



2022-23 Arlington Elementary Continuous Improvement

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Arlington Elementary School
Lizette Rogers
122 Arceme Ave
Lexington, Kentucky, 40505
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.



2022-23 Arlington Elementary Executive Summary

2022-23 Phase One: Executive Summary for Schools

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122 Arceme Ave
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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Arlington Elementary was established as a one room school house in the early 1900s. It is located on the north side of Lexington in the North Limestone area. Arlington Elementary is a pre-K through 5th grade elementary school. Our current enrollment including preschool is 303 students. Arlington provides one unit of full day preschool which includes headstart as well as full day kindergarten. Arlington is very proud of it's diverse student population. We are currently 43% Hispanic, 20% African American, 26% Caucasian, 8% Other, and 2% Asian. Arlington currently serves a large population of students who live at the poverty level 85%. Although this can be a challenge, Arlington prides itself in having great community support and partnerships. Many of our dedicated community partners such as the Lexington After Hours Rotary Club, Midway University, Embrace Church, Common Good, and Prichard Committee provide mentoring services, after school care, delivery of instruction, college tuition opportunities, and family support systems. Arlington's partnerships allow us as a school to meet the academic and basic needs for our students and families.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Arlington Elementary exists to provide, a positive, welcoming and safe environment for our school community to ensure our students are college and career ready to excel in a global society. As a school, we work towards our mission by having students actively engaged in rigorous instructional activities in both an independent and collaborative setting. Together, students and teachers use assessments to evaluate student learning, and determine student needs to guide instruction. Our focus at Arlington is to meet the needs of all students at all academic levels through differentiated instruction. We are committed to building strong educational environment with our students, staff, families, and communities.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Arlington Elementary is very proud of our achievement in the areas of Reading, Math, and ELL learners when it comes to growth. Arlington was able to exit out of their CSI status within one school year based on growth and overall index. We continue to remain out of CSI status. Arlington takes pride in our school structures for instruction working through a multiple tiered system to meet the instructional needs of all our students. Arlington is also a PBIS school in which we have received the Gold Status the past two years from the state. Arlington has also achieved the top tier for recycling efforts and will be applying for the GREEN school status at the national level.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Arlington is currently labeled as a TSI school for the African American population. Our school plan is developed with staff involvement and input and reviewed and revised with our Advisory Council, which is made up of staff and parents. Arlington uses the Key Core work progresses in order to develop best practice strategies within their comprehensive school improvement plan. Arlington has created a master schedule to include a RTI block of instructional time to ensure that no student will be pulled from tier 1 instruction. During this RTI block of instruction students receive an additional 30 minutes of instruction in the areas of reading and math. This instruction includes tier 2, tier 3, and enrichment depending on each individual students needs. Formative and summative assessment data is collected and discussed weekly during PLCs to ensure student progress is being made and next steps for instruction. Instruction is adjusted based on student data.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Arlington is also very proud of our after school activities such as GREEN team, art club, Girls Who Game Club, soccer club, dance, Girls on the Run and extended learning opportunities.



2022-23 Arlington Elementary Needs Assessment

2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Arlington Elementary currently reviews student academic data weekly with all staff K-5 during PLC time with administrative team. Arlington uses the data protocol outlined by Data Wise in which administration team was trained on at Harvard University. Weekly data talks occur using unit assessments, exit slips, and student work as well as discussion on district screeners such as MAP. Mastery of standards are now tracked on an excel spreadsheet for all grades K-5. All teachers are required to bring the work to discuss that is noted in the PLC minutes with next steps for instruction lined out. District data such as MAP and KSA are shared three times per year with Advisory Council. KSA results are also shared with all families and student MAP reports are sent home with report cards and reviewed during parent/teacher conferences. Minutes are taken at all Advisory Council meetings and shared/posted on school web-site. PLC minutes are stored on our Google drive.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

On the previous year's CSIP Arlington wanted to increase our proficiency of combined reading/math from last testing accountability 2020 school was at 21.8% current scores on KSA are 30.8% . Our separate academic indicator which included (writing, science, social studies) from last testing accountability was at a 34.5% proficiency current scores on KSA is 41%. Arlington's 2020 results in writing were 9.4% proficiency to current KSA 52.7%, science 2020 proficiency was at 10.5% and current KSA is 28.8%, math proficiency in 2020 was at 10.8% and current KSA is 27.3% Our GAP students were African American students, our last testing accountability for proficiency in reading was at 34.1% and current KSA is 23.1%. In math our last testing accountability for our African American students proficiency was at 29.3% and current KSA is 20.9%. Arlington has worked on planning with our teachers K-5 to ensure that lesson plans and assessments are aligned with standards which include high-yield instructional practices. We have ensured in our master schedule that all teachers have common planning to ensure lesson planning and data analysis is occurring. We have also included in the master schedule a set time for all grade levels RTI instruction which is an additional 30 minute block of reading and math to ensure that all students' needs are being met. We have trained all certified and classified staff in literacy programs such as Literacy Footprints, RISE, Do the Math, and math fluency programs which are utilized during our RTI time in order to meet the individual needs of students. We have also hired a full time GT teacher who does enrichment for those students during RTI who have mastered the standards. We use FAST progress monitoring to look at progress and trends of instruction to make sure that our groups are always flexible and based on what students need at that time. We will continue these practices as we are seeing growth on school assessments as well as MAP assessments. This year we will be even more intentional with our TSI group which is African American. We have created a watch list and have assigned a staff member to all students involved who will help and support student with their academic as well as emotional needs. We are adding additional learning through ESS which will be spread out through 3 different windows of time. ESS will focus on reading and math skills. We are also utilizing clarity of feedback for teachers on lesson plans that are turned in for reading and math. We are also adding attendance incentive for those students who are often truant to class. We have also partnered with UK to help support students selected with reading comprehension.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.

- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

On the previous year's CSIP Arlington wanted to increase our proficiency of combined reading/math from last testing accountability 2020 school was at 21.8% current scores on KSA are 30.8% . Our separate academic indicator which included (writing, science, social studies) from last testing accountability was at a 34.5% proficiency current scores on KSA is 41%. Arlington's 2020 results in writing were 9.4% proficiency to current KSA 52.7%, science 2020 proficiency was at 10.5% and current KSA is 28.8%, math proficiency in 2020 was at 10.8% and current KSA is 27.3% Our GAP students were African American students, our last testing accountability for proficiency in reading was at 34.1% and current KSA is 23.1%. In math our last testing accountability for our African American students proficiency was at 29.3% and current KSA is 20.9%. Although we have seen growth in all content areas from the 2020 results to current, we are still not meeting proficiency with all of our student groups especially African American. Arlington continues to be awarded the Gold level from the state on PBIS implementation school wide. Currently 98.1% of our students are responding to our tier 1 for behavior instruction and supports. We have 0% suspension rate this school year.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current KSA data shows the following: for proficiency in Reading and Math combined we are at 30.8%, proficiency in science, social studies, writing is 41%. Our overall proficiency in reading is at 34.2%, proficiency at math is 27.3%, proficiency in science is 28.8%, proficiency in social studies is 41.5% and proficiency in writing is at 52.7%. Our progress indicator for our ELP students is all 60.9%, Hispanic 63.0%, English + is 60.6% we were rated in the high green level in this area. Arlington has been labeled TSI for our African American students with proficiency scores as follows: overall score 23.1%, reading 17.4%, math 20.9%. Our current student attendance rate for Arlington has been at 93% (this does not include those student who come in tardy to school). Our staff attendance rate has been 96%. According to our Impact staff data: Educating all students was at 73%, emotional well-being

and belonging was at 51%, feedback and coaching was at 74%, managing student behavior was at 67%, professional learning was at 55%, resources at 57%, school climate 57%, school leadership 63%, and staff-leadership relationships 66%.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Current data clearly shows the need for effective direct instructional practices to close learning gaps across grade levels and content missed. Having very low numbers of students to reach proficiency on state testing: Current KSA data shows the following: for proficiency in Reading and Math combined we are at 30.8%, proficiency in science, social studies, writing is 41%. Our overall proficiency in reading is at 34.2%, proficiency at math is 27.3%, proficiency in science is 28.8%, proficiency in social studies is 41.5% and proficiency in writing is at 52.7%. Our progress indicator for our ELP students is all 60.9%, Hispanic 63.0%, English + is 60.6% we were rated in the high green level in this area. Arlington has been labeled TSI for our African American students with proficiency scores as follows: overall score 23.1%, reading 17.4%, math 20.9%, there is concern on how to continue to teach grade level content while at the same time covering those deficits of learning during the pandemic.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

We had growth in most all areas from the 2020 results to the 2021 KSA results: On the previous year's CSIP Arlington wanted to increase our proficiency of combined reading/math from last testing accountability 2020 school was at 21.8% current scores on KSA are 30.8%. Our separate academic indicator which included (writing, science, social studies) from last testing accountability was at a 34.5% proficiency current scores on KSA is 41%. Arlington's 2020 results in writing were 9.4% proficiency to current KSA 52.7%, science 2020 proficiency was at 10.5% and current KSA is 28.8%, math proficiency in 2020 was at 10.8% and current KSA is 27.3%

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.



After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Arlington will work on KCWP 2: Design and Deliver Instruction and KCWP4: Review, Analyze and Apply Data.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Arlington KSA data 2022	Arlington KSA data.	•
 Key Core Work Processes	Arlington's Key Core Work Processes	•

Arlington Elementary's Comprehensive School Improvement Plan for 2022-25

State Assessment Results in Reading

- By 2025, *Arlington Elementary* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 17%.

State Assessment Results in Math

- By 2025, *Arlington Elementary* will increase Math proficient and distinguished level to 55 % as measured by KSA. Current level is 17 %.

State Assessment Results in Science

- By 2025, *Arlington Elementary* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 0 %.

State Assessment Results in Social Studies

- By 2025, *Arlington Elementary* will increase Social Studies proficient and distinguished level to 60 % as measured by KSA. Current level is 24 %.

State Assessment Results in Combined Writing

- By 2025, *Arlington Elementary* will increase Combined Writing proficient and distinguished level to 60 % as measured by KSA. Current level is 30%.

English Learner Progress

- By 2025, *Arlington Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, *Arlington Elementary* will increase the quality of school climate and safety index to 80.4% as measured by KSA. Current level is 73.4%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Arlington Elementary</i> will increase P/D in Reading to 40 %.</p> <p>By 2023, <i>Arlington Elementary</i> will increase P/D in Math to 30.5 %.</p>	<p>By 2024, <i>Arlington Elementary</i> will increase P/D in Reading to 50%.</p> <p>By 2024, <i>Arlington Elementary</i> will increase P/D in Math to 43.5%.</p>	<p>By 2025, <i>Arlington Elementary</i> will increase P/D in Reading to 60 %.</p> <p>By 2025, <i>Arlington Elementary</i> will increase P/D in Math to 55%.</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Arlington Elementary</i> will increase P/D in Science to 31%.</p> <p>By 2023, <i>Arlington Elementary</i> will increase P/D in Social Studies to 36%.</p> <p>By 2023, <i>Arlington Elementary</i> will increase P/D in Combined Writing to 40%.</p>	<p>By 2024, <i>Arlington Elementary</i> will increase P/D in Science to 38%.</p> <p>By 2024, <i>Arlington Elementary</i> will increase P/D in Social Studies to 53%.</p> <p>By 2024, <i>Arlington Elementary</i> will increase P/D in Combined Writing to 50%.</p>	<p>By 2025, <i>Arlington Elementary</i> will increase P/D in Science to 45%.</p> <p>By 2025, <i>Arlington Elementary</i> will increase P/D in Social Studies to 60%.</p> <p>By 2025, <i>Arlington Elementary</i> will increase P/D in Combined Writing to 60%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Arlington Elementary</i> will decrease novice in Reading for African American to 20%.</p> <p>By 2023, <i>Arlington Elementary</i> will decrease novice in Math for African American to 20%.</p>	<p>By 2024, <i>Arlington Elementary</i> will decrease novice in Reading for African American to 15 %.</p> <p>By 2024, <i>Arlington Elementary</i> will decrease novice in Math for African American to 15%.</p>	<p>By 2025, <i>Arlington Elementary</i> will decrease novice in Reading for African American to 10 %.</p> <p>By 2025, <i>Arlington Elementary</i> will decrease novice in Math for African American to 10%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Arlington Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, <i>Arlington Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <i>Arlington Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

PLC: PLCs will use a PDSA model effectively to improve student learning. Designing and Deploying Standards to increase rigor of tier 1 instruction.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction	KCWPI Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards	KCWPI Process: Arlington Elementary will use their PLC process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. The team will meet twice weekly to discuss outcomes, provide feedback, review data and plan next steps for instruction to increase collective efficacy (Hattie 2018 1.57)	Administration will monitor progress through review of PLC minutes implementation of the Plan, Do, Study, Act process and review of lesson plans. Teacher clarity feedback will be given on lesson plans. Data will be kept through minutes. This will lead to revisions of lesson plans which will	NA

	at appropriate levels of rigor with fidelity.		lead to student increase of achievement.	
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)		KCWPI Process: Implement evidenced-based, best practice/high yield instructional strategies of questioning and feedback (Hattie.70) to aid in curricular adjustments when students fail to meet mastery.	Success will be measured by using District walkthrough data to reflect increase in the High Expectations Learning Environment (B4) of higher order questioning and feedback in the classroom instruction	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)	KCWP2 Develop a systematic approach for the design and delivery of instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	KCWP 2 Practice: Ensure ongoing professional development in the area of best practices/high yield instructional strategies and lesson planning that is aligned to standards to increase proficiency in the areas of writing, science, and social studies.	Staff feedback after PLC to assess understanding and readiness to implement learned strategies. Evidence of application will be reviewed through lesson plans and class observations.	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)		KCWP2 Practice: Ensure that formative assessment practices allow students to understand writing goals and standards, where they currently are, and how they can improve in writing to close the gap through use of rubrics and the evidence-based practice of providing feedback (Hattie .70) when evaluating writing samples.	Monthly review of student work products from student writing folders during PLCs including providing feedback based on scoring rubrics	

<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)</p>	<p>KCWP2 Develop a systematic approach for the design and delivery of Culturally Responsive Teaching and Learning instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.</p>	<p>KCWP 2 Process: The school admin team will collaborate with district culturally responsive teaching and learning and ELL specialists to monitor implementation of identified evidence-based strategies to include vocabulary (Hattie .62 effect size)</p> <p>Additional staffing has been purchased in order to provide tier instruction. This tiered instruction includes additional instruction in the areas of reading and math (30 minutes) outside of tier 1 instruction. This instruction also includes enrichment for those students who have mastered the standards.</p> <p>Administrative team is using coaching cycles to provide observation and feedback to all teachers K-5. Teachers will be tiered based on instructional needs.</p>	<p>Implementation data will be collected using District google walkthrough to measure the frequency of vocabulary strategies being used in the classroom. Principal will monitor implementation and data collection and communicate results with the school Advisory council.</p> <p>This will be monitored through data tracker and feedback scripts provided to teachers as well as walkthrough data.</p>	<p>Title I funding ESSER funds</p> <p>District funds for Dr. Snow training on coaching cycles</p>
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Progress Monitoring

December, 2022
March, 2023
June, 2023

<p align="center">Establishing Learning Culture and Environment</p>				
<p>Goal Alignment</p>	<p>Strategy</p>	<p>Activities</p>	<p>Measure/Monitoring</p>	<p>Funding Source</p>
<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)</p>	<p>KCWP6 Improve and sustain the learning culture and environmental</p>	<p>KCWP6 Practice: School leadership team will plan professional learning around cultural responsive practices of intentional vocabulary instruction Hattie (.62 effect size) Professional learning will be job embedded monthly which will include the five guiding principles of CRT.</p>	<p>Success will be measured through review of ELA and math lesson plans to ensure curricular and assessment measures</p>	

	systems in order to ensure classrooms plan activities, and assessments incorporate culturally responsive practices.		show intentional embedding of vocabulary instruction.	
<u>Progress Monitoring</u>				
<u>December, 2022</u> <u>March, 2023</u> <u>June, 2023</u>				

Year 2 Focus Areas

PLC: PLCs will use a PDSA model effectively to improve student learning. Designing and Deploying Standards to increase rigor of tier 1 instruction.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction	KCWPI Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught	KCWPI Process: Arlington Elementary will use their PLC process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. The team will meet twice weekly to discuss outcomes, provide feedback, review data and plan next steps for instruction to increase collective efficacy (Hattie 2018 1.57)	Administration will monitor progress through review of PLC minutes implementation of the Plan, Do, Study, Act process and review of lesson plans. Teacher clarity feedback will be given on lesson plans. Data will be kept through minutes. This will lead to revisions of	NA

	the standards at appropriate levels of rigor with fidelity.		lesson plans which will lead to student increase of achievement.	
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)		KCWPI Process: Implement evidenced-based, best practice/high yield instructional strategies of questioning and feedback (Hattie.70) to aid in curricular adjustments when students fail to meet mastery.	Success will be measured by using District walkthrough data to reflect increase in the High Expectations Learning Environment (B4) of higher order questioning and feedback in the classroom instruction	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)	KCWP2 Develop a systematic approach for the design and delivery of instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	KCWP 2 Practice: Ensure ongoing professional development in the area of best practices/high yield instructional strategies and lesson planning that is aligned to standards to increase proficiency in the areas of writing, science, and social studies.	Staff feedback after PLC to assess understanding and readiness to implement learned strategies. Evidence of application will be reviewed through lesson plans and class observations.	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)		KCWP2 Practice: Ensure that formative assessment practices allow students to understand writing goals and standards, where they currently are, and how they can improve in writing to close the gap through use of rubrics and the evidence-based practice of providing feedback (Hattie .70) when evaluating writing samples.	Monthly review of student work products from student writing folders during PLCs including providing feedback based on scoring rubrics	
Reading, Math, Science, Social Studies, Combined	KCWP2 Develop a systematic	KCWP 2 Process: The school admin team will collaborate with district culturally responsive teaching and learning and ELL specialists to	Implementation data will be collected using	Title I funding

<p>Writing, English Learner, GAP reduction (TSI AA)</p>	<p>approach for the design and delivery of Culturally Responsive Teaching and Learning instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.</p>	<p>monitor implementation of identified evidence-based strategies to include vocabulary (Hattie .62 effect size)</p> <p>Additional staffing has been purchased in order to provide tier instruction. This tiered instruction includes additional instruction in the areas of reading and math (30 minutes) outside of tier 1 instruction. This instruction also includes enrichment for those students who have mastered the standards.</p> <p>Administrative team is using coaching cycles to provide observation and feedback to all teachers K-5. Teachers will be tiered based on instructional needs.</p>	<p>District google walkthrough to measure the frequency of vocabulary strategies being used in the classroom. Principal will monitor implementation and data collection and communicate results with the school Advisory council.</p> <p>This will be monitored through data tracker and feedback scripts provided to teachers as well as walkthrough data.</p>	<p>District funds for Dr. Snow training on coaching cycles</p>
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Progress Monitoring

December, 2022

March, 2023

June, 2023

Establishing Learning Culture and Environment				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)</p>	<p>KCWP6 Improve and sustain the learning culture and environmental systems in order to ensure classrooms</p>	<p>KCWP6 Practice: School leadership team will plan professional learning around cultural responsive practices of intentional vocabulary instruction Hattie (.62 effect size) Professional learning will be job embedded monthly which will include the five guiding principles of CRT.</p>	<p>Success will be measured through review of ELA and math lesson plans to ensure curricular and assessment measures show intentional embedding of vocabulary instruction.</p>	<p>NA</p>

	plan activities, and assessments incorporate culturally responsive practices.			
<u>Progress Monitoring</u>				
<u>December, 2023</u> <u>March, 2024</u> <u>June, 2024</u>				

Year 3 Focus Areas

PLC: PLCs will use a PDSA model effectively to improve student learning. Designing and Deploying Standards to increase rigor of tier 1 instruction.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction	KCWPI Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	KCWPI Process: Arlington Elementary will use their PLC process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. The team will meet twice weekly to discuss outcomes, provide feedback, review data and plan next steps for instruction to increase collective efficacy (Hattie 2018 1.57)	Administration will monitor progress through review of PLC minutes implementation of the Plan, Do, Study, Act process and review of lesson plans. Teacher clarity feedback will be given on lesson plans. Data will be kept through minutes. This will lead to revisions of lesson plans which will lead to student increase of achievement.	NA

<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)</p>		<p>KCWPI Process: Implement evidenced-based, best practice/high yield instructional strategies of questioning and feedback (Hattie.70) to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Success will be measured by using District walkthrough data to reflect increase in the High Expectations Learning Environment (B4) of higher order questioning and feedback in the classroom instruction</p>	<p>NA</p>
<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)</p>	<p>KCWP2 Develop a systematic approach for the design and delivery of instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.</p>	<p>KCWP 2 Practice: Ensure ongoing professional development in the area of best practices/high yield instructional strategies and lesson planning that is aligned to standards to increase proficiency in the areas of writing, science, and social studies.</p>	<p>Staff feedback after PLC to assess understanding and readiness to implement learned strategies. Evidence of application will be reviewed through lesson plans and class observations.</p>	<p>NA</p>
<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)</p>		<p>KCWP2 Practice: Ensure that formative assessment practices allow students to understand writing goals and standards, where they currently are, and how they can improve in writing to close the gap through use of rubrics and the evidence-based practice of providing feedback (Hattie .70) when evaluating writing samples.</p>	<p>Monthly review of student work products from student writing folders during PLCs including providing feedback based on scoring rubrics</p>	<p>NA</p>
<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)</p>	<p>KCWP2 Develop a systematic approach for the design and delivery of Culturally Responsive</p>	<p>KCWP 2 Process: The school admin team will collaborate with district culturally responsive teaching and learning and ELL specialists to monitor implementation of identified evidence-based strategies to include vocabulary (Hattie .62 effect size)</p>	<p>Implementation data will be collected using District google walkthrough to measure the frequency of vocabulary strategies being used in the classroom. Principal</p>	<p>Title I funding</p>

	Teaching and Learning instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	<p>Additional staffing has been purchased in order to provided tier instruction. This tiered instruction includes additional instruction in the areas of reading and math (30 minutes) outside of tier 1 instruction. This instruction also includes enrichment for those students who have mastered the standards.</p> <p>Administrative team is using coaching cycles to provide observation and feedback to all teachers K-5. Teachers will be tiered based on instructional needs.</p>	<p>will monitor implementation and data collection and communicate results with the school Advisory council.</p> <p>This will be monitored through data tracker and feedback scripts provided to teachers as well as walkthrough data.</p>	NA
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Progress Monitoring

December, 2024

March, 2025

June, 2025

Establishing Learning Culture and Environment

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner, GAP reduction (TSI AA)	KCWP1 Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate	KCWP6 Practice: School leadership team will plan professional learning around cultural responsive practices of intentional vocabulary instruction Hattie (.62 effect size) Professional learning will be job embedded monthly which will include the five guiding principles of CRT.	Success will be measured through review of ELA and math lesson plans to ensure curricular and assessment measures show intentional embedding of vocabulary instruction.	NA

	levels of rigor with fidelity.			
<u>Progress Monitoring</u>				
<u>December, 2024</u>				
<u>March, 2025</u>				
<u>June, 2025</u>				