



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

**Barrett Elementary School**

**Ragan Sohr**

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><b>Math Achievement</b></p> <p><b>SY 2018-2019</b></p> <table border="1" data-bbox="96 675 290 899"> <tr><td>All</td><td>71.8</td></tr> <tr><td>Hispanic</td><td>62.8</td></tr> <tr><td>SWD</td><td>32.7</td></tr> <tr><td>EL</td><td>64.3</td></tr> <tr><td>Econ Dis</td><td>57.9</td></tr> <tr><td>White</td><td>90.7</td></tr> <tr><td>Asian</td><td>87.5</td></tr> <tr><td>Black</td><td>31.6</td></tr> </table>	All	71.8	Hispanic	62.8	SWD	32.7	EL	64.3	Econ Dis	57.9	White	90.7	Asian	87.5	Black	31.6	<p>All students will achieve a pass rate on the 2020 Mathematics SOL assessment that reflects accelerated growth for the group relative to statewide peers. The failure rate for each subgroup will decrease by 10% from the previous year.</p>	<p>Multiple pathways to student success.</p>	<ol style="list-style-type: none"> <li>Administrators, Math Coach, Resource Teacher for the Gifted, EL, Special Ed, and General Ed staff meet weekly in grade-level Collaborative Teams to plan for the needs of all students, particularly for SWD, Economically Disadvantaged, and Black students.</li> <li>Develop and utilize common formative assessments (CFAs) and quarterly assessments to monitor student progress throughout the year. Provide targeted intervention based on results of CFAs. (Work beyond teacher contract hours funded by Title One Budget).</li> <li>Yearlong training in math workshop model (payment for planning beyond contract hours funded by Title One Budget).</li> <li>Leveraging Title I resources to support implementation of individual and small group instruction in workshop model with enhanced classroom resources for math.</li> <li>Utilize integrated intervention/extension time to provide targeted intervention/extension based on results of CFAs and quarterly assessments. Groupings are determined based upon current CFA data. Interventions shall include evidence-based programs such as Do The Math.</li> <li>Quarterly data dives based on summative and interim assessments to review student achievement and plan for intervention and enrichment. (Work beyond contract hours funded by Title One Budget).</li> <li>Quarterly instructional rounds to view colleague classrooms with model instructional practices. (Work beyond contract hours funded by the Title One Budget).</li> </ol>	<p>2,3</p> <p>1</p> <p>2,3,4</p> <p>2,3</p> <p>2,3</p> <p>1</p> <p>2,3</p>	<p>All year, weekly</p> <p>Ongoing</p> <p>Five times this year.</p> <p>Ongoing</p> <p>Ongoing</p> <p>End of Q1, Q2, Q3</p> <p>End of Q1, Q2, Q3</p>	<p>Principal, Assistant Principal, Math Coach, RTG, teachers.</p> <p>Teachers, Math Coach.</p> <p>Math Coach.</p> <p>Teachers, Math Coach</p> <p>Teachers.</p> <p>Principal, Assistant Principal, Math Coach, Teachers.</p> <p>Math Coach, Teachers.</p>	<p>CLT meeting notes</p> <p>CFA records, grade level standards data sheets</p> <p>Math Workshop training materials</p> <p>CLT meeting notes</p> <p>Grade level intervention planning records in CLT meeting notes</p> <p>Data Dive records "Assessment Analysis and Instructional Plan" documents.</p> <p>Instructional rounds visit sheets.</p>
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			8. Addressing opportunity and performance gaps through professional learning on mathematics instruction and equitable practices.	2,3,4	Monthly	Teachers, Instructional Coaches, Specialists, Principal, Assistant Principal.	Staff meeting agendas, sign-in sheets.																
<b>Reading Achievement</b>  <b>SY 2018-2019</b> <table border="1"> <tr><td>All</td><td>70.1</td></tr> <tr><td>Hispanic</td><td>59.1</td></tr> <tr><td>SWD</td><td>29.1</td></tr> <tr><td>EL</td><td>61.1</td></tr> <tr><td>Econ Dis</td><td>52.7</td></tr> <tr><td>White</td><td>92</td></tr> <tr><td>Asian</td><td>81.3</td></tr> <tr><td>Black</td><td>31.6</td></tr> </table>	All	70.1	Hispanic	59.1	SWD	29.1	EL	61.1	Econ Dis	52.7	White	92	Asian	81.3	Black	31.6	All students will achieve a pass rate on the 2020 Reading SOL assessment that reflects accelerated growth for the group relative to statewide peers. The failure rate for each subgroup will decrease by 10% from the previous year.	Multiple pathways to student success.	1. Administrators, Reading Specialists, Resource Teacher for the Gifted, EL, Special Ed, and General Ed staff meet weekly in grade-level Collaborative Learning Teams to plan for the needs of all students, particularly for SWD, Economically Disadvantaged, and Black students.	2,3	All year, weekly	Principal, Assistant Principal, teachers, reading coach.	CLT meeting notes
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2. Extend capacity for reading instruction with additional Title I Reading Specialists and interventionists.	3,4	All year	Additional reading interventionists.	Additional staffing on staff roster, team assignments																			
3. Develop and utilize common formative assessments (CFAs) to monitor student progress throughout the year. Provide targeted intervention based on results of CFAs. (Work beyond teacher contract hours funded by Title One Budget).	1	All year	Grade level teachers, reading specialists.	CFA records, grade level standards data sheets																			
4. Utilize quarterly assessments and DRA, Fountas and Pinnell, and PALS data to monitor progress and reassign students to in-depth interventions as required (reading recovery, PALS tutoring, double-dose reading, phonemic interventions such as Orton-Gillingham, and Leveled Literacy Intervention).	2,3	Ongoing, review quarterly.	Grade level teachers, reading specialists.	Progress monitoring records attached to CLT notes																			
5. Leveraging Title I resources to support implementation of individual and small group instruction in workshop model with enhanced classroom resources for reading.	2,3	Ongoing	Teachers, Reading specialists	CLT meeting notes.																			
6. Quarterly data dives based on summative and interim assessments to review student achievement and plan for intervention and enrichment. (Work beyond contract hours funded by Title One Budget).	1	End of Q1, Q2, Q3	Grade level teachers, reading specialists, principal, assistant principal	Data Dive records "Assessment Analysis and Instructional Plan" documents																			
7. Expert training on tier one instruction in reading provided by consultants from Teachers' College and sending staff for additional training on supporting striving readers at Teachers' College (services and substitutes funded by Title One Budget).	3,4	Five times this year.	Principal, reading coach.	Records of TC trainings																			
8. Addressing opportunity and performance gaps through professional learning on literacy instruction and equitable practices.	2,3,4	Monthly	Teachers, Instructional Coaches, Specialists, Principal, Assistant Principal.	Staff meeting agendas, sign-in sheets.																			

<p><b>Science Achievement</b></p> <p><b>SY 2018-2019</b></p> <table border="1"> <tr><td>All</td><td>63.4</td></tr> <tr><td>Hispanic</td><td>50</td></tr> <tr><td>SWD</td><td>13.3</td></tr> <tr><td>EL</td><td>52.1</td></tr> <tr><td>Econ Dis</td><td>42.6</td></tr> <tr><td>White</td><td>88</td></tr> <tr><td>Asian</td><td>57.1</td></tr> <tr><td>Black</td><td>57.1</td></tr> </table>	All	63.4	Hispanic	50	SWD	13.3	EL	52.1	Econ Dis	42.6	White	88	Asian	57.1	Black	57.1	<p>Achieve a pass rate of at least 70% of all students and decrease the failure rate for each subgroup by 10% from the previous year.</p>	<p>Multiple pathways to student success.</p>	<p>1. Administrators, Science Lead, Resource Teacher for the Gifted, EL, Special Ed, and General Ed staff meet monthly in grade-level Collaborative Teams to plan for the needs of all students, particularly for SWD, Economically Disadvantaged, and EL students.</p> <p>2. Utilize quarterly and interim assessments to monitor student progress throughout the year. (Work beyond teacher contract hours funded by Title One Budget).</p> <p>3. Quarterly data dives based on summative and interim assessments to review student achievement and plan for intervention and enrichment. (Work beyond contract hours funded by Title One Budget).</p> <p>4. Addressing opportunity and performance gaps through professional learning on science instruction and equitable practices.</p>	<p>2,3</p> <p>1</p> <p>1</p> <p>2,3,4</p>	<p>Ongoing, monthly</p> <p>During monthly CLT meeting</p> <p>End of Q1, Q2, Q3</p> <p>Monthly</p>	<p>Grade five teachers, RTG, HILT teacher, Special Education teacher, science lead, Principal, Assistant Principal, Classroom Teachers</p> <p>Teachers, Principal, Assistant Principal, science lead</p> <p>Teachers, Instructional Coaches, Specialists, Principal, Assistant Principal.</p> <p>Teachers, Instructional Coaches, Specialists, Principal, Assistant Principal.</p>	<p>CLT planning notes</p> <p>PowerSchool assessment records.</p> <p>Assessment Analysis and Instructional Plan documents.</p> <p>Staff meeting agendas, sign-in sheets.</p>
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<p><b>Family And Community Engagement</b></p> <p><b>2018 YVM</b></p> <table border="1"> <tr><td>Overall</td><td>63</td></tr> </table>	Overall	63	<p>The Your Voice Matters Family Survey results around Student and Family Engagement (Challenged, Involved and Connected) will increase. 2019-2020 SY rollout of APTT in PreK and K.</p>	<p>Multiple pathways to student success.</p> <p>Student Well-Being</p> <p>Partnerships</p>	<p>1. Plan for and launch Academic Parent-Teacher Teams (APTT) in PreK and K in 2019-2020 school year (substitutes paid for by Title One Budget).</p> <p>2. Content nights (such as STEAM night, library nights) that engage families in academic activities that support student learning. (Refreshments, childcare, translations and materials funded by Title One Budget).</p> <p>3. Hold weekly Friday Volunteer meetings to engage and inform families from all backgrounds about activities in the school and how to advocate for students.</p>	<p>2,4</p> <p>2,4</p> <p>2,4</p>	<p>Ongoing, all year</p> <p>2 APTT Meetings</p> <p>Friday mornings, all year</p>	<p>APTT Champions</p> <p>Family Engagement Coordinator, Lead Teachers, Principal, Assistant Principal</p> <p>Family Engagement Coordinator, Principal</p>	<p>APTT Champions (2)</p> <p>Family Engagement coordinator sign in records</p> <p>Friday volunteer sign in records</p>														
Overall	63																						
<p><b>Student Well Being</b></p> <p><b>Student Survey:</b></p> <p><b>Is there a grown-up at school you can talk to if you have a problem?</b></p> <table border="1"> <tr><td>Yes</td><td>84</td></tr> <tr><td>Maybe</td><td>10</td></tr> <tr><td>No</td><td>6</td></tr> </table>	Yes	84	Maybe	10	No	6	<p>100% of students in K-5 will be able to identify at least 1 adult in the building they can rely on for support.</p>	<p>Student Well-Being</p>	<p>1. Survey students in grades K-5 during 1st quarter to determine how many students have at least 1 trusted adult in the building that they can rely on for support.</p>	<p>4</p>	<p>Ongoing, all year</p>	<p>School Counselor</p>	<p>1st Quarter Student Survey Data and 3rd Quarter Student Survey Data</p>										
Yes	84																						
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### The Title I Schoolwide Comprehensive Needs Assessment

A comprehensive needs assessment is conducted of the entire school. It 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, OnDemand, 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 implementation self-assessment, Wellness assessment.
- Instructional Personnel and Licensure Report
- Observational data from measures such as walk-through observations, and the instructional coaches CLT
- Community experience data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey, FACE self-assessment
- Attendance and discipline data.

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:

- Strengthening math performance for all students, and particularly for students with disabilities and black students
- Strengthening reading performance for all students, and particularly for students with disabilities and black students
- Strengthening science performance for all students, and particularly for students with disabilities and black students
- Engaging families in conversation and goal setting around student academic progress using the Academic Parent Teacher Teams process.
- Engaging and supporting families with PreK to K transitions.

- Coordination with school district and county agencies to support McKinney Vento students.
- Engaging the community as a whole in partnerships with the school.