



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

Barcroft Elementary

Judy Apostolico-Buck

School Name: _____ School Principal: _____

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	<u>APS STRATEGIC PLAN GOAL</u>	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TITLE I SCHOOLWIDE PLAN COMPONENT <u>(1-4)</u>	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)																
Math Achievement SY 18/19 <table border="1"> <tr><td>All Stud.</td><td>75</td></tr> <tr><td>Asian</td><td>100</td></tr> <tr><td>Black</td><td>64</td></tr> <tr><td>Hispanic</td><td>66</td></tr> <tr><td>White</td><td>89</td></tr> <tr><td>SWD</td><td>35</td></tr> <tr><td>Econ. Dis</td><td>69</td></tr> <tr><td>EL</td><td>69</td></tr> </table>	All Stud.	75	Asian	100	Black	64	Hispanic	66	White	89	SWD	35	Econ. Dis	69	EL	69	During this school year, All Students and student reporting groups will improve their mathematics proficiency as demonstrated by a pass rate on the grade-level Standards of Learning end-of-year assessment that reflects accelerated growth relative to statewide peers. For each group of students, the school will meet performance expectations or close the gap between the Spring 2019 pass rate and performance expectations by at least 10%.	<u>STUDENT SUCCESS: Multiple Pathways to Student Success</u> <u>ENGAGED WORKFORCE</u>	Add a second Title I math coach to allow for a weekly CLT and a planning meeting with every teacher who teaches mathematics. Provide in-class coaching to all mathematics teachers. Ensure data-responsive weekly planning with all teachers who teach mathematics for all students and sub groups..	3	July 30-June 20, 2020	Admin team Math coaches	Staffing document Notes from CLT and planning meetings
	All Stud.	75																					
	Asian	100																					
	Black	64																					
	Hispanic	66																					
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Using SOL and Title 1 funds provide an after- school intervention block for 50-60 students in grades three, four and five who are approaching grade level benchmarks in mathematics Instruction provided by math coach and grade level math teacher. (2x per week for 60 min each)	4	Sept. -May	Admin team Math coaches 3rd, 4th and 5th grade teachers	Weekly quick checks Unit tests Quarterly assessments SOL tests Barcroft School Student Data file																			
Using Title 1 funds pilot an after-school intervention block for 12-16 students in second grade who are approaching grade level benchmarks. Instruction provided by math coach and second grade math teacher. (2x per week for 60 min each)	4	Feb.- June	Admin team Math coaches second grade teachers	weekly quick checks Unit tests Quarterly assessments EOY math assessment																			
Using Title 1 funds implement an after-school intervention program for 20-25 beginning English Learners focusing on grade level mathematics objectives and academic vocabulary. (4x a week for 60 min each)	4	Sept. -June	Admin team Math coaches	IMagine math pathway Unit tests Quarterly assessments SOL tests																			
Share data with instructional staff and engage in analysis of student performance data to refine instruction in response to student needs	1,2	Monthly Aug.-June	Math coaches	CLT minutes Grade level planning documents Student friendly learning targets																			

			Math coaches support teachers in quarterly planning to identify daily learning goals and student friendly learning targets.	1,2			Classroom observations
			Using APS and Title 1 funds provide targeted, differentiated professional learning to math teachers ensuring teachers effectively implement a math workshop instructional model.	3			Staff schedules Classroom observations School Event Calendar APTT PowerPoint
			Using APS and Title 1 funds create two small group teaching spaces in each math classroom to support the math workshop model and co-teaching for students with an IEP and Wida 1 and 2 students.	3,4	Aug. -June	Admin team Math coaches Classroom teachers Special Education and English Learner teachers	
			Using APS, PTA and Title 1 funds host a STEAM (science, technology, engineering, arts and mathematics) event for Barcroft families.	3	March	All staff Science Lead teacher	Math manipulatives inventory for each mathematics classroom Grade level planning document
			Celebrate the 100th Day of school with a school wide event for students and families focusing on number sense routines.	3	February	First grade teachers	
			Using Title 1 funds host Academic Parent-Teacher Team events in second and third grade which focus on fact fluency (addition, subtraction, multiplication, division).	2,3,4	November -March	Admin team 2nd and 3rd grade staff Bilingual Resource Asst Community in schools Math Coaches Grade level teachers	
			Assess the resources available for students for self-motivated independent learning during the implementation of the Workshop Model in the math block for all students but particularly for English Learners and Students with Disabilities.	3,4	September -May		
Reading Achievement SY 18/19	During this school year, All Students and student reporting groups will improve their reading proficiency as demonstrated by a pass rate on the grade-level Standards of Learning	STUDENT SUCCESS: Multiple Pathways to Student Success ENGAGED WORKFORCE	Add a 0.5 Title I Academic Support Teacher to coach and provide direct services to 4th and 5th grade reading and writing teachers and students.	3,4	July- June	Academic support teacher Admin team Literacy Coach Teaching staff	Staff schedules Grade Level CLT planning documents Visible success criteria
All Stud				63			
Asian				87			
Black	52			1,3,4			

Hispanic	47	end-of-year assessment that reflects accelerated growth relative to statewide peers. For each group of students, the school will meet performance expectations or close the gap between the Spring 2019 pass rate and performance expectations by at least 10%.	Using APS and Title 1 funds Literacy coaches support teachers in quarterly planning days to identify daily learning goals and student friendly learning targets.					
White	89		Using APS and Title 1 funds provide classroom libraries in each literacy classroom to support the workshop model and support every reader in sustained independent reading.	3		Reading Team Classroom teaching staff	Inventory of classroom library Classroom observations	
SWD	26		Using APS and Title 1 funds ensure classroom libraries contain engaging text for learners from diverse ethnic, cultural and racial backgrounds. Establish a diverse book library in every reading classroom.	3,4		Reading Team Classroom Language Arts teachers		
Econ. Dis	51		Provide targeted coaching to all literacy teachers to focus on implementation of the workshop model and scaffolding instruction to develop foundational reading skills in specific subgroups.	3,4		Reading Team Title 1 Specialist		Inventory of the Diversity library in each classroom Progress monitoring data Coaching schedule TCRWP Phonics Units classroom schedules DSA progress monitoring PALS assessments Professional learning agendas
EL	49		Share data with instructional staff and engage in analysis of student performance data to refine instruction in response to student needs	1,3,4		Admin Team Reading Team		
			Implementation of TCRWP Units of Study for Phonics in K and 1 and Foundations word knowledge program in grades 2-3 to ensure students have systematic and explicit instruction in phonemic awareness, phonics, fluency, handwriting and spelling. Support implementation with materials and professional learning (Title I).	2,3		Admin Team Reading Team Classroom teachers and Instructional assistants		
			Using SOL and Title 1 funds implement an after school tutoring program using Imagine Reading for 4th and 5th graders.	3,4		Reading Team Teaching staff		
			Using APS and Title 1 funds host grade-level, schoolwide, and school break literacy activities to engage families in students' literacy learning.	3	Oct. - May	Literacy Committee All staff		School Event calendar Literacy Magazine
			Using PTA, grant and Title 1 funds start a literary magazine for students to publish their writing.			Admin team Fifth Grade teachers Community In Schools Coordinator		
		Using APS and Title 1 funds support 5th grade transitions and provide post-secondary career options by visiting and touring two local universities.			Admin team Prek /Kindergarten staff PTA			
		Using APS and Title 1 funding support PreK- student transitions from Prek and/or those entering K/school.						

						Counselor	
Initial fall 2019 pre-assessment data identifies less than 50% of students readily able to name a trusted adult.	All students will be able to identify a school-based adult who supports and encourages their academic and personal growth. They will identify this person as their "Trusted Adult."	PARTNERSHIPS: Strong, Mutually Supportive Partnerships	Using PTA, APS and Title 1 funds engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by: <ul style="list-style-type: none"> communicating in multiple languages. scheduling multiple opportunities on varied 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. Create a weekly communication system through the application SeeSaw for families so families will know what their child is learning each week at school. (application translates information in parent's native language)	3		ITC, Bilingual resource assistant, classroom teachers	Records of See Saw Usage Agenda of PTA mtgs and BTSN Student Concerns CLT minutes Roster of social groups Enrichment Catalog Roster of enrichment classes
			Engage in a Student concerns protocol to ensure all students make progress	1		Admin team Support staff All teachers	
			Provide social skills and social/emotional support groups for all students in need of tier 2 social/emotional support	4		Counselor Social worker School Psychologist	
			Coordinate after school enrichment opportunities for all students identified as at risk for not meeting academic benchmarks	4			
			Provide adult mentors to the students who are at risk for low school engagement, poor peer relationships, and/or poor academic performance	4			
			Partner with the U.S. Marine Corp stationed at Fr. Myer to provide a mentor program for identified students.	4			

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 the 2019-2020 Title I Schoolwide and APS 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 PALS, PALS Plus, Fountas & Pinnell Benchmark Assessment, TCRWP OnDemand assessments, Developmental Spelling Assessment, APS Quarterly Reading Assessment series, RAS/RAN, conferring notes, APS Quarterly Math Assessment series, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, Reading, Spelling, and Mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to the Whole Child such as attendance, discipline, Responsive Classroom walk throughs,
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and the instructional weekly coaches CLT
- Community engagement and experience data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey, FACE self-assessment, PTA round table discussions

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, 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:

- Leverage Title I resources to support implementation of individual and small group instruction in workshop model with enhanced classroom resources for reading.
- Strengthening reading performance for all students and particularly for English Learners and Students with Disabilities.
- Assess the resources available for students for self-motivated independent learning during the implementation of the Workshop Model in the math block.
- Maintaining mathematics proficiency for all students and accelerate growth in mathematics proficiency for Students with Disabilities.
- Leverage Title 1 resources to provide extended learning opportunities for students in reading and mathematics.
- Increasing social and emotional support for students not meeting grade level benchmarks, including identifying a trusted adult and providing Tier 2 and 3 social emotional interventions for identified students.
- Supporting families in on-going, frequent, two way communication between home and school.

Appendix 1: Title I Resources

Additional Title I funds support this plan. A budget detailing how supplemental funds will be spent to implement this plan is provided.