

Profile Information

Division: Danville Public Schools

School: Arnett Hills Elementary School (Johnson)


Principal: Cherita Smith Williams


Designations: CSI

Stakeholder/Family Engagement

Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.

During the CNA and CSSP process, multiple stakeholders were involved and invited to provide input and feedback. The administration team will work closely with our FACE Specialist to plan engaging activities for our parents and community stakeholders. These events are shared to families by newsletters/fliers, one call, Class Dojo and our facebook page. These events will serve to provide opportunities to have two-way communication regarding our plan.

 (Title I Family Engagement) Arnett Hills Elementary School 25-26 Calendar of Events

 FACE AHES Action Plan

Domain I: Academic Supports

Focus Area: High Quality Instructional Materials

Content Area: Reading, Math, Science

Barrier(s): While all teachers are implementing high-quality instructional materials (HQIM) with fidelity during core instruction, many lack the training and support necessary to effectively facilitate small group instruction and utilize approved intervention materials. As a result, targeted academic support for students who are below grade level or in need of enrichment is inconsistent and not fully aligned with HQIM.

SMART Goal Statement:

By **September 26, 2025**, 100% of teachers will be trained and receive coaching on active monitoring strategies that incorporate the use of tracking sheets. Data collected through these strategies will be used to inform small group instruction and will be explicitly documented in weekly lesson plans.

- By June 2026, we will increase the percentage of all students passing the VA Reading SOL tests to 83%.

(Baseline data—3rd grade: 47%; 4th grade: 45%; 5th grade: 43%)

- By June 2026, we will increase the percentage of all students passing the VA Math SOL test to 83%.

(Baseline data— 3rd grade: 46%; 4th grade: 41%; 5th grade: 42%)

- By June 2026, we will increase the percentage of all students passing the VA Science SOL test to 83%.

(Baseline data—5th grade: 38%)

- By June 2026, we will increase the percentage of students with disabilities passing the VA Math SOL test to 83%.

(Baseline data— 3rd grade: %; 4th grade: 26%; 5th grade: 14%)

SMART Goal(s): By the end of the 2025/2026 school year, AHES will increase the percentage of students in the low risk band meeting the VALLSS reading assessment benchmark in K-2 from 43.3% to 81% by May 2026.

GOAL AREA: Math

SMART Goal(s): By the end of the 2025/2026 school year, AHES will increase the percentage of kindergarten students meeting the VKRP Math assessment benchmark in kindergarten to 80% by June 2026.

SMART Goal(s): By the end of the 2025/2026 school year, AHES will increase the percentage of 1st and 2nd grade students on grade level per the iReady diagnostic to 80% by April 2026.

(Evidence-based) Strategy Name (Reading): Ensure systematic and explicit instruction of reading strategies across all K–5 classrooms, with consistent documentation and monitoring to improve reading comprehension and foundational literacy skills.

[Grades K-3: decoding, encoding, fluency, comprehension, vocabulary .](#)

(Recommendation 3)

Grades 4-5: [decoding multisyllabic words, vocabulary, comprehension, background knowledge](#)

Grades K–3 Focus Areas:

- **Decoding:** Letter-sound correspondence, phoneme blending, and phonics patterns
- **Encoding:** Spelling patterns, dictation, and writing words/sentences from sounds

Description:

Instructional Framework by Grade Band
Grades K–3: Foundational Literacy

Focus Area	Instructional Actions
Decoding	Teach letter-sound correspondence, phoneme blending, and phonics patterns
Encoding	Practice spelling patterns, dictation, and sentence writing from sounds

- **Fluency:** Repeated reading, phrasing, expression
- **Comprehension:** Retelling, main idea, making inferences, asking/answering questions
- **Vocabulary:** Tier 1 and Tier 2 word instruction, using words in context

Grades 4–5 Focus Areas:

- **Decoding Multisyllabic Words:** Morphological awareness, prefixes/suffixes
- **Vocabulary:** Context clues, word-learning strategies, academic language
- **Comprehension:** Text structures, summarizing, inferencing, citing evidence
- **Background Knowledge:** Pre-reading strategies, linking texts to prior knowledge

Tier of Evidence: Strong

Writing Focus:

1. Written expression and composition (organization, elaboration, revising/editing).
2. Sentence-level skills (grammar, usage, mechanics, spelling).
3. Vocabulary and language development (academic vocabulary applied in writing).
4. Using writing to demonstrate understanding across content areas.

EBI Strategy Name (Math): [WWC Recommendation 3: Representations](#). Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.

By **September 26, 2025**, all students identified as performing below grade level in mathematics across multiple domains will receive **targeted small-group instruction** aligned to VA SOLs. Instruction will focus on developing **conceptual understanding**,

Fluency	Develop accuracy, expression, and phrasing
Comprehension	Build literal and inferential understanding
Vocabulary	Introduce Tier 1 & 2 words in meaningful contexts

Grades 4–5: Advanced Word Reading & Comprehension

Focus Area	Instructional Actions
Decoding Multisyllabic Words	Teach syllable types, prefixes, suffixes, and roots
Vocabulary	Use context clues and word-learning strategies
Comprehension	Use text structures and evidence-based strategies

procedural fluency, and problem-solving skills, moving from **concrete to abstract thinking**, while building **accuracy and precision**.

EBI Strategy Name (Science): By January **2025**, all identified low-performing 5th grade students will receive targeted science instruction focused on improving conceptual understanding in the areas of **electricity, sound, and light**, as well as explicit support in developing the ability to **apply, analyze, and describe scientific concepts** across all science domains. Teachers will integrate **hands-on investigations, visual models, and structured academic discourse routines** to deepen comprehension and support vocabulary development. Progress will be monitored bi-weekly using formative assessments aligned to the VA SOLs, and instructional adjustments will be made based on student performance data.

Background Knowledge Build knowledge before reading

Instructional Framework: Concrete → Representational → Abstract (CRA)

The CRA model will be used to support deep conceptual understanding for all math domains. Here's how this will look in practice:

- **Use of real objects and manipulatives** to model mathematical ideas (e.g., base ten blocks, fraction tiles, counters, number lines, clocks, geometric solids)
- **Explicit teacher modeling** of math procedures and vocabulary using manipulatives
- **Student practice** using manipulatives to solve problems in small groups
- **Drawings, diagrams, number bonds, bar models, and place value charts** to represent math thinking
Use of anchor charts and graphic organizers to guide visual representation of steps
- Students solve problems using **numbers, symbols, and formulas**, with conceptual understanding built in earlier stages
- Emphasis on **math language** and **justification of thinking**
- Scaffolded problem-solving routines to ensure correct setup and calculation
To improve **accuracy and precision**, teachers will:
 - Use **“Think Alouds”** and model **error analysis**
 - Incorporate **math talks** and **academic language routines** to clarify thinking
 - Require students to **justify answers** verbally and in writing
 - Use **fluency routines** with immediate feedback (e.g., number strings, timed computation drills with error tracking)
 - Embed **daily spiral review** of foundational skills

- Apply **rubrics/checklists** for multi-step problems to guide self-checking

High-Leverage VA SOL Standards Focus (5th Grade Science)

Standard	Domain	Why It's High-Leverage
5.1	Scientific Investigation, Reasoning, and Logic	Foundation for higher-order thinking (apply/analyze/describe) across all domains
5.4	Electricity	Core physical science concept; requires hands-on understanding
5.5	Sound	Strong vocabulary and analysis component links to real-world applications
5.6	Light	Heavy focus on models, properties, and application
5.7–5.9	Earth, Ecosystems, and Resources	Cross-domain standards often included in multi-step application questions

Instructional Strategies to Build Understanding & Thinking Skills

1. Concrete Inquiry-Based Learning (Hands-On Investigations)

- Use simple circuit kits, tuning forks, mirrors, prisms, and flashlights to explore electricity, sound, and light.
- Students **form hypotheses, observe outcomes, and record and explain data** using guided lab sheets.
- Align each activity with a specific SOL (e.g., making series/parallel circuits for 5.4).

2. Visual Models & Graphic Organizers

- Use diagrams, flowcharts, and labeled illustrations to build conceptual understanding.
- Students will **draw and explain** models of light reflection/refraction, sound waves, and electric circuits.
- Anchor charts created collaboratively and posted for reference.

3. Structured Academic Discourse (Speaking & Writing)

- Daily use of sentence stems and science vocabulary to explain reasoning (e.g., “I observed that...”, “This happened because...”).
- **Think-Pair-Share, Gallery Walks, and Socratic Seminars** using science phenomena.
- **CER Framework** (Claim-Evidence-Reasoning) embedded into exit slips, labs, and test prep.

4. Higher-Order Thinking Routines (Apply, Analyze, Describe)

- Use question stems aligned with Bloom’s Taxonomy and SOL rigor:
 - “What would happen if...?”
 - “Compare and contrast the behavior of light and sound.”
 - “Describe how energy flows through a circuit.”
- Incorporate **multi-domain challenge tasks** that require cross-topic application (e.g., describe how an energy change affects an ecosystem and light availability).

<p>Student Measure #1: 81% of the students will demonstrate proficiency on the division assessment (benchmark) in reading, math, and science each quarter.</p>	<p>Student Measure #2: 81% of identified students, students with disabilities, will demonstrate proficiency on the division assessment (benchmark) in reading, math, and science each quarter.</p>
<p>Staff Measure #1: By June 2025, 100% of the K-5 teachers will participate, and demonstrate the application of the learned high quality instructional materials (HQIM) as noted on the evidence-based feedback given on the school-developed walkthroughs and formal observation tools.</p>	<p>Staff Measure #2: By June 2026, 100% of the special education teachers will demonstrate application of the learned evidence-based intervention/strategy during differentiated instruction based on the student’s individualized needs as noted on the evidence-based feedback given on the lesson plan format.</p>

Action Plan

<p>Action Steps (Describe the step and include who will implement and how often it will be implemented)</p>	<p>Start of Action Step</p>	<p>End of Action Step</p>	<p>Position Responsible for Monitoring</p>	<p>Budget (local, state, federal funds)</p>
<p>Train all staff on High Quality Instructional Materials for reading, math, and science. (This includes Foundations, Heggerty, Do the Math, etc.) DPS Literacy Plan DPS Math Playbook DPS Science Playbook (Component 3 and 4)</p>	<p>07/16/25</p>	<p>05/01/2026</p>	<p>Principal, Division, Coaches</p>	<p>No associated costs</p>
<p>Coach teachers on our EBIs for reading, math, and science.</p>	<p>08/2025</p>	<p>05/01/2026</p>	<p>Principal/Assistant Principals/Instructional Coaches/Consultant for K-12 Coalition</p>	<p>No associated cost</p>
<p>Utilize a document for walkthroughs to monitor HQIM, including math fluency, 5E’s in science, implementation of the DPS Literacy Plan, and EBI implementation. DPS Math Playbook DPS Science Playbook</p>	<p>08/07/2025</p>	<p>05/01/2026</p>	<p>Principals/Assistant Principals/Coaches/Reading Specialist</p>	<p>No Cost</p>

Implement the GREATS model during PLC implementation (Component 3 and 4)	08/19/2025	04/10/2026	Coaches	No Cost
After school Tutoring Implementation 3-5 graders will begin in Sept and K-2 will begin in January (Component 2 and 3)	09/26/2025	05/10/2026	After School Coordinator/ Instructors	Title1: \$88,430.00 to pay for teachers, coordinator, and administrative office staff.
Implement evidence-based strategies using Karen Mapp's Dual Capacity Framework for family engagement. (Component 4)	August 2025	May 2026	Administrator PFAC Committee	No associated cost
Increase teacher engagement during independent practice time through the use of active engagement and data trackers that monitor individual student progress and inform teacher next steps including the formation of small groups	Sept 2025	May 2026	Administrators, coaches	Admin and coaches will train teachers during PLCs
The school will communicate weekly with parents to provide updates on learning initiatives, PBIS, and equip families with tools and resources to assist in literacy and numeracy	Sept. 2025	May 2025	Principal, ITRT, teachers	Title Funds \$300.00 for s'more's newsletter
Field Trips	October 2025	May 2026	Principal, Teachers	Title Funds \$3000 travel, admission
Implement a whole school intervention time (MTSS components used to determine appropriate groups) Arnett Hills GatorAid Schedule (1).xlsx	October	May 2026	All instructional staff including Admin, counselors	Title Funds \$1000 (Ufli materials + Reading A-Z purchased using title one funds)
Use common formative assessments to monitor growth	October	May 2026	Teachers, Admin	No cost
Assess the quality of interventions by progress monitoring within iReady	November	May 2026	Teachers	No cost

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

District staff provided initial training on HQIM for school principals and their leadership teams. Throughout the year, the LEA will continue to support, monitor and evaluate implementation of strategies through walkthroughs and academic audits. Additionally, the LEA provides tiered, targeted support for teachers to ensure students receive the highest level of instruction.

EL Supports

<https://docs.google.com/document/d/11txawAoIEAhCx7RyRRjfQvE9nZtj1tMc-EBMAfmells/edit?usp=drivesdk>

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.

Evidence of Progress (update monthly)

Analysis of Progress (update monthly)

Weekly: School leaders, content teachers, and specialty teachers will analyze student performance data and observational data to develop next steps and/or make necessary adjustments.

September/October and December/January: Teachers and school and division leaders will analyze Virginia Language & Literacy Screening System (VALLSS), ELF, iReady, VKRP Big 10/20, and formative data (trackers, student work samples, interim data (highlight special education students, EL students) in data (with a focus on skills related to evidence-based interventions) and SIT meetings to determine next steps for PLC-professional development and planning.

Weekly: Ongoing- walkthrough and formal observations with evidence-based feedback schedule

Ongoing: Use of weekly walkthrough and formal observation schedule, school leaders will analyze observations (with a focus on skills related to evidence-based interventions) to drive next steps for PLCs-professional development and individualized support.

<p>Quarterly Benchmark Assessment</p>	<p>Quarterly: Teachers/school leaders/division leaders will analyze benchmark data (highlight special education students) in data (with a focus on skills related to evidence-based interventions) and SIT meetings to determine next steps for PLC-professional development and planning.</p>
---------------------------------------	--

<p>Domain II: Staffing Supports Focus Area: Teacher Recruitment/Retention</p>	
<p>Barrier(s): 1. Increased teacher loss due to not having highly qualified teachers. 2.High teacher turnover due to the vetting process for the new school and transfers to other schools within the division.</p>	
<p>SMART Goal Statement: During the 2025-26 school year, Arnett Hills will retain 80 % of its teachers. (Baseline data: 2024-25 67% excluding retirees)</p>	
<p>(Evidence-based) Strategy Name: Strategies for Increasing Retention Rates</p>	<p>Description: Schools that cultivate collaboration, provide support, and create better working conditions are more likely to retain teachers.</p>
<p>Student Measure #1: By June 2026 having 81% of students passing reading, math, and science SOL's.</p>	<p>Student Measure #2: By June 2026, 81% of all students will show proficiency (on grade level) in reading and math, as evidenced by iReady data.</p>
<p>Staff Measure #1: All core teachers will participate in common planning and PLC weekly.</p>	<p>Staff Measure #2: 80% of teachers will respond favorably to quarterly school climate/culture surveys regarding support and communication from administration.</p>
<p style="text-align: center;">Action Plan</p>	

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Monthly faculty meetings with team building activities.	August 2025	May 2026	Instructional Coaches/Principals/Assistant Principals	No Cost
Monthly recognition for distinguished teachers and stand-out staff members.	August 2025	May 2026	Instructional Coaches/ Principals/ Assistant Principals	No cost (PTO will provide)
Weekly PLC meetings to analyze data and plan using high-quality instructional materials.	August 2025	May 2026	Instructional Coaches/Principals/Assistant Principals	No Cost
Provide weekly coaching sessions.	August 2025	May 2026	Instructional Coaches	No Cost
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
District staff attends and supports weekly PLCs. Instructional coaches receive monthly training to ensure coaching cycles align to district and state standards.				
<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <u>Analysis:</u> Address impact and next steps.				
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		
(Monthly) August 2025-May 2026 Faculty & Team Meetings/Team Building		Administration and the leadership team will review formal and informal feedback, staff attendance, etc. to make adjustments to future events, as needed. Reviewing the agendas monthly and com		

(Weekly) August 2025-May 2026 Active Monitoring tracking forms and PLC minutes with discussion, Lesson plans	Administrators will lead PLCs on school initiatives such as active monitoring. Review trend data for more targeted teacher support and student remediation plans
Monthly checklist regarding the in-house mentor-mentee program (coaching sessions)	Administration will review checklist results and address any gaps in support through monthly mentor-mentee meetings.

Domain III: Professional Learning Supports

Focus Area: Instructional Support cycle

Barrier(s):

- Need coaching schedules that reflect a balance of side-by-side coaching and walkthroughs with feedback scheduled
- Need for consistent weekly walkthroughs

SMART Goal Statement: During the 2025-26 school year, 80 % of Arnett Hills teachers will rate effective or highly effective on Standard 3 (Instructional Delivery) of the Virginia Teacher Performance Evaluation System.

(Evidence-based) Strategy Name: Continue [Comprehensive Mentoring](#)

Description: Educators who receive high-quality, targeted support at the beginning of their careers have been shown to be more effective and more likely to stay in teaching as those who did not.

Student Measure #1: By June 2026 having 81% of students passing all SOL's.

Student Measure #2: By June 2026, 81% of K-2 will show proficiency in reading and math on iReady assessments. By June 2026 less than 20% of students will score in the high risk band in VALLSS

Staff Measure #1: During the 2025-2026 school year, all teachers will receive weekly feedback on walkthroughs and lesson plan submission.

Staff Measure #2: All identified teachers will participate in weekly coaching sessions with the administration team and instructional coaching staff as well as district level staff

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Provide lesson plan training (Component 3 and 4)	08/2025	05/2026	Principal/Assistant Principals/coaches	No Cost
Conduct lesson plan reviews	08/2025	05/2026	Principal/Assistant Principals/coaches, District Staff	No Cost
Conduct weekly collaborative PLCs along with coaching cycles. (Component 3 and 4)	08/2025	05/2026	Principal/Assistant Principals/Coaches	No Cost
Title 1 parental involvement activities related to Reading, Math, and Science SOLs (Title 1 Component 4)	08/2025	05/2026	Teachers, Coaches, Admin	Title 1 Funds-\$2000,00 parent resources and activities that promote learning.
CHAMPS coaching	07/25	05/26	Admin, Coaches, Counselors	Title 1 Funds-\$65,000.00- Consultant fee and travel
Implement evidence-based strategies using Karen Mapp’s Dual Capacity Framework for family engagement (Component 4)	August 2025	May 2026	Admin PFAC Committee	No associated funding

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The LEA provides a structure for observations and evaluations aligned to the VDOE standards for teaching. The district provides twice yearly division-wide, tailored professional learning sessions based on teachers' needs and district goals. There are additional professional learning opportunities throughout the school year, as well.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Monthly –August 2025-May 2026 Faculty Meetings/Team Building	The administrative team, along with the Leadership Team, will plan and reflect on monthly faculty meetings. The teams will gather informal data, exit tickets, surveys, etc. to make adjustments to topics and team building activities.
Weekly –August 2025-May 2026 Lesson Plan Review	Administration and instructional coaches will review lesson plans and provide timely, actionable feedback for improvement. Those identified for additional support will receive focused assistance through school staff or district support.
Weekly –August 2025-May 2026 PLC Meetings	Administration and instructional coaches will utilize PLCs to identify areas of success/progress and indicate areas for additional support regarding planning and instructional delivery.
Monthly -Parent interaction with FB and newsletter	Survey data. Use of SMore and facebook to monitor interaction and engagement and utilize feedback to ensure communication is effective.

Focus Area: Attendance Supports

Barrier(s):

- Parents allow students to miss for various reasons
- Behaviors resulting in suspensions
- Medical (Lack of Preventative Care)
- Homeless - moving around alot
- Transportation

SMART Goal Statement: By the end of the 2025-26 school year, Arnett Hills will implement attendance monitoring, incentives, and rewards to reduce its chronic absenteeism rate to 10%.
(Baseline data: 2024-25, 16.7%)

(Evidence-based) Strategy Name: [Attendance Strategies and Resources](#)

Description: Arnett Hills will use proactive strategies such as conference with student and parent, develop an action plan for the student and parent and explain why attendance is such an important part of life. We will provide incentives for attendance weekly, monthly and quarterly.

Student Measure #1: By the end of the 2025-26 school year, 85% of Arnett Hills' students will qualify for at least one positive attendance incentive or reward.

Student Measure #2: By June 2026, 81% of all students will show proficiency on the state assessment in reading, math, and science.

Staff Measure #1: Teachers and staff will input attendance accurately 100% of the time and follow attendance monitoring protocol for every student.

Staff Measure #2: All staff will participate in all attendance incentives and rewards for students.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Weekly —Attendance Meeting	08/2025	05/2026	Principal/Assistant Principals/Attendance clerks, social worker	No Cost
Quarterly —Attendance/PBIS Celebrations	08/2025	05/2026	Principal/Assistant Principals/Specialty teachers	No Cost
Utilize the VDOE’s Meaningful Engagement provision.	08/2025	05/2026	Principal/Assistant Principals/Attendance clerks, social worker	\$88,000- Title 1- pays for staff salaries and transportation
Monthly —Perfect Attendance Drawings/Celebrations	08/2025	05/2026	Principal	No cost (PTO will provide)

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The LEA conducts weekly attendance audits to assist with implementation and monitoring. During these visits, district staff provide support and make recommendations for appropriate actions to improve individual student attendance.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.

Evidence of Progress (update monthly)

Analysis of Progress (update monthly)

August 2025-May 2026 Weekly Report review of students who have missed days	The attendance team will track and identify students who are at the level of or are in danger of chronic absenteeism. Based on this data, the team will make appropriate contact with parents and address any barriers through collaboration with district resources or outside agencies. Additionally, to address the issue of special education students being absent, the LEA has weekly meetings with district personnel, including the EC director in which we discuss support for special education students, and communicate expectations to case managers.
August 2025-May 2026 Monthly tutoring verification forms.	The administration will review participation in Meaningful Engagement to ensure students attend.
November 2025-May 2026 Attendance Incentives for students having perfect attendance weekly, monthly, and quarterly .	The attendance team will review the effectiveness of incentives/awards to inform planning.