

SCHOOL NAME: ARLINGTON ELEMENTARY

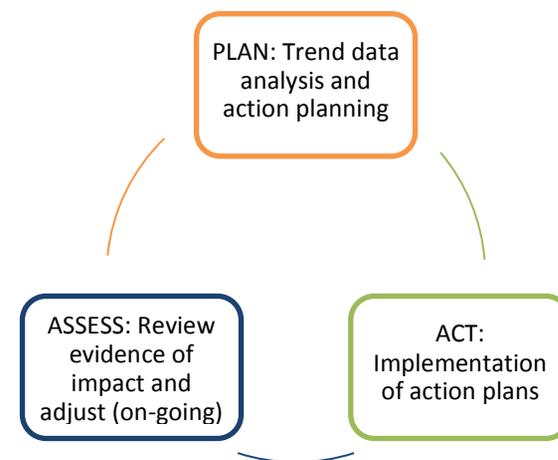
PRINCIPAL: KIM LIPPERT

DATE: 10-16-18

School Strategic Plan: CE Focused Improvement Planning Process

The purpose of the Strategic Plan is to support schools in:

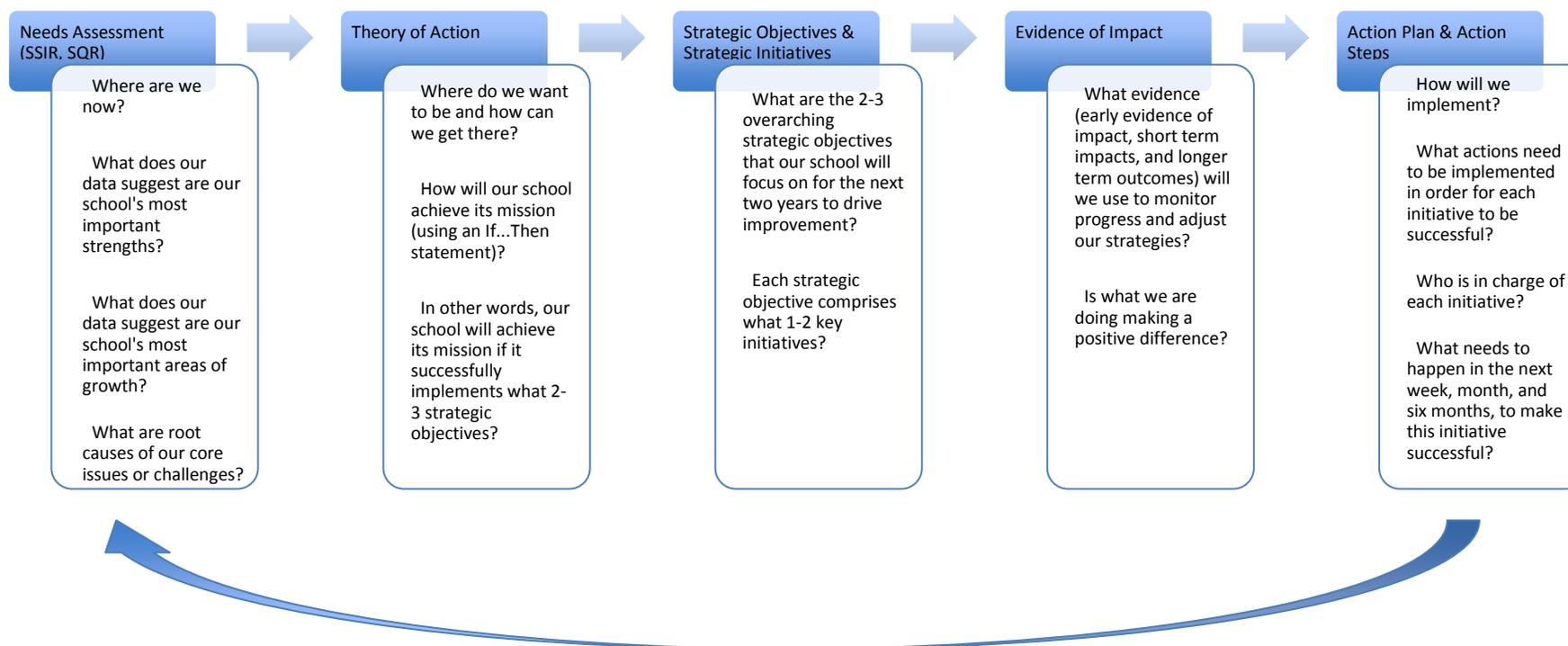
- 1) Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
- 2) Developing a few high-leverage strategic objectives that will drive a coherent plan of work,
- 3) Identifying a limited set of strategic initiatives within each objective that will lead to improved student learning
- 4) Developing a set of actions for achieving the strategic initiatives, and
- 5) Creating a plan to measure progress and impact against collaboratively-identified benchmarks.



We will revise/add to the plan as needed along the way (strategic objectives, strategic initiatives, action plan, and plans to assess progress). This should not be viewed as a static document, but rather an ongoing effort to document and encourage continuous learning and improvement at the school level.

OVERVIEW OF THE STRATEGIC PLANNING PROCESS

The recommended steps to be taken during the development and implementation of a strategic plan mirror the steps of a cycle of continuous improvement. The goal is that the strategic plan is a vital part of an ongoing process of reflection and refinement of educational practice that will lead to substantial and ongoing student learning gains. The phases include:



SECTION 2: SCHOOL VISION, CORE VALUES AND THEORY OF ACTION

<p>VISION STATEMENT</p> <p><i>Where are we going? Describes in clear, compelling terms the preferred future reality of what the school must become to help all students learn.</i></p>
<p>Arlington exists to provide a positive, welcoming, and safe environment for our school community to ensure our students are college and career ready to excel in a global society.</p>
<p>CORE VALUES</p> <p><i>How do we travel? The values that underlie our work, how we interact with each other, and which strategies we employ to fulfil our vision</i></p>
<ul style="list-style-type: none"> • Establish meaningful relationships with students, families, and community members in order to provide the greatest level of support for our students. • Model the importance of lifelong learning and guide students to make responsible choices. • Provide differentiated instruction where students’ take responsibility for their learning.
<p>THEORY OF ACTION</p> <p><i>What is our path? The beliefs and assumptions we hold about why certain actions will lead to the vision we seek. Framed as an “if...then” statement.</i></p>
<p>If we provide students with rigorous instruction in a positive climate that promotes cooperation, academic excellence, and social-emotional well-being, and we have a culturally inclusive environment that engages family and community support; then every student will achieve at least a year of growth in reading and mathematics as measured by school, district, and state assessments to accelerate learning and close the achievement gap.</p>
<p>INTENDED STRATEGIC OBJECTIVES</p> <p><i>The coherent group of overarching goals and key levers for improvement that will achieve the vision.</i></p>
<p>1. Rigor of Instruction</p> <ul style="list-style-type: none"> • Leadership will develop a model of differentiated coaching to build teachers’ capacity to unpack standards and lesson planning; ongoing feedback and observation data collection for evidence of success and to determine next steps. • Leadership will ensure teaching language and instruction match the standards (focus on achieving desired KPREP results) through coaching sessions and observation. • Leadership will attend and provide Professional development on evidence-based strategies for reading and writing.

- Leadership will lead and help develop with staff a common definition for rigor and what constitutes high expectations for student learning and academic behaviors based on the Common Core Standards. (grade level expectations and student outcomes).
- Leadership will build and implement a tool that will aid in the analysis of student data to monitor of mastery of standards (weekly assessments, exit slips, & student work) to assess results in changes to curriculum and instructional delivery.
- Teachers will fully implement the Plan-Do-Study-Act process with an intentional focus on standards.
- Leadership will use data, including walkthrough and student achievement data to provide targeted professional development to help teachers know when and how to effectively use multiple data sets to inform instruction and meet the academic needs of all learners. (KPREP, MAP, CBM)
- School Leaders and Teachers will assess effectiveness of instruction throughout the delivery cycle and make adaptations based on data. (PDSA)
- School Leaders and Teachers will align curricula to state standards, design and administer formative and summative assessments that show mastery of standards and use assessment results to make curricular decisions and adjust instructional practices to meet the academic needs of all students.
- Teachers will utilize culturally responsive teaching and learning strategies including direct instruction and incorporate opportunities for students to actively engage in personalized or differentiated learning tasks
- A co-teaching model for special education will be designed in order to ensure that our students who are identified with IEPs have equal and equitable access to the curriculum/state standards.
- Teachers will implement high yield instructional strategies including explicit feedback, teacher clarity, and questioning that result in improved instructional practices and positively impact student learning.

2. Cultural Inclusive/Family Support

- Administration, FRC, and EBOC support specialist from the district equity office will reach out to other organizations that provide diversity in their programs and mentorships to increase partnerships.
- FRC, administration, and EBOC Support Specialist from equity office will work on planning a cultural fair for the spring.
- Establish a team of parents by class, grade level, or neighborhood, i.e., “Friends of Arlington” that meets with the principal regularly, provides input, and serves as the liaison for their community.
- Increase visibility and parent communication in the Hispanic community through partnerships with the Hispanic radio station, grocery store, staff participation and/or information booths at the Latino Festival, etc.

SECTION 3: STRATEGIC OBJECTIVES, STRATEGIC INITIATIVES & ACTION STEPS

Guidelines

Each team will complete an Action Plan Template below for one of the 2-3 strategic objectives.

- The strategic objectives may be decided based on your school's unique needs and your analysis of data.
- The strategic initiatives should lead to substantial gains in student learning.
- Strategic initiatives and action plans should take into consideration gap closure for sub-group populations (e.g. special needs, ELL, etc.).
- Please feel free to add a page for additional details or definitions of terms/acronyms.

Step #1: In collaboration with your group members, identify the 2-3 strategic objectives that your school will focus on in the next three years to drive improvement.

Step #2: Identify 1-3 strategic initiatives that the school will implement to achieve the desired outcomes. Specifically, what strategies will the school employ to achieve its objectives?

Step #3: Identify the expected long-term outcomes. Link each initiative to quantifiable early evidence of impact. How will the school monitor the impact of its initiatives and action steps?

Step #4: Determine a set of action steps.

- Identify an owner or lead. Who will be responsible for leading the implementation of the action step and monitoring early evidence of impact?
- Identify the resources required for successful implementation (e.g., staffing, training, technology, funding, and materials).
- Identify the timeframe for each action step. When will the school team review evidence of progress?

Element	Definition
Strategic Objectives	The coherent group of overarching goals and key levers for improvement that will achieve the vision.
Strategic Initiatives	The projects and programs that support and will achieve the strategic objectives, and lead to substantial gains in student learning.
Long Term Outcomes	The expected results at the end of three years: what they will be, how they will be measured, and when they will occur. For example, in Year 2, reduce the math achievement gap for English Language Learners by 25% as measured by the end of year proficiency exam.
Evidence of Impact	Identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence of impact are indicators of effective implementation rather than measurements of interim results. Early evidence of impact might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of the ESL teachers' classrooms between October and May.

Strategic Objective #1			
Rigor of Instruction			
Which district goal(s) does this strategic objective align to?			
Excellent Staff Excellent Student Opportunities			
Initiative #1			
Alignment to standards			
Long Term Outcomes (after Year 3)			
Student proficiency indicator on KPREP will reach 70% by 2022. (2018 results 44.4%-reading; 43.2%-math). Student proficiency for MAP will reach 60% by 2022.(Spring 2018-36% reading, 34% math).			
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
PLC and lesson plan documents reflect use of standards-based instruction. Instructional delivery demonstrates understanding of the standards as measured by walk-through data. Analysis of student data (weekly assessment, exit slips, & student work) results in changes to curriculum and instructional delivery.	Instructional delivery consistently demonstrates understanding of the standards according to walk-through data. There is a 3% increase in Benchmark, MAP, and unit test results per student, class, and grade level.	KPREP proficiency indicator is 53% for reading and 59% for math by 2020. Spring MAP Gr. 3-5 will be 37% for reading and 43% for math by 2020 (Spring 2018-36% reading, 34% math).	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. School leadership and the turnaround team will provide differentiated coaching to build teachers' capacity to unpack standards and lesson planning; ongoing feedback and observation data collection for evidence of success and to determine next steps.	PGE SBIS Principal	Administration development of new lesson plan format to include outcomes aligned to standards, higher order questions listed, and formative assessment listed (exit slip) and success criteria. District curriculum maps, pacing guides will be utilized as a part of the planning process. SBIS	September; ongoing

		and leadership trained on evidence-based coaching.	
2. School leadership will ensure teaching language and instruction match standards (focus on achieving desired KPREP results) through coaching sessions and observation.	Teacher Leaders PGE SBIS Principal	SBIS trained on coaching cycles that utilize modelling, videotaping of instruction, and reflection journals to ensure lesson planning and instruction are aligned to standards. Coaching training	September; ongoing
3. Staff will engage in professional development on evidence-based strategies for reading and writing.	Administration (district/school) School-based Instructional Specialist (SBIS) Turnaround team members	Protocols and processes will be utilized to evaluate programs, strategies, and practices to determine if they are evidence-based. Principal will be attending further training provided by KDE on July 9, 2019. Principal and SBIS will share strategies and practices during PLCs as part of the planning cycle.	Start-Nov. 1; ongoing
4. Leadership will provide professional learning and feedback around a common definition for rigor and what constitutes high expectations for student learning and academic behaviors based on the Common Core Standards. (Grade level expectations and student outcomes).	Teacher Leaders PGE SBIS Principal	Administration and staff worked on definition of Rigor of instruction for Arlington. Definition is discussed and reviewed during PLC and whole staff meetings, to ensure this stays in the front when planning and delivering instruction that includes success criteria for all students.	January (definition only)
5. School leaders and teachers will analyze student data to monitor of mastery of standards (weekly assessment, exit slips, & student work) to assess results in changes to curriculum and instructional delivery.	Teachers PGE SBIS Principal	SBIS creation of excel spreadsheet to monitor weekly formative data in reading and math. Data and student work is shared during PLC for trends and misconceptions. Teachers will use ASW form for self-reflection that includes plan for next steps for instruction. This will be reflected in all PLC meeting minutes.	November-ongoing

<p>6. Students and teachers will use formative assessment data to evaluate learning and determine student needs to guide differentiated instruction for all students.</p>	<p>Teachers PGE SBIS Principal</p>	<p>SBIS creation of excel spreadsheet to monitor weekly formative data in reading and math. Data and student work is shared during PLC for trends and misconceptions. A plan for next steps for instruction is then determined and implemented into lesson planning. Student data folders (student ownership of data) are developed and goal setting occurs for every summative assessment.</p> <p>Differentiated instruction professional learning and resources</p>	<p>January-on going</p>
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Strategic Objective #1			
Rigor for Instruction			
Initiative #2			
Quality Feedback			
Long Term Outcomes (after Year 3)			
Student proficiency indicator on KPREP will reach 70% 2023 (2018 results 44.4%-reading; 43.2%-math). Student proficiency for MAP will reach 60% 2023 (Spring 2018-36% reading, 34% math).			
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Schedule of teacher walkthrough and evaluations. In PLC meetings, teachers are able to discuss the expectations for teaching and learning.	Change in teacher practice based on ELEOT (learning environments for high expectations, active learning, and progress monitoring and feedback) and teacher evaluation (mid-year) results.	KPREP proficiency indicator is 53% for reading and 59% for math. 2021 Spring MAP Gr. 3-5 will be 37% for reading and 43% for math (Spring 2018-36% reading, 34% math). Changes in teacher practice based on teacher evaluations.	
Year 1 Action Steps			
	Lead	Resource Requirements	Completion Date
1. Leadership and staff will engage in professional development around quality feedback and the impact on establishing and maintaining an effective learning environment.	Administration	Principal and PGE attended Visible Learning training on December 18 which included quality feedback. PGE has developed learning modules that are used during whole staff professional learning with follow up feedback and reflection. Feedback is then monitored through daily ELEOT walkthroughs that are conducted by Principal and PGE	December; ongoing
2. Leadership and turnaround team members will conduct monthly instructional rounds including problem of	Administration	Walkthroughs are being completed using the ELEOT by administration and district support	October; ongoing monthly

practice development and provide teachers with feedback and next steps.	District Support Team	staff. Trends are analysed as a whole school and shared during whole staff meetings. Professional development in providing effective feedback will occur with whole staff.	
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Year 2 Anticipated Action Steps Strategic Objective # 1	
Strategic Initiative	Anticipated Action Steps
Rigor of instruction: Alignment to standards	<ul style="list-style-type: none"> • Leadership and staff will be trained on new roll out of updated Kentucky Core Standards • Continue leading the planning process with staff utilizing lesson plan template and making sure all educational resources that are utilized during planning are supportive and aligned to standards • Review and revise CSIP needs assessment and Turnaround team feedback to determine additional professional development.
Rigor of instruction: Quality feedback	<ul style="list-style-type: none"> • Whole staff professional development will continue to be provided by leadership and district support team in the area of quality feedback. • Data from walkthrough instrument will be reviewed monthly with staff in the area of feedback to discuss where we are as a school in this area, adjustments to instruction will be made where needed.
Cultural Inclusive/Family Supports	<ul style="list-style-type: none"> • Leadership will continue to work with district equity office to develop more learning partnerships that represent the diversity of our student population. • Family nights will include more cultural aspects. • Continued professional learning will occur on CRTL strategies for whole staff. • Continue to administer annual culture/climate surveys through eProve for students, staff, and parents.

Year 3 Anticipated Action Steps Strategic Objective # 1
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Strategic Initiative	Anticipated Action Steps
Rigor of instruction: Alignment to standards	<ul style="list-style-type: none"> • Review and revise lesson planning process as needed to ensure instruction and all resources are aligned to standards
Rigor of instruction: Quality feedback	<ul style="list-style-type: none"> • Review of walkthrough data in the area of quality feedback will continued to be reviewed with whole staff, adjustments and training will be provided as needed.
	<ul style="list-style-type: none"> • Continued professional learning will occur on utilizing effective CRTL strategies • Continue to review annual Culture/Climate survey data that is provided by students, staff, and parents and revise plan as needed.

Strategic Objective #2			
Cultural Inclusive/Family Support			
Which district goal(s) does this strategic objective align to?			
Excellent Relationships			
Initiative #1			
Ensure that school mentors, events, and community partnerships reflect the diversity of the school			
Long Term Outcomes (after Year 3)			
Diversity of school mentors, events, and community partnerships will increase by 6% (an increase of 2% each year) to reflect the diversity of the school.			
Early Evidence of Impact (monthly):		Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):
FRC and administration will work together with district equity office (Educating Boys of Color (EOC) Support Specialist) to reach out to other mentor and partnerships that are more diverse to reflect school population.		FRC, administration, and district equity office will have obtained one new diverse partnership.	There will be a 2% increase in the diversity of school mentors, events, and community partnerships by 2021
Year 1 Action Steps			
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. FRC and administration will reach out to other organizations noted for diversity in their programs to establish mentorships.	FRC and administration	Common Good community support partner has shared staff that provide tutoring services during the school day in the area of literacy. Support from the district FACE office.	November and on-going
2. FRC, administration, and EBOC Support Specialist from equity office will work on planning a cultural fair for the spring.	FRC, administration, EBOC Support Specialist	Contacts from district equity office Support in advertising and communicating events	March 2019 (small scale) ongoing this will be an annual event

<p>3. Develop partnerships with local mentoring groups and school-based middle and high school leadership/mentoring programs: Make Me into a Man (Grace Baptist Church), Real Men Read, Alpha League (student mentors), and Distinguished Gentleman (Bryon Station Middle School and Bryon Station HS Leadership Academy-student mentors)</p>	<p>FRC EBOC Support Specialist Child Guidance Specialist Social Worker</p>	<p>Mentorship program has been developed with all Hispanic fraternity at ECU know as Sigma Lambda Beta. They meet monthly with group of 10 male students. This will be implemented and expanded.</p>	<p>December-ongoing</p>
<p>4. Increase visibility and parent communication in the Hispanic community through partnerships with the Hispanic radio station, grocery store, staff participation and/or information booths at the Latino Festival, etc.</p>	<p>FRC Principal Teachers Child Guidance Specialist</p>	<p>Attended March city wide table talk at Embrace Church Bilingual staff</p>	<p>January and ongoing</p>
<p>5. Establish a team of parents by class, grade level, or neighbourhood, i.e., “Friends of Arlington” that meets with the principal regularly, provides input, and serves as the liaison for their community.</p>	<p>Principal FRC</p>	<p>Parent group has been formed known as <i>Eagle Squad</i>. Principal and FRC meet with group monthly to discuss school and community topics. Breakfast and child care provided</p>	<p>January and ongoing (monthly)</p>

Year 2 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
Cultural Inclusive/Family Supports	<ul style="list-style-type: none"> • Leadership will continue to work with district equity office to develop more learning partnerships that represent the diversity of our student population. • Family nights will include more cultural aspects. • Continued professional learning will occur around Evidence-based CRTL strategies for all staff. • Continue to administer annual culture/climate surveys through eProve for students, staff, and parents.

Year 3 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
Cultural Inclusive/Family Supports	<ul style="list-style-type: none"> • Continued professional learning will occur on utilizing evidence-based CRTL strategies • Continue to review annual Culture/Climate survey data that is provided by students, staff, and parents and revise plan as needed.

