



School Improvement Plan

Inspire 2025: A Promise for Progress

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School Year: 2023-2024
School: Armel Elementary School
Principal: Mrs. Heather Miller

School Improvement team (list all members and roles; Title I schools MUST include a parent):

Heather Miller, Principal	Alexandra Amos, Assistant Principal
Dana Hansen, Intervention Resource Teacher	Laura Hambrick, Instructional Coach
Jackie Smeigh, Literacy Coach	Suzanne Craig, ESL Teacher
Alyssa Gillenwater, Special Education Teacher	Sharon
Shrum, Instructional Supervisor	
Alexis Creswell, Kindergarten Teacher	Samantha Willoughby, Grade 1 Teacher
Tracy Dick, Grade 2 Teacher	Shanna Hitt, Grade 4 Teacher
Debbie Robertson, Grade 5 Teacher	Cathy Bolton, Special Instructional Assistant

School vision statement: AES is an innovative community where caring relationships and authentic learning inspire all students.

School Mission statement: The AES mission is to create an optimal learning environment which enables all students to achieve their fullest potential by providing quality education with the mutual support of educators, students, parents, peers, and the community.

Achieve *We believe success is unique to each student and all students can achieve success.*

Educate *We believe we need to educate the whole child based on the needs of each individual so the student becomes a lifelong learner and upstanding citizen*

Support *We believe we need to support our school community academically, physically, socially, and emotionally.*

Community Meeting Dates (quarterly):
August 24, 2023-initial plan
Nov. 1, 2023 (aligning with PTO meeting date)
January 17, 2024 (aligning with PTO meeting date)
April 10, 2024 (aligning with PTO meeting date)
June TBD, (aligning with PTO meeting date)



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We are committed to Continuous Improvement

Plan-Do-Study-Act

Why? Our students, teachers, and community deserve a meaningful and engaging learning experience. Our families deserve a school system that fosters innovative ideas that challenge conventional thinking so learners can realize their dreams and aspirations. In order to accomplish this, we have to be committed to continuous improvement.

How? This is going to take time and patience. Our improvement plan methodology follows the VDOE continuous school improvement process model that is based on the Plan-Do-Study-Act methodology. When implemented with fidelity, this model works and will render positive results.

What, When, and Who? Data will be collected and reviewed continuously. Each school will identify a committee that will review the data, create strategies for implementation, and monitor the results. These goals will be reviewed every 45 days, and will continue every year.

Inspire 2025 - Four Goals

1. Student Success
2. Culture
3. Strategic Partnerships
4. High Quality Staff

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Academic Supports During the School Day
3. Academic Supports Outside the School Day
4. Addressing Needs of All Children (Includes Parent and Family Engagement and PBIS/SEL)

STEP 1: NEEDS ASSESSMENT

DUE DATE: JULY 8, 2023

Strengths	Areas of improvement
Armel Elementary School performed at the green/"level 1 At or Above Standard" for all Virginia School Quality Indicators on the Standards of Learning Assessment for all subject areas. This includes academic achievement and achievement gaps in reading, math, and science, as well as the absenteeism rate, based on the 2022-23 school year assessments.	iStation data indicated that phonemic awareness is a continued area of weakness. iStation data indicated that comprehension and vocabulary are also areas of need.
During the 2022-2023 school year, 85% of AES Kindergarten students passed the end of year PALS assessment in reading. This was an increase from the beginning of the year of 77% percent.	PALS assessment data demonstrated a drop in the area of spelling for grade 1 from 88% to 78% (beginning of year to end of year) assessment. In reviewing the instructional pacing, it was noted that specific identified skills were not taught in the grade 1 pacing, requiring a reexamination of the skills taught..
The percentage of students identified in need of	In spring 2023, overall SOL scores in reading



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Strengths	Areas of improvement
<p>PALS intervention in reading was below the division average in the spring 2023 for grades K-2. This also means that the number of students meeting the PALS benchmark at AES is above the division average. Compared to the state level, the number of AES students K-3 identified as in need of PALS intervention is lower than that of the overall students in Virginia, where 30% of students are identified. This also means that AES students, K-2 are meeting the PALS benchmark at a higher rate than the state average.</p>	<p>remained flat, with pass rates of 82% with growth and recovery, and 70% raw scores. Students with disabilities subgroup dropped both in overall pass rates of 57% with growth/35% raw score. Economically disadvantaged subgroup dropped in overall pass rate of 67%/ 45% raw data. Pass rate for Hispanic subgroup was 73%/44% raw data. The subgroups multiple races, English Language Learners, and Hispanic were below the 75% target pass rate.</p>
<p>In spring 2023, the overall reading SOL pass rates increased from 67% with growth and recovery/67% raw scores–spring 2022 to 100% pass rate with growth and recovery/ 86% raw scores. Pass rates by grades for spring 2013 are: Grade 3–80% with growth and recovery/63% raw data, Grade 4–83% with growth and recovery/73% raw data, and Grade 5–83% with growth and recovery/73% raw data. This is above the state target of 75% pass rate.</p>	<p>Based upon the iReady universal math screener given in spring 2023, less than 75% of students met the criteria for tier 1 in the area of numbers and operations.</p>
<p>Based upon the iReady universal math screener, improvement was noted in all strands for grades 1-5 from mid-year to spring 2023.</p>	<p>iStation universal screener data indicated that phonemic awareness is a continued area of weakness. For grade 1, 38% to 20% at levels four and five from October to April.</p>
<p>Based upon the spring 2023 SOL overall pass rate in math, to include growth and recovery of 83%/70% raw data, exceeded the state target of 70%.</p>	<p>Based upon the spring 2023 SOL overall pass rate in math, to include growth and recovery, the following subgroups performed below the target of 70%: Hispanic, Economically Disadvantaged, English Learners, and Students with Disabilities. Additionally, overall pass rates remained flat between spring 2022 and spring 2023, both in terms of pass rate to include growth and recovery, as well as raw scores.</p>
<p>Based upon the spring 2023 SOL overall pass rate compared to spring 2022, growth was noted for a number of subgroups.</p>	



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Step 2: PLAN, DO

DUE DATE: AUGUST 1, 2023

Schools will have at least one overarching measurable goal dedicated to student achievement. Additional goals are optional. Goals can be focused on enhancing strengths or addressing concerns. Each goal may have multiple objectives or targets along with numerous corresponding strategies. You can duplicate this page for more than one goal.

GOAL STATEMENT:

By June 2024, Armel Elementary School students will demonstrate growth in reading as measured by K-2 fall 2023 and spring 2024 VALLS scores and grade 3-5 reading SOL scores from spring 2023 to spring 2024, iStation monthly assessments, and/or grade level common assessments.

Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics	Title I Schoolwide Component and budget Implications (for Title I schools, only)
What objective are you trying to accomplish?	How do you know this is an area of improvement?	How will you measure this improvement?	Who will manage this effort?	How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	
enhancement of tier 1 instruction for all students in reading	SOL pass rates, spring 2022 grades were stagnant compared to past two school years (2022 84%) at 81.94% Additionally, students in multiple subgroups demonstrated pass rates below 75%.	K-2 growth as evidenced by VALLS scores-fall, mid-year, and end-of year during 2023-24 school year Grades 3-5 SOL pass rates and growth rates spring 2023 to spring 2024	AES Instructional Coach, AES, Literacy Coach, Classroom teachers, Special Education Teachers, Instructional Supervisor, Administrators	*Ongoing Professional Learning in science of reading, to include phonemic awareness, phonics, vocabulary, and comprehension (Virginia Literacy Partnerships) *Professional Learning for all teachers of reading, K-5, to include special education and English Language Leader teachers, in Orton Gillingham phonics instruction *Professional Learning for all teachers of reading, K-2, in phonemic awareness *Consistent implementation of research based instructional practices for phonics (encoding/decoding) and phonemic awareness, as determined by classroom fidelity checks *Implementation of	AES is not a Title I School



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Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
				<p>explicit instruction of academic vocabulary in all content areas to build background knowledge for reading, writing, and all other subjects</p> <p>*Identification and implementation of effective research based tier 1 instructional strategies with consistency and fidelity (fidelity measured by walkthrough data and observations)</p> <p>*Professional learning regarding best practices for students in specific subgroups</p>	
<p>Create/select and implement common formative/summative assessments to determine level of mastery of state standards</p>	<p>A lack of common assessments made it difficult to determine the impact of instructional practices and plan for next steps for student learning</p>	<p>Creation/selection, and implementation of Common Formative/Summative assessments August 2023 -May 2024</p>	<p>AES Instructional Coach, AES, Literacy Coach, Classroom teachers, Special Education Teachers, Administrators</p>	<p>*Creation/selection of and use of common reading assessments that align with state standards in content and rigor</p> <p>*Data analysis of common assessments</p>	<p>AES is not a Title I School</p>
<p>Implementation of rich learning tasks that integrate subjects</p>	<p>Relevance of learning is critical to student success and retention of</p>	<p>Creation/selection, and implementation of Common rich learning tasks at all</p>	<p>AES Instructional Coach, AES, Literacy</p>	<p>*Creation/selection of and use of rich learning tasks that integrate subjects and allow for student choice for each quarter of the school year and include</p>	<p>AES is not a Title I School</p>



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Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
	concepts	grade levels	Coach, Classroom teachers, Special Education Teachers, Administrator	reading skills in science and social studies	
Climate: AES will enhance the overall school climate to be positive and child-centered with consistent expectations in all classrooms and throughout the school.	A number of students struggle with boundaries, conflict resolution, and self-regulation, which has a negative impact on overall learning.		AES Instructional Coach, AES, Literacy Coach, Classroom teachers, Special Education Teachers, Administrator	<ul style="list-style-type: none"> *Establishment of a daily social emotional learning block within the master schedule for every grade level. *Implementation of common school-wide rules and positive reinforcement program. *Implementation of daily social emotional learning lessons based on Virginia SEL standards. *Implementation of tier 2 and tier 3 PBIS team to support students who are not successful with the tier 1 instruction. *Implementation of student engagement strategies. All students have the opportunity to be called upon and share their ideas and thoughts. 	AES is not a Title I School



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GOAL STATEMENT:

By June 2023, 85% of students will show progression in mathematics towards meeting the Virginia SOL assessment pass score with recovery and growth, iReady universal screening tier, and/or common formative assessments.

In June 2023, the spring 2023 SOL overall pass rate in math, to include growth and recovery was 83%/70% raw data. By the spring 2024 SOL assessment, the overall pass rate in math will increase at at least 85% to include growth and recovery and growth.

Target	Baseline Data	Metric/ Timeline	Responsi-bility	Strategies/Tactics	Title I Schoolwide Component and budget Implications (for Title I schools, only)
What objective are you trying to accomplish?	How do you know this is an area of improvement?	How will you measure this improvement?	Who will manage this effort?	How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	
Enhancement of tier 1 math instructional practices	Overall pass rates on the math SOL assessment remained flat between spring 2022 and spring 2023, both in terms of pass rate to include growth and recovery, as well as raw scores. Additionally, students in multiple subgroups demonstrated pass rates below 75%.	K-5 growth as evidenced by common assessment scores and end-of year during 2023-24 school year Grades 3-5 SOL pass rates and growth rates spring 2023 to spring 2024	AES Instructional Coach, Classroom teachers, Special Education Teachers, Instructional Supervisor, Administrators	*Professional learning in research based practice of math workshop model (<i>Math Workshop</i> , Jennifer Lempp) *Teacher implementation of the essential components of the math workshop -Focus on number fluency and strategy (Number Talks, etc.), including process standards -Implement of aligned centers & meaningful independent activities -Strategic groups based on assessment data and student needs	AES is not a Title I School
Create/select and implement common formative/summative assessments to determine level	A lack of common assessments made it difficult to determine	Creation/selection, and implementation of Common Formative/Summative assessments	AES Instructional Coach, Classroom teachers, Special	*Creation/selection of and use of common math assessments that align with state standards in content	AES is not a Title I School



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Target	Baseline Data	Metric/ Timeline	Responsi-bility	Strategies/Tactics	Title I Schoolwide Component and budget Implications (for Title I schools, only)
What objective are you trying to accomplish?	How do you know this is an area of improvement?	How will you measure this improvement?	Who will manage this effort?	How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	
of mastery of state standards in math	the impact of instructional practices and plan for next steps for student learning	August 2023 -May 2024	Education Teachers, Administrators	and rigor *Data analysis of common assessments	

Step 3: STUDY, ACT

School improvement teams will need to meet quarterly to discuss the target, data, and any changes that need to be made and implemented.

QUARTERLY UPDATE: QUARTER 1

DUE DATE: OCTOBER 20, 2023

GOAL STATEMENT:

By June 2024, Armel Elementary School students will demonstrate growth in reading as measured by K-2 fall 2023 and spring 2024 VALLS scores and grade 3-5 reading SOL scores from spring 2023 to spring 2024, iStation monthly assessments, and/or grade level common assessments.

Target	Data Dive	Changes
What objective are you trying to accomplish?	What performance data did you observe?	Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Enhancement of tier 1 reading instructional practices	The AES Literacy Coach attended the first of a series of state meetings regarding science of reading, as well as working with colleagues on Sept. 28, 2023 to plan for professional learning based on the state meeting. Orton Gillingham	Overall, all AES grade levels and subgroups performed at or above grade level in the iStation initial benchmark assessment. The data will be utilized to guide instructional decisions for both whole group and small group instruction.



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
	<p>training for AES ESL teachers, administrators, and grades 4 & 5 teachers have been completed. All AES teachers, grades Kindergarten-grade 5, have implemented OrtonGillingham instructional methods into their classroom instruction.</p> <p>iStation reading benchmark assessment was administered in Sept. 2023 & data was analyzed to guide instructional decisions by the Continuous School Improvement Team.</p>	
Create/select and implement common formative/summative assessments to determine level of mastery of state standards	Grade level teams have begun creating/selecting common assessments. Steps included reviewing instructional pacing to ensure consistency and reviewing assessments to ensure alignment with state standards prior to selection of common assessment tools.	



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Climate: AES will enhance the overall school climate to be positive and child-centered with consistent expectations in all classrooms and throughout the school.	<p>The tier 1 PBIS committee has met 3 times thus far in this school year to plan for and implement social emotional lessons in all classes. The tier 2/tier 3 PBIS committee has met 2 times thus far this year to plan for and implement student supports as needed.</p> <p>All kindergarten-grade 5 teachers attended 3 hours of Caring School Communities professional learning.</p>	
Implementation of rich learning tasks that integrate subjects	All classroom teachers attended FOSS training Sept. 21, 2023, with a focus on integration of hands-on science and other content areas.	



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GOAL STATEMENT:

By June 2023, 85% of students will show progression in mathematics towards meeting the Virginia SOL assessment pass score with recovery and growth, iReady universal screening tier, and/or common formative assessments.

In June 2023, the spring 2023 SOL overall pass rate in math, to include growth and recovery was 83%/70% raw data. By the spring 2024 SOL assessment, the overall pass rate in math will increase at at least 85% to include growth and recovery and growth.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Enhancement of tier 1 math instructional practices	iReady math benchmark assessment was administered in Sept. 2023 & data was analyzed to guide instructional decisions.	Data from the benchmark assessments was analyzed to identify areas of needed instructional focus as well as areas to continue instructional practices. Overall, all AES grade levels and subgroups performed at or above grade level in the initial benchmark assessment. The data will be utilized to guide instructional decisions for both whole group and small group instruction.
Create/select and implement common formative/summative assessments to determine level of mastery of state standards in math.	Grade level teams have begun creating/selecting common assessments. Steps included reviewing instructional pacing to ensure consistency and reviewing assessments to ensure alignment with state standards prior to selection of common assessment tools.	



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QUARTERLY UPDATE: QUARTER 2

DUE DATE: DECEMBER 21, 2023

GOAL STATEMENT:

By June 2024, Armel Elementary School students will demonstrate growth in reading as measured by K-2 fall 2023 and spring 2024 VALLS scores and grade 3-5 reading SOL scores from spring 2023 to spring 2024, iStation monthly assessments, and/or grade level common assessments.

<p>Target What objective are you trying to accomplish?</p>	<p>Data Dive What performance data did you observe?</p>	<p>Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?</p>
<p>enhancement of tier 1 instruction for all students in reading</p>	<p>All students, K-5, participated in the iStation monthly assessment for progress monitoring purposes. Between the Nov. and Dec. assessments, all grade levels showed overall improvement in increasing the percentage of students meeting or exceeding grade level expectations, as well as a decrease in the percentage of students at the tier 3 (lowest tier). Highlights include a 9% gain at grade 5 and 8% gain at grade 3 of students meeting grade level expectations, as well as an 8% decrease at tier 3 in grade 2, and a 7% decrease at tier 3 in grade 3.</p> <p>Grades K-2 teachers completed data analysis of fall</p>	<p>Teachers, grades K-2, will complete data analysis of mid-year VALLS data in grade level data analysis meetings, in order to guide instructional decisions, after completion of the mid-year VALLS assessment.</p> <p>Teachers, grades 3-5, will complete data analysis of mid-year VGA data in grade level data analysis meetings, in order to guide instructional decisions, after completion of the mid-year VGA assessment.</p> <p>Teachers, grades K-5, will complete data analysis of common assessment data in grade level data analysis meetings, in order to guide instructional decisions, after completion of the assessments.</p> <p>All teachers, K-5, will work to analyze updated diagnostic assessment data and, in conjunction with classroom formative data and intervention progress monitoring data, will use this data to plan for next step intervention, remediation, and teaching.</p> <p>End of year assessments will be administered, including IStation Diagnostic 3, grades K-5, between April 8-12, 2024; All students, K-5, will complete the Istation Diagnostic #2 between Jan 3-10. Students, grades K-2 will complete the VALLSS assessment between Jan 12-Feb 2. Students in grades 3-5 will complete the Winter VGA between Jan 22 -Feb 9. Data will be reviewed in grade level data meetings, to plan for next steps for instruction in order to meet identified student needs.</p> <p>End of year assessments will be administered, including: SOL testing, April 22-May 31, grades 3-5; VALLSS April 26-May 17, grades K-2; and Istation Diagnostic 3 April 8-12, grades K-5. Data will be analyzed for student growth, and instructional needs moving forward.</p> <p>The AES Literacy Coach will attend remaining state meetings regarding science of reading, and will work with colleagues to plan for professional learning based on the</p>



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
	<p>VALLS data in grade level data analysis meetings, in order to guide instructional decisions. Students identified in need of additional intervention support are receiving that instructional programming.</p> <p>All students, K-5, will complete the Istation Diagnostic #2 between Jan 3-10. Students, grades K-2 will complete the VALLSS assessment between Jan 12-Feb 2. Students in grades 3-5 will complete the Winter VGA between Jan 22 -Feb 9. Data will be reviewed in grade level data meetings, to plan for next steps for instruction in order to meet identified student needs.</p> <p>The AES Literacy Coach attended a 2nd of state meeting regarding science of reading, as well as working with colleagues to</p>	<p>state meeting during the remaining quarters. Professional learning based upon this work will be provided throughout the second semester.</p> <p>AES principal will continue to participate in the FCPS division level Elementary Literacy Implementation Team to continue work on the division plan for literacy instruction throughout the 2023-24 school year, with full implementation for 2024-25 school year.</p> <p>AES principal will continue to participate in the FCPS division level Elementary Literacy Assessment Committee, with a focus on ensuring all areas of the science of reading are assessed and monitored for all grade levels. This work will continue throughout the 2023-24 school year, with full implementation for 2024-25 school year.</p> <p>AES administration, instructional coach, literacy coach, and intervention resource teacher will collaborate to determine a pacing plan for professional learning and remaining goal action steps, to be implemented during the second semester (meeting date 12/19/23, as well as follow up dates).</p>



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
	<p>plan for professional learning based on the state meeting during the quarter. The AES literacy coach worked with the group to focus on reading fluency this quarter.</p> <p>AES principal participated in the FCPS division level Elementary Literacy Implementation Team to continue work on the division plan for literacy instruction. This work will continue throughout the 2023-24 school year, with full implementation for 2024-25 school year. During the quarter, the team focused on finalizing the division plan.</p> <p>AES principal participated in the FCPS division level Elementary Literacy Assessment Committee, with a focus on ensuring all areas of the science of reading are assessed and monitored for all</p>	



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	<p>grade levels. During the quarter, the committee focused on the alignment of and data provided by the iStation and VALLS assessments. This work will continue throughout the 2023-24 school year, with full implementation for 2024-25 school year.</p>	
<p>Create/select and implement common formative/summative assessments to determine level of mastery of state standards</p>	<p>Grade level teams continue to work on pacing, as well as selection/revision/creation of common assessments during the 2nd quarter.</p>	<p>Grade level teams will continue to work on pacing, as well as selection/revision/creation of common assessments.</p> <p>Teachers, grades K-5, will complete data analysis of common assessment data in grade level data analysis meetings, in order to guide instructional decisions, after completion of the assessments.</p> <p>All students, K-5, will complete the Istation Diagnostic #2 between Jan 3-10. Students, grades K-2 will complete the VALLSS assessment between Jan 12-Feb 2. Students in grades 3-5 will complete the Winter VGA between Jan 22 -Feb 9. Data will be reviewed in grade level data meetings, to plan for next steps for instruction in order to meet identified student needs.</p> <p>End of year assessments will be administered, including: SOL testing, April 22-May 31, grades 3-5; VALLSS April 26-May 17, grades K-2; and Istation Diagnostic 3 April 8-12, grades K-5. Data will be analyzed for student growth, and instructional needs moving forward.</p>
<p>Climate: AES will enhance the overall school climate to be positive and child-centered with consistent expectations in all classrooms and throughout the</p>	<p>Monthly PBIS awards have been distributed to students from each classroom. Quarter PBIS shindigs have provided</p>	<p>The Jan. 4, 2024 facility meeting will focus on supporting teachers with reinforcing and explicitly teaching tier 1 behavior expectations for the second semester. Teachers will be given ideas, resources, and time to plan for this instruction. This work will be guided by the AES PBIS Core team members.</p> <p>Monthly awards and quarterly shindigs will continue</p>



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school.	<p>acknowledgement and reward for students demonstrating our 4 core school rules, with the most recent being held on 12/19/2023. The PBIS team met 5 times during the 2nd quarter to plan for setting and maintaining consistent expectations, to reinforce those expectations through a variety of supports and acknowledgments, create instructional materials, and to analyze data.</p> <p>AES principal is serving as a part of the division behavior team during the 2023-24 school year. The team met in the fall for an initial meeting.</p> <p>AES assistant principal is serving as the PBIS tier II/tier III committee facilitator. The team has met monthly, Sept.-Dec., to plan for individualized</p>	<p>throughout the remainder of the school year. Additional support through the school counselors and staff are provided for those students identified as in need of these supports.</p> <p>AES principal is serving as a part of the division behavior team during the 2023-24 school year.</p> <p>AES assistant principal is serving as the PBIS tier II/tier III committee facilitator and member of the team. The team will continue to meet monthly to plan for individualized supports as well as building wide planning.</p>



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	supports as well as building wide planning.	
Implementation of rich learning tasks that integrate subjects	Individual teachers and grade level teams have continued to work on implementation of rich learning tasks this quarter.	Professional learning will be provided in the Inspire Continuum to all teachers during the third quarter.

GOAL STATEMENT:

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In June 2023, the spring 2023 SOL overall pass rate in math, to include growth and recovery was 83%/70% raw data. By the spring 2024 SOL assessment, the overall pass rate in math will increase at least 85% to include growth and recovery and growth.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Enhancement of tier 1 math instructional practices	All students, grades 1-5, will complete the IReady math Diagnostic #2 between Jan 3-19. Grades 3-5 will complete the Winter VGA between Jan 22 -Feb 9. Data will be reviewed in grade level data meetings, to plan for next steps for instruction in order to meet identified student needs.	<p>Teachers, grades K-5, will complete data analysis of common assessment data in grade level data analysis meetings, in order to guide instructional decisions, after completion of the assessments.</p> <p>Teachers, grades 3-5, will complete data analysis of mid-year VGA data in grade level data analysis meetings, in order to guide instructional decisions, after completion of the mid-year VGA assessment.</p> <p>Teachers, grades 1-5, will complete data analysis of mid-year iReady diagnostic data in grade level data analysis meetings, in order to guide instructional decisions, after completion of the mid-year assessment.</p> <p>All teachers, K-5, will work to analyze updated diagnostic assessment data and, in conjunction with classroom formative data and intervention progress monitoring data, will use this data to plan for next step intervention,</p>



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
		<p>remediation, and teaching.</p> <p>AES administration, instructional coach, literacy coach, and intervention resource teacher will collaborate to determine a pacing plan for professional learning and remaining goal action steps, to be implemented during the second semester (meeting date 12/19/23, as well as follow up dates).</p> <p>Five AES staff have been selected to be a part of the FCPS division math committee, which will focus on alignment of instruction and instructional materials with the Virginia 2023 math standards.</p> <p>Professional learning will be provided to teachers in March, with a focus on the math workshop model. Coaching support will be provided as needed, to support teachers with implementation.</p>
Create/select and implement common formative/summative assessments to determine level of mastery of state standards in math.	Grade level teams continue to work on pacing, as well as selection/revision/creation of common assessments.	<p>Grade level teams will continue to work on pacing, as well as selection/revision/creation of common assessments. Teachers, grades K-5, will complete data analysis of common assessment data in grade level data analysis meetings, in order to guide instructional decisions, after completion of the assessments.</p> <p>All students, grades 1-5, will complete the IReady math Diagnostic #2 between Jan 3-19. Grades 3-5 will complete the Winter VGA between Jan 22 -Feb 9. Data will be reviewed in grade level data meetings, to plan for next steps for instruction in order to meet identified student needs.</p> <p>End of year assessments will be administered, including: SOL testing, April 22-May 31, grades 3-5; and i-Ready Diagnostic 3, grades 1-5, March 1-20. Data will be analyzed for student growth, and instructional needs moving forward.</p>



School Improvement Plan

Inspire 2025: A Promise for Progress

QUARTERLY UPDATE: QUARTER 3

DUE DATE: MARCH 8, 2024

GOAL STATEMENT:

By June 2024, Armel Elementary School students will demonstrate growth in reading as measured by K-2 fall 2023 and spring 2024 VALLS scores and grade 3-5 reading SOL scores from spring 2023 to spring 2024, iStation monthly assessments, and/or grade level common assessments.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?

GOAL STATEMENT:

By June 2023, 85% of students will show progression in mathematics towards meeting the Virginia SOL assessment pass score with recovery and growth, iReady universal screening tier, and/or common formative assessments.

In June 2023, the spring 2023 SOL overall pass rate in math, to include growth and recovery was 83%/70% raw data. By the spring 2024 SOL assessment, the overall pass rate in math will increase at at least 85% to include growth and recovery and growth.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



School Improvement Plan

Inspire 2025: A Promise for Progress

QUARTERLY UPDATE: QUARTER 4

DUE DATE: June 6, 2024

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?

SUMMARY: (Summary and plan for next year)

DUE DATE: June 6, 2024

GOAL STATEMENT:

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes for next cycle Based on your performance during the last school year, what changes do you intend on incorporating into your next school improvement plan?



School Improvement Plan

Inspire 2025: A Promise for Progress

GOAL STATEMENT:

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes for next cycle Based on your performance during the last school year, what changes do you intend on incorporating into your next school improvement plan?

Resources and Tools:

Cited Sources (if applicable):