Arlington Elementary
Comprehensive School Improvement Plan 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 16%.

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 18 %.

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 4 %.

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 10 %.

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 74.9%.

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

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

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, *Arlington Elementary* will decrease novice in Reading for African American to 20%. By 2023, *Arlington Elementary* will decrease novice in Math for African American to 20%.	By 2024, *Arlington Elementary* will decrease novice in Reading for African American to 15 %. By 2024, *Arlington Elementary* will decrease novice in Math for African American to 15%. By 2024, *Arlington Elementary* will decrease novice in Reading for English Language Learners	By 2025, *Arlington Elementary* will decrease novice in Reading for African American to 10 %. By 2025, *Arlington Elementary* will decrease novice in Math for African American to 10%. By 2025, *Arlington Elementary* will decrease novice in Reading for English Language Learners

| | to 30%. | to 15 %. |
| | By 2024, *Arlington Elementary* will decrease novice in Math for English Language Learners to 30%. | By 2025, *Arlington Elementary* will decrease novice in Math for English Language Learners to 15%. |

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, *Arlington Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, *Arlington Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, *Arlington Elementary* 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, School Climate Survey	**KCWP1** Develop a systematic approach for the design and deployment	**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	Administration will monitor progress through review of PLC minutes implementation of the Plan, Do, Study, Act process and review of lesson plans. Teacher	NA

(QSCS).	of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	(Hattie 2018 1.57)	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.	
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 higher order questioning, student engagement, teaching modeling, 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		**KCWP2 Practice:** Ensure that formative assessment practices allow students to understand writing goals and standards, where they currently	Weekly review of students work, to include writing, use of	

Writing, English Learner, GAP reduction (TSI AA)		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.	rubrics, to guide student work and feedback	
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.	**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) 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. Administrative team is using coaching cycles to provide observation and feedback to all teachers K-5. Teachers will be tiered based on instructional needs.	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. This will be monitored through data tracker and feedback scripts provided to teachers as well as walkthrough data.	Title I funding ESSER funds District funds for Dr. Snow training on coaching cycles

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<u>Progress Monitoring</u>

</div>

<u>December, 2022</u>
<u>March, 2023</u>
<u>June, 2023</u>

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), QSCS,	**KCWP6** Improve and sustain the learning culture and environmental systems in order to ensure classrooms plan activities, and assessments incorporate culturally responsive practices.	**KCWP6 Practice**: School leadership team will plan professional learning around culturally 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.	
Progress Monitoring				
December, 2022 March, 2023 June, 2023				

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	**KCWP1** Develop a systematic approach for the design	**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,	Administration will monitor progress through review of PLC minutes implementation of the Plan, Do, Study,	NA

reduction	and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	provide feedback, review data and plan next steps for instruction to increase collective efficacy (Hattie 2018 1.57)	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.	
Reading,Math,Science, Social Studies, Combined Writing, English Learner, GAP reduction		**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 Arlington walkthrough data to reflect increase higher order questioning and feedback in the classroom instruction	NA
Reading,Math,Science, Social Studies, Combined Writing, English Learner, GAP reduction	**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		**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.	Weekly review of student work products during PLCs including providing feedback based on scoring rubrics	

Progress Monitoring

November, 2023
March, 2024
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, QSCS	**KCWP6** Improve and sustain the learning culture and environmental systems in order to ensure classrooms plan activities, and assessments incorporate culturally responsive practices.	**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

Progress Monitoring

November, 2023
March, 2024
June, 2024

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		**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	**KCWP2** Develop a systematic approach for the design and delivery of instruction in order to ensure that all students are	**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

		being taught the standards at appropriate levels of rigor with fidelity.		
Reading,Math,Science, Social Studies, Combined Writing, English Learner, GAP reduction		**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	**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.	**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) 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. Administrative team is using coaching cycles to provide observation and feedback to all teachers K-5. Teachers will be tiered based on instructional needs.	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. This will be monitored through data tracker and feedback scripts provided to teachers as well as walkthrough data.	Title I funding NA

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	**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.	**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

Progress Monitoring

December, 2024
March, 2025
June, 2025

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2023-2024 Phase One: Executive Summary for Schools

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

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2023-2024 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 preschool with 2 half day sessions, as well as full day kindergarten. Arlington is very proud of it's diverse student population. We are currently 41% Hispanic, 20% African American, 28% Caucasian, 11% other or mixed ethnicities. 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. In addition, Arlington supports local universities, by hosting student teachers throughout the school year. Arlington's partnerships allow us as a school to meet the academic and basic needs for our students and families.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Stakeholders in Arlington include, students, families, and staff members. To ensure our students remain educational involved our instructional staff has dedicated planning and delivery supports, included using the district educational framework, acceleration model for learning, along with other education supports to ensure students receive grade level instruction. To ensure our families remain involved with their students education, Arlington staff members stay in contact with families via two-way communication (phone calls, parent conferences and school family nights). To ensure staff members are aware of all FCPS and school wide goals, the administration team maintains two way communication (staff meetings, one to one meetings dedicated planning and professional learning community work) as well as a weekly newsletter to ensure that all staff receive district and school wide communication.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school

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Arlington Elementary School

embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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 stong 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 proud of our achievements in the area of reading and math. Arlington was able to exit CSI status. Arlington has remained out of CSI for 2 Years. Our education structures with protected instructional planning and the data driven professional learning community work will continue to create teacher efficacy which supports student achievement. Our Multi-tier instructional support offers students individualized learning support to close achievement gaps. Arlington is also a PBIS school and maintained Gold Status for 3 years. Arlington was also chose to the FCPS's nomination for National Green Ribbon School Award.

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 Elementary is proud to have programs, such as Drama Team, Green Team, Girls Who Game, soccer and basketball clubs, as well as the educational learning opportunities. We believe these extra curricular activities, along with academic challenge club, develop students who are ready to excel in a global society.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Two: Arlington Elementary: The Needs Assessment for Schools_10022023_14:29

2023-2024 Phase Two: The Needs Assessment for Schools

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

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2023-24 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 FCPS PLC Framework. Weekly data talks, in PLCs, analyze student work to include, formative assessments, unit assessments and student work samples in both literacy and math. After using the Pile, Stack, Plan protocols, teachers develop a reteaching or acceleration plan based on the data. Each teacher has a standards mastery document, along with tracking MAP scores and reading levels for each student.

District data such as MAP and KSA are shared three times per year with SBDM 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 SBDM Council meetings and shared/posted on school web-site. PLC minutes are stored on our Google drive.

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Arlington Elementary School

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 2021-2022 school was at 30.8% current scores on KSA are 59.4% .

Our separate academic indicator which included (writing, science, social studies) from last testing accountability was at a 41% proficiency current scores on KSA is 57.7%.

Arlington's 2021-2022 results in writing were 52.7% science proficiency was at 28.8% and social students 41.5%.

Our GAP students were African American students, our last testing accountability for proficiency in reading was at 17.4%. In math our last testing accountability for our African American students proficiency was at 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. 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 FT District Based Instructional Coach to directly support instructional planning and PLC. Additionally, we have, 1 PT Gifted teacher, 3 FT Intervention Teachers, 2 FT English Language who support small group, individualized instructional supports to students.

 We use FAST progress monitoring to look at progress and trends of 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 2 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.

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Arlington Elementary School

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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

In reviewing Map Math Achievement: Fall 2022 to Fall 2023, percentiles are as follow: Grade: 3 39% to 47%; Grade 4: 58% to 48%; Grade 5: 44% to 56%. In MAP Reading Achievement: Fall 2022 to Fall 2023, percentiles are as follows: Grade 3: 27% to 26%, Grade 4: 12% to 23%; Grade 5: 26% to 18%. When reviewing the Spring 2022-2023 Student Growth Summary Report for Math, percentiles of students who met their growth projections: Kindergarten: 48%; Grade 1: 46%; Grade 2: 43%; Grade 3: 60%; Grade 4: 45%; Grade 5: 68%. When reviewing the Spring 2022-2023 Student Growth Summary Report for Reading, percentiles of students who met their growth projections: Kindergarten: 50%, Grade 1: 60%; Grade 2: 48%; Grade 3: 55%, Grade 4: 56%; Grade 5: 64%.

KSA data for 2020-2021 combined reading and math: 21.8%. KSA data for 2021-2022 combined reading and math was 30.8% (a 9% gain). KSA separate academic indicators (writing, science, social studies) for 2020-21 was 34.5%. KSA data for 2021-2022 was 41% (a 6.5% gain).

Arlington continues to be awarded the Gold Level from the state on PBIS implementation school wide. Currently, we have zero suspensions with 99% of our students responding positively to tier 1 behavior instruction and supports.

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:

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• Teacher attendance rate was 84% for the 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

KSA 2021-2022 combined reading and math: 30.8%; Science/SocialStudies/writing: 41%. School climate survey (KSA) 73.4%. Our IMPACT survey results (staff working conditions) were favorable. There are 9 categories included and our percentiles were 51% favorable and up. From the IMPACT survey, we see professional learning rating dropped 5% overall. However, the overall "how supportive has the school been to the growth of the teacher" was 84%.

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.

Currently, MAP reading and math Spring 2023 proficiency for grades 3 - 5 were 9% proficient in math and 19% proficient in reading. Fall 2023 MAP showed Proficiency in reading at 19% and Math at 13%. With low percentile of proficiency, leadership examined the need for increased supports in tier one reading and math. While Arlington is currently labeled TSI for our African American students, we have a high English Language population (approximately 50%) where English is not a students first language.

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.

With Spring MAP 2023 showing low proficiency (9% math and 19% reading), Arlington is focused in improving core instruction. To supporting tier one instruction, teachers have uninterrupted planning with an instructional coach, dedicated PLC time to analyze reading/math data, along with planning to support remediation or acceleration. Our K-2 teachers are receiving year long literacy training. Our grade 3-5 received reading curriculum, along with supports. Our master schedule included protected literacy and math instructions w/push in

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Arlington Elementary School

support. In addition, students have small group instructional time(tier 1, 2, 3) (reading/math) that includes support from intervention, EL, GT, SPED, Para teacher support.

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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
ATTACHMENTS

Attachment Name

📄   School elements Key Core Work Process

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

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

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Arlington Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 School elements Key Core Work Process		• 7

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2023-2024 Phase Two: School Assurances

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

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2023-24 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 in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

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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 in a targeted assisstance program, 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. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). 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

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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

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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, 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**

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○ 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. In a school 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. In a school 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. In a school implementing a schoolwide program, the school developed a

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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. In a school 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. In a school 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. In a school 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

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COMMENTS

21. In a school 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. In a school 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.

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○ Yes

○ No

● **N/A**

COMMENTS

24. In a school 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. In a school 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. In a school 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. In a school 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

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○ No

● **N/A**

<u>COMMENTS</u>

28. In a school 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**

<u>COMMENTS</u>

29. In a school 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**

<u>COMMENTS</u>

30. In a school 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**

<u>COMMENTS</u>

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

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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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2022-2023 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Arlington

District Mission
The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

School Mission
Arlington provides 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.

Focus Area 1 Arlington will use the PDSA Model during the PLC's to improve student achievement.

Focus Area 2 By 2025, *Arlington Elementary* will increase Reading proficient and distinguished level to 60% as measured by KSA.

How do the identified top two focus areas requiring professional learning relate to district goals? **Strategic Plan Priority Areas are:** ● **Student Achievement** ● **Diversity, Equity, Inclusion and Belonging** ● **Highly Effective and Culturally Responsive Workforce** ● **Stakeholder Engagement and Outreach** ● **Organizational Health and Efficiency**

Describe Strategic Plan Priority Areas: The identified focus areas are aligned with the Fayette County Public Schools CDIP goals: Reading, Math.	

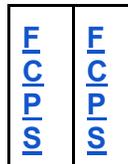**The Fayette County Public Schools CDIP goals include:**
- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**

- **Post-secondary Readiness**
- **Graduation Rate.**

Describe CDIP alignment: The identified focus areas are aligned with the Fayette County Public Schools CDIP goals: Reading, Math	

Professional Learning Development Tools

[FCPS](#) [FCPS](#)

[Professional Learning Timeline Brief 2023-2024](#)	[Professional Learning Timeline 2023-2024 At-A-Glance](#)
[FCPS Login](#)	[FCPS Monitoring](#)

c Model	and Evaluation Framework
Core Elements of a Professional	

	Learning Plan	

Focus Area 1

Focus Area 1 Objectives Arlington will use the PDSA Model during the PLC's to improve student achievement.

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.

Focus Area 1 Intended Results

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.

Focus Area 1 Monitoring

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

Focus Area 1 Indicators of Success (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.

Focus Area 1 Targeted Audience

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

Focus Area 1 Resources

- 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

Focus Area 1 Ongoing Supports for Implementation
- 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 reteach/enrichment, discuss instructional strategies to increase understanding, self-reflection
- Admin/SBIS will seek guidance from OAS/District supports to ensure alignment to FCPS
- Conduct quarterly self monitoring, solicit staff input

Focus Area 2

Focus Area 2 Objectives 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.

Focus Area 2 Intended Results By 2025, *Arlington Elementary* will increase Reading proficient and distinguished level to 60% as measured by KSA.

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.

Focus Area 2 Monitoring

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.

Focus Area 2 Indicators of Success **(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.

Focus Area 2 Targeted Audience

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

Focus Area 2 Resources

- 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

Focus Area 2 Ongoing Supports for Implementation

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

Optional Extension