

ARLINGTON ELEMENTARY

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL YEAR 2006-2008

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.

Robert Wilkirson
Chairperson, School Council

January 15th, 2008
Date

Robert Wilkirson
Chairperson, School Planning Committee

January 15th, 2008
Date

Plan Approved by the School Council:

January 22th, 2008
Date

School Council Members:

Robert Wilkirson	Scott Pittman
Lisa Bently	Debbie Arbaugh
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 2000, 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 the sub-committees 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.

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

Council has discussed our all levels of student achievement, including achievement gaps, since the KCCT scores were released in October 2007. 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 created in November 2007.

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.

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

June 29, 2007.

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

The plan will be presented at the January 22, 2008 SBDM meeting.

8. When did Council officially adopt your revised Plan?

Council will adopt the current plan on January 22, 2008.

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: **Debbie Arbaugh**

School Name: Arlington Elementary

November 6, 2007

Priority Need	Goal (Addresses the Priority Need)
<p>A1. According to the 2006-2007 KPR, Arlington Elementary's academic index was 76.5. It was an increase of 3.2 points from the previous assessment year.</p>	<p>By October 2009, Arlington's academic index will improve to 90.0.</p> <p>SB168 – Males will decrease the performance gap with females in the areas of Social Studies and Reading by increasing their disaggregated academic index by 20 points in these areas.</p> <p>Arlington will raise the Subject Area Academic Index for Science, Practical Living/Vocational Studies, and Writing by a minimum of 20 points on the next KCCTS assessment.</p> <p>Arlington will continue to make gains in Reading, Math, Social Studies, and Arts and Humanities with a minimum Academic Index area gain of 10 points each.</p>
Causes and Contributing Factors	Objectives with Measures of Success
<p>A1. According to the 2006-2007 KPR, below are the following academic indexes for all content areas:</p>	<p>A1. By 2009, Arlington's scores will meet or exceed the state averages in all content areas. This will be measured by the 2009 KPR.</p>

Reading: 88.35

Math: 78.82

Science: 64.59

Social Studies: 78.43

Arts and Humanities: 80.86

Practical Living: 59.24

Writing: 69.25

A1.1. Teachers need assistance with planning reading instruction and monitoring data from classroom, school, district, and state assessments.

A1, A2, A3, A4, A5. 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.

A4. 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. Especially in the areas of science, writing, social studies, and practical living.

A1.1 By 2009, teachers and paraeducators will receive services from Instructional Coach, Reading Specialist, PSA, and Principal 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.

A2: By 2009, the number of students scoring novice in reading will decrease by 30%, and the number of students scoring proficient/distinguished will increase by 30% through the delivery of reading instruction will be supported by the use of a common core-instruction series.

A3 By 2009, all primary teachers will have an extended literacy block in which to provide core and intervention instruction.

A4. By 2009, the number of students scoring novice in all content areas will decrease by 20% and the number of students scoring proficient or distinguished will increase by 20%. This will be measured by the KCCT assessment scores for each of the content areas.

A5: By 2009, teachers will receive time, in addition to regular planning, to plan/prepare for reading instruction.

A6: By 2009, teachers and paraeducators will receive the services of an individual who will assist in planning and delivering instruction and monitoring data.

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective #A1: By 2009, students' scores will equal or exceed the state averages as measured by the KCCT results in all core content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A1.1: Arlington will continue to regularly use weekly faculty meeting times as planning and training work sessions to enhance instruction, ensure student achievement, and maintain high expectations.</p>	<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 KCCTS assessments. Also, evidenced by sign-in sheets, agendas, and meetings notes.</p>	<p>Principal, PSA, Reading First coach, & Instructional Coach</p>	<p>July 2006</p>	<p>0</p>	<p>Title I</p>		<p><i>This practice has been implemented and is in the growth, improvement, and refinement stage. It is beneficial for the teachers and is helping to increase instruction and student achievement.</i></p>

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective #A1: By 2009, students' scores will equal or exceed the state averages as measured by the KCCT results in all core content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A1.2 Students who need additional academic support (below grade level in reading & math) will be provided with additional support and interventions in these areas by certified teachers.</p>	<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 a certified teacher using a reading or math intervention program based on the student's needs.</p> <p>Short-Term Measures of Success: Short-Term measure will be student achievement will increase on class unit and daily assessments.</p> <p>Long-Term Measures of Success: Long-Term measure will be increased student achievement for the year and on the KCCTS assessments.</p>	Principal	September 2007	100K	<p>Title I</p> <p>ESS</p> <p>School Funds</p> <p>Reading First</p> <p>Community Support</p> <p>Title I school improvement funds</p>		

Arlington Elementary School Academic Performance Comprehensive School Improvement Plan (2007-2009 School Years)

Component Leader: Debbie Arbaugh

Objective #A1: By 2009, students' scores will equal or exceed the state averages as measured by the KCCT results in all core content areas.
 A1.1 By 2009, teachers and paraeducators will receive services from Instructional Coach, Reading Specialist, PSA, and Principal 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 and team meetings. This will be guided by district learning check data, success maker, reading first data, classroom performance 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 2007	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 CATS.						

Arlington Elementary School Academic Performance Comprehensive School Improvement Plan

(2007-2009 School Years)

Component Leader: Debbie Arbaugh

Objective #A1: By 2009, students' scores will equal or exceed the state averages as measured by the KCCT results in all core content areas.

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 Arlington Way 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 2006.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through attendance at Foundations meetings, 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, Arlington Way Committee</p>	<p>August 2006</p>	<p>0</p>	<p>District</p>		<p><i>The Arlington Way Committee began this activity in 2006. It has improved school wide student behavior. It is an on-going activity that must be continually re-taught and re-enforced to new and established teachers at Arlington. It must also be adaptable to both the increased student population, the diverse needs of the community and the school.</i></p>

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2006-2008 School Years)***

Component Leader: Debbie Arbaugh

Objective #A1: By 2009, students' scores will equal or exceed the state averages as measured by the KCCT results in all core content areas.

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 Arlington Way school development system, 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 each weekly team meeting. 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, Arlington Way Committee</p>	<p>August 2006</p>	<p>0</p>	<p>NA</p>		<p><i>Due to the faculty turn over each year, in order to maintain 100% implementation of this, it is re-taught by faculty and staff to the faculty and staff each year.</i></p>

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective #A1: By 2009, students' scores will equal or exceed the state averages as measured by the KCCT results in all core content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>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.</p>	<p>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.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through Gifted and Talented logs, school schedule, analysis of data.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through an increase in instructional for qualifying students and the implementation of inclusion if needed. This will be measured through qualifying students' data.</p>	<p>Principal, G/T Teacher Classroom Teacher</p>	<p>August 2006</p>	<p>\$0</p>	<p>District Funds</p>		

Arlington Elementary School Academic Performance Comprehensive School Improvement Plan

(2007-2009 School Years)

Component Leader: Debbie Arbaugh

Objective #A1: By 2009, students' scores will equal or exceed the state averages as measured by the KCCT results in all core content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A1.6 Arlington will increase the school writing portfolio scores through the implementation of a research based mobile computer writing lab.</p>	<p>Implementation: This is a research based program will allow the students to use computers throughout the entire 4th grade writing process. This will increase the writing portfolio scores 20% by 2009.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through the classroom writing assessments.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through an increase in KCCT portfolio scores which will increase 20% by 2009.</p>	<p>Principal, PSA, Instructional Coach 4th Grade Classroom Teachers</p>	<p>August 2006</p>	<p>\$1,200</p>	<p>District KETS Grant & Title 1 Funds</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A1: By 2009, students' scores will equal or exceed the state averages as measured by the KCCT results in all core content areas.
A1.1 By 2009, teachers and paraeducators will receive services from Instructional Coach, Reading Specialist, PSA, and Principal 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
A2.3: Teachers will use the state-required assessments (DIBELS, GRADE), the district-required assessments (Learning Checks), unit assessments, pre & post unit assessments, and the school-required assessments (PAS, GMADE, MST, Learning Checks, Phonics Survey and Houghton Mifflin tests), as well as on going data through classroom exit slips, flashbacks, daily work, and Success Maker to determine if individual students or entire classes require supplemental help, interventions, re-teaching, or extensions.	<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 monthly.</p>	Principal, PSA, Coaches, Classroom teachers, Reading First coach	July 2006	\$13000	General Fund, Reading First, Title 1		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A2: By 2009, the number of students scoring novice in reading will decrease by 30%, and the number of students scoring proficient/distinguished will increase by 30% through the delivery of reading instruction 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 used by all teachers for core literacy instruction.	Implementation: This activity will be fully implemented when the Houghton Mifflin Reading series is used by all teachers for core literacy instruction.	Reading First coach, Principal, PSA, Literacy Team, Teachers, Instructional Coach	July 2006	0	Reading First grant/ Title 1		
	Short-Term Measures of Success: Short-Term success will be measured through lesson plans, walk through observations, and Reading First student achievement data.						
	Long-Term Measures of Success: Long-Term success will be measured through lesson plans, walk through observations, and Reading First student achievement data. Houghton Mifflin chapter tests also used.						

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Dana Messner

Objective # A2: By 2009, the number of students scoring novice in reading will decrease by 30%, and the number of students scoring proficient/distinguished will increase by 30% through the delivery of reading instruction 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
A2.4: Teachers will use Pearson's "Quick Reads", "Peabody's Language Development Kit", Wright Group's "Take Two", "Early Success" and "Soar to Success" as supplemental intervention for students who qualify, based on required tests.	<p>Implementation: This activity will be fully implemented when all listed supplemental 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, Reading First Coach	July 2006	\$0	Reading First, Title 1		

Arlington Elementary School Academic Performance Comprehensive School Improvement Plan

(2007-2009 School Years)

Component Leader: Dana Messner

Objective # A2: By 2009, the number of students scoring novice in reading will decrease by 30%, and the number of students scoring proficient/distinguished will increase by 30% through the delivery of reading instruction 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
A2.5: Teachers will use alternate reading programs with students who qualify for intensive intervention in reading.	Implementation: This activity will be fully implemented when teachers use 'Reading Mastery' with all students who qualify for intensive intervention in reading.	Classroom teachers, Reading First Coach	July 2006	\$0	Reading First, Title I		
	Short-Term Measures of Success: Short-Term success will be measured through monthly analysis of student achievement data tied directly to the program provided to the Reading First coach.						
	Long-Term Measures of Success: Long-Term success will be measured through an analysis of student achievement data tied directly to the successful implementation of the program provided to the Reading First coach.						

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A2: By 2009, the number of students scoring novice in reading will decrease by 30%, and the number of students scoring proficient/distinguished will increase by 30% through the delivery of reading instruction will be supported by the use of a common core-instruction series

A1.1 By 2009, teachers and paraeducators will receive services from Instructional Coach, Reading Specialist, PSA, and Principal 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 2.6 Teachers will use FCPS monthly Learning checks, and the GRADE data 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 (Grades 3-5).</p>	<p>Implementation: This activity will be fully implemented when teachers administrator the monthly Reading learning check, the GRADE as an assessment that is analyzed together and used to guide instruction.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through analysis of monthly 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 KCCTS test results.</p>	<p>Principal, PSA, Coaches, Classroom Teachers</p>	<p>August 2006</p>	<p>\$100</p>	<p>General Fund</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A3 By 2009, all primary teachers will have an extended 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
<p>A3.1: Primary teachers will implement a three-hour literacy block which is accommodated by the school master schedule. Intermediate teachers will implement a 2.5 hour literacy block.</p>	<p>Implementation: This activity will be fully implemented when the primary teachers have a three hour literacy block and intermediate teachers have a 2.5 hour literacy block.</p> <p>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.</p> <p>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.</p>	<p>Principal, Reading First coach, classroom teachers, primary & intermediate coaches</p>	<p>July 2006</p>	<p>\$0</p>	<p>NA</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Dana Messner

Objective # A5: By 2009, teachers will receive time, in addition to regular planning, to plan/prepare for reading instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.1: Substitutes will be hired for primary teachers to provide release time for training and to analyze and refine instruction.	<p>Implementation: This activity will be fully implemented when substitutes are hired for primary teachers on the sub release training days.</p>	Reading First Coach	July 2006	\$20000	Reading First		
	<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>						

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Robert Wilkerson

Objective # A4: By 2009, teachers will receive time, in addition to regular planning, to plan/prepare for reading instruction.
A1.1 By 2009, teachers and paraeducators will receive services from Instructional Coach, Reading Specialist, PSA, and Principal 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, Coaches	July 2006	\$0	NA		

***Arlington Elementary School
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(2007-2009 School Years)***

Component Leader: Dana Messner

Objective # A5: By 2009, teachers will receive time, in addition to regular planning, to plan/prepare for reading instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.3: Primary teachers will participate in Professional Development embedded in the work day, which is designed to enhance literacy instruction.	<p>Implementation: This activity will be fully implemented when primary teachers have meet for professional development during the school day as planned by the Reading First coach 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, Coaches, Reading First coach, PD chair	July 2006	\$0	Title I		

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Component Leader: Dana Messner

Objective # A5: By 2009, teachers will receive time, in addition to regular planning, to plan/prepare for reading instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.4: Primary teachers will receive 80 hours of Professional Development, in addition to the regular work day, to align and enhance literacy instruction.	Implementation: This activity will be fully implemented when primary teachers have received 80 hours of PD in addition to the regular work day to align and enhance literacy instruction.	Principal, PSA, Coaches, Reading First coach, PD chair	July 2006	\$75000	Reading First		
	Short-Term Measures of Success: Short-Term success will be measured through professional development records.						
	Long-Term Measures of Success: Long-Term success will be measured through walk through observations and analysis of student achievement data tied directly to the activity.						

***Arlington Elementary School
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(2007-2009 School Years)***

Component Leader: Dana Messner

Objective # A5: By 2009, teachers will receive time, in addition to regular planning, to plan/prepare for reading instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A4.5: All staff members will receive updated printed 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.</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 KCCTS assessment data.</p>	<p>Principal, PSA, Team leaders, coaches, PD Chair</p>	<p>July 2006</p>	<p>\$200</p>	<p>CSIF</p>		

***Arlington Elementary School
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Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A5: By 2009, teachers will receive time, in addition to regular planning, to plan/prepare for reading instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A4.6: Certified personnel will receive professional development to learn how to effectively use a standard protocol for collaborative assessment of student work. Teachers will score and analyze all assessments throughout the school year.</p>	<p>Implementation: This activity will be fully implemented when all certified staff engage in PD for collaborative protocol for analysis of student work.</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>	<p>Principal, Team Leaders, PSA, Coaches</p>	<p>July 2006</p>	<p>10000</p>	<p>Title I PD funds</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Dana Messner

Objective # A5: By 2009, teachers will receive time, in addition to regular planning, to plan/prepare for reading instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.7: Reading First teachers will visit other successful Reading First schools for collegial professional development and growth.	<p>Implementation: This activity will be fully implemented when primary teachers have visited successful Reading First 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>	Reading First coach	July 2006	\$3000	Reading First, CSIF		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A5: By 2009, teachers will receive time, in addition to regular planning, to plan/prepare for reading instruction.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A4.8: All teachers will meet weekly with all coaches to monitor the nature and quality of literacy instruction and assessments.	<p>Implementation: This activity will be fully implemented when the literacy team meets regularly with the Reading First coach to monitor the quality of literacy instruction.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through analysis of student achievement data tied directly to DIBELS and GRADE weekly/monthly.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through analysis of student achievement data tied directly to DIBELS and GRADE at the end of the school year.</p>	Coaches Literacy Team, Classroom teachers	July 2006	\$3000	Reading First,		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A6: By 2009, teachers and paraeducators will receive the services of an individual who will assist in planning and delivering instruction and monitoring 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 instruction strategies on a school-wide basis from the coaches and PSA..	<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 differentiation.</p>	Principal, PSA Staff who receive PD Coaches	July 2006	\$500	CSIF, PD Funds RFP district grant		

***Arlington Elementary School
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(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A6: By 2009, teachers and paraeducators will receive the services of an individual who will assist in planning and delivering instruction and monitoring 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 Staff who receive PD ESL Staff	July 2006	\$500	CSIF, PD Funds		

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

(2007-2009 School Years)

Component Leader: Debbie Arbaugh

Objective # A5: By 2009, teachers and paraeducators will receive the services of an individual who will assist in planning and delivering instruction and monitoring 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 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>IAKSS ESL specialist, Media Specialist, FRC Coordinator</p>	<p>July 2006</p>	<p>\$5000</p>	<p>CSIF, PD Funds</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>						

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A6: By 2008, teachers and paraeducators will receive the services of an individual who will assist in planning and delivering instruction and monitoring data.
A1.1 By 2009, teachers and paraeducators will receive services from Instructional Coach, Reading Specialist, PSA, and Principal 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: Coaches will serve as mentors, models and monitors for instruction for all teachers.	<p>Implementation: This activity will be fully implemented when a Coach is serving as a mentor, model and monitor for instruction for all teachers.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through the Coaches job description and teacher lesson plans.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through the Coaches job description and teacher lesson plans.</p>	Principal Coaches	July 2006	\$81600	Reading First RFP Title I		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A6: By 2009, the number of students scoring novice on the on-demand portion of the KCCT test will decrease by 20% and the number of proficient/distinguished scores will increase by 20%.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A6.1: Teachers will increase the frequency of on-demand prompts to at least two 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, Coaches, PSA, Classroom teachers</p>	<p>July 2006</p>	<p>\$2000</p>	<p>CSIF</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A4. By 2009, the number of students scoring novice in all content areas will decrease by 20% and the number of students scoring proficient or distinguished will increase by 20%. This will be measured by the KCCT assessment scores for each of the content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A6.2 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 & Portfolio scores).</p>	Principal, Coaches, PSA, Classroom teachers, PD Chair	July 2006	\$1000	CSIF, PD Funds Title I		

***Arlington Elementary School
Academic Performance
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(2007-2009 School Years)***

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A7.4 Teachers will be trained and implement the Investigations Series and Success Maker to supplement the math program.	<p>Implementation: This activity will be fully implemented when teachers have been trained and implement Investigations and Success Maker.</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, Coaches, Classroom Teachers	May 2006	\$0	CSIF		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A4. By 2009, the number of students scoring novice in all content areas will decrease by 20% and the number of students scoring proficient or distinguished will increase by 20%. This will be measured by the KCCT assessment scores for each of the content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A8.1 Regular, authentic, on-going use of CATS-like items will be expected in all subject areas in all classes.	<p>Implementation: This activity will be fully implemented when teachers regularly use CATS like 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 CATS assessments.</p>	Principal, PSA, Coaches, Classroom Teachers	August 2006	\$0	NA		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

Objective # A4. By 2009, the number of students scoring novice in all content areas will decrease by 20% and the number of students scoring proficient or distinguished will increase by 20%. This will be measured by the KCCT assessment scores for each of the content areas.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A8.2 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) and will align with the FCPS Curriculum Frameworks.</p>	<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>	<p>Principal, PSA, Coaches, Classroom Teachers</p>	<p>August 2007</p>	<p>\$4000</p>	<p>PD Funds CSIF Title 1</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A8.3 Professional Development for Social studies and science content integration into literacy instruction at all grade levels will be provided.	<p>Implementation: This activity will be fully implemented when teachers integrate Social Studies and Science into literacy instruction after PD training.</p> <p>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.</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>	PSA Reading First coach Coaches Classroom Teachers PD committee	August 2006	\$200	PD Funds		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A8.4: 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.	Implementation: This activity will be fully implemented when guest speakers representing a variety of occupations are scheduled and speak to the students.	FRC coordinator, Classroom Teachers	August 2006	\$0	NA		
	Short-Term Measures of Success: Short-Term success will be measured through lesson plans, team meeting minutes and FRC records.						
	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.						

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A8.5 Increase the number of science and art-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. 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 number of science and art-related field trips have been increased 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 CATS tied directly to the activity.</p>	<p>Classroom teachers, SBDM, Field Trip coordinator</p>	<p>August 2006</p>	<p>\$2000</p>	<p>Fee Waiver funds, CSIF</p>		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A8.6: 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, Coaches, PD committee	August 2006	\$2000	CSIF		

***Arlington Elementary School
Academic Performance
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A8.7: All certified and classified staff members will receive training designed to provide effective strategies for teaching students who live in poverty.	<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.</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 CATS data tied directly to the activity, teacher lesson plans and office behavior referrals.</p>	Classroom teachers, Principal, School Guidance Specialist, PD Committee	August 2006	\$4000	CSIF		

***Arlington Elementary School
Academic Performance
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(2007-2009 School Years)***

Component Leader: Debbie Arbaugh

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Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A8.8: 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.</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. When current student work is displayed.</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 CATS data tied directly to the activity, teacher lesson plans and analysis of student work to recognize content rich vocabulary.</p>	<p>PSA, Classroom Teachers, Coaches</p>	<p>August 2006</p>	<p>\$1000</p>	<p>CSIF</p>		<p><i>Bulletin boards have been purchased.</i></p>

Action Component: Parent & Family Involvement

District Name: Fayette County

Component Manager: Robert Wilkirson

School Name: Arlington Elementary

November 6, 2007

Priority Need	Goal (Addresses the Priority Need)
<p>According to school records, 65% of Arlington’s parents and families attended a school event during the 2005-2006 school year.</p>	<p>By June 2009, the number of parents and families attending school events will increase 85% as measured by FRC attendance records.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>B1. Some parents/families feel uncomfortable because of their lack of confidence and/or negative experiences in school environments. Many parents do not attend school events after multiple invitations through a variety of means.</p> <p>B2. Many students are in single-parent families who have difficulty with scheduling conferences and attending school events during the offered times or finding and affording childcare during those events. Teachers indicate that parents report difficulty in attending events, including conferences, because of their work schedule or lack of childcare.</p> <p>B3. Many families feel uncomfortable with school staff because they moved into the school’s district after the Open House event has occurred, and have not had an opportunity to be introduced to the school environment and personnel. Families who move into the school’s district are never given an opportunity to formally meet all their child’s teachers or visit the school facility.</p>	<p>B1. By June 2009, the number of parents/families attending school events will increase by 20%. The number of parents/families attending school events will be measured by FRC attendance records.</p> <p>B2. By June 2009, the scheduling of school events and parent conferences will reflect greater availability for the parents’ schedule. The increased flexibility of scheduling will be reflected in the times and days of conferences and events on the record sheet and/or attendance logs managed by the individual teachers and FRC.</p> <p>B3. By June 2009, 100% of families who move to Arlington after the Open House event will have received information about the staff and facilities. The FRC will monitor the number of new families that receive information about the staff and facilities of Arlington.</p>

***Arlington Elementary School
Parent/Family Involvement
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Robert Wilkison

Objective # B1: By June 2009, the number of parents/family members attending school events will increase by 50%, as measured by attendance records maintained by the school FRC.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>B 1.1 Arlington will continue to offer and advertise, through class newsletter and FRC notices (English & Spanish) upcoming school events. For example: Family Literacy Nights, Authors Chair/Tea, Musical Programs, And individual classroom activities. Family Literacy programs will be held to educate parents on how to assist their child's academic growth.</p>	<p>Implementation: This activity will be fully implemented when school events are advertised on school calendar, notices are sent home in English & Spanish, and programs assist parents on how to help their children.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through FRC records, school calendar, records of newsletter logs.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through FRC records & the impact of parental support of student achievement as evident in school assessments.</p>	<p>FRC coordinator</p> <p>Coaches</p> <p>Classroom Teachers</p> <p>Literacy Team</p>	<p>August 2006</p>	<p>\$32000</p>	<p>Title 1</p> <p>FRC</p> <p>Reading First</p> <p>Family Literacy</p>		

***Arlington Elementary School
Parent/Family Involvement
Comprehensive School Improvement Plan
(2007-2009 School Years)***

Component Leader: Robert Wilkerson

Objective # B2: By June 2009, the scheduling of school events and parent conferences will reflect greater availability for the parents' schedules.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B2.1: School events and conferences will be held at a variety of times, including before/after school, on parent conference days, and other days/times as determined by parent and staff members.	<p>Implementation: This activity will be fully implemented when school events and conferences are held at a variety of times.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through FRC records, school calendar, increased amount of completed parent/teacher conference forms and feedback from parents.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through FRC records, school calendar, number of completed parent/teacher conference forms and parents surveys.</p>	<p>FRC coordinator</p> <p>Coaches</p> <p>Classroom Teachers</p> <p>Principal</p>	August 2006	\$0	NA		

Action Component: Equity

District Name: Fayette County

Component Manager: Dana Messner

School Name: Arlington Elementary

May 9, 2007

Priority Need	Goal (Addresses the Priority Need)
There is a 13 point gap between the reading scores of Arlington students and the district. There is a 27 point gap between the math scores of Arlington students and the district. There is a 7 point gap between the writing scores of Arlington students and the district.	By June 2009, all Priority Need gaps will be eliminated.
Causes and Contributing Factors	Objectives with Measures of Success
C1. Arlington families may not have the money to buy print materials for their home.	C1. By 2009, the library media specialist and FRC coordinator will provide reading materials for student and family at home use. This will be measured with LMC circulation records.

Arlington Elementary School
Equity
Comprehensive School Improvement Plan
(2007-2009 School Years)

Component Leader: Dana Messner

Objective # C1. By June 2009, the school will provide reading materials for the children to use at home to encourage at-home reading.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1.1 The school library media center will provide take-home materials such as books to families in need of print materials	<p>Implementation: This activity will be fully implemented when the school library media center provides take home materials such as books to families in need of print materials.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through library media center circulation reports and parent feedback.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through library media center circulation reports and parent surveys.</p>	Classroom Teachers Media Specialist Coaches	August 2006	\$0	NA		