



APS PROGRESSIVE PLANNING MODEL FIRST SEMESTER ACTION PLAN: 2019-2020
School Performance Priorities and Actions to be Taken to Address Student Achievement

Abingdon

David Horak

School Name: _____ School Principal: _____

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	APS STRATEGIC PLAN GOAL	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TITLE I SCHOOLWIDE PLAN COMPONENT (1-4)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)																											
<p>Math Achievement</p> <table border="1" data-bbox="91 597 387 954"> <thead> <tr> <th></th> <th>Three Year Rate</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>70%</td> <td>72%</td> </tr> <tr> <td>Hispanic</td> <td>50%</td> <td>52%</td> </tr> <tr> <td>SWD</td> <td>41%</td> <td>52%</td> </tr> <tr> <td>LEP</td> <td>53%</td> <td>56%</td> </tr> <tr> <td>ED</td> <td>54%</td> <td>56%</td> </tr> <tr> <td>Asian</td> <td>77%</td> <td>73%</td> </tr> <tr> <td>White</td> <td>91%</td> <td>91%</td> </tr> <tr> <td>African American</td> <td>66%</td> <td>70%</td> </tr> </tbody> </table>		Three Year Rate	Spring 2019	All students	70%	72%	Hispanic	50%	52%	SWD	41%	52%	LEP	53%	56%	ED	54%	56%	Asian	77%	73%	White	91%	91%	African American	66%	70%	<p>All students will decrease their failure rate by 10% or meet the target according to the 2019 - 2020 SOL assessments.</p>	<p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	<p>Abingdon's leadership and Arlington Central Office staff will provide professional development for all instructional staff on matching the language of the new Standards Based Report Cards to assessment (Title I PD).</p> <p>Two data digs will be conducted with grades 2-5 to analyze PowerTest data, including grade-level successes and challenges, grade-level subgroup performance, and individual class reflections. Each classroom teacher will develop an action plan for students performing below the 70% benchmark (Title I substitutes).</p> <p>Abingdon's math intervention teacher will work with Tier 3 students using the "Do the Math" program during grade-level intervention blocks. The groups will be adjusted after each unit and/or quarterly PowerTest assessment.</p> <p>Provide small group differentiated math instruction for all students through math workshop utilizing math manipulatives and resources purchased.</p>	<p>Component 3</p> <p>Component 1</p> <p>Component 2</p> <p>Component 3</p>	<p>August-December 2019</p> <p>January 2020 and April 2020</p> <p>October 2018 - June 2019</p> <p>September 201 - June 2020</p>	<p>David Horak, Principal and Anne Oliveira, Assistant Principal</p> <p>David Horak, Principal; Anne Oliveira, Assistant Principal; grade-level teams; special education staff; ESOL/HILT staff; Wendy Mastaler, math coach</p> <p>Wendy Mastaler, math coach and Juan Moya, math intervention teacher</p> <p>Grade level staff and math coach.</p>	<p>Meeting agendas and Powerpoint presentations</p> <p>Data and action plans for identified students performing below the 70% benchmark. "Do the Math" post test data and quarterly PowerTest results</p> <p>PowerTest data and results from common assessments</p>
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			Provide small group differentiated reading instruction for identified students through guided reading and strategy groups.	Component 3	September 2019-May 2020	Grade-level teachers, literacy team, and ESOL/HILT team.	CLT and data dig meeting notes
			Title I reading specialists will support grades 3-5 in reading intervention (e.g., LLI,OG) and/or small group instruction.	Component 3	September 2019 - June 2020	Lisa Greenberg and Carla Resimann	Title I Inventory
			Utilize supplemental reading supplies and materials to help striving readers and English Learners to progress to grade-level text by enhancing classroom libraries with leveled topic sets featuring scaffolds for literacy and language development.	Component 3	October 2019	David Horak, Principal and Mary Lou Rube, reading specialist	
Family And Community Engagement		PARTNERSHIPS: Strong, Mutually Supportive Partnerships	Provide staff mentors to support identified students that students who would benefit from support in the areas of school motivation, poor peer relationships, low self-esteem, and/or poor academic performance.	Component 4	November 218 - June 2019	Recruited Abingdon staff	Attendance, surveys, and calendar of group mentor events
			Leverage staff-student-family communication and goal-setting through the use of the Check In/Check Out model, providing Tier 3 social-emotional and behavioral support to students	Component 4	September 2019 - June 2020	Marianne Ellis, psychologist; Sarah Mullinax, school counselor; Suzanne Butler, school counselor; Andrew Wojciechowski, special education teacher	Students are successful if they reach 80 - 90% of their goals for two consecutive weeks.
			Implement a schoolwide survey to assess student readiness to identify a trusted adult advocate at school. Create and implement a plan to support all students in readily identifying trusted advocates. Teachers and clinical staff create a plan for students who do not name someone in the building.		October 2019 and March 2020	Marianne Ellis, psychologist; Sarah Mullinax, school counselor; Suzanne Butler, school counselor;	Fall survey, plan and Spring survey Checklist of rooms and take a break spots
			Create a take a break space in every room used by students to foster self-care of students.		December 2019	Team Leads and David Horak, Principal and Anne Oliveira Assistant Principal	Multilingual Flyers, invitations, sign in sheets
			Engage families in their child(ren)'s learning (particularly in areas such as literacy, STEAM, CETA, and student wellness) and in the continuous development of the schoolwide program. Increase the accessibility of engagement by: •communicating in multiple languages. •scheduling multiple opportunities on various days of the week/times of day. •providing meals/snacks, transportation, and childcare, as needed. •leveraging opportunities for engagement at/from home (e.g., SeeSaw, Summer Mailbox Books). •seeking input from families.		August 2019-June 2020	David Horak, Principal, Caty Branco Parent Liaison, Alyssa Moody, ITC	
			Creation of a newcomers to Abingdon series; invitations sent out to all new families to APS/Abingdon with series of topics, such as our CETA partnership with the Kennedy Center Workshop, APS.		September 2019-June 2020	David Horak, Principal and Anne Oliveira, Assistant Principal, Caty Branco Parent Liaison	Multilingual Flyers, invitations, sign in sheets

The Title I Schoolwide Comprehensive Needs Assessment

A comprehensive needs assessment is conducted of the entire school that is based on student achievement in relation to the Virginia Standards of Learning (SOL) and other key indicators. This systematic effort is integrated throughout the school year, regularly revisited, involves multiple stakeholders, and is accomplished through a variety of information-gathering techniques in order to acquire an accurate and thorough picture of individual student needs as well as the strengths and challenges of the school community. A summary of data analyses is included here. The analyses of these data guide the identification and prioritization of reform strategies that the school will implement to improve instruction for all students, as detailed in this integrated Arlington Public Schools School Management and Title I Schoolwide Program Design Progressive Plan.

In conducting the Needs Assessment, student performance on Reading, Mathematics, and Science SOL assessments was analyzed via multiple methods, including, for example, overall as a school, in comparison to Arlington Public Schools and Virginia peers, disaggregated by grade level, and disaggregated by student reporting groups identified by the United States Department of Education (US ED) and the Virginia Department of Education (VDOE). A summary of this information is available to the public in the *School Quality Profile* for the school, for the district, and for the Commonwealth, which are located at <http://schoolquality.virginia.gov/divisions/arlington-county-public-schools>.

Additional data points were analyzed during the process, including:

- Formative and summative student academic performance data from measures such as SOLs, PALs, PALs Plus F&P, DSA, Beginning of Year and Quarterly Math assessments, quarterly reading assessments, quarterly science assessments, OnDemand, conferring notes, and common formative assessments.
- English language proficiency data (WIDA ACCESS)
- Data that speak to the Whole Child such as attendance, discipline, Bi-monthly attendance meetings to monitor tardies and absences of students with less than 90% attendance rate, discipline data (PBIS), Responsive Classroom morning meeting implementation.
- Instructional Personnel and Licensure Report
- Observational data from measures such as “look-for” workshop observation sheets, instructional and leadership CLT notes
- Community engagement, experience, and perception data such as the Your Voice Matters survey, CLT planning sessions, whole staff feedback session

The [Arlington Public Schools 2018-2024 Strategic Plan](#) and [district and school context](#) also guide the work.

Multiple stakeholders participated in the comprehensive needs assessment process including all of those listed as responsible parties above, administrators, instructional staff spanning grade levels and specialties, and family and community members through established school learning teams and working groups such as the School Advisory Committee, School Leadership Team, Grade-Level Chairs, and Grade-Level Collaborative Learning Teams.

Based on the results of the analyses conducted as part of the school’s comprehensive needs assessment, focal areas for continuous improvement in the coming year (as further detailed in the progressive plan) will include:

- Strengthen math performance for all students, particularly English Learners, students with disabilities, and economically disadvantaged students.
- Strengthen reading performance for all students, particularly English Learners, students with disabilities and economically disadvantaged students.
- Strengthen behavioral and emotional support for identified students.