

ARLINGTON ELEMENTARY

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL YEAR 2010-2012

The Arlington Elementary school council and school planning committee reviewed the Assurances in the *Comprehensive School Improvement Planning Framework* prior to approval of our plan.

_____ Kim Lippert _____

March 1, 2010
Date

_____ Jennifer Perkins _____
Chairperson, School Planning Committee

March 1, 2010
Date

Plan Approved by the School Council:

Date
March 1, 2010

School Council Members:

Kim Lippert	Andrea Marcum
Aaron Mansfield	April Maroney
Sandra Robertson-Long	Janice Owens

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

EXECUTIVE SUMMARY

In our efforts to improve student achievement, the staff and community of Arlington Elementary have developed a comprehensive plan that addresses the needs of our students. These needs are based on a variety of sources, including state, district and school test data, as well as daily classroom observations and assessments. We have determined that our students need to:

1. Be able to read, and make sense of what they read, in accordance with grade level requirements ;
2. Become more proficient in their use of basic math skills, and make more than yearly progress in math during each school year;
3. Make connections between the information they receive in Social Studies activities and other areas;
4. Be able to express their knowledge of content, in writing, in all content areas, especially Science and Arts & Humanities;
5. Become more fluent in their use of the tools and conventions of writing in all genre areas.

PROCESS SUMMARY

1. When and how did your school develop its mission statement? When and how did your school community last review it?

Arlington's current Mission Statement was developed in 2010, and was the result of input from faculty, staff and parents. Their input was solicited through a series of faculty meetings, e-mail communications and SBDM Council meetings. It is currently under review by both Council and a team of staff members, as we are evaluating its effectiveness and correctness for our current school educational philosophy.

2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used.

Our Council delegates the job of initially reviewing and editing the drafts for our CSIP document to its committees. These committees are composed of staff members and parents who read through the available test data and provide Council with possibilities for direction. Council reviews the committees' findings and suggestions, sends them back to the committee for additional work, if needed, and then seeks approval when all stakeholders are comfortable with the document.

All of the Needs Assessment work was done in the current year. The sub-committees of the SBDM have worked throughout the year, along with the Council, to create a new plan that reflects our most recent initiatives and student achievement goals.

3. When did the council decide on Priority Needs, Causes, Goals, and Objectives?

The Council, Leadership Team and faculty have worked collaboratively to create the Priority Needs, Causes, Goals and Objectives. The vast majority of this work has been done in both standing and ad-hoc committees who have worked in various meetings throughout the current school year to outline the areas most in need of attention, and means of addressing those needs. As well as through full faculty discussions inputs, ideas, and voting.

4. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?

Council has discussed all our levels of student achievement, including achievement gaps, since the KCCT scores were released in October 2009. Arlington's population is quite small, and using data to address our achievement gaps is difficult, since we do not have enough students in certain ethnic groups to identify their scores compared to any other group. The gaps that existed, however were identified immediately in October; the time schedule that appears in this document to narrow or close those gaps was revised January 2010.

5. When did Council review drafts of the components?

Council has discussed components of the plan at various times since the release of current KCCT test scores. Several ideas in the plan were discussed at the initial meeting; other ideas were either brought to Council or were considered during discussions of student achievement. The actual existing components are a culmination of those discussions and the input of the staff from committee meeting work. Final draft review occurred on March 1, 2010.

6. When did Council review estimates for costs and drafts of Section 7 requests?

June 29, 2009

7. When was the public meeting held to present the Plan to the community, and who attended?

The plan was presented at the March 1, 2010 SBDM meeting.

8. When did Council officially adopt your revised Plan?

Council adopted the plan at the march 1, 2010 SBDM meeting.

9. How will you evaluate your Plan, and when?

Our plan is evaluated weekly by the Leadership Team and Grade Level Team Teachers and at each Implementation and Impact Check completed by committees. The results of the I & I checks come from collaborative efforts among the certified staff who work to analyze the effectiveness of the plan and the instruction that has been provided to the students. They then make recommendations for additions, deletions or modifications to the Plan, or work to make any needed adjustments to the strategies the Plan contains.

10. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

Our parents are invited to participate in all our committee meetings, but we have been unsuccessful in soliciting their help, so we have very limited input from them regarding the development of the Plan. We have included members of our community and gathered their input through FRC meetings and through collaboration with the community church (The Rock/La Roca) and outreach programs. Our staff is quite sensitive to the cultural needs of our students, however, and makes every effort to assure that every student's needs, regardless of gender or ethnicity, are addressed.

Action Component: Academic Performance

District Name: Fayette County

Component Manager: Jennifer Perkins

School Name: Arlington Elementary

February 23, 2010

Priority Need	Goal (Addresses the Priority Need)
<p>A1. According to the 2008-2009 KPR, Arlington Elementary's academic index was 80.89. It was an increase of 1.94 points from the previous assessment year.</p>	<p>By October 2010, Arlington's academic index will improve to 95.0 and to 100 in 2011.</p> <p>SB168 – Males will decrease the performance gap with females in the areas of Math and Reading by increasing their disaggregated academic index by 10 points in these areas.</p> <p>Arlington will raise proficiency rate in all subjects by a minimum of 20 percent by the 2011 state assessment.</p>

Causes and Contributing Factors	Objectives with Measures of Success
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<p>A1. According to the 2008-2009 KPR, below are the following academic indexes for all content areas: Reading: 87.20 Math: 83.76 Science: 70.19 Social Studies: 74.82 Writing On-Demand: 87.98 Overall: 80.89</p> <p>A1.1. According to information gained from team meetings, teachers need assistance with planning reading instruction and monitoring data from classroom, school, district, and state assessments.</p> <p>A2. According to information collected from weekly lesson plans, integration of content areas of science and social studies into literacy block does not happen regularly.</p> <p>A1, A2, A3, A4, A5. According to the KPR, students are improving but cannot fully demonstrate the use of basic math and reading skills and are not performing at levels in all areas equivalent to or above the state averages.</p> <p>A4. According to state assessments and teacher observations, students are unable to effectively communicate their knowledge of content and comprehension through writing activities, including on demand writing, portfolio pieces, open response questions, and multiple choice questions.</p> <p>A5. According to past lesson plans, instruction in math has been textbook driven and math materials were not hands on until purchase of Envision and CPS units.</p>	<p>Objective #A1: By 2012, students' scores will meet all AYP targets of state testing and will continue to show growth in all core content areas by increasing the percentage of proficiency by 20%.</p> <p>Objective#A1.1: By 2012, teachers and paraeducators will receive services from support staff to help planning and delivery of instruction based on assessment and data evaluation. This assistance will be documented in the team meeting agenda's and Leadership Team calendars.</p> <p>Objective # A2: By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.</p> <p>Objective # A3 By 2012, all teachers will have a literacy block in which to provide core and intervention instruction.</p> <p>Objective # A4: By 2012, teachers will use release time (professional development), to plan/prepare for instruction.</p> <p>Objective # A5: By 2012, teachers and paraeducators will work with support staff who will assist to provide high quality instruction and evaluate data.</p>
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Arlington Elementary School

Academic Performance

Comprehensive School Improvement Plan

(2010-2012 School Years)

Component Leader: Jennifer Perkins

Objective #A1: By 2012, students' scores will meet all AYP targets of state testing and will continue to show growth in all core content areas by increasing the percentage of proficiency by 20%.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A1.1: Arlington will continue to regularly use weekly faculty meeting times as planning and training work sessions on student behavior management, strategies and pedagogical skills to enhance instruction, ensure student achievement, work on closing our gaps, and maintain high expectations.	<p>Implementation: This activity will be fully implemented when faculty meeting times are used as planning and training sessions to enhance instruction.</p> <p>Short-Term Measures of Success: Short-Term success of this activity will be measured through an increase in student achievement by the first semester as indicated by all school assessments.</p> <p>Long-Term Measures of Success: Long-Term success of this activity will be measured through an increase in student achievement by the end of each school year and on the state assessments. Also, evidenced by sign-in sheets, agendas, and meetings notes.</p>	Principal, PSA, grade level chairs, school instructional reps(writing cluster leader, etc), other support staff	July 2010-June 2012		Title I		

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(2010-2012 School Years)

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Objective #A1: By 2012, students' scores will meet all AYP targets of state testing and will continue to show growth in all core content areas by increasing the percentage of proficiency by 20%

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A1.2 Students who need additional academic support (below grade level in reading &/or math) will be provided with additional support and interventions in these areas by support personnel.	<p>Implementation: This activity will be fully implemented when all students who need additional academic support are scheduled to work either individually or in a small group setting with support personnel using an intervention program based on the student's needs.</p>	Principal, PSA, teachers, grade level chairs, school instructional reps(writing cluster leader, etc), support personnel	September 2010- June 2012		Title I		
					ESS		
					School Funds		
	<p>Short-Term Measures of Success: Short-Term measure will be student achievement will increase on class unit and daily assessments.</p>				Community Support		
	<p>Long-Term Measures of Success: Long-Term measure will be increased student achievement for the year and on the state assessments.</p>				Title I school improvement funds		

Arlington Elementary School

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(2010-2012 School Years)

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Objective #A1: By 2012, students' scores will meet all AYP targets of state testing and will continue to show growth in all core content areas by increasing the percentage of proficiency by 20%.
 A1.1: By 2012, teachers and paraeducators will receive services from support staff to help planning and delivery of instruction based on assessment and data evaluation. This assistance will be documented in the team meeting agenda's and Leadership Team calendars.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A1.3: The Arlington staff members will continue to provide input and guidance for the Comprehensive School Improvement Plan through committee meetings, faculty meetings, and team meetings. This will be guided by school, district, and state assessment data.	Implementation: This activity will be fully implemented when staff members have provided input and guidance for the CSIP through committee and team meetings.	Principal, PSA	August 2010- May 2012	0	NA		
	Short-Term Measures of Success: Short-Term success will be measured through documentation of committee and team meeting minutes and staff surveys.						
	Long-Term Measures of Success: Long-Term success will be measured through the completion of CSIP and information from implementation surveys and state testing.						

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2010-2012 School Years)***

Component Leader: Jennifer Perkins

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A1.4: Arlington will continue to implement the Foundations program under the title School Culture and Climate Committee as a school-wide initiative to improve student behavior and reduce loss of instructional time.</p>	<p>Implementation: This activity will be fully implemented when the Foundations program is continued and developed into a consistent school wide program that improves student behavior and decreases the loss of instructional time.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through a 50% reduction of Level 2 and Level 3 office referrals and SAFE by December 2011.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through reduction of office referrals, reduction in SAFE hours, and an increase in instructional time. Instructional time will be measured through walk through observations, lesson plans, sign-in/sign-out sheets.</p>	<p>Principal, PSA, Classroom teachers, School Culture and Climate Committee</p>	<p>August 2010- June 2012</p>	<p>0</p>	<p>District</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2010-2012 School Years)***

Component Leader: Jennifer Perkins

Objective #A1: By 2012, students' scores will meet all AYP targets of state testing and will continue to show growth in all core content areas by increasing the percentage of proficiency by 20%.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A1.5 The CHAMPS behavior management system, along with the School Culture and Climate Committee, will be implemented in all areas of the school – classrooms, hallways, bathrooms, cafeteria, gymnasium, playground. Professional development for staff will be delivered to support this initiative.</p>	<p>Implementation: This activity will be 100% implemented when the CHAMPS behavior management system is fully implemented and professional development for the staff has been delivered.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through professional development records and a reduction in office referrals and SAFE hours evaluated during team meetings. Classroom walk through observations will be used also to measure the success of this activity.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through a reduction of office referrals and SAFE hours by the end of the school year.</p>	<p>Principal, PSA, Classroom teachers, School Culture and Climate Committee</p>	<p>August 2010- June 2012</p>	<p>0</p>	<p>NA</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan***

(2010-2012 School Years)

Component Leader: Jennifer Perkins

Objective #A1: By 2012, students' scores will meet all AYP targets of state testing and will continue to show growth in all core content areas by increasing the percentage of proficiency by 20%.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A1.6 Arlington will continue to offer Gifted and Talented services to qualifying students through district personnel, and will seek to increase the amount of accelerated instructional time they receive.	Implementation: This activity will be fully implemented when Gifted and Talented services are continued and accelerated instructional time is increased. Furthermore, G/T students' achievement data will grow at a significantly accelerated rate compared to the regular population.	Principal, G/T Teacher Classroom Teacher	August 2010- June 2012	\$0	District Funds		
	Short-Term Measures of Success: Short-Term success will be measured through Gifted and Talented logs, school schedule, analysis of data.						
	Long-Term Measures of Success: Long-Term success will be measured through an increase in instructional time for qualifying students and the implementation of inclusion if needed. This will be measured through qualifying students' data.						

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(2010-2012 School Years)***

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A1.7 Arlington will implement a writing program containing components of the writing policy and Literacy Blueprint.	Implementation: The components of the writing policy and literacy blueprint will be fully implemented. Furthermore the quality of pieces will increase.	Principal, PSA, School Instructional Reps(writing cluster leader, etc) Classroom Teachers Support staff	August 2010- June 2012		Title 1 Funds		
	Short-Term Measures of Success: Short-Term success will be measured through the classroom writing assessments.						
	Long-Term Measures of Success: Long-Term success will be measured through an increase in annual on-demand writing scores.						

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Objective # A1: By 2012, students' scores will meet all AYP targets of state testing and will continue to show growth in all core content areas by increasing the percentage of proficiency by 20%.
A1.1: By 2012, teachers and paraeducators will receive services from support staff to help planning and delivery of instruction based on assessment and data evaluation. This assistance will be documented in the team meeting agenda's and Leadership Team calendars.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A1.8: Teachers will use the school, district, and state-required assessments, unit assessments at all levels, pre & post unit assessments at all levels, as well as ongoing data through classroom exit slips, flashbacks, daily work, and intervention programs to determine if individual students or entire classes require supplemental help, interventions, re-teaching, or extensions.</p>	<p>Implementation: This activity will be fully implemented when all assessments are implemented and used to determine individual student needs.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through assessment records and analysis of student achievement data tied directly to programs. This will be checked monthly.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through assessment records and analysis of student achievement data tied directly to programs. This will be checked annually and will be reflected on state testing.</p>	<p>Principal, PSA, School Instructional Rep(writing cluster leader, etc), Classroom teachers, Title I teacher</p>	<p>July 2010- June 2012</p>		<p>General Fund, Title 1</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2010-2012 School Years)***

Component Leader: Jennifer Perkins

Objective # A2: By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A2.1: The Houghton Mifflin Reading Series will be the primary source used by all teachers for core literacy instruction. Teachers can supplement this series with science and social studies readings.	<p>Implementation: This activity will be fully implemented when the Houghton Mifflin Reading series is used by all teachers for core literacy instruction.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through lesson plans, walk through observations, and student achievement data.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through lesson plans, walk through observations, and student achievement data. Will be reflected on state testing.</p>	Title I teacher, Principal, PSA, Literacy Team, Teachers, School Instructional Reps(writing cluster leader, etc)	July 2010- June 2012	0	Title 1		

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Academic Performance
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(2010-2012 School Years)***

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Objective # A2: By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A2.2: Teachers will use research based supplemental reading programs to target intervention students as identified by school, district, and state testing.	<p>Implementation: This activity will be fully implemented when all listed research based resources are used for students who qualify.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through lesson plans, observations, student achievement data.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data to determine successful completion of the programs.</p>	Classroom teachers, PSA, Principal, School Instructional rep(writing cluster leader, etc), Title I, Support Staff	Aug 2010-June 2012	\$0	Title 1		

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Objective # A2: By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

A1.1: By 2012, teachers and paraeducators will receive services from support staff to help planning and delivery of instruction based on assessment and data evaluation. This assistance will be documented in the team meeting agenda's and Leadership Team calendars.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A 2.3 Teachers will use formal school assessments and district assessments (Learning Checks) to assess student progress in Reading, and to determine what interventions, extensions, re-teaching, and regrouping needs to be done to meet the individual student and class reading needs and challenges.</p>	<p>Implementation: This activity will be fully implemented when teachers administer the school and district assessments and is analyze data together and use it to guide instruction.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through analysis of learning check data. Results will be put in the Learning Check Calculator, shared, and analyzed at grade level meetings.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to Reading according to the state test results.</p>	<p>Principal, PSA, Classroom Teachers</p>	<p>August 2010- June 2012</p>				

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2010-2012 School Years)***

Component Leader: Jennifer Perkins

Objective # A2 : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A 2.4: Teachers will increase the frequency of on-demand prompts to at least 5 events per semester and will continue daily flashbacks and exit slips with weekly ORQs. Teachers will write sample 4s prior to using the ORQs with their students.</p>	<p>Implementation: This activity will be fully implemented when teachers have increased the frequency of on-demand prompts and ORQ and are modeling proficient responses before each event.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through teacher lesson plans and student on-demand responses.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the activity.</p>	<p>Principal, responsible persons, PSA, Classroom teachers</p>	<p>July 2010- June 2012</p>		<p>CSIF</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2010-2012 School Years)***

Component Leader: Jennifer Perkins

Objective # A2 : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A2.5 Teachers will receive professional development support to implement writing instruction across the curriculum at all grade levels.	<p>Implementation: This activity will be fully implemented when teachers have received PD to implement writing instruction across the curriculum at all grade levels.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through PD records, lesson plans, student writing notebooks, team meeting records.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the activity (Writing tasks school wide & On demand state assessments).</p>	Principal, school Instructional Reps (writing cluster leader, etc), PSA, Classroom teachers, PD Chair	August 2010- June 2012		CSIF, PD Funds Title I		

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Objective #A2: : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A2.6 Teachers will be trained to implement the Envision Math Series and supplemental math programs as well as given tools to teach the MAP RIT bands the students need.	<p>Implementation: This activity will be fully implemented when teachers have been trained to implement Envision and supplemental math programs as well as given tools to teach the MAP RIT bands the students need</p> <p>Short-Term Measures of Success: Short-Term success will be measured through PD records, team meetings, lesson plans, and assessment data (computer lab schedule).</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the activity and 100% student participation.</p>	Principal, PSA, School Instructional Rep(writing cluster leader, etc), Classroom Teachers, Grade Level Chairs	September 2010- June 2012	\$0	CSIF		

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Objective # A2 : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A2.7 Regular, authentic, on-going use of state-like items will be expected in all subject areas in all classes and at all grade levels.	<p>Implementation: This activity will be fully implemented when teachers regularly use state- like or authentic assessments.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through lesson plans, assessment data, team meeting minutes.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to state assessments.</p>	Principal, PSA, Classroom Teachers	August 2010- June 2012	\$0	NA		

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Objective # A2 : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.
A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A2.8 Units will be developed based on a units of study approach – beginning with the assessment development first which will include open response questions to assess student mastery. These units will be developed based on the KDE Combined Curriculum Documents (Program of Studies & Core Content).	<p>Implementation: This activity will be fully implemented when teachers develop their units of study.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through lesson plans, assessment data, team meeting minutes and assessment notebook.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the units of study.</p>	Principal, PSA, School Instructional reps(writing cluster leader, etc), Classroom Teachers	August 2010- June 2012		PD Funds CSIF Title 1		

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Objective # A2 : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A2.9 Professional Development for Social studies and science content integration into literacy instruction at all grade levels will be provided.	Implementation: This activity will be fully implemented when teachers integrate Social Studies and Science into literacy instruction after PD training.	Principal	August 2010- June 2012		PD Funds		
	Short-Term Measures of Success: Short-Term success will be measured through lesson plans, assessment data, team meeting minutes and analysis of student work. Also, PD sign in sheet.	PSA School Instructional Rep(writing cluster leader, etc)					
	Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the activity.	Classroom Teachers PD committee					

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A2.10: Speakers representing a variety of occupations will address students, as developmentally appropriate to help them make connections between taught content and occupational opportunities. Each teacher will invite at least one guest speaker for the school year. There will also be a career fair with a focus on how you get to the career and student projects based on Practical Living Core Content.</p>	<p>Implementation: This activity will be fully implemented when guest speakers representing a variety of occupations are scheduled and speak to the students.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through lesson plans, team meeting minutes and FRC records.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the activity. Also, FRC records.</p>	<p>FRC coordinator, Classroom Teachers</p>	<p>August 2010- June 2012</p>	<p>\$0</p>	<p>NA</p>		

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Objective # A2 : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A2.11 Provide many opportunities of science and arts and humanities related field trips (i.e. zoo, aquarium, planetarium, plays, museums, historical sites and in school programs) to help provide the students with real-life experiences and increase their content knowledge, understanding, and their ability to demonstrate and apply their knowledge. Teachers will have follow-up assessments (open response question) to assess the core content and will provide students with real word problems and activities for all subject areas.</p>	<p>Implementation: This activity will be fully implemented when the science and art-related field trips have taken place and teachers administer follow-up assessments that include multiple choice and ORQ items. Additional follow up will be seen through real world connections built into units in all subject areas.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through review of team meeting reports, SBDM minutes and analysis of follow-up assessments through district learning check data.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data and state assessment tied directly to the activity.</p>	<p>Classroom teachers, SBDM, Field Trip coordinator</p>	<p>August 2010- June 2012</p>		<p>Fee Waiver funds, CSIF</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2010-2012 School Years)***

Component Leader: Jennifer Perkins

Objective # A2 : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A2.12: All certified staff will receive training and/or mentoring on the nature and delivery of Differentiated Instruction and Critical Thinking Skills to help increase all students' performance in all academic areas.	<p>Implementation: This activity will be fully implemented when all certified staff have received PD on the nature and delivery of Differentiated Instruction and Critical Thinking Skills.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through PD sign sheet, team meeting minutes, sharing of strategies at faculty, team meetings and teacher lesson plans.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the activity and teacher lesson plans.</p>	Principal, PSA, Classroom teachers, School Instructional reps(writing cluster leader, etc), PD committee	August 2010- June 2012		CSIF RFP		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2010-2012 School Years)***

Component Leader: Jennifer Perkins

Objective # A2. : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A2.13: All certified and classified staff members will receive training designed to provide effective strategies for teaching students who live in poverty, ethnically diverse students, and how to differentiate instruction to address the gap between boys and girls in learning and academic achievement.	<p>Implementation: This activity will be fully implemented when all certified and classified staff members receive PD designed to provide effective strategies for teaching students who live in poverty. A book study will also be offered using books tied with our need. PD will also be delivered on differentiating instruction for boys and girls, and ethnically responsive teaching.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through PD sign sheet, lesson plans that show differentiation of instruction and walk throughs.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data and state assessment data tied directly to the activity, teacher lesson plans and office behavior referrals.</p>	Classroom teachers, Principal, School Guidance Specialist, PD Committee, PSA	August 2010- June 2012		CSIF		

***Arlington Elementary School
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Comprehensive School Improvement Plan
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Component Leader: Jennifer Perkins

Objective # A2. : By 2012, the number of students scoring novice in all tested areas will decrease by 20%, and the number of students scoring proficient/distinguished will increase by 20% through the delivery of instruction that will be supported by the use of a common core-instruction series.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A2.14: All classrooms will display quality work, content-rich, kid-friendly posters which explain/enhance content vocabulary and concepts and clarify the qualities of Proficient/Distinguished work. Teachers will post current Proficient/Distinguished student work in both the classroom and hallways, which includes teacher feedback for students.</p>	<p>Implementation: This activity will be fully implemented when all classrooms display content-rich, kid-friendly posters that explain/enhance content vocabulary and concepts and clarify the qualities of Proficient and Distinguished work.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through teacher lesson plans, walk through observations, and posters/word walls.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data and state assessment data tied directly to the activity, teacher lesson plans and analysis of student work to recognize content rich vocabulary.</p>	<p>Principal, PSA, Classroom Teachers</p>	<p>August 2010- June 2012</p>		<p>CSIF</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2010-2012 School Years)***

Component Leader: Jennifer Perkins

Objective # A3 By 2012, all teachers will have a literacy block in which to provide core and intervention instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A3.1: Classroom teachers will implement a literacy block with a writing component which is accommodated by the school master schedule.	Implementation: This activity will be fully implemented when classroom teachers have a literacy block which contains best practices and a writing component.	Principal, PSA, classroom teachers	August 2010- June 2012	\$0	NA		
	Short-Term Measures of Success: Short-Term success will be measured through the master schedule, lesson plans, and observations. Also through analysis of student achievement data.						
	Long-Term Measures of Success: Long-Term success will be measured through the master schedule, lesson plans, and observations. Also through analysis of student achievement data.						

***Arlington Elementary School
Academic Performance
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Component Leader: Jennifer Perkins

Objective # A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.1: Substitutes will be hired for primary and intermediate teachers to use release time for training and to analyze and refine instruction.	<p>Implementation: This activity will be fully implemented when substitutes are hired for teachers on the sub release training days.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through agendas, sub log, meeting minutes.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through teachers' growth while implementing strategies taught at the training that will increase student achievement.</p>	PSA, Principal, Intermediate Teachers, Primary Teachers	Aug 2010- June 2012		Title 1, PD Funds		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
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Component Leader: Jennifer Perkins

Objective # A4: By 2012, teachers will use release time, to plan/prepare for instruction.

A1.1: By 2012, teachers and paraeducators will receive services from support staff to help planning and delivery of instruction based on assessment and data evaluation. This assistance will be documented in the team meeting agenda's and Leadership Team calendars.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.2: Primary and intermediate teaching teams will have weekly meetings to discuss student progress.	<p>Implementation: This activity will be fully implemented when primary and intermediate teachers have weekly meetings to discuss student progress.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through weekly grade level team meetings, assessment notebook data, and analysis of student achievement data.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the activity.</p>	Principal, PSA, School Instructional Reps(writing cluster leader, etc), grade level chairs, support staff	July 2010-June 2012	\$0	NA		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
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Component Leader: Jennifer Perkins

Objective # A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.3: Primary and intermediate teachers will participate in Professional Development embedded in the work day, in the form of Release Days and Staff meetings, which is designed to enhance instruction.	<p>Implementation: This activity will be fully implemented when teachers have met for professional development during the school day as planned and as determined by current assessments.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through professional development records.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the activity.</p>	Principal, PSA, School Instructional reps(writing cluster leader, etc), Title I teacher, PD chair	Aug 2010-June 2012	\$0	Title I		

***Arlington Elementary School
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Comprehensive School Improvement Plan
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Component Leader: Jennifer Perkins

Objective # A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A4.4: All staff members will have access to the current copies of the KDE Combine Curriculum Document (Program of Studies and Core Content) in addition to the FCPS Curriculum Guide. Certified Staff will engage in PD to help them effectively create units of instruction based on these. Additionally, the data on these units and lesson implementation will be monitored by the teachers and the leadership team weekly.</p>	<p>Implementation: This activity will be fully implemented when all certified staff engage in PD instruction and receive copies of the KDE Combined Curriculum Document & the FCPS Curriculum Guide.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through professional development records and team minutes, lesson plans, objectives, exit slips, and student assessment data.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through professional development records and team minutes, instructional units, and assessment data.</p>	<p>Principal, PSA, Grade level chairs, School Instructional reps(writing cluster leader, etc), PD Chair, Teachers</p>	<p>July 2010- June 2012</p>				

***Arlington Elementary School
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Comprehensive School Improvement Plan
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Component Leader: Jennifer Perkins

Objective # A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.5: Certified personnel will collaborate weekly with team members and leadership to develop and analyze assessments and student work.	<p>Implementation: This activity will be fully implemented when all certified personnel have learned the process and are following through with the collaboration and assessment.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through professional development records, team meeting minutes, and weekly student analysis of data.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to school programs.</p>	Principal, Grade Level Chairs, PSA, School Instructional Rep(writing cluster leader, etc), Title I teacher, PD rep	September 2010- June 2012		Title I PD funds		

***Arlington Elementary School
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Component Leader: Jennifer Perkins

Objective # A4: By 2012, teachers will use release time, to plan/prepare for instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.6: All teachers will visit other successful schools for collegial professional development and growth.	<p>Implementation: This activity will be fully implemented when all teachers have visited successful schools for professional development and growth.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through professional development records.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to school programs and professional development records.</p>	PSA, Principal, PD chair, Title I teacher	September 2010- June 2012		Title I PD		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2010-2012 School Years)***

Component Leader: Jennifer Perkins

Objective # A5: By 2012, teachers and paraeducators will work with support staff who will assist to provide high quality instruction and evaluate data.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A5.1 Teachers will receive professional development support to implement differentiated critical thinking instruction and strategies on a school-wide basis from support staff.	<p>Implementation: This activity will be fully implemented when teachers have received PD on differentiation.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through PD records, lesson plans, classroom observations. Teachers will share strategies/results of differentiation at team meetings.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to differentiation.</p>	Principal, PSA Staff who receive PD School Instructional rep(writing cluster leader, etc) PD chair	July 2010-June 2012		PD Funds		

***Arlington Elementary School
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Component Leader: Jennifer Perkins

Objective # A5: By 2012, teachers and paraeducators will work with support staff who will assist to provide high quality instruction and evaluate data.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A5.2 Teachers will receive professional development support, meeting the specific learning needs of students with limited English proficiency (LEP) from district LEP staff.	<p>Implementation: This activity will be fully implemented when teachers receive PD to meet the needs of LEP learners.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through PD records, lesson plans, classroom observations.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to the activity.</p>	Principal PSA Staff who receive PD ESL Staff	July 2010- June 2012		CSIF PD Funds		

***Arlington Elementary School
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Comprehensive School Improvement Plan
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Component Leader: Jennifer Perkins

Objective # A5: By 2012, teachers and paraeducators will work with support staff who will assist to provide high quality instruction and evaluate data.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A5.3 The school will identify and purchase materials for Limited English Proficiency (LEP) instruction and tools to help connect LEP parents to the student's education. Materials shall address content and ability levels for LEP students.</p>	<p>Implementation: This activity will be fully implemented when the materials for LEP instruction and the tools to help connect LEP parents have been identified and purchased. To better keep track of these materials, they will be cataloged as part of the library media center.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through the materials being identified and purchased by the end of the first grading period.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through library media center circulation records and teacher lesson plans.</p>	<p>IAKSS ESL specialist, Media Specialist, FRC Coordinator, ESL teachers</p>	<p>July 2010- June 2012</p>		<p>CSIF, PD Funds</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
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Component Leader: Jennifer Perkins

Objective # A5: By 2012, teachers and paraeducators will work with support staff who will assist to provide high quality instruction and evaluate data.
A1.1: By 2012, teachers and paraeducators will receive services from support staff to help planning and delivery of instruction based on assessment and data evaluation. This assistance will be documented in the team meeting agenda's and Leadership Team calendars.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A5.4: Leadership team will serve as mentors, models, and support for live scoring in the classroom and instructional support for improved instruction for all teachers and students.	<p>Implementation: This activity will be fully implemented when a member of the Leadership team is serving as a mentor and model for instruction for all teachers.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through the teacher lesson plans and assessment data.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through the teacher lesson plans and annual assessment data.</p>	Principal School Instructional Reps(writing cluster leader, etc) Leadership Team PSA	September 2010- June 2012		Title I		

Action Component: Equity

District Name: Fayette County

Component Manager: Linda Prater and Jennifer Perkins

School Name: Arlington Elementary

March 1, 2010

Priority Need	Goal (Addresses the Priority Need)
<p>Many barriers exist to student learning which can have a negative impact on academic achievement. Achievement gaps between subgroups have been identified in the areas of reading and mathematics and need to be eliminated.</p>	<p>By May 2010, student barriers to learning will be reduced and achievement gaps will be eliminated.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>C1. Barriers to learning for Arlington students include delayed social skills development, poor home-school partnerships, chronic absenteeism, poor academic performance, and a high mobility rate. These issues are addressed by many in the school including, but not limited to, the Student Assistance Team, the Child Guidance Specialist, the School Social Worker, Family Resource Center Director, and Attendance Clerk. Coordination of their efforts would further help solve problems, prevent overlapping of services, and more rapidly reduce barriers to learning.</p> <p>C2. According to staff discussions, anecdotal evidence, parent interviews and SAFE data, the present school-wide discipline plan has</p>	<p>C1. Arlington will continue to utilize our Student Assistance Team to facilitate the availability of information regarding student progress on behavioral and academic goals in an effort to reduce the barriers that our students must overcome to be successful.</p> <p>C2. Arlington’s faculty and staff will continue to implement CHAMPS in all classrooms and common areas. New teachers will receive CHAMPS training by the CHAMPS coaches and/or district level personnel. CHAMPS update training will be provided to all faculty to ensure its continued use.</p> <p>C3. Arlington students will continue to show gains in student</p>

<p>improved the climate at Arlington Elementary.</p> <p>C3. Analysis of student data shows that too many students are performing below grade level.</p> <p>C4. According to our 2009 disaggregated student achievement data, there is an achievement gap between Caucasian and African-American students in the area of reading with Caucasian students in 3rd -5th grade outperforming African-American students by 16%.</p>	<p>achievement as evidenced by school, district, and state testing given during the school year.</p> <p>C4. By the end of May 2012, the number students performing at or above a proficient level in reading will increase by 30%.</p>
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Arlington Elementary School
Equity
Comprehensive School Improvement Plan
(2010-2012 School Years)

Component Leader: Linda Prater and Jennifer Perkins

Objective # C1. Arlington will continue to utilize our resources to facilitate the availability of information regarding student progress on behavioral and academic goals in an effort to reduce the barriers that our students must overcome to be successful.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1a. Student Assistance Team will continue to work collaboratively and share information regarding students.	Implementation: This will be fully implemented when all SAT members collaborate.	Classroom Teachers	August 2010- June 2012	\$0	NA		
	Short-Term Measures of Success: Meeting minutes and increase in the number of SAT follow-ups.	Social Worker					
	Long-Term Measures of Success: Increase in the number of SAT referral closings.	Counselor					
	Short-Term Measures of Success: Monthly attendance reports.	FRC					
	Long-Term Measures of Success: Yearly attendance data.	PSA					

Arlington Elementary School
Equity
Comprehensive School Improvement Plan
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Component Leader: Linda Prater and Jennifer Perkins

Objective # C1. Arlington will continue to utilize our resources to facilitate the availability of information regarding student progress on behavioral and academic goals in an effort to reduce the barriers that our students must overcome to be successful.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1b. Continue truancy interventions (Contact parents of absent students through phone calls and/or home visits, send letters to parents when students have 3, 6 or 9 unexcused absences or tardies, and make referrals to attendance services when students have 9 unexcused absences or tardies)	<p>Implementation: This will be fully implemented when 100% of student absences/truancy is communicated to parents.</p> <p>Short-Term Measures of Success: Monthly attendance reports.</p> <p>Long-Term Measures of Success: Yearly attendance data.</p>	Attendance clerk Social Worker Counselor PSA Principal FRC	8/2010- June 2012		IAKSS		

Arlington Elementary School
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Comprehensive School Improvement Plan
(2010-2012 School Years)

Component Leader: Linda Prater and Jennifer Perkins

Objective # C2. Arlington's faculty and staff will continue to implement CHAMPS in all classrooms and common areas. New teachers will receive CHAMPS training by the CHAMPS coaches and/or district level personnel. CHAMPS update training will be provided to all faculty to ensure its continued use.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C2a. CHAMPS update training for returning faculty & paraeducators and conduct a CHAMPS professional development on how to deal with problem areas and select appropriate interventions.	Implementation: This will be fully implemented when 100% of staff attend training as provided.	Arlington Way, CHAMPS, PSA, Principal	8/2010- June 2012		PD funds Title I		
	Short-Term Measures of Success: Teachers will use CHAMPS strategies at least 90% of the time.						
	Long-Term Measures of Success: SAFE hours and out-of-school suspensions will decrease by 25%						

Arlington Elementary School
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Component Leader: Linda Prater and Jennifer Perkins

Objective # C3 Arlington students will continue to show gains in student achievement as evidenced by testing given during the school year school, district, and state testing given during the school year.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C3a. Provide supplemental instruction during the school day for students not on grade level.	<p>Implementation: students below grade level in reading will receive supplemental literacy instruction.</p> <p>Short-Term Measures of Success: Increase in student performance on monthly guided reading assessments, and midyear GRADE and MAP.</p> <p>Long-Term Measures of Success: All students who received supplemental instruction and reach grade-level according to guided reading according to guided reading level, MAP, and GRADE assessments. All AYP goals are met.</p>	Principal, PSA, Title I, Instructional Support Staff	8/2010-June 2012				

Arlington Elementary School
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Comprehensive School Improvement Plan
(2010-2012 School Years)

Component Leader: Linda Prater and Jennifer Perkins

Objective #C3 Arlington students will continue to show gains in student achievement as evidenced by testing given during the school year school, district, and state testing given during the school year.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C3b. Teachers will follow the curriculum map, KY core content, and Program of studies to ensure curriculum alignment within the school, district, and state guidelines.	Implementation: 100% of teachers follow the content as listed by FCPS, Core Content, and POS.	Principal, PSA	8/2010-June 2012				
	Short-Term Measures of Success: Review of lesson plans and student work in team meetings.						
	Long-Term Measures of Success: Analysis of student performance on school, district, and state assessments to determine impact of teaching.						

Arlington Elementary School
Equity
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(2010-2012 School Years)

Component Leader: Linda Prater and Jennifer Perkins

Objective #C4 By the end of May 2012, the number of students performing at or above a proficient level in reading will increase by 30%.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C4a. Teachers will utilize both large and small group instruction to address the needs of students that are not on-grade level in reading.	Implementation: Teachers will provide reading instruction, using a variety of strategies based on student needs as evident by lesson plans and student work.	Principal, PSA, Title I, Instructional Support Staff	8/2010-June 2012		Title I		
	Short-Term Measures of Success: Analysis of student performance on reading assessments in grade level meetings.						
	Long-Term Measures of Success: End of the year analysis of student performance on school, district, and state assessments.						

Arlington Elementary School
Equity
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(2010-2012 School Years)

Component Leader: Linda Prater and Jennifer Perkins

Objective #C4 By the end of May 2012, the number of students performing at or above a proficient level in reading will increase by 30%.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C4b. Provide supplemental services for students in 3 rd , 4 th , and 5 th grade who are targeted for intervention through daytime ESS waiver or afterschool ESS.	<p>Implementation: This will be fully implemented when students who are below level in reading and math are identified and provided supplemental services via ESS.</p> <p>Short-Term Measures of Success: Monthly student progress.</p> <p>Long-Term Measures of Success: Analysis of school, district, and states assessments of students who received supplemental instruction to determine impact on student achievement in the areas of reading and math.</p>	Principal, PSA, IAKSS	8/2010-June 2012		Title I		

Arlington Elementary School
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Comprehensive School Improvement Plan
(2010-2012 School Years)

Component Leader: Linda Prater and Jennifer Perkins

Objective #C4 By the end of May 2012, the number of students performing at or above a proficient level in reading will increase by 30%.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C4c. Special education students and ELL teachers will collaborate monthly with regular education teachers to assist in meeting the needs of these students.	Implementation: Teachers will differentiate instruction to provide successful learning experiences. Student will be proficient in all areas.	ELL teachers, classroom teachers, Principal, PSA, IAKSS	8/2010-June 2012				
	Short-Term Measures of Success: Long term plans will show that collaboration is taking place. Minutes form team meetings will show discussions of transitioning success and next steps for those students.						
	Long-Term Measures of Success: Targeted students will score as well as their peers on school, district, state tests.						