



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

Arlington Elementary School

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United States of America

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

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

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	•



2022-23 Arlington Elementary School Assurances

2022-23 Phase Two: School Assurances

Arlington Elementary School

Lizette Rogers

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. 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 furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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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
By 2023, <i>Arlington Elementary</i> will increase P/D in Reading to 40 %.	By 2024, <i>Arlington Elementary</i> will increase P/D in Reading to 50%.	By 2025, <i>Arlington Elementary</i> will increase P/D in Reading to 60 %.
By 2023, <i>Arlington Elementary</i> will increase P/D in Math to 30.5 %.	By 2024, <i>Arlington Elementary</i> will increase P/D in Math to 43.5%.	By 2025, <i>Arlington Elementary</i> will increase P/D in Math to 55%.

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

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

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)		KCWP1 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 Writing, English Learner, GAP reduction (TSI AA)	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>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

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)	KCWP6 Improve and sustain the learning culture and environmental	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	

	systems in order to ensure classrooms plan activities, and assessments incorporate culturally responsive practices.		show intentional embedding of vocabulary instruction.	
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p><u>December, 2022</u> <u>March, 2023</u> <u>June, 2023</u></p>				

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)		KCWP1 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

Writing, English Learner, GAP reduction (TSI AA)	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>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>	District funds for Dr. Snow training on coaching cycles
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p><u>December, 2022</u> <u>March, 2023</u> <u>June, 2023</u></p>				

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)	KCWP6 Improve and sustain the learning culture and environmental systems in order to ensure classrooms	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

	plan activities, and assessments incorporate culturally responsive practices.			
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p><u>December, 2023</u> <u>March, 2024</u> <u>June, 2024</u></p>				

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	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 levels of rigor with fidelity.	KCWP1 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

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	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 Culturally Responsive	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)	Implementation data will be collected using District google walkthrough to measure the frequency of vocabulary strategies being used in the classroom. Principal	Title I funding

	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.			
<div> <div><u>December, 2024</u></div> <div><u>March, 2025</u></div> <div><u>June, 2025</u></div> </div> <div> <div><u>Progress Monitoring</u></div> </div>				



2023-2024 Arlington Professional Development Plan2023-2024

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Arlington Elementary School
Lizette Rogers
122 Arceme Ave
Lexington, null, 40505

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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

Arlington 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.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus area 1: Use the Plan, Do, Study, Act (PDSA) model to during Professional Learning Communities (PLC) to improve student achievement.

Focus area 2: Raise reading proficiency

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Professional Development for the PLC work is on going in our district.

Administrative leadership meetings focus on student achievement. Arlington leadership will utilize district supports to ensure staff understand the PDSA model for PLC work. In addition, staff K- 5 will be provided literacy training prior to the start of the school year, along with imbedded follow up throughout the school year in literacy strategies.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes: Teachers and school administrators develop an understanding that the PLC Process is an ongoing process, where teachers work together to problem solve and create next steps to achieve better results.

Long-Term Changes: Use the PLC (4 Questions) to guide the PDSA, self assess the PLC process to ensure consistency, belief that collective responsibility will increase student achievement.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Student Outcomes: Increase student achievement in Math and ELA.

Math P/D raised to 43.5%

Reading P/D raised to 50%

Educator Beliefs:

- Belief that studying data and collaborative teamwork will impact student achievement
- Belief that one will apply their learning in PLC to classroom practice.

Educator Practices:

- Weekly team meetings
- Focus on 4 PLC Questions
- Data driven conversation with applicable next steps to increase student achievement.

4c. How will professional development be monitored for evidence of implementation?

- What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- How frequently will data be analyzed? (monthly, quarterly, etc.)
What data will be considered and gathered?

- Agreed upon common formative/summative data, student work samples

Who is responsible for gathering data?

- Administration/Grade Level Teachers, SPED teachers, Intervention, ELL

How frequently will it be analyzed?

- Weekly

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

In weekly PLC, grade level teams will bring previously agreed upon data for review. Data will be desegregated, prior to arriving, identifying if standard was met (Proficiency set at 70%). Students not meeting proficiency will be given an opportunity for reteaching of standard in during ELA/Math block, along with SOAR time. During this time, teams will clarify what needs to be learned, discuss possible strategies/activities to support students mastery of the standard, Teacher will monitor student progress, reassess, and report back.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

Administration, instructional coach, grade level teachers, intervention teachers, EL teachers, special area teachers, para-educators

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

- District Meetings: DLM, Elementary Cadre, AP meetings, ITL
- District Support Staff: chiefs, directors, specialists
- Technology: PLC Shared Drive, FCPS Professional Learning Website, PLC Professional Learning Hub, Navigator

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- Admin/SBIS will provide ongoing support during grade level PLCs
- Ongoing supports will include use of PDSA to make informed decisions, review of student data to determine the need for re
- Admin/SBIS will seek guidance from OAS/District supports to ensure alignment to FCPS
- Conduct quarterly self monitoring, solicit staff input

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

By 2025, Arlington Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA

Short-Term Changes: Teachers and school administrators ensure standard and student work are aligned, administrative walkthroughs, to support instruction through grade level planning.

Long-Term Changes: Teachers will be on tiered coaching plans as needed, intentional data talks at PLC to support instructional needs of the students, examine formative data to make adjustments to instructional plans.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Student Outcomes: Raise achievement over time. Currently student proficiency in Reading is at 17%. CSIP goals have this increase happening over 3 years. With EOY 2023 at 40%, 2024 at 50%, and 2025 at 60%. *These goals were written prior to my arrival.*

Educator Beliefs: All students can achieve at high levels, maintain high expectations, analysis of student work is vital to professional growth, understand that being reflective, accepting of feedback and application of feedback will assist in educators professional growth

Educator Practices: Intentional planning of reading as a team, backwards planning, progression of learning objective that matches the activity and properly assessed, support of instructional coach.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered? Reading formative data will be analyzed at PLCs, summative data will be kept in grade level data folders. Summatives organized by standards

Who is responsible for gathering data? Classroom teachers will gather data and bring it to PLCs meetings weekly. In addition, data will be kept in Arlington School Drive, accessible as needed.

How frequently will it be analyzed? Formative will be weekly, summative when administered, MAP when administered.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

Success will be noted through data tracking. Admin/SBIS will monitor student data collection that comes to PLC. When noted that a student is not meeting the standard, student next steps will be discussed (reteaching, along with strategy supports) to ensure the student has time to work on the standard prior to the next formative check. In the grade level data folders, we will monitor student progress within the standards.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

Elementary teachers grade K- 5, additional certified staff who service students.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

- SBIS
- Heggerty/Phonics
- Magnetic Reading/Ready Common Core (and their PD they offer)
- Literacy footprints
- Ortin Gillingham
- Level Literacy Intervention
- Structure Phonics
- Smeckens literacy strategies (summer & fall PD)
- District literacy specialist supports


5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- SBIS will support grade level planning
- ADMIN/SBIS supports in PLC
- Backwards planning supports for unit frameworks
- Teacher Clarity

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Arlington Elementary Comprehensive School Improvement Plan 2022-2023_updated1.30.23		.