

## Arlington Elementary Comprehensive School Improvement Plan (CSIP)

### Needs Assessment: Priorities

Reading- Increase proficiency, decrease novice  
Math- Increase proficiency, decrease novice

KCWP 4: Review, Analyze and Apply Data Results

-Review data [Schoolwide data 24-25](#)

-[ARL 24-25 Data](#) KSA Spring 2024

### Needs Assessment: Processes, Practices, or Conditions

#### Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	28.1 Red	-4.4
State Assessment Results in science, social studies, and writing	37.5 Yellow	1.0
English Learner Progress	61.6 Yellow	-14.9
Quality of School Climate and Safety	74.2 Green	0.1

**1: State Assessment Results in Reading and Mathematics**

By 2028, Arlington will increase Reading and Math from 28.1 % to 43.1% as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Arlington will increase Reading from 29.5% to 34.5.1% as measured by KSA.	KCWP 1: 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.	<p>Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.</p> <p>Utilize the 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)</p>	Student assessment data	School Leadership 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.	Title I
By May 2025, Arlington will increase Math from 26.6 % to 31.6% as measured by KSA.	KCWP 1: 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.	<p>Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.</p> <p>Implement evidenced-based, best practice/high yield instructional strategies of questioning and feedback (Hattie.70) to aid in curricular adjustments when students fail to meet mastery.</p>	Student assessment data	School Leadership will monitor progress through walkthrough data and review of lesson plans. Teacher clarity feedback will be given on lesson plans. This will lead to revisions of lesson plans which will lead to student increase of achievement. In weekly grade level data meetings, teams will analyze student data to make instructional adjustments.	Title I

## 2: State Assessment Results in Science, Social Studies, and Combined Writing

By 2028, Arlington will increase Science, Social Studies, and Combined Writing from 37.5% to 52.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Arlington will increase Science from 35.1 % to 40.1% as measured by KSA.	KCWP 1: 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.	Utilize the 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)	Formative Assessments	School Leadership 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.	Title I
By May 2025, Arlington will increase Social Studies from 22.7 % to 27.2% as measured by KSA.  By May 2025, Arlington will increase Combined Writing from 54.7 % to 59.7% as measured by KSA.	KCWP 2: 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.	Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.  Provide writing assessment calibration for all disciplines, using rubrics, released items, and exemplars aligned to the Kentucky Academic Standards.	Formative Assessments  Student writing samples	In weekly grade level data meetings, teams will analyze student writing to support instructional adjustments.	Title I

## 3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Fayette County Public Schools will decrease Reading Novice by 5% with African American students, Students with Disabilities, and English Learners.	Professional learning on evidence-based, high yield instructional strategies.	Implement close reading strategies that encourage a multiple-read routine, writing to learn and writing to demonstrate learning, while incorporating culturally responsive materials.	Standard Benchmarks, Unit, Formative, and Interim Assessments  Walkthrough Data	School Leadership team will monitor quarterly through support visits and walkthroughs	Title I

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establish common language structures to identify individual needs.	Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within English Language Arts standards.	Standard Benchmarks, Unit, Formative, and Interim Assessments  Walkthrough Data	School Leadership team will monitor quarterly through support visits and walkthroughs	Title I
By May 2025, Fayette County Public Schools will decrease Math Novice by 5% with African American students, Students with Disabilities, and English Learners.	Establish consistent vertical alignment of standards and mathematical practices across grade levels.	Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades.  Utilize MTSS framework to identify and address tiered intervention needs.	Standard Benchmarks, Unit, Formative, and Interim Assessments  Walkthrough Data	School Leadership team will monitor quarterly through support visits and walkthroughs	Title I
	Professional learning on evidence-based, high-yield instructional strategies.	Implement close reading strategies that encourage writing to learn and writing to demonstrate learning of mathematical standards.	Formative, Diagnostic, Interim Assessments  Walkthrough data	School Leadership team will monitor quarterly through support visits and walkthroughs	Title I

#### 4: English Learner Progress

By May 2028, Arlington will increase English Language proficiency from 61.6% to 76.6% as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By April 2025, 80% of English learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS.	KCWP 2: 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)	Provide professional learning opportunities to ensure that multilingual learners receive input they can understand and engage with effectively.	Walkthrough data is shared with the teacher	Weekly walkthroughs, admin PLC meetings to review school wide data	Title II
		Provide professional learning for all teachers on the Ellevation Strategies	ACCESS Results	Weekly walkthroughs, admin PLC meetings to review school wide data	Title II

## 5: Quality of School Climate and Safety

By May 2028, Arlington will increase School Climate and Safety from 74.2% to 89.2% as measured by state accountability.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Arlington will increase school safety and climate from 74.2% to 79.2% as measured by Kentucky Summative Assessment.	KCWP 6: Improve and sustain the learning culture and environmental systems in order to ensure classrooms plan activities, and assessments incorporate culturally responsive practices.	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.	Staff survey, lesson planning, assessment analysis	Administration weekly PLC data	Title I

## 6: Family Engagement

By May 2025, Arlington will increase family engagement by demonstrating evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, 100% of schools will have developed a FACE action plan.	-Continue to implement and monitor the strategies developed in the plan	-Collaborate with the school team and FACE Lead to develop a focus for the current school year.	-Family Survey -Participation of Staff and Families	-Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	-Title I -General
		-Execute the expectations established on the FACE action plan.	-Analyze pre and post-action plan data -Participate data of staff and families	-Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	-Title I -General
		-Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	-Participation of Staff -Staff Learning Feedback form	-FACE Department will monitor the professional learning request form, and staff learning feedback form	-Title I -General



# 2024-2025 Phase One: Executive Summary for Schools\_Arlington Elementary

2024-2025 Phase One: Executive Summary for Schools

**Arlington Elementary School**  
**Lizette Rogers**  
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## 2024-2025 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 295 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 50% Hispanic, 20% African American, 20% Caucasian and additional percentages of 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 student's 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

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 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 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 3 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 named a 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, 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.





# 2024-2025 Phase Two: Arlington.The Needs Assessment for Schools

2024-2025 Phase Two: The Needs Assessment for Schools

**Arlington Elementary School**  
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## **2024-2025 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 they will address 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 as you conducted 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 were 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 website. 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 2023-2024 school was at 23.7% current scores on KSA. KSA overall rating was 32.8%.

Our separate academic indicator which included (writing, science, social studies) from last testing accountability was at a 38.5% proficiency current scores on KSA.

Arlington's 2023-2024 results in writing were 33% proficiency, science proficiency was at 4 % and social students 9%.

School improvement plan:

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

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

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

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

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

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Reviewing Map Math Achievement percentile: Rostered Fall 2024. Fall 2023 to Fall 2024, percentiles from winter to spring are as follow: Grade: 3 21% to 34%; Grade 4: 19% to 25%; Grade 5: 26% to 24%.

Reviewing Map Reading Achievement percentile: Rostered Fall 2024. Fall 2023 to Fall 2024, percentiles from winter to spring are as follow: Grade: 3 22% to 47%; Grade 4: 12% to 19%; Grade 5: 22% to 29%. .

.KSA rating went down 1.2 from the 2022-23 school year to the 2023-2024 (current 32.8)

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. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

On KSA, we are working on an acceleration plan to support achievement, we have identified students who are close to proficiency to monitor their academics, PLCs meet weekly to review students data and develop reteaching plans. MTSS lead meets frequently with teams to support tiered reading and math supports.

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%. On the areas that were low, we created teams to review staff input and made

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changes for the 2023-2024 school year, working to ensure transparency and staff input.

### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Our instructional focus is tier one reading and math. Additionally, we are looking at: standards aligned goals, student work, student engagement, small group differentiated instruction, and writing to learn. Our reading and math MAP percentiles went from Spring of 2023 combined grades 3- 5 Reading (23.45% P/D) and Math (15.85% P/D) and Fall of 2024 combined grades 3 -5 Reading (26.11% P/D) and Math (17.83% P/D).

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Our reading and math on MAP has shown an increase from Spring 2023 to Fall of 2024- showing that many students did not regress in the summer months. In reading we had a 2.6% growth and in math we had a 1.97% growth. Additionally, we are actively tracking student reading levels, along with MTSS Tier 2 and 3 fidelity checks ensuring students are receiving the needed supports.

### 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 Processes](#)

[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**

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Key Core- Arlington



8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

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)
 Key Core- Arlington	Attached is the document	• 7
 School elements Key Core Work Process		•



## 2024-2025 Phase Two: School Assurances\_Arlington ELeментарy

2024-2025 Phase Two: School Assurances

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## 2024-2025 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 assistance 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

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 assistance 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 under section 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**

7. The school provides parents of participating children in a targeted assistance program, 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, 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. In 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 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 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. In 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 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 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

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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. In 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

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**COMMENTS**

Title I Targeted Assistance School Programs

23. In 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. In 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 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 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 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. In 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. In 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. In 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A**

**COMMENTS**

33. If identified in the previous year 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**

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

**COMMENTS**



## 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025\_12182023\_12:17

2023-2024 Phase Four: Professional Development Plan for Schools for School Year  
2024-2025

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

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## 2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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.

Reading and Math

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

Professional development in the area of reading and math are needed. This year, we have had professional learning around reading comprehension, integration of science/social studies into literature, district math, science, and social studies specialist supporting unit framework. This level of professional learning will continue next school year.

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.

Reading: to increase literacy comprehension.

Short term goal: student data is examined weekly to make instructional shifts to support mastery. This weekly event will continue as we are able to address student needs quickly while the standards are still being taught.

Long term goal: Increase student proficiency and increase teacher knowledge around instructional strategies through professional learning. For students, continued supports in reading via the teacher, along with intervention supports.

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

The intended result centers around teacher clarity on standards and strategies, continuous monitoring of student outcomes with the opportunity to reteach within a reasonable time.

4c. How will 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.)

Admin data meeting to review student work samples, assessment data, classroom observations. Data meeting will include teacher, admin, instructional coach.

Frequency will weekly for observations and work samples, unit data will be given, student reading level meeting will be monthly.

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.**

We will track students individually to see growth in reading levels, unit assessment data. Formative or work samples, will be looked at informally at planning time.

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

Elementary teacher

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 specialist supports for content areas, school based instructional coach for weekly grade level planning, release time for unit planning.

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.

We will have release planning for math and reading. We will invite district content specialist to support best practices and strategy work. Instructional coach and administration.

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.

Reading: to increase math fluency and comprehension.

Short term goal: student data is examined weekly to make instructional shifts to support mastery. This weekly event will continue as we are able to address student needs quickly while the standards are still being taught.

Long term goal: Increase student proficiency and increase teacher knowledge around instructional strategies through professional learning. For students, continued supports in math via the teacher, along with intervention supports.

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

The intended result centers around teacher clarity on standards and strategies, continuous monitoring of student outcomes with the opportunity to reteach within a reasonable time.

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.)

Admin data meeting to review student work samples, assessment data, classroom observations. Data meeting will include teacher, admin, instructional coach.

Frequency will weekly for observations and work samples, unit data will be given, student reading level meeting will be monthly.

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.**

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We will track students individually to see growth in weekly assessments (informal and student work), unit assessment data.

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

Elementary teacher

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.)

District specialist supports for content areas, school based instructional coach for weekly grade level planning, release time for unit planning.

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.

We will have release planning for math and reading. We will invite district content specialist to support best practices and strategy work. Instructional coach and administration.

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)
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