# School Performance Priorities and Actions to be Taken to Address Student Achievement

**School Name:** Carlin Springs Elementary  
**School Principal:** Eileen Mary Delaney

### School Performance Priorities (Based on Summative Performance Data)

**English/Language Arts**  
Our focus will be to improve all student performance in the area of English Language Arts with a targeted focus on our Students with Disabilities and our English learners.

<table>
<thead>
<tr>
<th>Federal Accountability</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>64%</td>
<td>51%</td>
</tr>
<tr>
<td>Black</td>
<td>73%</td>
<td>55%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59%</td>
<td>46%</td>
</tr>
<tr>
<td>SWD</td>
<td>32%</td>
<td>27%</td>
</tr>
<tr>
<td>Econ Dis</td>
<td>61%</td>
<td>47%</td>
</tr>
<tr>
<td>E Learners</td>
<td>61%</td>
<td>45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Virginia Accreditation</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>88</td>
</tr>
<tr>
<td>Black</td>
<td>68</td>
</tr>
<tr>
<td>Hispanic</td>
<td>91</td>
</tr>
<tr>
<td>SWD</td>
<td>70</td>
</tr>
<tr>
<td>Econ Dis</td>
<td>87</td>
</tr>
<tr>
<td>E Learners</td>
<td>95</td>
</tr>
</tbody>
</table>

### Annual Performance Goals

<table>
<thead>
<tr>
<th>Title 1 Schoolwide Plan Component</th>
<th>Timeline for Actions</th>
<th>Responsible Parties (Be Specific)</th>
<th>Evidence of Progress Toward Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success</td>
<td>Monthly</td>
<td>Admin, Teacher Leadership, &amp; Coaches</td>
<td>Data charts, CLT weekly minutes, professional learning agendas, notes, artifacts.</td>
</tr>
<tr>
<td>Student Well-Being</td>
<td></td>
<td></td>
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<tr>
<td>Engaged Workforce Partnerships</td>
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</tr>
</tbody>
</table>

Review data points with instructional staff and engage in analysis of student, CLT, and school performance data. (Title 1 funded staff)

**Component 2 & 3**  
Weekly  
Admin, Teacher Leadership, Coaches & DTL staff.  
Master and individual teacher schedules. CLT weekly minutes.  
Agendas and enhanced planning documents for CLT Leadership.

Continue to support weekly ELA Collaborative Learning Team (CLT) meetings with a focus on Tier 1 instruction that is differentiated for YS/GT learners, English learners, and students with disabilities. Empower teacher leaders to facilitate the CLT work. Ensure all teachers working with students attend meetings – classroom, reading, ESOL, SPED, RTG & YS. Coaching staff, to include YS coaches, support CLTeam leaders in planning and development of team agendas and work products. (Title 1 staff (YSC) and stipends for advanced CLT work.)

**Component 1, 2 & 4**  
On-going  
Instructional Coaches with CLTeam leaders, & members.  
CLT weekly minutes, action plans, and reading data spreadsheet that will be projected during CLT for conversation about student growth. Intervention schedules and lessons plans.

Identify students in grades K-5 who are reading below grade level as measured by performance on the Fountas & Pinnell reading assessment. (Title 1 funded staff, resources, & materials)

| Establish learning goals and plans for targeted interventions in reading.  
| Monitor student progress and performance for effectiveness of Tier 1 instruction and Tier 2 and Tier 3 interventions. |

Ensure all students with disabilities, Pre-K to 5, are receiving access to rigorous grade-level curriculum while receiving differentiated instruction on IEP goals within the Least Restrictive Environment (LRE) (Title 1 funded

**Component 2 & 4**  
On-going  
Admin, Sped. Coordinator, Inclusion Coach, Instructional Coaches &  
Student IEPs, Grade-level schedules, Professional learning agendas, notes, artifacts.
The inclusion rate of our Students with Disabilities, who are included in the general education setting 80% or more of the time, will continue to increase.

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<thead>
<tr>
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<tbody>
<tr>
<td>Provide targeted professional learning to instructional staff to enhance their repertoire of differentiated instruction to meet the needs of academically diverse learners in an inclusive setting to include a special focus on Pre-K students transitioning into kindergarten. (Title 1 funded staff, resources, &amp; materials)</td>
<td>Component 2, 3 &amp; 4</td>
<td>On-going</td>
<td>Community School Coordinator, Instructional Coaches, CLTeams &amp; tutoring staff.</td>
<td>Tutoring schedule and lesson plans. Tutoring program effectiveness data.</td>
</tr>
<tr>
<td>Design and implement before and after school tutoring programs to support literacy development, especially for striving readers. (Title 1 funded staff)</td>
<td>Component 2 &amp; 3</td>
<td>Oct to May</td>
<td>Admin, Teacher Leadership, Instructional Coaches, DTL staff &amp; Literacy Consultants.</td>
<td>Professional Learning agendas, notes, &amp; artifacts. Walkthrough data and feedback.</td>
</tr>
<tr>
<td>Establish school-wide expectations for reading workshop and conduct classroom walkthroughs to closely monitor workshop implementation, providing timely and specific feedback to strengthen Tier 1 instruction that is differentiated and inclusive. Provide specific professional learning opportunities on mini lessons, guided reading, and structures to support independent reading. (Title 1 funded professional learning and Title 1 funded staff - YS coaches.)</td>
<td>Component 2, 3 &amp; 4</td>
<td>On-going</td>
<td>Admin, Teacher Leadership &amp; Coaches.</td>
<td>SMART goals and end-of-year data.</td>
</tr>
<tr>
<td>CLTeam SMART goals tied to inclusive practices within reading workshop. (Coaching staff, to include YS coaches, support CLTeam leaders in planning and development of team agendas and work products. (Title 1 funded professional learning and staff - YS coaches)</td>
<td>Component 2 &amp; 4</td>
<td>On-going</td>
<td>Admin, Teacher Leadership, Coaches, CLTeams &amp; APTT Consultant.</td>
<td>Professional Learning agendas, notes, and artifacts. CLT notes, event flyers, results from staff &amp; parent surveys. SMART goals student data.</td>
</tr>
<tr>
<td>Increase family engagement by continuing to implement the APTT Teamwork Events with a focus on literacy, Pre-Kinder to 5th Grade. (Title 1 funded professional learning, coaching, instructional resources/materials, and family transportation, meals, and child care) September 11, 2019 December 12, 2019 April 23, 2020</td>
<td>Component 2 &amp; 4</td>
<td>Aug to May</td>
<td>Admin, Teacher Leadership, Coaches, CLTeams &amp; APTT Consultant.</td>
<td>Professional Learning agendas, notes, and artifacts. CLT notes, event flyers, results from staff &amp; parent surveys. SMART goals student data.</td>
</tr>
<tr>
<td>SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)</td>
<td>ANNUAL PERFORMANCE GOALS</td>
<td>APS STRATEGIC PLAN GOAL</td>
<td>ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)</td>
<td>Title 1 Schoolwide Plan Component</td>
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<tr>
<td>Mathematics</td>
<td>ALL Students will achieve a pass rate of 70% on the 2020 Mathematics SOL assessment.</td>
<td>Student Success</td>
<td>Share data with instructional staff and engage in analysis of student, CLT, and school performance data.</td>
<td>Component 1</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities will achieve a pass rate that</td>
<td>Student Well-Being</td>
<td></td>
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<td></td>
<td></td>
<td>Engaged Workforce</td>
<td>Continue to support weekly Mathematics Collaborative Learning Team (CLT) meetings with a focus on learning and results.</td>
<td>Component 2 &amp; 3</td>
</tr>
<tr>
<td>Student Group</td>
<td>Percentage</td>
<td>Description</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>All Students</td>
<td>66%</td>
<td>Represents a 10% reduction in the failure rate on the 2020 Mathematics SOL assessment. (29.7) The inclusion rate of our Students with Disabilities, who are included in the general education setting 80% or more of the time, will continue to increase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>76%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD</td>
<td>36%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ Dis</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Learners</td>
<td>65%</td>
<td></td>
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</tbody>
</table>

**Partnerships**

<table>
<thead>
<tr>
<th>Component</th>
<th>Duration</th>
<th>Partners</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2 &amp; 4</td>
<td>On-going</td>
<td>Coaches with CLTeam members.</td>
<td>Empower teacher leaders to facilitate the CLT work. Ensure all teachers working with students attend meetings – classroom, Math Coach, ESOL, SPED, RTG, &amp; YS. (Title 1 funded staff, resources, &amp; materials)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Identify students in grades K-5 who are performing below grade level in mathematics as measured by performance on previous SOL, PowerSchool, &amp; grade-level common assessment. (Title 1 funded staff, resources, &amp; materials) Establish student learning goals and plans for targeted interventions in mathematics. Actively monitor student progress and performance for effectiveness of Tier 1 instruction and Tier 2 and Tier 3 interventions.</td>
</tr>
<tr>
<td>2 &amp; 4</td>
<td>On-going</td>
<td>Admin, Sped. Coordinator, Inclusion and Instructional Coaches, &amp; CLTeams.</td>
<td>Collaborating with math and inclusion coaches, ensuring that all students with disabilities are receiving access to rigorous grade-level curriculum while still receiving differentiated instruction focused on IEP goals within the Least Restrictive Environment (LRE) (Title 1 funded professional learning)</td>
</tr>
<tr>
<td>2 &amp; 4</td>
<td>On-going</td>
<td>Admin, Instructional Coaches, CLTeams, &amp; Inclusion Consultant.</td>
<td>Provide an inclusive learning environment where classroom, EL, YS/GT, and special education teachers plan and teach together to provide differentiated instruction that supports a range of learners to include a special focus on Pre-K students transitioning into kindergarten. (Title 1 funded professional learning, resources, &amp; materials)</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>Oct to May</td>
<td>Community School Coordinator, Instructional Coaches, &amp; CLTeams.</td>
<td>Design and implement before and after school tutoring programs to support mathematics development, especially for our striving mathematicians.</td>
</tr>
<tr>
<td>2, 3 &amp; 4</td>
<td>On-going</td>
<td>Admin, Teacher Leadership, &amp; Instructional Coaches.</td>
<td>Establish school-wide expectations for math workshop with a focus on strengthening Tier 1 instruction. (Title 1 funded staff, resources, &amp; materials) Conduct classroom walkthroughs to closely monitor instruction and to provide teachers</td>
</tr>
</tbody>
</table>

**Our focus will also be to increase the number of students with disabilities who are included in the general education setting for mathematics.**

| Component 2 & 4 | On-going | Student IEPs, Grade-level schedules. Professional learning agendas, notes, and artifacts. | Collaborating with math and inclusion coaches, ensuring that all students with disabilities are receiving access to rigorous grade-level curriculum while still receiving differentiated instruction focused on IEP goals within the Least Restrictive Environment (LRE) (Title 1 funded professional learning) |
|                |          | Master and individual teacher schedules. CLT weekly minutes. Student IEPs, lesson plans, professional learning agendas, notes, and artifacts. | Provide an inclusive learning environment where classroom, EL, YS/GT, and special education teachers plan and teach together to provide differentiated instruction that supports a range of learners to include a special focus on Pre-K students transitioning into kindergarten. (Title 1 funded professional learning, resources, & materials) |
|                |          | Tutoring schedule and lesson plans. Data from 21st century grant. | Design and implement before and after school tutoring programs to support mathematics development, especially for our striving mathematicians. |
|                |          | Professional learning agendas, notes, & artifacts. Walkthrough data and feedback. | Establish school-wide expectations for math workshop with a focus on strengthening Tier 1 instruction. (Title 1 funded staff, resources, & materials) Conduct classroom walkthroughs to closely monitor instruction and to provide teachers |
with timely and meaningful feedback.

Provide ongoing, differentiated professional learning for teachers on inclusive teaching practices and the skillful implementation of math workshop.  (Title 1 funded professional learning)

Component 2, 3, & 4  
On-going  
Admin, Teacher Leadership, Inclusion and Instructional Coaches & Inclusion Consultant.  
Professional learning agendas, notes, & artifacts. Walkthrough data and feedback.

Increase family engagement by continuing to implement the APTT Teamwork Events with a focus on number sense, Pre-Kinder to 5th Grade.  (Title 1 funded professional learning, coaching, instructional resources & materials, family transportation, meals, and child care)

Component 2 & 4  
Aug to May  
Admin, Teacher Leadership, Coaches, & APTT Consultant.  
Professional learning agendas, notes, and artifacts, CLT notes, event flyers, results from staff & parent surveys. SMART goal student data.

<table>
<thead>
<tr>
<th>SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)</th>
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<th>ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)</th>
<th>Title 1 Schoolwide Plan Component</th>
<th>TIMELINE FOR ACTIONS</th>
<th>RESPONSIBLE PARTIES (Be Specific)</th>
<th>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>ALL Students will achieve a pass rate of 70% on the 2020 Science SOL assessment.</td>
<td>Student Success</td>
<td>Review data points with instructional staff and engage in analysis of student, CLT, and school performance data.</td>
<td>Component 1</td>
<td>Monthly</td>
<td>Admin, Teacher Leadership, &amp; Instructional Coaches,</td>
<td>Data charts, CLT weekly minutes, professional learning agendas, notes, artifacts.</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities will achieve a pass rate that represents a 10% reduction in the failure rate on the 2020 Science SOL assessment. (36.3)</td>
<td>Student Well-Being</td>
<td>Component 2 &amp; 3</td>
<td>Weekly</td>
<td>Admin, Teacher Leadership, &amp; Coaches.</td>
<td>Master and individual teacher schedules. CLT weekly minutes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify targeted students in grade 5 who are not demonstrating proficiency with grade 4 Science SOLs.</td>
<td>Engaged Workforce Partnerships</td>
<td>Establish student learning goals and plans for targeted instruction/intervention in science. Actively monitor student progress in learning SOLs for</td>
<td>Component 1, 2, &amp; 4</td>
<td>On-going</td>
<td>Coaches with CLTeam members.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Federal Accountability</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2018</td>
<td>2019</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>All Students</td>
<td>63 %</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>83%</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>57%</td>
<td>64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD</td>
<td>26%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ Dis</td>
<td>63%</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>58%</td>
<td>66%</td>
<td></td>
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</tr>
</tbody>
</table>

Our focus will be to improve ALL Student performance in the area of Science with a targeted focus on our Students with Disabilities.
### Virginia Accreditation

**2019**

All Students 73

Both 4th and 5th grade science curriculum.

Ensure all students with disabilities are receiving access to rigorous grade-level curriculum while receiving differentiated instruction on IEP goals within the Least Restrictive Environment (LRE) (Title 1 funded professional learning).

Provide targeted professional development to instructional staff to enhance their repertoire of differentiated instruction to meet the needs of academically diverse learners.

Design and implement before and after school tutoring programs to support scientific knowledge, understanding, and skills.

<table>
<thead>
<tr>
<th>SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)</th>
<th>ANNUAL PERFORMANCE GOALS</th>
<th>APS STRATEGIC PLAN GOAL</th>
<th>ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)</th>
<th>Title 1 Schoolwide Plan Component</th>
<th>TIMELINE FOR ACTIONS</th>
<th>RESPONSIBLE PARTIES (Be Specific)</th>
<th>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family and Community Engagement</td>
<td>Strengthen family and community engagement to increase academic performance in the areas of literacy and mathematics.</td>
<td>Student Success</td>
<td>Continue implementation of Academic Parent Teacher Teams, a research-based family engagement model that has set a new standard for parent-teacher collaboration, Pre-K to 5. Engage families in their child(ren)’s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by: communicating in multiple languages.</td>
<td>Component 2 &amp; 4</td>
<td>Aug to June</td>
<td>CS &amp; FACE Coordinators, APTT Consultant, Admin, Teacher Leadership, &amp; Coaches.</td>
<td>Agenda, notes, and artifacts, CLT notes, flyers, staff &amp; parent surveys. Parent attendance and participation. SMART goal student data. CS data on high yield family engagement experiences.</td>
</tr>
<tr>
<td>Meeting the Needs of the Whole Child</td>
<td>Support and strengthen the social/emotional health of our students by ensuring that every child has an identified trusted adult at Carlin Springs. Continue to support a decrease in chronic absenteeism of ALL Students.</td>
<td>Student Well-Being Engaged Workforce Partnerships</td>
<td></td>
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<tr>
<td>Chronic Absenteeism</td>
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</tr>
<tr>
<td>All Students</td>
<td>13.31 2018</td>
<td>6.68 2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>12.7 2018</td>
<td>7.46 2019</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.79 2018</td>
<td>7.05 2019</td>
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<td></td>
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<tr>
<td>SWD</td>
<td>17.65 2018</td>
<td>13.16 2019</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Econ Dis</td>
<td>12.94 2018</td>
<td>7.26 2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>11.9 2018</td>
<td>6.45 2019</td>
<td></td>
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</tbody>
</table>

Tutoring schedule and lesson plans. Tutoring program effectiveness data.
<table>
<thead>
<tr>
<th>Learners</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>pre-kinder to kindergarten.</td>
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<tr>
<td></td>
<td>September 11, 2019</td>
<td>December 12, 2019</td>
<td>April 23, 2020</td>
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</tr>
<tr>
<td></td>
<td>Continue to implement all components of the Community School (CS) Model to support students and families by building community partnerships to provide after-school programs, access to health and mental services, and parent education opportunities.</td>
<td>Component 1, 2, 3, &amp; 4</td>
<td>Year Round Strategy</td>
<td>Admin, CS Coordinator and steering committee, nurse, mental health staff, Bilingual Family Liaison, club leaders, &amp; community partners.</td>
</tr>
<tr>
<td></td>
<td>Community School annual review will indicate that our CS is providing the tools and/or services that support the success of our students and their families.</td>
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<td></td>
<td>Staff with participate in continued professional learning in Conscious Discipline (CD) with a focus on building relationships, practicing routines with modeling and visuals, and teaching missing skills. (Title 1 funded resources &amp; materials)</td>
<td>Component 4</td>
<td>Aug to June</td>
<td>Admin, CD Action Team, &amp; Teacher Leadership.</td>
</tr>
<tr>
<td></td>
<td>Professional learning agendas, notes, &amp; artifacts. Walkthrough data and feedback.</td>
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<tr>
<td></td>
<td>Participate in professional development on integrating the Collaborative &amp; Proactive Solutions model and Unstuck and On-Target with Conscious Discipline. (Title 1 funded resources &amp; materials)</td>
<td>Component 2 &amp; 4</td>
<td>Aug to June</td>
<td>CDATeam, Teacher Leadership, Coaching Staff, &amp; CPS Consultant.</td>
</tr>
<tr>
<td></td>
<td>Professional learning agendas, notes, &amp; artifacts.</td>
<td></td>
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<tr>
<td></td>
<td>Review attendance data with Student Support Team. Provide targeted support/guidance to students and parents as we actively monitor attendance.</td>
<td>Component 1, 2 &amp; 4</td>
<td>Bi-weekly</td>
<td>Admin &amp; Student Support Team</td>
</tr>
<tr>
<td></td>
<td>Attendance records of individual and cohorts of students.</td>
<td></td>
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<tr>
<td></td>
<td>Provide enriched learning experiences for all students as we increase the awareness and identification of Young Scholars and Gifted Students among our student population. (Title 1 funded staff)</td>
<td>Component 2 &amp; 3</td>
<td>Sept to June</td>
<td>Admin, Coaching, and DTL staff.</td>
</tr>
<tr>
<td></td>
<td>RTG &amp; YS schedules and identification records.</td>
<td></td>
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</table>
Carlin Springs Elementary School

Eileen Mary Delaney, Principal
Melinda Phillips, Assistant Principal

Appendix 1: Comprehensive Needs Assessment

This comprehensive needs assessment of Carlin Springs Elementary School 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 a 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,
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 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 plan) will include:

**English/Language Arts**

Our focus will be to improve all student performance in the area of English Language Arts with a targeted focus on our Students with Disabilities and our students within Gap Group 1: LEP, SWD, & Economically Disadvantaged students.

- **ALL Students** will achieve a pass rate that represents a 10% reduction in the failure rate on the 2020 Reading SOL. (56.1)
- **Students with Disabilities** will achieve a pass rate that represents a 10% reduction in the failure rate on the 2020 Reading SOL assessment. (29.7)
- **English Learners** will achieve a pass rate that represents a 10% reduction in the failure rate on the 2020 Reading SOL assessment. (49.5)

The inclusion rate of our Students with Disabilities, who are included in the general education setting 80% or more of the time, will continue to increase.
Mathematics
Our focus will be to improve all student performance in the area of Mathematics with a targeted focus on our Students with Disabilities and our students within Gap Group 1: LEP, SWD, & Economically Disadvantaged students.
Our focus will also be to increase the number of students with disabilities who are included in the general education setting for mathematics.

- **ALL Students** will achieve a pass rate of 70% on the 2020 Mathematics SOL assessment.
- Students with Disabilities will achieve a pass rate that represents a 10% reduction in the failure rate on the 2020 Mathematics SOL assessment. (29.7)
- The inclusion rate of our Students with Disabilities, who are included in the general education setting 80% or more of the time, will continue to increase.

Science
Our focus will be to improve ALL Student performance in the area of Science with a targeted focus on our Students with Disabilities and our LEP students.

- **ALL Students** will achieve a pass rate of 70% on the 2020 Science SOL assessment.
- Students with Disabilities will achieve a pass rate that represents a 10% reduction in the failure rate on the 2020 Science SOL assessment. (36.3)

Family and Community Engagement
Strengthen family and community engagement to increase academic performance in the areas of literacy and mathematics.

Meeting the Needs of the Whole Child
Support and strengthen the social/emotional health of our students by ensuring that every child has an identified trusted adult at Carlin Springs.
Continue to support a decrease in chronic absenteeism of ALL Students.