



APS Progressive Planning Model First Semester Action Plan: 2019-2020

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)	ANNUAL PERFORMANCE GOALS	APS STRATEGIC PLAN GOAL	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	Title 1 Schoolwide Plan Component	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL																																			
<p>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.</p> <p>Federal Accountability</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></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> <p>Virginia Accreditation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></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>		2018	2019	All Students	64%	51%	Black	73%	55%	Hispanic	59%	46%	SWD	32%	27%	Econ Dis	61%	47%	E Learners	61%	45%		2019	All Students	88	Black	68	Hispanic	91	SWD	70	Econ Dis	87	E Learners	95	<p>ALL Students will achieve a pass rate that represents a 10% reduction in the failure rate on the 2020 Reading SOL. (56.1)</p> <p>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)</p> <p>English Learners will achieve a pass rate that represents a 10% reduction in the failure rate on the 2020 Reading SOL assessment. (49.5)</p>	<p>Student Success</p> <p>Student Well-Being</p> <p>Engaged Workforce</p> <p>Partnerships</p>	<p>Review data points with instructional staff and engage in analysis of student, CLT, and school performance data. (Title 1 funded staff)</p>	Component 1	Monthly	Admin, Teacher Leadership, & Coaches.	Data charts, CLT weekly minutes, professional learning agendas, notes, artifacts.
		2018	2019																																							
	All Students	64%	51%																																							
	Black	73%	55%																																							
Hispanic	59%	46%																																								
SWD	32%	27%																																								
Econ Dis	61%	47%																																								
E Learners	61%	45%																																								
	2019																																									
All Students	88																																									
Black	68																																									
Hispanic	91																																									
SWD	70																																									
Econ Dis	87																																									
E Learners	95																																									
<p>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.)</p>	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.																																						
<p>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)</p> <p>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.</p>	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.																																						
<p>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</p>	Component 2 & 4	On-going	Admin, Sped. Coordinator, Inclusion Coach, Instructional Coaches &	Student IEPs, Grade-level schedules. Professional learning agendas, notes, artifacts.																																						

			professional learning) 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.			CLTeams.	
			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, & materials)	Component 2, 3 & 4	On-going	Admin, Sped. Coordinator, Inclusion & Instructional Coaches. Inclusion Consultant.	Professional learning agendas, notes, and artifacts.
			Design and implement before and after school tutoring programs to support literacy development, especially for striving readers. (Title 1 funded staff)	Component 2 & 3	Oct to May	Community School Coordinator, Instructional Coaches, CLTeams & tutoring staff.	Tutoring schedule and lesson plans. Tutoring program effectiveness data.
			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.)	Component 2, 3 & 4	On-going	Admin, Teacher Leadership, Instructional Coaches, DTL staff & Literacy Consultants.	Professional Learning agendas, notes, & artifacts. Walkthrough data and feedback.
			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)	Component 2 & 4	On-going	Admin, Teacher Leadership & Coaches.	SMART goals and end-of-year data.
			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	Component 2 & 4	Aug to May	Admin, Teacher Leadership, Coaches, CLTeams & APTT Consultant.	Professional Learning agendas, notes, and artifacts, CLT notes, event flyers, results from staff & parent surveys. SMART goals student data.

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 1 Schoolwide Plan Component	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL
<p>Mathematics Our focus will be to improve all student performance in the area of Mathematics with a targeted focus on our Students with Disabilities.</p> <p>Federal Accountability</p> <p>2018 2019</p>	<p>ALL Students will achieve a pass rate of 70% on the 2020 Mathematics SOL assessment.</p>	<p>Student Success</p> <p>Student Well-Being</p>	<p>Share data with instructional staff and engage in analysis of student, CLT, and school performance data.</p>	<p>Component 1</p>	<p>Aug to June</p>	<p>Admin, Teacher Leadership & Coaches.</p>	<p>Data charts, CLT weekly minutes, professional learning agendas, notes, artifacts.</p>
	<p>Students with Disabilities will achieve a pass rate that</p>	<p>Engaged Workforce</p>	<p>Continue to support weekly Mathematics Collaborative Learning Team (CLT) meetings with a focus on learning and results.</p>	<p>Component 2 & 3</p>	<p>Weekly</p>	<p>Admin, Teacher Leadership, & Coaches.</p>	<p>Master and individual teacher schedules. CLT</p>

<p>27%</p> <p>59%</p> <p>60%</p> <p>Hispanic 87</p> <p>SWD 44</p> <p>Econ Dis 84</p> <p>E Learners 92</p> <p>Our focus will also be to increase the number of students with disabilities who are included in the general education setting for mathematics.</p>	<p>represents a 10% reduction in the failure rate on the 2020 Mathematics SOL assessment. (29.7)</p> <p>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.</p>	<p>Partnerships</p>	<p>Empower teacher leaders to facilitate the CLT work. Ensure all teachers working with students attend meetings ~ classroom, Math Coach, ESOL, SPED, RTG, & YS. (Title 1 funded staff, resources, & materials)</p>				<p>weekly minutes.</p>
			<p>Identify students in grades K-5 who are performing below grade level in mathematics as measured by performance on previous SOL, PowerSchool, & grade-level common assessment. (Title 1 funded staff, resources, & materials)</p> <p>Establish student learning goals and plans for targeted interventions in mathematics.</p> <p>Actively monitor student progress and performance for effectiveness of Tier 1 instruction and Tier 2 and Tier 3 interventions.</p>	<p>Component 1, 2 & 4</p>	<p>On-going</p>	<p>Coaches with CLTeam members.</p>	<p>CLT weekly minutes, action plans, progress monitoring in Synergy. Intervention schedules and lessons plans.</p>
			<p>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)</p>	<p>Component 2 & 4</p>	<p>On-going</p>	<p>Admin, Sped. Coordinator, Inclusion and Instructional Coaches, & CLTeams.</p>	<p>Student IEPs, Grade-level schedules. Professional learning agendas, notes, artifacts.</p>
			<p>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)</p>	<p>Component 2 & 4</p>	<p>On-going</p>	<p>Admin, Inclusion and Instructional Coaches, CLTeams, & Inclusion Consultant.</p>	<p>Master and individual teacher schedules. CLT weekly minutes. Student IEPs, lesson plans, professional learning agendas, notes, and artifacts.</p>
			<p>Design and implement before and after school tutoring programs to support mathematics development, especially for our striving mathematicians.</p>	<p>Component 2 & 3</p>	<p>Oct to May</p>	<p>Community School Coordinator, Instructional Coaches, & CLTeams.</p>	<p>Tutoring schedule and lesson plans. Data from 21st century grant.</p>
			<p>Establish school-wide expectations for math workshop with a focus on strengthening Tier 1 instruction. (Title 1 funded staff, resources, & materials)</p> <p>Conduct classroom walkthroughs to closely monitor instruction and to provide teachers</p>	<p>Component 2, 3 & 4</p>	<p>On-going</p>	<p>Admin, Teacher Leadership, & Instructional Coaches,</p>	<p>Professional learning agendas, notes, & artifacts. Walkthrough data and feedback.</p>

			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) September 11, 2019 December 12, 2019 April 23, 2020	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.

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 1 Schoolwide Plan Component	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL																					
<p>Science</p> <p>Our focus will be to improve ALL Student performance in the area of Science with a targeted focus on our Students with Disabilities.</p> <p>Federal Accountability</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>63 %</td> <td>68%</td> </tr> <tr> <td>Black</td> <td>83%</td> <td>67%</td> </tr> <tr> <td>Hispanic</td> <td>57%</td> <td>64%</td> </tr> <tr> <td>SWD</td> <td>26%</td> <td>33%</td> </tr> <tr> <td>Econ Dis</td> <td>63%</td> <td>65%</td> </tr> <tr> <td>English Learners</td> <td>58%</td> <td>66%</td> </tr> </tbody> </table>		2018	2019	All Students	63 %	68%	Black	83%	67%	Hispanic	57%	64%	SWD	26%	33%	Econ Dis	63%	65%	English Learners	58%	66%	<p>ALL Students will achieve a pass rate of 70% on the 2020 Science SOL assessment.</p> <p>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)</p>	<p>Student Success</p> <p>Student Well-Being</p>	<p>Review data points with instructional staff and engage in analysis of student, CLT, and school performance data.</p>	Component 1	Monthly	Admin, Teacher Leadership, & Instructional Coaches,	Data charts, CLT weekly minutes, professional learning agendas, notes, artifacts.
		2018	2019																									
	All Students	63 %	68%																									
Black	83%	67%																										
Hispanic	57%	64%																										
SWD	26%	33%																										
Econ Dis	63%	65%																										
English Learners	58%	66%																										
Engaged Workforce	<p>Continue to support weekly Collaborative Learning Team (CLT) meetings with a focus on learning and results. Empower teacher leaders to facilitate the CLT work. Ensure all teachers working with students attend meetings ~ classroom teachers, YS, RTG, literacy and math coaches, ESOL, & SPED.</p>	Component 2 & 3	Weekly	Admin, Teacher Leadership, & Coaches.	Master and individual teacher schedules. CLT weekly minutes.																							
Partnerships	<p>Identify targeted students in grade 5 who are not demonstrating proficiency with grade 4 Science SOLs.</p> <p>Establish student learning goals and plans for targeted instruction/intervention in science.</p> <p>Actively monitor student progress in learning SOLs for</p>	Component 1, 2, & 4	On-going	Coaches with CLTeam members.	CLT weekly minutes, and progress monitoring in Synergy. Intervention schedules and lessons plans.																							

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.	Component 2 & 4	On-going	Admin, Sped. Coordinator, Inclusion and Instructional Coaches & CLTeams.	Student IEPs, Grade-level schedules. professional learning agendas, notes, artifacts.
			Provide targeted professional development to instructional staff to enhance their repertoire of differentiated instruction to meet the needs of academically diverse learners.	Component 2, 3, & 4	On-going	Admin, Inclusion & Instructional Coaches.	Professional learning agendas, notes, and artifacts.
			Design and implement before and after school tutoring programs to support scientific knowledge, understanding, and skills.	Component 2 & 3	Oct to May	Community School Coordinator, CLTeams & tutoring staff.	Tutoring schedule and lesson plans. Tutoring program effectiveness data.

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 1 Schoolwide Plan Component	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL																					
<p><u>Family and Community Engagement</u></p> <p><u>Meeting the Needs of the Whole Child</u></p> <p><u>Chronic Absenteeism</u></p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>13.31</td> <td>6.68</td> </tr> <tr> <td>Black</td> <td>12.7</td> <td>7.46</td> </tr> <tr> <td>Hispanic</td> <td>13.79</td> <td>7.05</td> </tr> <tr> <td>SWD</td> <td>17.65</td> <td>13.16</td> </tr> <tr> <td>Econ Dis</td> <td>12.94</td> <td>7.26</td> </tr> <tr> <td>English</td> <td>11.9</td> <td>6.45</td> </tr> </tbody> </table>		2018	2019	All Students	13.31	6.68	Black	12.7	7.46	Hispanic	13.79	7.05	SWD	17.65	13.16	Econ Dis	12.94	7.26	English	11.9	6.45	<p>Strengthen family and community engagement to increase academic performance in the areas of literacy and mathematics.</p> <p>Support and strengthen the social/emotional health of our students by ensuring that every child has an identified trusted adult at Carlin Springs.</p> <p>Continue to support a decrease in chronic absenteeism of ALL Students.</p>	<p>Student Success</p> <p>Student Well-Being</p> <p>Engaged Workforce</p> <p>Partnerships</p>	<p>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:</p> <ul style="list-style-type: none"> 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.(Title 1 funded professional learning, coaching, instructional resources & materials, and family transportation, meals, and child care) supporting the successful transition from 	Component 2 & 4	Aug to June	CS & FACE Coordinators, APTT Consultant, Admin, Teacher Leadership, & Coaches.	Agenda, notes, and artifacts, CLT notes, flyers, staff & parent surveys. Parent attendance and participation. SMART goal student data. CS data on high yield family engagement experiences.
	2018	2019																										
All Students	13.31	6.68																										
Black	12.7	7.46																										
Hispanic	13.79	7.05																										
SWD	17.65	13.16																										
Econ Dis	12.94	7.26																										
English	11.9	6.45																										

Learners			pre-kinder to kindergarten. September 11, 2019 December 12, 2019 April 23, 2020				
			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.	Component 1, 2, 3, & 4	Year Round Strategy	Admin, CS Coordinator and steering committee, nurse, mental health staff, Bilingual Family Liaison, club leaders, & community partners.	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.
			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 & materials)	Component 4	Aug to June	Admin, CD Action Team, & Teacher Leadership.	Professional learning agendas, notes, & artifacts. Walkthrough data and feedback.
			Participate in professional development on integrating the Collaborative & Proactive Solutions model and Unstuck and On-Target with Conscious Discipline. (Title 1 funded resources & materials)	Component 2 & 4	Aug to June	CDATeam, Teacher Leadership, Coaching Staff, & CPS Consultant.	Professional learning agendas, notes, & artifacts.
			Review attendance data with Student Support Team. Provide targeted support/guidance to students and parents as we actively monitor attendance.	Component 1, 2 & 4	Bi-weekly	Admin & Student Support Team	Attendance records of individual and cohorts of students.
			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)	Component 2 & 3	Sept to June	Admin, Coaching, and DTL staff.	RTG & YS schedules and identification records.

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,

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, Conscious Discipline implementation self-assessment, Wellness assessment

Instructional Personnel and Licensure Report

Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, 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

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.