetings | NA |

Board Goal 2: *Differentiate resources for students based on needs.*

| <i>Superintendent's Priorities</i> | <i>District Initiatives</i> | Local School Key Actions: (List as many actions as needed in each box.) | Measured by: | Results of Key Actions from last year's plan: (Due September 1) |
|------------------------------------|--|--|--|---|
| Use data to make decisions. | <i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i> | Ensure consistent use of CTLS for common formative assessments by each grade level | <p><i>CTLS ASSESS reports generated by teachers and administrators</i></p> <p><i>Agendas from collaborative team meetings; Lesson Plans; small group plans/student groups; RTI documentation</i></p> | NA |
| | <i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i> | <p>Analyze grade level RI and MI data</p> <p>Adjust instruction based on data analysis</p> | <p><i>Agendas from collaborative team meetings (data team sessions)</i></p> <p><i>Small group lesson plans</i></p> <p><i>Class observations</i></p> <p><i>Observations during CCC meetings</i></p> | NA |



Argyle Elementary 2018-2019 Strategic Plan

Increase percentage of students performing at grade level in reading and math.

Analyze data to identify students performing below grade level in reading and math

Extend the utilization of EIP support for students performing below grade level

Provide professional development to all staff members to identify and use more effective strategies to serve low performing students

Lesson plans
Walk-throughs
Training agendas and sign-in sheets
CTLs Assess Reports
RI Growth Reports
MI Growth Reports
EIP Exit Percentages
EOG Data
CCRPI Data/Score

Lexile Scores from the State Assessments:
 Percentage of Students Scoring at or Above Grade Cutoff

| Assessment | Grade 3 | Grade 4 | Grade 5 |
|------------|---------|---------|---------|
| 2016 EOG | 47.9% | 33.3% | 72.3% |
| 2017 EOG | 46.4% | 60.5% | 66.7% |
| 2018 EOG | 58.1% | 60.7% | 57.5% |

Grade Cutoff: 3rd=650, 4th=750, 5th=850

Math Inventory: Percentage of Students Scoring Proficient or Advanced*

| | 2018 | | | | | |
|---------|------|------|-----|-------|-----|-------|
| | 1st | | 2nd | | 3rd | |
| | n | % | n | % | n | % |
| Grade 1 | 66 | 1.5% | 71 | 15.5% | 68 | 47.1% |
| Grade 2 | 67 | 4.5% | 69 | 15.9% | 72 | 29.2% |
| Grade 3 | | % | 64 | 7.8% | 62 | 27.4% |
| Grade 4 | 61 | 1.6% | 62 | 12.9% | 60 | 41.7% |
| Grade 5 | 67 | 4.5% | 64 | 12.5% | 71 | 32.4% |

*n is the total number of students tested during that period.

Reading Inventory: Percentage of Students Scoring Proficient or Advanced*

| | 2018 | | | | | | | | | | 2019 | |
|---------|------|------|-----|------|-----|------|-----|------|--|--|------|--|
| | 1st | | 2nd | | 3rd | | 1st | | | | | |
| | n | % | n | % | n | % | n | % | | | | |
| Grade 1 | | | 22 | 18.2 | 37 | 16.2 | 7 | 14.3 | | | | |
| Grade 2 | 66 | 12.1 | 70 | 20.0 | 60 | 38.3 | 64 | 12.5 | | | | |
| Grade 3 | 63 | 33.3 | 68 | 47.1 | 62 | 75.8 | 66 | 30.3 | | | | |
| Grade 4 | 61 | 23.0 | 62 | 32.3 | 58 | 48.3 | 58 | 46.6 | | | | |
| Grade 5 | 69 | 27.5 | 69 | 36.2 | 72 | 50.0 | 56 | 37.5 | | | | |

*n is the total number of students tested during that period.

% is the percentage of those students scoring proficient or advanced on the reading inventory.

CCRPI Components*

| School Year | Achievement | Progress | Achievement Gap | CCRPI Score |
|-------------|-------------|----------|-----------------|-------------|
| 2015 | 20.9 | 30 | 5.8 | 60.3 |
| 2016 | 23.7 | 33.2 | 6.7 | 64.1 |
| 2017 | 24.6 | 35.4 | 8.3 | 69.8 |
| 2018 | | | | |



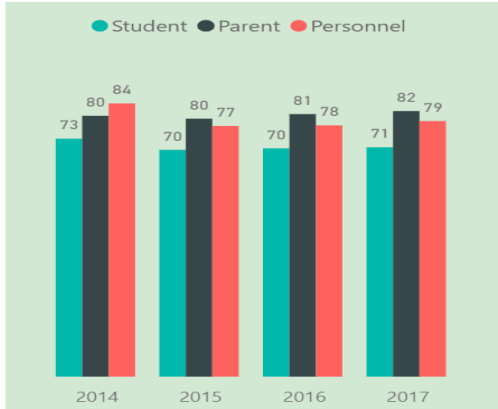
Argyle Elementary 2018-2019 Strategic Plan

| | | | | <p>Student Performance:</p> <p>EOG Percent in Achievement Levels 2-4</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>GR 3</u></th> <th colspan="2" style="text-align: center;"><u>Reading / ELA</u></th> </tr> <tr> <th></th> <th></th> <th style="text-align: center;"><u>GR 4</u></th> <th style="text-align: center;"><u>GR 5</u></th> </tr> </thead> <tbody> <tr> <td>2016</td> <td style="text-align: right;">55.6%</td> <td style="text-align: right;">58.7%</td> <td style="text-align: right;">78.7%</td> </tr> <tr> <td>2017</td> <td style="text-align: right;">78.6%</td> <td style="text-align: right;">80.2%</td> <td style="text-align: right;">63.6%</td> </tr> <tr> <td>2018</td> <td style="text-align: right;">75.8%</td> <td style="text-align: right;">62.3%</td> <td style="text-align: right;">68.5%</td> </tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>GR 3</u></th> <th colspan="2" style="text-align: center;"><u>Math</u></th> </tr> <tr> <th></th> <th></th> <th style="text-align: center;"><u>GR 4</u></th> <th style="text-align: center;"><u>GR 5</u></th> </tr> </thead> <tbody> <tr> <td>2016</td> <td style="text-align: right;">69.9%</td> <td style="text-align: right;">65.7%</td> <td style="text-align: right;">74.5%</td> </tr> <tr> <td>2017</td> <td style="text-align: right;">71.9%</td> <td style="text-align: right;">85.5%</td> <td style="text-align: right;">55.2%</td> </tr> <tr> <td>2018</td> <td style="text-align: right;">86.4%</td> <td style="text-align: right;">88.5%</td> <td style="text-align: right;">64.4%</td> </tr> </tbody> </table> <p>Lexiles *</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>GR 3</u></th> <th style="text-align: center;"><u>GR 4</u></th> <th style="text-align: center;"><u>GR 5</u></th> </tr> </thead> <tbody> <tr> <td>2016</td> <td style="text-align: right;">47.9%</td> <td style="text-align: right;">33.3%</td> <td style="text-align: right;">72.3%</td> </tr> <tr> <td>2017</td> <td style="text-align: right;">46.4%</td> <td style="text-align: right;">60.5%</td> <td style="text-align: right;">66.7%</td> </tr> <tr> <td>2018</td> <td style="text-align: right;">58.1%</td> <td style="text-align: right;">60.7%</td> <td style="text-align: right;">57.5%</td> </tr> </tbody> </table> | | <u>GR 3</u> | <u>Reading / ELA</u> | | | | <u>GR 4</u> | <u>GR 5</u> | 2016 | 55.6% | 58.7% | 78.7% | 2017 | 78.6% | 80.2% | 63.6% | 2018 | 75.8% | 62.3% | 68.5% | | <u>GR 3</u> | <u>Math</u> | | | | <u>GR 4</u> | <u>GR 5</u> | 2016 | 69.9% | 65.7% | 74.5% | 2017 | 71.9% | 85.5% | 55.2% | 2018 | 86.4% | 88.5% | 64.4% | | <u>GR 3</u> | <u>GR 4</u> | <u>GR 5</u> | 2016 | 47.9% | 33.3% | 72.3% | 2017 | 46.4% | 60.5% | 66.7% | 2018 | 58.1% | 60.7% | 57.5% |
|------|-------------|----------------------|-------------|---|--|-------------|----------------------|--|--|--|-------------|-------------|------|-------|-------|-------|------|-------|-------|-------|------|-------|-------|-------|--|-------------|-------------|--|--|--|-------------|-------------|------|-------|-------|-------|------|-------|-------|-------|------|-------|-------|-------|--|-------------|-------------|-------------|------|-------|-------|-------|------|-------|-------|-------|------|-------|-------|-------|
| | <u>GR 3</u> | <u>Reading / ELA</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <u>GR 4</u> | <u>GR 5</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | 55.6% | 58.7% | 78.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 78.6% | 80.2% | 63.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <u>GR 3</u> | <u>Math</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <u>GR 4</u> | <u>GR 5</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2018 | 86.4% | 88.5% | 64.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2017 | 46.4% | 60.5% | 66.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

| | | | | |
|--|-----------------------------|---|----------------------------|--|
| <i>Superintendent's Priorities</i> | <i>District Initiatives</i> | <p>Local School Key Actions: (List as many actions as needed in each box.)</p> | <p>Measured by:</p> | <p>Results of Key Actions from last year's plan: (Due September 1)</p> |
|--|-----------------------------|---|----------------------------|--|

Argyle Elementary 2018-2019 Strategic Plan

| <p>Make Cobb the best place to teach, lead, and learn.</p> | <p><i>Utilize stakeholder input to improve school processes.</i></p> | <p>Increase after school offerings based on parental input and requests for academic and interest-based programs and clubs</p> <p>Utilize parent requested individualized tutoring by parent volunteers and other stakeholders during school hours and during our After School Program</p> | <p>GA Climate Survey Data</p> <p>Feedback at stakeholder meetings-School Council, PTA meetings, Title I Input Meetings</p> <p>Tutor sign-in sheets</p> <p>Conference Week feedback forms</p> | <p>SCHOOL CLIMATE</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th colspan="2">School Climate Components</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;">Survey</td> <td>Student Response (Georgia Student Health Survey 2.0)</td> <td style="text-align: right;">76.581</td> </tr> <tr> <td>Teacher/Staff/Administrator Response (Georgia School Personnel Survey)</td> <td style="text-align: right;">69.918</td> </tr> <tr> <td>Parent Response (Georgia Parent Survey)</td> <td style="text-align: right;">88.797</td> </tr> <tr> <td colspan="2" style="text-align: right;">Survey Score</td> <td style="text-align: right;">78.432</td> </tr> </tbody> </table> <p style="text-align: center; color: green; font-weight: bold; font-size: 1.2em;">Climate Perception</p> <p style="font-size: 0.8em;">Survey responses are coded and averaged by group (students, parents, and personnel). A 75% participation rate is required for students and personnel responses to be included.</p>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <caption>Climate Perception Scores (2014-2017)</caption> <thead> <tr> <th>Year</th> <th>Student</th> <th>Parent</th> <th>Personnel</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>73</td> <td>80</td> <td>84</td> </tr> <tr> <td>2015</td> <td>70</td> <td>80</td> <td>77</td> </tr> <tr> <td>2016</td> <td>70</td> <td>81</td> <td>78</td> </tr> <tr> <td>2017</td> <td>71</td> <td>82</td> <td>79</td> </tr> </tbody> </table> | School Climate Components | | Score | Survey | Student Response (Georgia Student Health Survey 2.0) | 76.581 | Teacher/Staff/Administrator Response (Georgia School Personnel Survey) | 69.918 | Parent Response (Georgia Parent Survey) | 88.797 | Survey Score | | 78.432 | Year | Student | Parent | Personnel | 2014 | 73 | 80 | 84 | 2015 | 70 | 80 | 77 | 2016 | 70 | 81 | 78 | 2017 | 71 | 82 | 79 |
|--|--|--|--|--|---------------------------|--|-------|--------|--|--------|--|--------|---|--------|--------------|--|--------|------|---------|--------|-----------|------|----|----|----|------|----|----|----|------|----|----|----|------|----|----|----|
| School Climate Components | | Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Survey | Student Response (Georgia Student Health Survey 2.0) | 76.581 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Survey Score | | 78.432 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Student | Parent | Personnel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 73 | 80 | 84 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 70 | 80 | 77 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | 70 | 81 | 78 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 71 | 82 | 79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p> | <p>Establish partnership with Atlanta Food Bank to provide monthly food bank/market for Argyle families and community</p> <p>Establish Argyle student volunteer group to assist with food bank/market to organize food bank donations and to help with food distribution</p> <p>Establish LaAmistad Parent Program</p> <p>Establish family events to include math night, literacy night, and academic celebrations</p> | <p>Food Bank commitment forms</p> <p>Sign in sheets for food bank, LaAmistad participants, and student volunteers</p> <p>Survey results from community served</p> | <p>NA</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Argyle Elementary 2018-2019 Strategic Plan

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

| <i>Superintendent's Priorities</i> | <i>District Initiatives</i> | Key Actions: (List as many actions as needed in each box.) | Measured by: | Results of Key Actions from last year's plan: (Due September 1) |
|--|---|---|---|---|
| <p>Make Cobb the best place to teach, lead, and learn.</p> | <p><i>Develop teacher leaders.</i></p> | <p>Identify teachers who demonstrate leadership interest and capabilities.</p> <p>Work with teacher leaders to increase their leadership role in the school</p> | <p><i>Teacher Leader Self-Assessment Survey</i></p> <p><i>Professional Development agendas/sign-in sheets</i></p> | <p>NA</p> |
| | <p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p> | <p>Analyze collaboration rubric data to identify professional development needs</p> <p>Analyze TKES data to identify professional development needs</p> <p>Provide professional development to address low ratings on collaboration rubrics</p> <p>Provide professional development to address standards which indicate additional support is necessary</p> | <p><i>TKES and LKES evaluations</i></p> <p><i>Collaboration Rubrics</i></p> <p><i>Professional Development agendas/sign-in sheets</i></p> | <p>NA</p> |