

Arlington Elementary School



PL 221 Title I Schoolwide Plan (SWP)
and Professional Development Program (PDP)

Franklin Township Community School Corporation
2022-2024

Matt Nysewander-Principal

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Narrative Description of the School and Community

Arlington Elementary School is a K-3 school (beginning 2020) that sits at 5814 S. Arlington Avenue in Indianapolis, IN. We are one of 6 elementary schools in the Franklin Township Community School Corporation. We currently have 510 students. Our school is made up of 61.6% White, 14.1% Hispanic, 7.3% Multiracial, 5.9% Black, and 10.8% Asian. In 2020-2021 our Free and Reduced lunch populations were at 68.2%. We have a very involved Parent Teacher Organization (PTO) which supports many family events at Arlington Elementary School. These events include but are not limited to, Fall Festival, Educational Field Trips, Ice Cream Social, Back to School Night, Math and Reading Literacy Nights, and Parent Informative Meetings such as IREAD-3. Together with our 10 Instructional Assistants, 25 General Education Teachers, 3 Special Area Teachers, 4 Special Education Teachers, 1 ELL Teacher, 1 Instructional Coach, 1 Counselor, 1 Principal, 1 Assistant Principal, 1 PBIS Behavior Coach, and PTO we strive to create an environment where all stakeholders communicate the value of education in a manner that develops the whole child to be successful in society.

Arlington Elementary has a standard elementary program, meeting all of the Indiana Department of Education required standards in grades K-5. Many different types of learning activities are used to meet the needs of all students. Arlington Elementary school's staff and administrators are continually striving to motivate all students to think, read, persevere, and grow to their full potential. We have incorporated special programs to enrich our curriculum such as our annual student council, Ambassadors, and third grade choir. Teachers also utilize Waterford, and Everyday Math online in their classrooms and students have access to these online resources at home. Arlington Elementary School's Student Council also gives our students a chance to experience [community service](#) and government.

Arlington Elementary School was a targeted Title 1 school in 2013-2014 and has been a School Wide Title School since the fall of 2014.

Mission, Vision, or Beliefs

The vision of Arlington Elementary School is to provide a safe learning environment where all students excel and collaborative relationships are built.

Statutes and rules the school wishes to have suspended from operation

Arlington Elementary is not applying for any waivers.

Description and Location of Curriculum

FTCSC offers a K-12 guaranteed and viable curriculum to meet the diverse needs of the learners that we serve. Adopted curriculum supports Indiana and Common Core State Standards and is delivered consistently across the district and includes common assessments. Reading is supported systemically and instruction supports the essential five: Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary. Math curriculum supports the 8 practical mathematical strategies and challenges our students at higher levels. Content areas also embed reading, writing and math skills while our writing initiative is embedded K-12 across the curriculum to prepare students for career and college opportunities.

Each week, teachers meet in Professional Learning Communities (PLC's) to review student work and to share best practices. Teachers collaborate to create next steps for differentiated instruction based upon real time data.

Copies of the curriculum guides, as well as titles of textbooks, are available at the Franklin Township Community School Corporation Central Office. Parents and students can also access many of their textbooks online with usernames and passwords on the textbook company sites.

Title and Description of Assessment Instruments

In Franklin Township, we utilize the assessments that are recommended and provided by the Indiana Department of Education. Below is a list of Assessments used in FTCSC:

ILEARN (including GQE Retest)

The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science*, and Social Studies**. In particular, ILEARN reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of

Education. An Applied Skills Assessment and a Multiple-Choice Assessment are used to measure these standards; they are required components of the ILEARN program.

*Science is assessed in grades 4 and 6.

**Social Studies is assessed in grades 5 and 7

ILEARN ECA

The purpose of the Indiana Statewide Testing for Educational Progress Plus (ILEARN) program is to measure student achievement in the subject areas of English/Language Arts, Science, and Mathematics. In particular, ILEARN reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. The ILEARN End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10.

*Science is assessed in grades 4 and 6.

**Social Studies is assessed in grades 5 and 7

IREAD-3

The purpose of the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with Public Law 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four".

ClearSight (3-8)

The purpose of the ClearSight assessments is to provide diagnostic measures for grade 3-8 students in English/language arts, mathematics, science, and social studies. Assessment reports provide standards aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level. Airways Assessments are used in grades 3-8 in Franklin Township.

WIDA

The purpose of WIDA is to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine the ELL services appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency and is used for accountability purposes.

NAEP

The purpose of NAEP (National Assessment of Educational Progress), also known as "The Nation's Report Card", is used to demonstrate performance over time for a selected sample within Indiana. This assessment is administered annually to students in grades 4, 8, and 12, and can be used to compare student performance across the United States. During selected assessment cycles, TIMSS (Trends in International Mathematics and Science Study), PISA (Program for International Student Assessment), and PIRLS (Progress in International Reading Study) are administered in conjunction with the NAEP assessment.

Cognitive Abilities Test/Screener (CogAT)

This test measures a student's abilities to reason with words, quantitative concepts, and nonverbal(spatial) pictures. The CogAT Multilevel Battery has levels and is designed for use in grades K-12. The CogAT screener is used in primary grades for one component of high ability identification.

ACT

The purpose of the ACT is to measure high school students' general educational development and their capability to complete college level work. There are four areas of assessment: English, Mathematics, Reading, and Science. Students may also choose to additionally take a Writing assessment. A student's scores provide an indicator of college readiness in skills necessary for success in entry level college courses in those areas. The ACT is offered four to six times between September and June.

SAT

The purpose of the SAT Reasoning Test is to measure literacy and writing skills that are needed for academic success in college and assess a student's ability to analyze and solve problems – skills learned in school that are essential for college success. The test is offered each month September through June. Most colleges or universities require a student to complete either the SAT or the ACT before granting admission to the college or university.

TOMAGS

The purpose of the TOMAGS (Test of Mathematical Ability for Gifted Students) is to measure a student's ability to use mathematical problem-solving and reasoning. There are two levels: a primary level for grades K-3 (ages 6-9) and an intermediate level for grades 4-6 (ages 9-12).

NNAT2

The purpose of the NNAT2 (Naglieri Non-Verbal Ability Test 2) is to measure a student's nonverbal reasoning and problem-solving abilities. It does not require reading or math skills to effectively respond. Language or cultural differences are not a barrier to correctly answering test items. The test is available in levels for appropriate grade – level administration.

Safe and Disciplined Learning Environment

Arlington Elementary has a PBIS committee which consists of a grade level representative, school counselor, PBIS Behavior Coach, one instructional assistant, school administrator and Special Education teacher. This committee meets monthly and reviews school data and the effectiveness of schoolwide procedures that were developed when PBIS was adopted in 2007. Revisions to procedures are made with feedback from Arlington's staff.

Arlington Elementary School conducts emergency preparedness drills during the school year. These drills include; fire, severe weather, lockdown and bus evacuation drills. Arlington Elementary School building has a secured entrance. This requires all visitors to enter through the main office, have their identification verified and a criminal history check through our Safe Visitor System prior to being issued a visitor pass. All other exterior doors are locked at all times and can only be unlocked from the outside using a staff member's school identification badge.

Franklin Township Community School Corporation has their own Police Department which consists of five officers and a K9 dog trained in detecting drugs and firearms. These officers are in our buildings daily to assist.

Bullying is prohibited by Arlington Elementary. Students who commit any acts of bullying are subject to discipline including but not limited to suspension, expulsion, arrest, and/or prosecution. "Bullying" is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically); physical acts committed; aggression; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student, creating for the targeted student an objectively hostile school environment that:

- Places the targeted student in reasonable fear of harm to his or her person or property
- Has a substantially detrimental effect on the targeted student's physical or mental health
- Has the effect of substantially interfering with the targeted student's academic performance
- Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Highly Qualified Teachers and Paraprofessionals

All teachers newly hired at Arlington Elementary must be "highly qualified." "Highly Qualified" means:

Position	Last Name	First Name	Hire Date	Highly Qualified Indicator
1ST GRADE TEACHER	BELL	HANNAH	6/3/19	BACHELOR'S DEGREE
1ST GRADE TEACHER	EADS	AMANDA	7/28/14	BACHELOR'S DEGREE
1ST GRADE TEACHER	ESTAR	LAARA	7/19/18	BACHELOR'S DEGREE
1ST GRADE TEACHER	ODENDAHL	MADISON	6/11/18	BACHELOR'S DEGREE
2ND GRADE TEACHER	FRY	EMILY	8/3/21	BACHELOR'S DEGREE
2ND GRADE TEACHER	Curry	Lauren	8/1/23	BACHELOR'S DEGREE
2ND GRADE TEACHER	REHOR	MAGGIE	8/24/21	BACHELOR'S DEGREE
2ND GRADE TEACHER	STEPHENS	JESSICA	7/29/22	BACHELOR'S DEGREE
2ND GRADE TEACHER	Bauman	Jennifer	8/1/23	BACHELOR'S DEGREE
3RD GRADE TEACHER	COTTRELL	GINA	2/27/20	BACHELOR'S DEGREE
3RD GRADE TEACHER	MURRIN	MARKEE	7/28/14	BACHELOR'S DEGREE
3RD GRADE TEACHER	DONAHUE	KELLY	12/12/18	BACHELOR'S DEGREE
3RD GRADE TEACHER	Adams	Andrea	7/29/22	BACHELOR'S DEGREE
3RD GRADE TEACHER	Hoskins	Dara	10/7/22	Bachelor's Degree
ART TEACHER	CAMPBELL	BENJAMIN	5/22/19	BACHELOR'S DEGREE
COUNSELOR	ECK	LISA	8/20/97	MASTER'S DEGREE
ENL TEACHER	GOSSARD	MARIBETH	8/11/04	MASTER'S DEGREE
INST COACH TEACHER	WARNER	JOANNE	8/20/90	MASTER'S DEGREE

KINDERGARTEN TEACHER	PORTER	PEGGY	7/25/16	MASTER'S DEGREE
KINDERGARTEN TEACHER	Widmann	Reiley	8/1/23	Bachelor's Degree
KINDERGARTEN TEACHER	RADER	KRISTA	11/8/19	MASTER'S DEGREE
MUSIC TEACHER	CROSBY	CLAIRE	8/2002	BACHELOR'S DEGREE
PHYSICAL EDUCATION TEACHER	SUBLETTE	NICOLE	7/28/14	BACHELOR'S DEGREE
SLP TEACHER	Shaffer	Shannon	8/1/22	MASTER'S DEGREE
SPEC ED ED TEACHER	Roedeske	Ariana	11/1/19	Bachelor's Degree
SPEC ED MOMH CIP	AUSBROOKS	KAYLA	5/25/18	BACHELOR'S DEGREE
SPEC ED RESOURCE TEACHER	Brewer	Megan	7/29/22	MASTER'S DEGREE
SPEC ED RESOURCE TEACHER	Ostapchuck	KASSIE	6/4/18	BACHELOR'S DEGREE
SPEC ED RESOURCE TEACHER	FELTNER	ERICA	8/3/20	BACHELOR'S DEGREE
Tite 1 Interventionist	ROSS	PAULA	8/19/85	MASTER'S DEGREE

Position	Last Name	First Name	Hire Date	Highly Qualified Indicator
INSTR ASST PBIS COACH	BAIR	TANNER	10/24/16	ASSOCIATE DEGREE
INSTR ASST TIER 1 ENL	Gomez	Lourdes	8/1/23	
INSTR ASST TIER 1 GEN ED	RUSSELL	KIMBERELY	7/26/17	PARA PRO
INSTR ASST TIER 1 GEN ED				
INSTR ASST TIER 1 GEN ED	Mulryan	Denisa	8/1/22	
INSTR ASST TIER 1 TITLE I	GUILFOYLE	TRINA	11/5/14	ASSOCIATES DEGREE
INSTR ASST TIER 1 TITLE I	Poindexter	Hannah	8/1/22	
INSTR ASST TIER 1 TITLE I	HAMILTON	MICHELLE	8/3/21	60 COLLEGE CREDITS

INSTR ASST TIER 1 TITLE I	DAVIDSON	MELISSA	7/16/19	PARA PRO
INSTR ASST TIER 2 ED	Jaide	Milligan	6/6/22	
INSTR ASST TIER 2 ED	Bela	Acosta	8/4/22	
INSTR ASST TIER 2 ED	Piotrowski	Renata	8/4/32	
INSTR ASST TIER 2 SPCL NEEDS	Featherstone	Lexis	7/25/22	
INSTR ASST TIER 2 SPCL NEEDS	Rockey	Ben	10/27/22	
INSTR ASST TIER 2 SPCL NEEDS	JASKE CLARK	STEPHANIE	12/20/19	N/A
INSTR ASST TIER 2 SPCL NEEDS	Corbin	Reba	8/1/22	
INSTR ASST TIER 4 SVR NEEDS	Baggett	Nicole	6/21/22	
INSTR ASST TIER 4 SVR NEEDS	CHURCH	MICHELLE	9/18/06	N/A
MEDIA CENTER ASST TIER 1	KIEPER	MELISSA	7/29/14	N/A
INSTR ASST TIER 4 SVR NEEDS	McGauhey	Sara		
INSTR ASST TIER 4 SVR NEEDS				

Strategies to Attract High-Quality, Highly Qualified Teachers

Arlington Elementary posts job openings on the website and with the Indiana Department of Education. Administrators attend interview programs at universities in Indiana. The FTCSC elementary administrators often take a team approach to interviewing when there are several openings in the corporation. Candidates will have the first round interviews with the administrative team. The second round interviews are conducted as the individual school with the administrators of the building as well as a small interview team of teachers. During the second interview, candidates are given scenarios to respond to on how they would handle a certain situation. They are also given a specific standard and asked to provide a mock lesson they would teach this standard to low, average and high learners.

Provisions to Maximize Parental Participation

Arlington Elementary communicates it's school grade to our parents via the School Newsletter as well as on the FTCSC website. Parent/Teacher conferences are during the school year for parents and teachers to communicate each child's progress as well as goal setting for the school year. Parents are always encouraged to participate in decisions relating to the education of their children .

- Arlington Elementary hosted Parent Nights for all grade levels to provide parents information for the year ahead. This took place on Jul 31, 2023 .
- Arlington Elementary will be offering the following parent nights during the 23-24 school year. Trick or Treat (October 28, 2023). This event partners with our PTO. Children's Museum Outreach. This event promotes literacy and a love for learning.
- ILEARN results will be sent home with our families of students in grades 3 after each administration.
- Skyward ParentPortal - utilized by all parents, tracking their child's progress.
- Parent Meetings are set up throughout the year at both the parent and teacher request.
- IREAD results are sent home after administration. Conferences are held for any student who DNP.

Transition Plans

Franklin Township Community School Corporation has a developmental Preschool Program. To help students transition from the preschool program located at Wanamaker Early Learning Center a conference is held at the child's kindergarten homeschool. Incoming kinders are also provided with information about what to expect in kindergarten and activities to help them prepare over the summer.

Our intermediate invites our 3rd grade students over to visit the intermediate school and experience their new schedule. The goal is for our 3rd grade students to feel comfortable and confident about their upcoming transition. We also provide our intermediate with information about IEP, high ability, LEP, 504, etc so that schedules can be developed accordingly.

Opportunities for Teacher to be included in Decision-Making

The Arlington Elementary teachers are active participants in the school wide planning process, Arlington Building level discussions, Student's Multi-Tiered Systems of Support and grade level meetings. Their input is so valuable in decision making at Arlington Elementary.

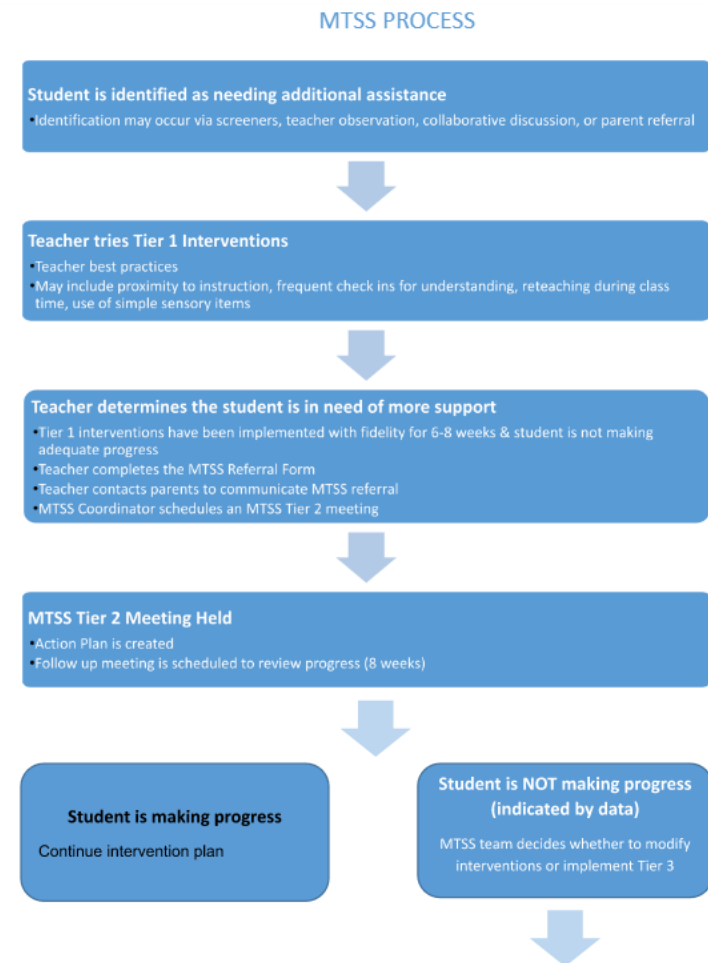
- Arlington Building Level Discussions- Once a month, 3 school representatives meet with the school administrator to bring concerns from other teachers to discuss. During this meeting there is discussion on instructional practices, school procedures, and contractual issues.

- School Wide Leadership Team - Once a month the School Wide Leadership Team meets to discuss concerns and present a solutions based problem solving method.
- Grade Level Meetings- grade level teams meet on a monthly basis in the school. During these meetings the teachers review data and practice and look at current plans, and curriculum maps to determine if there is a need for revision, supplemental materials, enrichment, or omission. The grade level provides feedback to the leadership team member so the administrator can support as needed.
- Staff Meetings- Monthly staff meetings are held for informational purposes and as well as a time for professional development. Certified and classified staff meet weekly for PLC/Professional development in addition to staff meetings.

Timely Additional Assistance

Teachers and the Instructional Coach use the Guided Reading Data, CFA Data, CFUS, report card data, ILEARN and any other relevant information to determine what type of interventions need to take place and if testing may need to occur.

- Tier II Interventions - When progress is not being made, students will be placed in the appropriate intervention. This could be Orton Gillingham, Letter Tracing, or Jan Richardson's RISE or RISE UP interventions. Progress is monitored.
- MTSS process- teachers collaborate on the academic and/or behavioral needs of students by analyzing benchmark assessments and pre and post tests in areas of concern. Teachers support each other with different ideas to support our students. If the grade level team has tried multiple tiers of support with little to no success, the teacher will submit the student's information to MTSS Tier II team for a referral or review to determine if further testing is appropriate.
- MTSS Tier II TEAM is made up of the SLP, school psychologist, school counselor, special education teacher, ENL teacher, instructional coach, assistant principal and principal. This team looks at student data that has been submitted by the



classroom teacher after tier 2 and tier 3 interventions result in little to no progress.

Provisions for the Coordination of Technology Initiatives

Franklin Township Community School Corporation submitted the required Online Technology Plan in full compliance with IC 20-20-13. The plan can be found in its entirety on the secure DOE online system. The document details our comprehensive plan for the coordination of technology initiatives. The coordination is best summarized in Sections II and VIII of the plan:

“Our technology integration specialists have been hard at work integrating in-house digital lesson plans that have been created by teams of teachers within the district. Our goal being to shift from physical textbooks and purchased digital content to teacher curated/created digital content.

We are in the middle of working on a three- year technology plan implementation with the focus of being BYOD at the secondary level with heavy district-owned technology in primary. We are intentionally focusing on ensuring training for teachers is delivered ahead of any device rollouts. Teachers this year received training on effective use of Google Classroom in elementary and Canvas in secondary.”

Cultural Competency

In Franklin Township, we welcome diversity. We will incorporate culturally appropriate strategies for increasing educational opportunities and the educational performance of all.

All administrators have been trained in the identification of disproportionality with Dr. Renee Azize. In turn, the administrators have conducted professional development with their teachers and staff on culturally appropriate strategies for increasing educational opportunities and academic performance for represented groups.

Coordination and Integration of Federal, State, and Local Funds

As a Title Schoolwide school, Arlington Elementary will use money from local, state and federal sources to educate all students. The district separates these monies for accounting purposes and they are not combined. However, monies are budgeted by our central office in a systematic way that allows us to better meet the needs of all students.

At Arlington Elementary, our funds (Title 1, Title II, and Title III) are coordinated to meet the Instructional needs of all students and the professional development needs of all staff.

Plan for Submission/Updating Schoolwide Plan

The following is the model that is used yearly. This is the 22-23 calendar for SWP:

Date	Members	Purpose
September Beginning of the year	Leadership Team	Review Plan and Analyze previous year data. Discuss if any changes need to be made to original plan
October End of 1st Quarter	Leadership Team	Review 1st 9 weeks data and report to Grade Level Teams during PLC.
December End of 1st semester	Leadership Team	Review 2nd 9 weeks data and and revise plan for 2nd semester Report to Grade Level Teams during PLC.
February End of 3rd Quarter	Leadership Team	Review and Revise Plan based on data. Report to Grade Level teams during PLC
May End of the year	Leadership Team	Review Data and Develop a Plan for the following year.

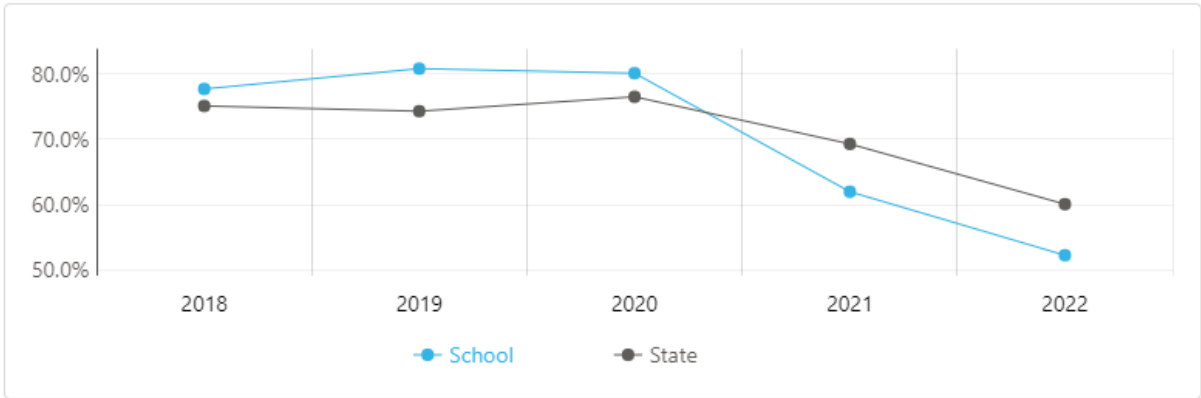
Arlington Elementary School Improvement Plan team consists of a representative of every grade level as well as the Instructional Coach, Special Education Teacher, ENL teacher, Counselor, and Administrator, and Parent Representative. The team will meet quarterly to review data and revise plans as needed. Input from the entire staff is solicited mid year and during the development of the following year's plan. Staff also has the opportunity to provide input at grade level meetings, quarterly at our central office and on a monthly basis in their home school. During these meetings goals, strategies, and implementation are discussed.

Historical Attendance Rates and State Assessment Data

Student Attendance

52.3% ▼ 9.7% State: 60.1%

Number of students with at least a 94% attendance rate divided by the total number of students enrolled in the school.



All Students	52.3%	▼ 9.7%
White	48.1%	▼ 20.0%
Black	38.7%	▲ 7.2%
Hispanic	54.8%	▼ 4.6%
English Learner	66.7%	▲ 5.4%
Economically Disadvantaged	48.6%	▼ 6.9%

☐ 162-day enrollment filter off

About

Full Report

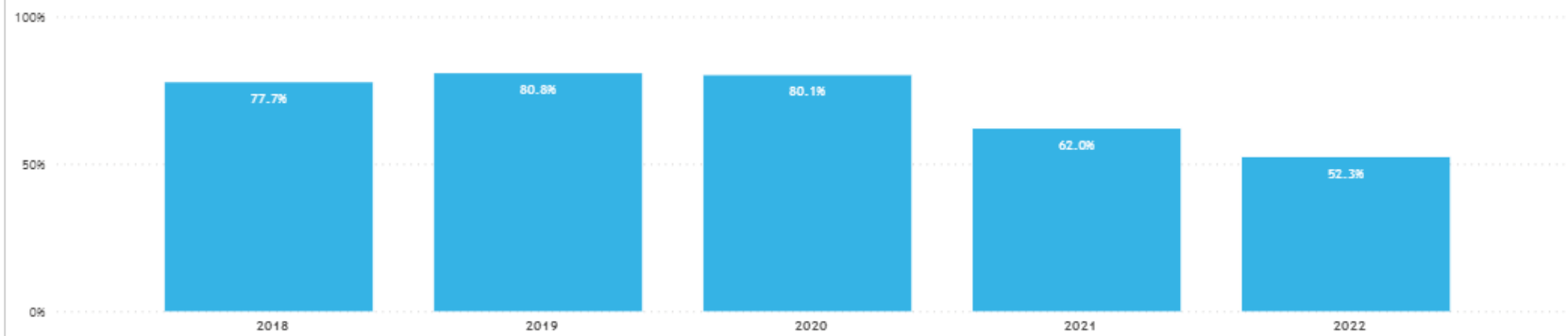
Student Attendance

Note: Only student groups that meet a minimum size can be displayed.

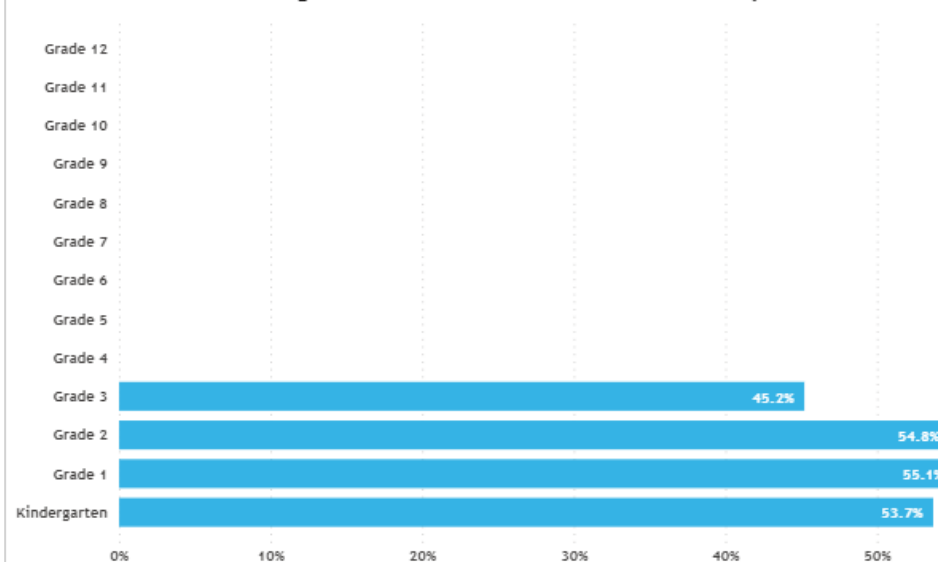


NOTE: Attendance criteria is defined as a student attending at least 94% of instructional days during the academic year.

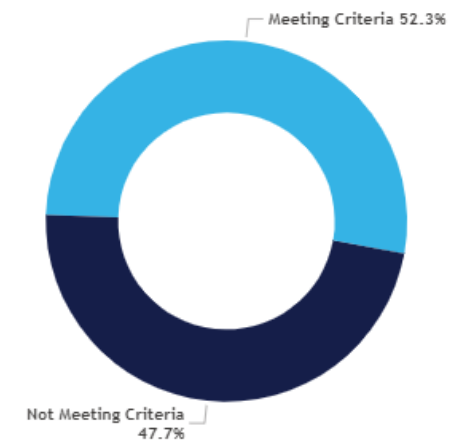
Percent of Students Meeting Attendance Criteria by Academic Year



Percent of Students Meeting Attendance Criteria in Most Recent Year by Grade Level



Percent of Students Meeting Attendance Criteria in Most Recent Year



Mrs. Lisa Eck is the Attendance Officer for Arlington Elementary. When students excessively arrive late or have more than 9 absences the parent is contacted via letter or phone call. We also contact parents when there are more than 10 unexcused absences and inform the family that they now require a doctor's note for the absence to be excused.

Arlington Elementary has a yearly goal to maintain an attendance rate of 96% or greater.

Arlington Elementary School Goals and Action Plan-ELA

School: Arlington Elementary							
Goal : By spring of 2024, 68% of all 3rd Grade students will pass the ELA portion of ILEARN.							
Benchmark: 2021 34.4% 2022 47.8% 2023 35.1% Year 1: During the 2022-2023 school year, 55% of third Graders will pass the ELA portion on ILEARN. Year 2: During the 2023-2024 school year, 68% of the third graders will pass the ELA portion of the ILEARN. <u>Guided Reading Goals:</u> In Kindergarten, 90% of students will be at C by the EOY. In First Grade, 85% of students will be at I by the EOY. In Second Grade, 83% of students will be at L by the EOY. In Third Grade, 80% of students will be at P by the EOY.							
Date	Teacher Action Steps	Person Responsible	Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact

BOY Daily	General: Kindergarten Entrance Questionnaire Waterford Implement a research-based process for teaching with Small Groups: Guided Reading, Phonics, Vocabulary, Comprehension	Parents K teachers All Gen Ed Teachers	April through August	Staff Meeting/Training Staff Meeting/Training Staff Meeting/Training Staff Meeting/Training Staff Meeting/Training Staff Meeting/Training Staff Meeting/Training	Title 1 Coach Smekens/ Title 1 Coach Title 1 Coach	Lesson Plans Walk Throughs PLC Meeting Notes Grade Level Meeting Notes Sign-in Sheets	Scores on Writing Rubrics Weekly Assessments Grade Level Minutes Clearsight Benchmarks
	BOY MOY EOY 3rd Grade ClearSight Guided Reading Screeners	Classroom Teachers					
Aug-May Daily	Low Achievers: <ul style="list-style-type: none"> Reteaching skills during small group instruction (tier 2) <ul style="list-style-type: none"> CFAs CFUs 30 minutes of intensive instruction (K-3) based on Guided Reading <ul style="list-style-type: none"> Guided Reading 	Classroom Teachers / Title 1 Instructional Assistants/ ELL Teacher/ ELL Assistant SPED Team	August-May	Staff Meeting/Training of All Teachers and Instructional Assistants	Title 1 Coach ELL Teacher Interventionist	Teacher Table Binders Lesson Plans Guided Reading Data Screeners	Benchmark and Progress Monitoring Scores WIDA Testing Clearsight

	<ul style="list-style-type: none"> Groups <ul style="list-style-type: none"> OG for 1st and 2nd grade RISE (2 &3) Push in and Pull out support based on WIDA scores (ENL) Google Read & Write 					Progress Monitoring Sign-in Sheets PLC Meeting Notes	
Aug-May	<p>High Achievers</p> <ul style="list-style-type: none"> Provide more challenging reading materials (Book Clubs) Gifted & Talented Program -housed at South Creek 	K-3 Teachers	August-May	Staff Meeting/Training	Title 1 Coach	PLC Meeting Notes Lesson Plans Sign-in Sheets	Benchmark Writing Prompts ClearSight
March	<p>Parent Involvement</p> <ul style="list-style-type: none"> Family Reading Night Parent Corner in Newsletter Parent/Teacher Conferences 	Title 1 Coach K-3 Teachers	3/20			Sign-in Sheets Facebook Posts	
Aug - May	<p>Cultural Competency</p> <ul style="list-style-type: none"> Newsletter with ELL PD ELL PD by the district MCPS Public Announcement International Fair ELL classroom teacher Meetings 	All staff members	August - May	Training to Understand Students in Poverty using Rita P. video ELL - WIDA Training	Principal Maribeth Gossard District Website	Sign-in Sheets Staff Weekly Bulletin	Discipline Referrals

Aug-May	Technology <ul style="list-style-type: none"> • Google Classroom • Google Read & Write • Digital Textbook & Reading Games • Utilization of Academic Websites • Digital Lessons • ClearSight (Grade 3) • Digital Guided Reading Materials 	K-3 Teachers Instructional Assistants ELL Teacher/IA Special Education Teachers	August-May	Staff Meeting/Training IA Training PD	Title 1 Coach Technology Integration Specialist	Lesson Plans Program Reports Principal Observations	Benchmark and Progress Monitoring Scores: Growth Reports Program Reports Weekly Assessments WIDA Testing ClearSight
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Arlington Elementary School Goals and Action Plan-Math

[illegible]

Aug-May	Low Achievers <ul style="list-style-type: none"> Implementation of Math Fact Fluency EDM (K-2) Model a written response weekly from EDM4 Provide flexible small group Tier 2 Intervention based on Pretest Data Math Lab - Tier 3 Intervention Collaboration between ESL, Title 1, Special Education, and Gen. Ed. teachers to address student performance and effective teaching strategies for these students 	K-3 Teachers ELL teacher & IA Instructional Assistants Special Education Teachers	August-May	Everyday Math PD EDM4 Virtual Learning Community Visit schools within our corporation who are implementing Small Group Math Instruction & Intervention	Title 1 Coach District Math Coach ELL teacher Special Education Teacher	Sign-in Sheets PLC Meeting Notes Principal Observations Lesson Plans Google Sheets Pre/Post Data	Math Fact Fluency Assessment Math Post Test Data ClearSight ILEARN
Aug-May	High Achievers <ul style="list-style-type: none"> Provide More Challenging Math materials Gifted & Talented Program Robotics Team Game Club 	K-3 Teachers	August-May	Staff Meeting/Training IAG Conference	Title 1 Coach	Sign-in Sheets PLC Meeting Notes Principal Observations Lesson Plans	Math Post Test Data ClearSight ILEARN
Oct	Parent Involvement <ul style="list-style-type: none"> Family Math Night Parent Corner in Newsletter Parent/Teacher Conferences 	Title 1 Coach K-3 Teachers	Oct			Sign-in Sheets	
Aug-May	Cultural Competency <ul style="list-style-type: none"> Understand, 	All Staff Members	Aug	Training to Understand	Principal	Sign-in Sheets	

	empathize, and empower students based on understanding cultural differences			Students in Poverty using Rita P. video ENL - WIDA Training			
Aug-May	Technology <ul style="list-style-type: none"> • Google Classroom • XtraMath • Digital Textbook & Math Games • Utilization of Academic Websites • Digital Lessons in Blendspace • Airways (3-5) 		August-May	Staff Meeting/Training IA Training PD	Title 1 Coach Technology Integration	Lesson Plans Program Reports Principal Observations	Benchmark and Progress Monitoring Scores: Growth Reports Program Reports Weekly Assessments WIDA Access Testing ClearSight

Arlington Elementary Math Assessment Plan

School: Arlington Elementary
Goal: By Spring 2024, 75% of all students in grades 3 will successfully pass the math portion of ILEARN.
Benchmarks: 2021 46% 2022 54.1% Year 1: During the 2022-2023 school year, 60% of the third graders will pass the Math portion of the ILEARN. Year 2: During the 2023-2024 school year, 75% of the third graders will pass the Math portion of the ILEARN.

Formative Assessments in the 2020-2022 School Year	Interim Checkpoint #1 Deadline: November	Interim Checkpoint #2 Deadline: January	Interim Checkpoint #3 Deadline: March	Interim Checkpoint #4 Deadline: May
Implementation Assessment Are we doing it?	Principal Observations Grade Level Meeting Notes Special ED documentation	Principal Observations Grade Level Meeting Notes Special ED documentation	Principal Observations Grade Level Meeting Notes Special ED documentation	Principal Observations Grade Level Meeting Notes Special ED documentation
Impact Assessment What are the student results?	ISTEP EDM4 Math Assessments Clearsight Math Fluency Assessments	ISTEP EDM4 Math Assessments Clearsight Math Fluency Assessments	ISTEP EDM4 Math Assessments Clearsight Math Fluency Assessments	ISTEP EDM4 Math Assessments Clearsight Math Fluency Assessments

Arlington Elementary PBIS Initiative

District: FTCSC

School: Arlington ELeментарy School

Date: 9/2/2021

Initiatives Audit

Initiative	Purpose/ Meeting Schedule	Specific Measurable Outcomes	Target Group	Staff Involved	Communication w/ stakeholders	Connect to PBIS Low/High
Leadership Team Title 1 Committee	Analyze and set goals in regards to school behavior and academics for our school. - Each 9 weeks.	Increase ILEARN passing % through focusing on academics and behavior intervention.	All Students	Matt Nysewander Tanner Bair Jessica Johnson Paula Ross Carol Torres Amanda Wilson Lisa Eck	Each 9 weeks	High
MTSS Teir II	Focus on referred students to determine if they should continue with intervention or need further evaluation	Increase academic achievement and decrease discipline referrals	All Tier 2 and Tier 3 students	Lisa Eck Kassie York Matt Nysewander Joanne Warner Maribeth Gossard Jessica Johnson Tanner Bair	Bi weekly and as needed- recorded in the Core Team Meeting Dynamic Agenda in Google	High
MTSS Tier I	Analyzing data from office referrals and anecdotal data from staff and adjusting	Decrease office referrals/ behavior occurrences. Increase academic	All Students	Paula Ross Amanda Wilson Carol Torres Lisa Eck	Staff Meetings Student handbook Website	High

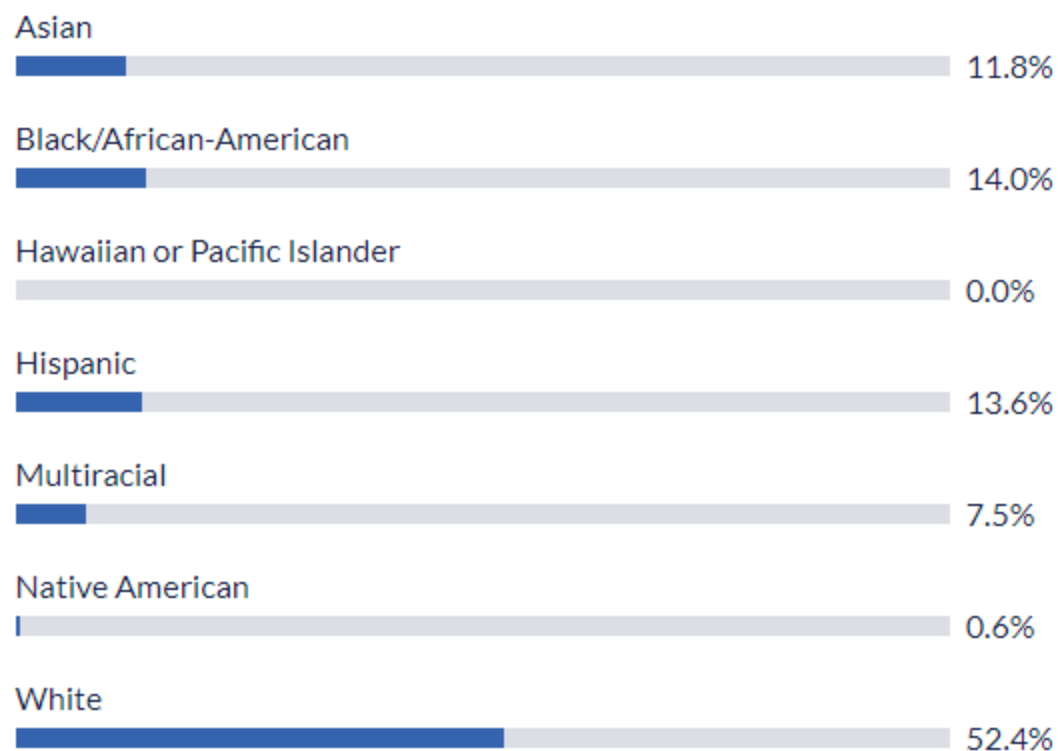
	schoolwide procedures and practices as necessary.	achievement.		Matt Nysewander Jessica Johnson Tanner Bair	Newsletter	
Grade Level Team	Focused on student achievement based on all data available.	Ensuring all students grow to their full potential and achieve the benchmark goals.	All Students in their grade level	Grade Level Teachers Instructional Coach Admin	Newsletter Agendas Google forms PLC	High

Arlington Elementary Demographics Still 22/23 Data

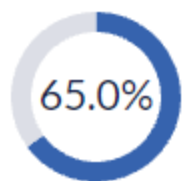
Enrollment by Grade Level

Kindergarten	146
1st Grade	133
2nd Grade	113
3rd Grade	100

How diverse is this school?



How are various student groups represented?



Economically
Disadvantaged



English Learners



Students with
Disabilities

Appendix

School Improvement Process Guiding Principles Monitoring Record Form

Arlington Elementary School Compact

Arlington Elementary

Title I

Student-Parent-School Compact

As part of the Title I School Program, we are asking that you and your child join us in signing a written agreement (or compact) that expresses support of your child's education and commits everyone involved in your child's education to helping him/her reach his/her potential as a learner. This compact forms a partnership, which will lead to a successful educational experience for your child.

Parents

It is the responsibility of the parent to:

- actively communicate with school staff
- be aware of rules and regulations of school
- take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school
- utilize opportunities for participation in school activities
- monitor attendance, homework completion, and television watching
- read with my child regularly
- Volunteer in your child's classroom as available
- To participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Parent Signature: _____ Date: _____

Staff

It is the responsibility of the staff to:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I to meet the state's student academic achievement standards
- Promote and encourage parent involvement activities
- Effectively and actively communicate on an ongoing basis with all parents about skills the student is learning in school and suggestions for reinforcement
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand
- Hold parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement
- Provide quarterly reports to parents on their child's progress
- Welcome opportunities for parents to volunteer, participate, and/or observe in Title One classroom activities

Teacher Signature: _____ Date: _____

Student Responsibilities

It is the responsibility of the student to:

- Always complete work and do my best
- Follow classroom and school rules
- Work cooperatively on a daily basis
- Read at home on a daily basis

Student Signature: _____ Date: _____

Arlington Elementary School Parent Involvement Policy

Title I Parent Involvement

Arlington Elementary

I. Arlington Elementary endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.

1. In accordance with No Child Left Behind Act of 2001 law, the school will:

1. Develop jointly with, agree on with and distribute to parents of children participating in the Title I School Wide program a written parent involvement policy that describes how the school will carry out the parental involvement requirements in section 1118(c) - (f), including the development of a school-parent compact.
2. Notify parents of its written parental involvement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand
 - a. make its written parental involvement policy available to the local community
1. Give each parent timely notice when their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

1. The Title I Instructional Coach will:

1. Provide Title I parents and staff information regarding the purpose of the Title I Parent Involvement Committee and the opportunity to be involved (i.e., phone, flyers, school newsletter).
2. In meaningful consultation with parents and Title I staff, develop, evaluate and revise Arlington’s Title I Parent Involvement policy.
 - a. Parents will participate in the design, development, operation and evaluation of the program for the next school year.
 - b. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

C. All Title I parents will be encouraged to attend the Title I Parent Involvement meetings.

1. Special needs of parents for translators and childcare will be accommodated.
2. Parents will be informed about Title I meetings in a timely manner.

1. An annual meeting will be held during the first month of school to provide information to Title I parents about the goals, policies and benefits of the Title I program for their child. This meeting will provide:

- a. a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and the expected levels of student proficiency

1. Measuring Student Progress:

- a. Parents are given monthly newsletters from the principal explaining different assessments that were given and explanation of how to read their child's results. In addition, parents are given a Pearson Perspective flier that directs the parents to a website that provides them with academic support in the home based on their child's ISTEP results.

- b. information about programs provided under Title I; such as the availability of a Title I Parent Resource Library

1. At Kindergarten Roundup we schedule a time to meet with parents and assess their child's skills in basic areas of kindergarten readiness skills. At this time we also provide parents with a tour of our building a packet of information that will provide the parent with activities to complete at home to help their incoming kinder be successful.

- c. guidance for parents to assist in the education of their children at home

- d. information on procedures to follow at the district level if the parent has questions or concerns about the school's Title I program

- e. an exit slip is offered to the parents, at the end of the meeting, to give parents an opportunity to make suggestions and evaluate how the delivery of the information at the meeting met their needs

- f. Other reasonable support for parental involvement activities as parents may request.

4. In addition to the annual meeting described above, the school will provide at least one opportunity per semester for parents to learn how to help their child improve their reading and/or math skills. The (morning or evening) timing of these meetings should be flexible to allow for the greatest parent participation possible.

1. Providing 2 parent academic support nights:

- a. Monster Math Night, which assists parents with Math Curriculum through games and strategies to assist parents with knowledge and mastery of their child's math standards

- b. One School- One Book: Parents will assist their child with skills needed to be successful in, phonics, fluency, accuracy, and comprehension.

D. Title I staff will provide assistance to parents and students by providing:

1. A weekly classroom newsletter
2. Optional reading materials for at-home reading
3. Ideas for activities to reinforce children's learning for the summer
4. A literacy resource table during conferences with suggested ways to help students learn at home

5. A Parent Resource Library will be provided with books, games, and activities to be checked out by parents of Title I students to support instruction at home.

E. The Title I instructional coach, staff and parents of children in the program will develop a “School-Parent-Student Compact” outlining the manner in which the school staff, parents, and students share the responsibility for improved student academic achievement in meeting state standards.

II. There are many ways in which parents can become involved with their children’s education. Arlington Elementary values both the at-home contributions and those which take place at school and in the community. Reading to the children at home and talking with them at a family meal are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership that will help all our children succeed. Opportunities for parental involvement will include:

- A. Volunteering in their child’s school
- B. Attending parent-teacher conferences
- C. Working on various school committees to participate in school decision-making
- D. Attending Title I parent meetings
- E. Signing and fulfilling the School-Parent Compact
- F. Maintaining good communication between home and school
- G. Bringing constructive comments concerning the Arlington Title I program to the teacher, school administrator or district administrators, and to receive a response to the comments as soon as practicably possible

Comprehensive Needs Based Assessment

Guiding Questions - FAMILY AND COMMUNITY INVOLVEMENT	Yes/No	Evidence
POLICIES, PROCEDURES AND EXPECTATIONS Does your school have a clearly articulated family involvement policy and compact? • How were the policies and compacts developed or revised? • How many current teachers, parents, and staff were involved in the development or revision of the parent policy?	Yes LEA and School PL221 Team	Policy & compacts Sign in sheets
POLICIES, PROCEDURES AND EXPECTATIONS Are the expectations for your students understood by parents? • Are parents aware of the academic expectations for the student(s)? • Are parents aware of how to volunteer in or visit their child's classroom? • Are expectations for parent involvement explicit? • Is parent involvement, including communication, training, opportunities for participation, and community partners, important to your school? How do you know?	yes yes yes yes no	Parent Survey Volunteer Log Student Handbook Meeting Agenda SPARC Center Fast Track Mobile Dentist Adult and Child Hoosier Health Wise Gleaner's Nutrition Club Arlington Angels Lion's Club Flag Energy Kits Chick-Fil-a Lutheran High Volun. Meet the Teacher Conferences DIBELS Reports Acuity Reports Connect Ed Facebook Summer Servings
COMMUNICATION How does a class, the school, or the district communicate with parents? • How often and by what method are parents communicated with in one week? (Include all information that comes from the teacher as well as incoming information, such as notes from parents.) • Is information to parents sent in another language? • Is information sent to parents in an understandable language (i.e., no jargon)?	somewhat yes	Survey of parent communication Copies of documents (in a second language) Readability PTO Newsletters Office Newsletters Conferences School Sign-out Up Front TV and Picture frames Camp Care-A-Lot Weekly Newsletters Ice Cream Social Meet the Teacher Night
OPPORTUNITIES FOR INVOLVEMENT		

<p>What opportunities are available for parents? Are those opportunities successful?</p> <ul style="list-style-type: none"> • What activities were offered during the previous school year? • How many parents attended each activity? • How many teachers attended each activity? • How many activities included specific information related to academic achievement (e.g., showing a new reading series, modeling a lesson or strategies, participating in a reading or math activity with their child)? • What accommodations are made to make their school visits more successful (e.g., having a translator available, providing transportation or childcare)? 		<p>Meeting Sign in Sheets Meeting Agenda 1st grade Help Night Survivor Day Grade Level Field Trips Volunteering in classrooms Office Helpers PTO Meetings PTO Activities</p>
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Guiding Questions - FAMILY AND COMMUNITY INVOLVEMENT	Yes/No	Evidence
<p>EDUCATING EDUCATORS</p> <p>What support is provided to teachers to facilitate more effective parental involvement?</p> <ul style="list-style-type: none"> • What activities are offered and available for teachers related to learning how to more effectively work with parents (e.g., formal professional development or professional dialogue during collaboration time)? • Does your school have a parent liaison? 		<p>Professional Development Calendar</p>
<p>COMMUNITY</p> <p>Are outreach services readily available to families in your school?</p> <ul style="list-style-type: none"> • Does your school provide support services, such as health care, to parents and families? • What community partnerships currently exist with the school? • What type of support is provided to the school from community partnerships? 	<p>yes-student</p>	<p>Volunteer Log Fiscal Records Parent Survey</p> <p>Mobile Dentist Adult & Child Lion's Club Fast Track~ hair cuts</p>

Guiding Questions - PROFESSIONAL DEVELOPMENT	Yes/No	Evidence
HIGHLY QUALIFIED STAFF Are all teachers and paraprofessionals highly qualified?	yes	HQ Verification Forms (sample) Licensed
OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT How do you identify high quality professional development opportunities? <ul style="list-style-type: none"> • How do you ensure that professional development opportunities for staff focus on the needs of both students and teachers? • How many activities included specific information related to academic achievement? 		Collaboration Agendas Staff Meeting Agendas District determines PD Arlington's needs are different than others PLC Sound System 95% ISTEP Reflection by grades District grade level meetings SMEKENS writing PD SMEKENS reading PD
EVALUATION How are professional development activities evaluated? SurveyMonkey~ discipline and 95% Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly? (Data collection methods include but are not limited to: A teacher survey or a brief classroom observation.) <ul style="list-style-type: none"> • How many teachers attended each activity? • What were the explicit goals for each activity? Were goals met? If yes, please attach a copy of an evaluation tool. If no, develop a short evaluation for teachers to use during 2014-2015.		National Kindergarten Conference National Reading Association Conf. National REACH Conference Social Skills Conference~ counselor District ~ 95% Sound System Smekens Reading and Writing Reading text book adoption School~ ISTEP Lessons Smekens Mini Lessons LWS implementation/lessons TT binders Place Mat Menu PLC 90 minute reading block PD PD for Instructional Assistants Weekly Ideas
COLLABORATION/COMMUNICATION Do teachers have common planning/collaboration time on a regular basis?	yes	Collaboration Agendas Staff Meeting Agendas PLC Meetings GLMs Biweekly/Monthly

Guiding Questions - SCHOOL CONTEXT AND ORGANIZATION	Yes/No	Evidence
VISION What is your school's vision? How was the vision developed or revised? How many current teachers, parents, and staff were involved? Our vision at Arlington Elementary is to provide a safe learning environment where all students excel and collaborative relationships are built.	yes	Vision Activity (sample) 1 administrator 2 instructional coaches 9 teachers Parent??
LEADERSHIP What is a typical day for an administrator? Record one day and identify the following: <ul style="list-style-type: none"> • How much time is spent in classrooms? • How much time is spent with teachers? • How much time is spent with students? • How much time is spent with parents? 		Daily Activity Log (sample) 1 hour 1 hour 1 hour
CLIMATE AND ATTITUDES What are the attitudes and climate within your school, among students, parents, and staff? <ul style="list-style-type: none"> • Is the school safe? Lock down- code word • Is communication clear and regular? Connect Ed IC email • Is instruction challenging? Reading- EDM 		Attitude Surveys Need new one by the end of the year
COMMUNICATION How does the school regularly communicate with students, parents and stakeholders? <ul style="list-style-type: none"> • Is there a preferred method of communication (e.g., phone, notes, internet, face-to-face)? • How often and for what purpose do teachers communicate with parents? • How are teachers accessible to parents? voicemail, before SOS, after school • Do families have access to internet? • Does the school participate in any social media (e.g., Facebook, Twitter) to share information with parents? • Does the school utilize any electronic means of communication with parents (e.g., podcasts, automatic phone messaging systems)? 	Some yes yes	Newsletters~ teachers weekly? Connect Ed PTO Newsletter Office Newsletters~ monthly Websites Facebook phone

Guiding Questions - SCHOOL CONTEXT AND ORGANIZATION	Yes/No	Evidence
USE OF TIME (INSTRUCTIONAL) What is a typical day in a classroom? <ul style="list-style-type: none"> • What instructional time is protected (e.g., 90 minute reading block)? • How often and for what purpose is instructional time interrupted (e.g., fire drills, convocations, late arrivals, absences)? <i>pictures, convocations, dentists...</i> • Are transitions minimized (e.g., movement to specials, restroom breaks, lunch/recess breaks)? <i>Every Minute Counts~ transition times are instructional times~ flash cards</i> 	yes	Lesson Plans Daily Activity Log (sample) Weekly Activity Log (sample) <i>120 minute literacy block</i> <i>80 minute math block</i>
USE OF TIME (PROFESSIONAL) What is a typical staff meeting like? PLC Based on a recent staff meeting: <ul style="list-style-type: none"> • How many topics listed were directly related to student Achievement? -ALL • How many topics were directly related to curriculum or instruction, professional development or family involvement? • How many items could be considered "housekeeping?" <i>minimal</i> 		Staff Meeting Agenda Collaboration Agendas <i>Data driven</i> <i>Student achievement</i>
POLICIES AND PROCEDURES Are expectations consistent within your school? <i>Yes</i> <ul style="list-style-type: none"> • What policies are consistently posted in classrooms? • How many policies are related to fire and safety, behavior and classroom procedures? 		Hallway Walk <i>STARS~ PBIS</i> <i>Posted in every room~ behavior expectations</i> <i>App~ Dojo~ monsters</i>
SAFETY How safe is your school? Using your school's School and Corporation Data Reports (http://www.doe.in.gov/data/reports.html), determine the following: <ul style="list-style-type: none"> • How many students had unexcused absences? • How many students were suspended? • How many students were expelled? 	0	<i>Grant for lockdown button</i>

Guiding Questions - STUDENT ACHIEVEMENT	Yes/No	Evidence
<p>How did your students perform on the most recent ISTEP+ assessment?</p> <ul style="list-style-type: none"> • What subgroups made AYP? • What subgroups did not make AYP? • Are there patterns in student performance (e.g., special education students generally do not make AYP in both E/LA and Math)? 	yes	ISTEP+ Student Performance Reports Inview
<p>How many students are needed to make safe harbor on the next ISTEP+assessment?</p> <ul style="list-style-type: none"> • How will you identify those students? • What support is currently in place for those students (e.g., Title I, after-school tutoring, summer school, etc)? 		ISTEP+ Student Performance Reports INVIEW
<p>Does your school have annual measurable goals for student achievement?</p> <ul style="list-style-type: none"> • Are parents, teachers and students made aware of these goals? • Are goals articulated in the school's improvement plan? PL221 • Are goals revised regularly? Yearly • Does your school use benchmarks as a progress monitoring? Yes~ DIBELS Every other week based on student achievement MCLASS 		PL221 and/or School-Wide Plan IREAD, Ilearn %, Guided Reading Benchmarks w/ individualized activities
<p>How does your school regularly review and discuss data? PLC Meetings</p> <ul style="list-style-type: none"> • Does your school utilize a data wall or similar method to collect, analyze and make decisions about student achievement? Remediation data wall • Do you talk about data during staff meetings or teacher collaboration time? PLC and GLMs • How is teaching impacted by looking at data? It drives instruction~ Teacher Table, Remediation Groups, BURST, math remediation, PHELPS, REACH, Cluster, ENL, Special Ed. 		Staff Meeting Agendas Collaboration Agendas IREAD Remediation
<p>For high schools, what is your current graduation rate compared to the state average?</p>		Compass
<p>What is your school's attendance rate?</p> <ul style="list-style-type: none"> • Is your school meeting the state's attendance goal? No • Are there patterns to student absences (e.g., weather conditions)? No • Is there a clear attendance policy in place? Yes, in handbook • How is the attendance policy shared with parents? • What is the attendance rate for teachers? • Are there issues with teacher absences? no 		Compass warning~ 5 days letters~ 10 days

Guiding Questions - STUDENT ACHIEVEMENT (continued)	Yes/No	Evidence
<p>What kind of growth is being made by your school?</p> <ul style="list-style-type: none"> • Visit Indiana's Growth Model site (www.doe.in.gov/growthmodel/). • Identify the quadrant in which performance appears. • What is the pattern of growth over several years? Is there measurable, consistent growth? • What subgroups are showing growth? • To what is growth attributed (e.g., strong, aligned curriculum, effective teaching strategies, etc)? • What areas cause concern? • What might be some causes of low/no growth? 		Growth Model
<p>What intervention services are available to students?</p> <ul style="list-style-type: none"> • How are students selected for participation? • How many students participate? • Is there measurable growth from students who participate? • Are there barriers to participation (e.g., after-school or summer transportation, cost, scheduling, etc.)? 		RISE, Guided Reading, Waterford, Math Remediation Labs, Reading Remediation,, Teacher Table,, IREAD summer school Remediation
<p>What enrichment services are available to students?</p> <ul style="list-style-type: none"> • How are students selected for participation? REACH Assessment, Cluster~ K-5 • How many students participate? • Is there evidence that enrichment has a positive impact on student achievement? • Are there barriers to participation (e.g., after-school or summer transportation, cost, scheduling)? Money 		CogAT Teacher Observation Tomags Teacher Table

Comprehensive Needs Assessment Summary and Goals

Vision Statement

The vision of Arlington Elementary School is to provide a safe learning environment where all students excel and collaborative relationships are built.

DATA ANALYSIS CHART	
DIRECTIONS: Use this chart to summarize data statements (from Data Guides) then identify strengths and weakness for each focus area.	
Curriculum & Instruction	
Strengths School Grade B- Growth Intervention Process. Providing Intervention to students targeting lowest deficit skill Professional Development for Teacher Table (small group instruction) ENL ISTEP achievements Teachers ability to provide differentiated instruction due to additional manpower (title instructional assistants)	Challenges Assessing the retaught skills after failing summative assessments Resources to provide PD to Instructional Assistants and new teachers. Staffs begin to understand blended classroom practices but still needs PD. The manpower to provide Intervention limits the number of students we can reach even though the student's data shows they need intervention. Tier 3 Behaviors
Professional Development	
Strengths Instructional Coach providing Professional Development for our Instructional Assistants every Wednesday PLC Wealth of staff knowledge that could be shared	Challenges Coach providing professional development to teachers due to other responsibilities. Subs for PD opportunities (Timeout)
Family Involvement	
Strengths Communication through newsletter and Infinite Campus Parent surveys BTS night Ice Cream Social Kindergarten Orientation Parent Teacher Conferences PTO events	Challenges Website and Facebook Lack of parent access to the internet Child care issues Lack of participation Parents don't have resources to support child at home. One sided delivery of information. Lack of PTO enrollment Background check cost
School Context & Organization	
Strengths PBIS Procedures within the building- the cafeteria, hallway, fire, inclement weather, and lockdown procedures Bully Awareness and Intervention	Challenges Pick up procedures and parent compliance Attendance Teacher's procedures for discipline in the office Resources for Tier 3 Behaviors

COMPREHENSIVE NEEDS SUMMARY

How was the Needs Assessment Conducted?

Our SWP Committee looked at data from the five focus areas. Our methods of collecting data include Parent Surveys, Teacher input, classroom and hallway observations as well as analyzing data from multiple sources:

ISTEP/ILEARN
IREAD

Title Cohort data
CNA data

This information was discussed by the committee allowing us to determine Arlington's strengths and weaknesses.

What are the results of the Data collection?

Our team identified the following strengths and weaknesses:

Curriculum and Instruction:

Current Intervention Model meets the academic needs of students. Tier 2 Model Being Developed

Professional Development:

Our instructional coach trains all Instructional Assistants how to use intervention tools during intervention time and to create an additional teacher table as well as other PD every Wednesday. However, due to other coach responsibilities, our coach is unable to provide classroom lessons on regular basis due to time constraints.

Family Involvement:

While we do provide opportunities for our families to come to our school and learn methods to support their child at home, the information seems very one-sided and driven by the school. Attendance is poor to these events. Child care is an issue and often they do not leave with resources.- Our 2019 events were well attended.

School Context and Organization:

Arlington's students, staff, and families have taken ownership of our PBIS. Students are feeling successful through our celebration of star tickets and accountable through our school-wide adoption of our behavior management system.

What conclusions were made?

Our CNA supports the following goals:

Goal 1:

Increase % of students in each grade level reading on grade level to a minimum of 80% through increasing the number of differentiated small groups for all students utilizing research based materials.

Goal 2:
Provide 8 Professional Developments that are researched based and data driven to increase academic success by 3% . Provide Intentional, focused instruction that is researched based.

Arlington Leadership Team 2023-24

Signatures below have reviewed this document

<u>Title</u>	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Principal	Matt Nysewander		8/1/23
Asst Principal	Jessica Johnson		8/1/23
Counselor	Lisa Eck		8/1/23
Title 1 Instructional Coach	Joanne Warner		8/1/23
PBIS Coach	Tanner Bair		8/1/23
Special Education Teacher	Kassie Ostapchuck		8/1/23
ELL Teacher	Maribeth Gossard		8/1/23
Kindergarten	Krista Rader		8/1/23
First Grade Teacher	Laara Estar		8/1/23
Second Grade Teacher	Emily Fry		8/1/23
Third Grade Teacher	Dara Hoskins		8/1/23
Music Teacher	Ben Campbell		8/1/23
Parent	<u>Stephanie Corrales</u>		8/1/23

