



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

Randolph Elementary

Carlos Ramirez

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)
---	---------------------------------	--------------------------------	---	---	-----------------------------	---	--

Math Achievement

Improve overall math proficiency for All Students by increasing their pass rate by 10% with a focus on groups falling below 75% pass rate.

Groups (3rd-5th)	SY 16-17 (%)	SY 17-18 (%)	SY 18-19 (%)
All Stdts	70	71	79
Black	76	87	85
Hispanic	63	64	76
White	84	70	78
Asian	73	65	83
SWD	41	33	41
Econ. Dis	65	68	78
ELs	64	67	78

Groups SY18-19	3rd (%)	4th (%)	5th (%)
All Stdts	75	84	80
Black	77	92	88
Hispanic	72	79	77
White	83	86	60
Asian	82	85	83
SWD	58	38	43
Econ. Dis	72	80	81
ELs	65	74	56

During the 2019-2020 school year, All Students and student reporting groups will improve their math proficiency as demonstrated by a pass rate on the 2020 Standards of Learning grade-level end-of-year assessment that reflects accelerated growth relative to statewide peers. For each group of students, Randolph Elementary will close the gap between the Spring 2019 pass rate and 100% pass rate by at least 10%.

APS Strategic Goal 1: Multiple Pathways to Student Success

1. Administer math assessments (BOY, quarterly assessments, MOY, EOY, PowerSchools) and analyze results in CLTs
2. Identify students who need Tier 2 and Tier 3 intervention and provide services, 30 minutes per day, 5 days per week
3. Engage and support teachers and specialists at each grade level in implementing consistent structures for CLTs and planning for targeted core instruction in response to data
4. Implement a systematic data analysis approach to track student growth through common formative assessments at grade level
5. Engage staff in professional learning once a month as part of the Academic Choice for teachers, e.g., math workshop, DreamBox, Responsive Classroom, IB PYP, Growth Mindset Framework, Inquiry Based Learning and Standards Based Learning book clubs, Project Zero Visual Thinking, Critical and Creative Strategies. Additional professional development will be provided in social-emotional learning to support student learning and address behaviors that may interfere with learning.
6. Align APS Math pacing guides with Randolph IB Units of Inquiry. (Summer curriculum mapping for teachers and quarterly grade-level data dialogues)
7. Leverage resources to provide additional math support for identified students, through after school enrichment program.

Components 1-4 (See appendices below)

(1) 1

1. Completed by the end of September, then quarterly after assessments

1. Administration, grade level teams (math support specialists, GT teacher, SpEd teachers, ESOL, classroom, IB Coordinator, librarian, ITC)

1. Student Data (disaggregated data by reporting group)

(2). 2,3

2. Students assessed, identified and grouped, interventions begun by Sept. 24

2. Grade level teams, math support specialists, SpED, ESOL

2. SOL Data, Quarterly Assessments

(3).3

3. weekly during CLTs and Instructional Team meetings

3. Grade level teams, math support specialists, GT Teacher, SpED, ESOL

3. IB Planner, Weekly Planners, Agenda

(4). 1

4. weekly during CLTs, quarterly during Data Retreats

4. Grade level teams, math support specialists, SpED, ESOL

4. GRID (Guiding Randolph In Data-student data spreadsheet)

(5) 3,4

5. On-going during Staff meetings dedicated to Academic Choice PD

5. Administration, instructional leadership team, grade level teams

5. PD Agendas, Academic Choice Roster, Teacher feedback

(6). 1,4

6. Summer 2019 and quarterly SY19-20)

6. IB Coord, Math Support Specialists, Grade level teams

6. IB Planners, Randolph Curriculum Maps

(7) 1, 3, 4

7. Fall and spring sessions

7. Math Support Specialists, GT

7. After-school enrichment course

			<p>8. Offer PD opportunities for math teachers on how to best serve all students (Registration fees and books related to the PD)</p> <p>9. Assess the resources available for students for self-motivated independent learning during the implementation of the Workshop Model in the math block.</p>	<p>(8) 2,3</p> <p>(9) 1,2,3</p>	<p>8. Ongoing throughout the year</p> <p>9. Beginning of year and mid year</p>	<p>Teachers, Grade level teams</p> <p>8. Math Support Specialist, ESOL, GT Teacher, Sped, Grade level Teams</p> <p>9. Grade level teams, math support specialists, GT Teacher, SpED, ESOL</p>	<p>descriptions, student data</p> <p>8. Agendas, Academic Choice Roster and Teacher Feedback</p> <p>9. CLT notes, Title I inventory</p>																																																																								
<p>Reading Achievement</p> <p>Improve overall reading proficiency for ALL Students by increasing their pass rate by 10% with a focus on groups falling below 75% pass rate.</p> <table border="1" data-bbox="96 786 448 1078"> <thead> <tr> <th>Groups (3rd-5th)</th> <th>SY 16-17 (%)</th> <th>SY 17-18 (%)</th> <th>SY 18-19 (%)</th> </tr> </thead> <tbody> <tr> <td>All Stdts</td> <td>73</td> <td>66</td> <td>68</td> </tr> <tr> <td>Black</td> <td>79</td> <td>82</td> <td>79</td> </tr> <tr> <td>Hispanic</td> <td>66</td> <td>60</td> <td>57</td> </tr> <tr> <td>White</td> <td>89</td> <td>68</td> <td>89</td> </tr> <tr> <td>Asian</td> <td>80</td> <td>61</td> <td>83</td> </tr> <tr> <td>SWD</td> <td>55</td> <td>29</td> <td>34</td> </tr> <tr> <td>Econ Dis</td> <td>68</td> <td>60</td> <td>64</td> </tr> <tr> <td>ELs</td> <td>69</td> <td>61</td> <td>62</td> </tr> </tbody> </table> <table border="1" data-bbox="96 1114 448 1396"> <thead> <tr> <th>Groups SY 18-19</th> <th>3rd (%)</th> <th>4th (%)</th> <th>5th (%)</th> </tr> </thead> <tbody> <tr> <td>All Stdts</td> <td>59</td> <td>72</td> <td>76</td> </tr> <tr> <td>Black</td> <td>69</td> <td>92</td> <td>75</td> </tr> <tr> <td>Hispanic</td> <td>44</td> <td>52</td> <td>74</td> </tr> <tr> <td>White</td> <td>100</td> <td>100</td> <td>60</td> </tr> <tr> <td>Asian</td> <td>73</td> <td>92</td> <td>83</td> </tr> <tr> <td>SWD</td> <td>67</td> <td>13</td> <td>29</td> </tr> <tr> <td>Econ. Dis</td> <td>54</td> <td>65</td> <td>74</td> </tr> <tr> <td>ELs</td> <td>42</td> <td>51</td> <td>50</td> </tr> </tbody> </table>	Groups (3rd-5th)	SY 16-17 (%)	SY 17-18 (%)	SY 18-19 (%)	All Stdts	73	66	68	Black	79	82	79	Hispanic	66	60	57	White	89	68	89	Asian	80	61	83	SWD	55	29	34	Econ Dis	68	60	64	ELs	69	61	62	Groups SY 18-19	3rd (%)	4th (%)	5th (%)	All Stdts	59	72	76	Black	69	92	75	Hispanic	44	52	74	White	100	100	60	Asian	73	92	83	SWD	67	13	29	Econ. Dis	54	65	74	ELs	42	51	50	<p>During the 2019-2020 school year, All Students and student reporting groups will improve their reading proficiency as demonstrated by a pass rate on the 2020 Standards of Learning grade-level end-of-year assessment that reflects accelerated growth relative to statewide peers.</p> <p>For each group of students, Randolph Elementary will close the gap between the Spring 2019 pass rate and 100% pass rate by at least 10%.</p>	<p>APS Strategic Goal 1: Multiple Pathways to Student Success</p>	<p>1. Administer reading assessments (PALS K-5, F&P, PowerSchools) and analyze results in CLTs</p> <p>2. Identify students who need Tier 2 and Tier 3 intervention and provide services, 30 minutes per day, 5 days per week</p> <p>3. Engage and support teachers and specialists at each grade level in implementing consistent structures for CLTs and planning for targeted core instruction in response to data</p> <p>4. Maintain a systematic data analysis approach to track student growth through common formative assessments at grade level</p> <p>5. Design and engage staff in an on-going, choice-based, targeted professional learning series to further enhance individual and team practice in literacy instruction (Academic Choice), e.g., writers' workshop, readers' workshop, Phonics, Responsive Classroom, IB PYP, Growth Mindset Framework, etc. and ensure recertification points for attendees. Additional professional learning opportunities are: attendance to Teachers' College Institutes, Inquiry Based Learning and Standards Based Learning book clubs, Vocabulary, Phonics Units of Study, Project</p>	<p>Components 1-4 (See appendices below)</p> <p>(1). 1,2</p> <p>(2) 1, 2</p> <p>(3) 3</p> <p>(4) 1,3</p> <p>(5) 2,3</p>	<p>1. Completed by the end of September, then quarterly after assessments</p> <p>2. Students assessed, identified and grouped, interventions begun by October 7th</p> <p>3. weekly during CLTs and Instructional Team meetings</p> <p>4. weekly during CLTs, quarterly during Data Retreats</p> <p>5. On-going during Staff meetings dedicated to Academic Choice PD</p>	<p>1. Classroom teachers, Reading Specialists</p> <p>2. Classroom teachers, Reading Specialists, SpEd, ESOL, RTG, Administration</p> <p>3. Administration</p> <p>4. Administration</p> <p>5. Administration, Reading Specialists, RTG, IB Coordinator, Classroom Teachers, SpEd, ESOL</p>	<p>1. Student data</p> <p>2. Student data, CLT Agendas</p> <p>3. CLT Agendas, Grade level planning documents</p> <p>4. GRID (Guiding Randolph In Data-student data spreadsheet)</p> <p>5. PD Agendas, Academic Choice Roster, Teacher feedback</p>
Groups (3rd-5th)	SY 16-17 (%)	SY 17-18 (%)	SY 18-19 (%)																																																																												
All Stdts	73	66	68																																																																												
Black	79	82	79																																																																												
Hispanic	66	60	57																																																																												
White	89	68	89																																																																												
Asian	80	61	83																																																																												
SWD	55	29	34																																																																												
Econ Dis	68	60	64																																																																												
ELs	69	61	62																																																																												
Groups SY 18-19	3rd (%)	4th (%)	5th (%)																																																																												
All Stdts	59	72	76																																																																												
Black	69	92	75																																																																												
Hispanic	44	52	74																																																																												
White	100	100	60																																																																												
Asian	73	92	83																																																																												
SWD	67	13	29																																																																												
Econ. Dis	54	65	74																																																																												
ELs	42	51	50																																																																												

		<p>Zero Visual Thinking, Critical and Creative Strategies, and Social-emotional Learning to provide teachers with tools on how to address behaviors that may impede learning.</p> <p>6. Increase student reading engagement through the Students and Teachers as Readers (STAR) project tied to the IB Learner Profile Purchase of books for project), RIF -Reading is Fundamental, Read Across America, Student Book Clubs, Virginia Readers' Choice and Caldecott Committee</p> <p>7. Identify one additional teacher at each grade level to participate in LLI and OG trainings to provide targeted interventions to students at risk</p> <p>8. Implement Young Authors and Illustrators Conference to encourage a love of reading, promoting literacy, enhancing reading comprehension, and promoting knowledge of diverse authors and their work. (Author fees and purchase of books)</p> <p>9. Hire consultant to coach instructional reading staff and provide training on Vocabulary and Workshop Model</p> <p>10. Align APS Reading pacing guides with Randolph IB Units of Inquiry. (Summer curriculum mapping for teachers and quarterly grade-level data dialogues)</p> <p>11. Leverage resources to provide additional reading and spelling support for all identified students, through after-school enrichment program</p> <p>12. Assess the resources available for students for self-motivated independent learning during the implementation of the Workshop Model in the reading block (classroom libraries and additional resources for the school-wide book room).</p>	<p>(6) 2,3</p> <p>(7) 2,3</p> <p>(8) 2,3</p> <p>(9) 2,3</p> <p>(10) 2,3</p> <p>(11) 2,3</p> <p>(12) 1,2,3</p>	<p>6. monthly</p> <p>7. Ongoing</p> <p>8. November 2019</p> <p>9. Pre-service 2019, October 2019 and ongoing</p> <p>10. Summer 2019 and ongoing</p> <p>11. Fall and spring session</p> <p>12. Beginning of year and mid-year</p>	<p>6. Reading Specialists, Classroom teachers</p> <p>7. Administration, Reading Specialist, SpEd Lead, ESOL Lead</p> <p>8. Librarian, Reading Specialists, Administration</p> <p>9. Administration</p> <p>10. Classroom teachers, IB Coordinator, Reading Specialists, SpEd, ESOL, RTG, Administration, librarian</p> <p>11. Administrations, After-school Enrichment Coordinator, Reading Specialists, librarian</p> <p>12. Reading Specialists, Administration, librarian</p>	<p>6. Student data</p> <p>7. Attendance sheets, Student data</p> <p>8. Agenda, Student data</p> <p>9. PD Agendas, Teacher feedback</p> <p>10. Grade level curriculum maps, IB Unit Planners</p> <p>11. After-school enrichment course descriptions, student data</p> <p>12. Student data</p>
--	--	---	---	--	---	--

<p>Science Achievement</p> <p>Improve overall science achievement ALL Students for by increasing their pass rate by 10% with a focus on groups falling below 75% pass rate.</p> <table border="1" data-bbox="94 673 443 966"> <thead> <tr> <th>Groups (3rd-5th)</th> <th>SY 16-17 (%)</th> <th>SY 17-18 (%)</th> <th>SY 18-19 (%)</th> </tr> </thead> <tbody> <tr> <td>All Stdts</td> <td>73</td> <td>66</td> <td>73</td> </tr> <tr> <td>Black</td> <td>79</td> <td>82</td> <td>100</td> </tr> <tr> <td>Hispanic</td> <td>66</td> <td>60</td> <td>66</td> </tr> <tr> <td>White</td> <td>89</td> <td>68</td> <td>60</td> </tr> <tr> <td>Asian</td> <td>80</td> <td>61</td> <td>67</td> </tr> <tr> <td>SWD</td> <td>55</td> <td>29</td> <td>43</td> </tr> <tr> <td>Econ Dis</td> <td>68</td> <td>60</td> <td>72</td> </tr> <tr> <td>ELs</td> <td>69</td> <td>61</td> <td>44</td> </tr> </tbody> </table>	Groups (3rd-5th)	SY 16-17 (%)	SY 17-18 (%)	SY 18-19 (%)	All Stdts	73	66	73	Black	79	82	100	Hispanic	66	60	66	White	89	68	60	Asian	80	61	67	SWD	55	29	43	Econ Dis	68	60	72	ELs	69	61	44	<p>During the 2019-2020 school year, All Students and student reporting groups will improve their science proficiency as demonstrated by a pass rate on the 2020 Standards of Learning grade-level end-of-year assessment that reflects accelerated growth relative to statewide peers. For each group of students, Randolph Elementary will close the gap between the Spring 2019 pass rate and 100% pass rate by at least 10%.</p>	<p>APS Strategic Goal 1: Multiple Pathways to Success for All Students</p>	<ol style="list-style-type: none"> 1. Consult with Central Office Science Specialist to map standards for 5th grade science for the school year. 2. Align APS science pacing guides with Randolph IB Units of Inquiry. (Summer curriculum mapping for teachers and quarterly grade-level data dialogues) 3. Administer unit and quarterly benchmark assessments through PowerSchool for grades 4th and 5th grades, and common formative assessment for grades K-3 and analyze results in CLTs to plan for differentiated instruction 4. Leverage resources to provide additional science support for All Students, through after-school enrichment program. 5. Offer professional learning opportunities for teachers on how to best serve all identified students (Registration fees and books related to the PD) Use Inquiry Based Learning and Standards Based Learning book clubs, Project Zero Visual Thinking and Critical and Creative Strategies) 6. Assess the resources available for students for self-motivated independent learning during the implementation of the Workshop Model in the science block. 	<p>Components 1-4 (See appendices below)</p> <p>(1) 1</p> <p>(2) 3</p> <p>(3) 1</p> <p>(4) 3</p> <p>(5) 2,3</p> <p>(6) 1,2,3</p>	<p>1. On-going</p> <p>2. On-going</p> <p>3. Quarterly</p> <p>4. Fall and Spring sessions</p> <p>5. Ongoing throughout the year</p> <p>6. Beginning of year and mid year</p>	<p>1. 5th grade team</p> <p>2. Classroom teachers, IB Coordinator, Science Lead, Department Chairs</p> <p>3. Classroom teachers, IB Coordinator, Science Lead</p> <p>4. Classroom teachers, IB Coordinator, Science Lead</p> <p>5. Administration,, RTG, IB Coordinator,, Classroom Teachers, SpEd, ESOL, Science Lead</p> <p>6. Administration, RTG, Science Lead</p>	<p>1. Curriculum documents (IB Planners, Curriculum Maps)</p> <p>2. Curriculum documents (IB Planners, Curriculum Maps)</p> <p>3. Quarterly assessment data</p> <p>4. After-school science enrichment participation</p> <p>5. Agendas, Academic Choice Roster and Teacher Feedback</p> <p>6. Student data</p>
Groups (3rd-5th)	SY 16-17 (%)	SY 17-18 (%)	SY 18-19 (%)																																								
All Stdts	73	66	73																																								
Black	79	82	100																																								
Hispanic	66	60	66																																								
White	89	68	60																																								
Asian	80	61	67																																								
SWD	55	29	43																																								
Econ Dis	68	60	72																																								
ELs	69	61	44																																								
<p>Family and Community Engagement</p> <p>Strengthen family and community engagement in the areas of student academic support and well-being.</p>	<p>During the 2019-20 school year, we will strengthen family and community engagement as measured by</p>	<p>Goal 2: Healthy, Safe, and Supported Students</p>	<ol style="list-style-type: none"> 1. Continue monthly Coffees with the Principal embedded in Moms and Dads' Club meeting times to offer opportunities for two-way dialogue 	<p>Components 1-4 (See appendices below)</p> <p>(1) 1,3,4</p>	<p>1. Monthly</p>	<p>1. Principal, AP, Instructional Team</p>	<p>1. Parent sign-in sheet, exit slips</p>																																				

	participation and attendance rates.	Goal 5: Strong and Mutually Supportive Partnerships	<p>between staff and families about student learning and to listen to concerns and ideas for continuous improvement of the school-wide program (Materials and snacks)</p> <p>2. Continue with the Career Cafe for 4th and 5th grade students to expose them to post-secondary opportunities (Fees and materials)</p> <p>3. Continue to develop student-led conferences for Spring conference days with Kindergarten through 5th grade students</p> <p>4. Fall Family Literacy & Numeracy Night, Spring Family Literacy and Numeracy Night, and Bedford Falls Book Fair</p> <p>5. Implement Reading and STEM-based After School Enrichment Programs for PreK-5 students. (Staff hourly rate)</p> <p>6. Hold parent sessions for understanding Standards Based Report Cards (interpreter fees)</p> <p>7. Continue the schoolwide implementation of Responsive Classroom.</p> <p>8. Plan and facilitate "Partners in Numbers and Print" Parent seminars (materials, snacks, hourly teacher rates for planning and implementation) to support students transitioning into PreK and Kindergarten</p>	(2) 3,4	2. 3rd Quarter	2. Principal, AP, Instructional Team, RTG, Counselor	2. Career Cafe offerings/schedule
				(3) 2	3. Spring	3. IB Coordinator, Instructional Team	3. Student-led conference forms and summaries
				(4) 4	4. Fall/Spring	4. Administration, RTG, Community Outreach Coordinator, IB Coordinator, Classroom Teachers, Math Coach, SpEd, ESOL, Science Lead, librarian	4. Parent Exit Slip
				(5) 4	5. Fall, Winter and Spring Sessions	5. Principal, AP, Community Outreach Coordinator	5. After school enrichment flyer/catalog
				(6) 1	6. Flexible times after report card distribution	6. Principal, AP, ESOL lead, Bilingual Resource Assistant	6. Parent sign-ins
				(7) 2,4	7. On-going support for all teachers	7. Principal, AP, Instructional Team	7. Exit slip
				(8) 2	8. Summer, Fall	8. Principal, AP, Reading Team	8. Flyer, parent sign-ins

			<p>9. Plan and implement STEAM night (materials, snacks, hourly teacher rates for planning and implementation) February 11th</p> <p>10. Continue building and strengthening relationships through strategic partnerships between PTA and Club de Madres (Mom and Dad's Club (snacks,materials)</p> <p>11. School-wide Day of Service (materials) to promote connectedness amongst all students, lunch bunches with the principals (students in 4th and 5th grade), mentor program to promote connectedness with 4th and 5th grade students who said they identified 0-1 trusted adult in the building on survey from counseling department (4th grade: 23/61 = 38%; 5th grade: 17/68 = 25%)</p> <p>12. Promote mental health with families and students so that every student is able to identify a trusted adult in the building. Provide lessons in social-emotional learning to identified students who need additional support and may present behaviors that interfere with their learning.</p> <p>13. 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 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. 	<p>(9) 2,4</p> <p>(10) 4</p> <p>(11) 4</p> <p>(12) 4</p> <p>(13)</p>	<p>9. February 2019</p> <p>10. Ongoing</p> <p>11. Spring</p> <p>12. Ongoing</p> <p>13. Ongoing</p>	<p>9. RTG, Science lead, Math coach, Community Outreach Coordinator</p> <p>10. Principal, AP, Parent Liaison, Community Outreach Coordinator</p> <p>11. IB Coordinator, Community Outreach Coordinator, Grade Level Teams, Principals, Leadership Team, EL and SpEd teachers</p> <p>12. CARE Team (psychologist, counselor, social worker)</p> <p>13. Principal, AP, and ILT</p>	<p>9. SchoolTalk announcements, flyers, parent sign-ins</p> <p>10. Exit Slips and Meeting Agendas</p> <p>11. Grade level proposals, survey from counseling department on school connectedness, teacher observations and referrals</p> <p>12. Professional Learning Plan, Academic Choice Plan, and Family Engagement Plan</p> <p>13. School Talk messages, Family Engagement Calendar (Monthly Calendars).</p>
<p>Engaged Workforce</p> <p>Improve working conditions to increase staff retention and engagement.</p>	<p>During school year 2019-20, we will strengthen partnerships with staff, build capacity, listen to their ideas or concerns, and instill a sense of community in order to increase retention and engagement.</p>	<p>Goal 3: Engaged Workforce</p>	<p>1. Provide leadership opportunities to staff to develop their leadership skills through a) extending an invitation to interested staff to Aspiring Leaders; b) offering in-school leadership opportunities to become a grade-level chair on a rotating basis; c) co-leading an after-school committee; and d) leading professional development.</p> <p>2. Provide targeted professional development as needed through Academic Choice. Teachers will be surveyed on their needs to determine either what they would like to learn or what they would like to teach to colleagues.</p>	<p>(1) 1</p> <p>(2) 1</p>	<p>1. Ongoing</p> <p>2. Fall and spring sessions</p>	<p>1. Principal and AP, instructional team, grade-level teams</p> <p>2. Principal, AP, and instructional leadership team members and other instructional staff</p>	<p>1.Registration for academic lists, exit tickets/ surveys</p> <p>2.Attendance and exit tickets/survey</p>

		3. Offer opportunities for community building through health initiatives after school, such as creating a fitness group to exercise once a week with fellow colleagues with the goal of improving their health, building camaraderie, and showing students that taking care of oneself is important.	(3) 1	3. Ongoing	3. Principal and AP, PE team	3. Attendance, Participation
		4. Create a Teacher Advisory Committee to listen to and address staff concerns. It will include A-scale and T-scale staff, as well.	(4) 1	4. Monthly meetings	4. Principal and AP	4. Meeting notes

Appendix 1: Comprehensive Needs Assessment

A systematic and comprehensive needs assessment was conducted prior to developing the 2019-20 Title I Schoolwide Plan to identify and prioritize school needs and actions to address them. This comprehensive assessment was 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.

In conducting this 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>.

Multiple data points were analyzed during the process, such as:

- Formative and summative Student Performance Data: SOLs, PALS, F&P, PALS Plus, Beginning of Year and Quarterly Math Assessment, Beginning of Year and Quarterly Reading Assessment, Quarterly Science Assessment, Conferencing notes, OnDemand, Common Formative Assessments, Common Unit Assessments, DSA
- Reading, Spelling, and Mathematics intervention progress monitoring
- Attendance data, Discipline data (risk, threat assessments, referrals, reflections forms, out of class time), Responsive Classroom implementation of self-assessment
- Instructional Personnel and Licensure Report
- Perception Data: Staff Feedback survey, Staff Professional Learning survey
- Observations: classroom observations, CLT facilitator agendas/notes, walkthroughs
- WIDA Language Proficiency Assessment
- Wellness Assessment

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

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, and Grade-Level Chairs.

The comprehensive needs resulted in the identification of key strategies to address annual performance goals. Resources from multiple partners are leveraged to achieve each of the goals: Strengthening math, reading, and science performance for all identified groups, as well as increased family and community involvement to support students' academic growth and social-emotional well-being in terms of mental health and social-emotional learning to address behaviors that may interfere with learning. This includes all reporting groups as well as needs from students with disabilities who may require additional behavior support and social skills in interacting with others and being able to access the curriculum and show adequate growth (students with autism, specific learning disabilities, speech language

disability, other health impairment, emotional disturbance, developmental delay, etc). SOL data show, for example, that students in 3rd-5th grade under the classification of autism did not pass reading and math. In the year 2019-20, there are 5 students with autism in 5th grade, 1 in 4th, and 1 in 3rd.

Appendix 2 -Schoolwide reform strategies that provide opportunities for all children, including each of the subgroups:

Stakeholders engaged in the continuous development and revision of this plan explored multiple evidence-based strategies to provide opportunities for all students, including sub-groups, and determined the following priorities for our community for this school year:

- After-school enrichment classes strongly tied to SOLs in reading, math, and science to be offered for 1 hour once or twice a week
- Additional staffing (0.7 Title I Reading Support and 1.0 Title I Academic Support Teachers) to provide small group and individual instruction.

Appendix 3 -Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school:

The school looked into research-based strategies to strengthen the academic program, such as:

- Implementing a supplemental math targeted intervention program
- Enhancing classroom libraries and math instructional materials
- Maximizing instructional time
- Focusing on strengthening core instruction in CLTs
- Using common formative assessments to monitor progress
- Provide teachers with PD opportunities to enhance their teaching practice in math, reading (phonics, vocabulary), science, and social-emotional learning

Appendix 4 -Schoolwide reform strategies that address the needs of all children (particularly the needs of those at risk of not meeting the academic standards):

The school looked into research-based strategies to address all children, including sub-groups and produced the list below:

Family and Community Engagement events, such as:

- Interactive Literacy and Numeracy Nights (whole school twice a year)
- STEAM Night
- Monthly hands-on workshops for parents on how to best support their students in reading, math, and science (Coffee with Principals during Moms' and Dad's Club meeting time)
- "PARTICIPA...en mi educacion" for immigrant parents of elementary students on how to navigate the US school system
- Strengthening Families for parents of 5th graders to learn effective communication strategies and know how to best address difficult topics with pre-teens, such as the value of education, etc.