



ARLINGTON PUBLIC SCHOOLS PROGRESSIVE PLANNING MODEL ACTION PLAN: 2020-2021
School Performance Priorities and Actions to be Taken to Address Student Achievement

Abingdon Elementary

David Horak

School Name: _____

School Principal: _____

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data) & APS STRATEGIC PLAN GOAL alignment	ANNUAL PERFORMANCE GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TITLE I SCHOOLWIDE COMPONENT (1-4) & EVIDENCE TIER (1-4)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)																																				
Mathematics Achievement <table border="1" data-bbox="88 634 352 997"> <thead> <tr> <th>Reporting Groups > 30</th> <th>Spr '19</th> <th>Spr '21</th> </tr> </thead> <tbody> <tr><td>All Students</td><td>72</td><td>74</td></tr> <tr><td>Asian</td><td>73</td><td>75</td></tr> <tr><td>Black</td><td>70</td><td>72</td></tr> <tr><td>Hispanic</td><td>52</td><td>55</td></tr> <tr><td>White</td><td>91</td><td>92</td></tr> <tr><td>SWD</td><td>52</td><td>54</td></tr> <tr><td>Econ. Disad.</td><td>56</td><td>56</td></tr> <tr><td>EL</td><td>56</td><td>58</td></tr> <tr><td>3rd Grade</td><td>66</td><td>68</td></tr> <tr><td>4th Grade</td><td>72</td><td>74</td></tr> <tr><td>5th Grade</td><td>80</td><td>82</td></tr> </tbody> </table> STUDENT SUCCESS: Multiple Pathways to Student Success ENGAGED WORKFORCE	Reporting Groups > 30	Spr '19	Spr '21	All Students	72	74	Asian	73	75	Black	70	72	Hispanic	52	55	White	91	92	SWD	52	54	Econ. Disad.	56	56	EL	56	58	3rd Grade	66	68	4th Grade	72	74	5th Grade	80	82	During this school year, All Students and student reporting groups will improve their mathematics proficiency as demonstrated by a pass rate on the grade-level Standards of Learning end-of-year assessment that reflects accelerated growth relative to statewide peers. For each group of students, the school will meet performance expectations or close the gap between the prior pass rate and performance expectations by at least 10%.	<p>Staffing strategies Abingdon's math intervention teacher will work directly with students in targeted small group instruction based upon their identified need. The groups will be adjusted after each unit and/or quarterly PowerTest assessment (1)</p> <p>Structure and process strategies Student concern protocols will happen on a regular basis throughout the year starting in the Winter to discuss individual student needs and determine next steps in their progress.</p> <p>Instructional (and supplemental instructional) strategies (e.g., workshop model, within school and after-school interventions/extensions) Provide small group differentiated math instruction for all students through math workshop utilizing math manipulatives and resources purchased. (1)</p> <p>Professional Learning strategies (consider expert, embedded, continuous, known and arising opportunities, targeted needs, etc.) Abingdon will use their full-time Mathematics coach to focus on how to build a mathematics workshop in a virtual environment through on-going job embedded professional developed in CLT's and APS provided professional development(1, 3)</p>	Component 2 Tier: Components 1 Tier: Components 3 Tier: Components:3 Tier:	October 2020-June 2021 Winter 2020-June 2021 September 2020-June 2021 October 2020-June 2021	Wendy Mastaler, math coach and Luz Jarzen, math intervention teacher David Horak, Principal Anne Oliveira, Assistant Principal, grade level staff, math coach Grade level staff and Math Coach Math coach	Data and action plans for identified students. Data and action plans for identified students. Title 1 inventory of materials and class observations Sign in sheets for workshop Staff survey on workshop model integration in a virtual environment
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		<p>Innovative/other strategies?</p> <p>Creation of an Academic check-in program. Explore setting up for students to have extended learning time in math or literacy. For example, daily, weekly or summer programs as health metrics dictate.</p>	Components:2 Tier:	February-June 2021	Michele Micael, AP	Schedule of students served																																				
<p>Reading Achievement</p> <table border="1" data-bbox="88 586 352 948"> <thead> <tr> <th>Reporting Groups > 30</th> <th>Spr '19</th> <th>Spr '21</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>64</td> <td>66</td> </tr> <tr> <td>Asian</td> <td>53</td> <td>55</td> </tr> <tr> <td>Black</td> <td>55</td> <td>57</td> </tr> <tr> <td>Hispanic</td> <td>52</td> <td>54</td> </tr> <tr> <td>White</td> <td>87</td> <td>89</td> </tr> <tr> <td>SWD</td> <td>39</td> <td>41</td> </tr> <tr> <td>Econ. Disad.</td> <td>46</td> <td>48</td> </tr> <tr> <td>EL</td> <td>46</td> <td>48</td> </tr> <tr> <td>3rd Grade</td> <td>52</td> <td>54</td> </tr> <tr> <td>4th Grade</td> <td>60</td> <td>62</td> </tr> <tr> <td>5th Grade</td> <td>78</td> <td>80</td> </tr> </tbody> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	Reporting Groups > 30	Spr '19	Spr '21	All Students	64	66	Asian	53	55	Black	55	57	Hispanic	52	54	White	87	89	SWD	39	41	Econ. Disad.	46	48	EL	46	48	3rd Grade	52	54	4th Grade	60	62	5th Grade	78	80	<p>During this school year, All Students and student reporting groups will improve their reading proficiency as demonstrated by a pass rate on the grade-level Standards of Learning end-of-year assessment that reflects accelerated growth relative to statewide peers. For each group of students, the school will meet performance expectations or close the gap between the prior pass rate and performance expectations by at least 10%.</p>	<p>Staffing strategies</p> <p>Title I reading specialists will support grades 3-5 in reading intervention (e.g., LLI,OG) and/or small group instruction. (1)</p>	Components 3 Tier:	September 2020-June 2021	Carla Reissman and Erica Kulas, Title I Reading Specialists	CLT and data dig meeting notes
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<p>Structure and process strategies Student concern protocols will happen on a regular basis throughout the year starting in the Winter to discuss individual student needs and determine next steps in their progress. Each classroom teacher will develop an action plan for students struggling (1, 3)</p>	Components 1 Tier:	December 2020-June 2021	David Horak, principal; Anne Oliveira, assistant principal; grade-level teams; special education staff; ESOL/HILT staff; literacy team	Data and action plans for identified students																																						
<p>Instructional (and supplemental instructional) strategies (e.g., workshop model, within school and after-school interventions/extensions)</p> <p>Provide identified students with additional literacy support through Monday virtual learning time with other reading level identified students across grade levels (1, 3)</p>	Components 2 Tier:	September 2020-June 2021	Literacy team and other identified staff	Student informal assessments																																						
<p>Professional Learning strategies (consider expert, embedded, continuous, known and arising opportunities, targeted needs, etc.)</p> <p>Utilize Title I fund to supplement APS Language Arts curriculum with Teachers' College Virtual Learning curriculum or other online learning professional development, in the form of focus lesson videos, small group discussion guides and other instructional materials (1, 3)</p> <p>Provide high quality instructional materials and resources for staff and students, through the creation and maintenance of a Title I inventory of materials.</p>	Components: 4 Tier:	September 2020-June 2021	David Horak, Principal and Literacy Team	Student virtual learning engagement checklist and exit tickets																																						
<p>Innovative/other strategies?</p> <p>Provide opportunities for staff to learning about Responsive Classroom practices with a book study or staff presentation as health metrics allow</p>	Components:4 Tier:	February-June 2021	Kate McGinn, Behavior Specialist	Survey of staff																																						
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<p>Family And Community Engagement</p> <table border="1" data-bbox="88 1365 298 1469"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										<p>Beginning prior to the start of the school year, staff conduct individualized family check-ins and flexibly scheduled support sessions as needed to ensure students and families are connected to school and the resources they need to support student readiness for successful engagement with school (and academic and social emotional success), particularly during alternative instructional models such as distance and hybrid learning. (1, 2)</p>	Components: 4 Tier:	Beginning August with focus on school opening and continuing throughout school year as needed	Bilingual Family Liaison, Instructional Assistants, Teachers, Counselor	Family Check-in logs																												

PARTNERSHIPS: Strong, Mutually Supportive Partnerships

<p>Increasing direct student support for Social/Emotional Needs for students by:</p> <ul style="list-style-type: none"> • having 2.2 counselors, up from 1.6 in 2019/2020 • Creation of 3rd CLT a week on Social/Emotional Needs of students • Utilizing Title I Behavior Specialist to create a Socio/Emotional Learning CLT protocol and training staff on how to do these regular check-ins • Scheduling Specialists (PE/Art/Music/CETA) to to allow for more direct contact with students and relationship building 				
<p>Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by (1, 2):</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>Components: Tier:</p>	<p>September 2020-June 2021</p>	<p>David Horak, Principal, Caty Branco Parent Liaison, Alyssa Moody, ITC, Assistant Principals</p>	
<p>Structure and process strategies (e.g., working groups/teams, collaborations with PTA, liaisons to ACI, self-evaluations, weekly/monthly meeting opportunities)</p> <p>Collaboration with the PTA for a school supply drive for needy students to promote appropriate virtual learning (1, 4)</p>	<p>Components: Tier:</p>	<p>August 2020</p>	<p>Jackie Winkelvoss, PTA preseident</p>	
<p>Strategies focused on capacity-building (staff learning, parent learning like Participa or Parent Facilitation Leadership Training, co-learning)</p> <p>Creation and development of a Equity Team at Abingdon, with a summer book study for self-selected staff. This team will focus on staff relationships in the building as the building block for pushing our equity work forward. (3, 5)</p> <p>Creation of a Cross Cultural Parent Network team at Abingdon, working with the FACE office to establish norms and objectives for this work to align with APS guidelines, especially focused on relationship building with our marginalized community (4, 5)</p>	<p>Components: Tier:</p>	<p>June 2020-June 2021</p>	<p>David Horak, Principal Equity Team Leads, Anne Oliveira, Assistant Principal, Sonjia Davis, EL Lead and FACE coordinator</p>	
<p>Strategies focused on promoting partnership in school decision-making (consider including the SAC/school planning/approval process, input gathering strategies such as surveys and listening sessions/principal coffees)</p>	<p>Components: Tier:</p>			
<p>Strategies focused on specific links to learning (APTT, Content Nights, STEM Night, Library and Literacy Nights, etc.)</p> <p>Regularly scheduled support nights for parents in multiple languages throughout the first semester, focused on connectivity to internet, how to support students in an online environment, setting expectations for students at home and other related topics (4, 5)</p> <p>Showcase night for student work (2, 3)</p>	<p>Components: Tier:</p>	<p>August 2020-January 2021</p> <p>April 2021</p>	<p>David Horak, Principal Alyssa Moody, ITC Caty Branco, BFL</p>	
<p>Strategies focused on relationship-building</p>	<p>Components 4 Tier:</p>	<p>October 2020-June 2021</p>	<p>David Horak, Principal Michele Micael, Assistant Principal</p>	

		Multiple town halls in English and Spanish throughout the school year in multiple languages, where administration, technology specialists and other staff are available to trouble shoot ongoing issues and hear feedback from the community. (2, 4, 5)				
		<p>Community partnership strategies</p> <p>Continue ongoing partnership with restaurants in the Abingdon boundary to provide healthy meals to local families regularly (4)</p>	Components 4 Tier:	September 2020-June 2021	Deby Staren-Doby, Volunteer Coordinator Anne Oliveira Assistant Principal	

The focal strategies for this school year listed in the table above are built on the foundation of continuing use of evidence-based reform strategies already established as effective practice in our school community, such as:

- Implementation of Arlington Tiered System of Support (ATSS), including:
 - Cultural identity as a Professional Learning Community (PLC)
 - Structure of regularly meeting Collaborative Learning Teams (CLT)
 - Continuous cycle of data-informed decision making and responsive planning for instruction and for schoolwide program design
- Universal master schedule that promotes meeting student social-emotional learning and needs to increase student achievement.
- Social-emotional learning support for staff and students. For example:
 - All staff will participate in the Trauma-Sensitive Schools course prior to 2020-2021.
 - A consistent framework that provides resources and supports to address the whole child and help every student be social-emotionally successful: Aligned with the research organized into the CASEL model of Social and Emotional Learning, our school’s foundational framework is Responsive Classroom to further meet the needs of our students and other tools as needed: see the [APS Social-Emotional Learning Reference Guide](#).
- District-level coordination of services for students experiencing homelessness and students in foster care.
- Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level.
- Professional learning to improve student learning experiences and outcomes, including opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices aligned with those APS has embraced as a school system as described in the [APS Professional Learning Framework](#).
- Family engagement founded in the PTA [National Standards for Family-School Partnerships](#) and the [Dual Capacity-Building Framework for Family-School Partnerships](#) and codified in the APS [Family and Community Engagement \(FACE\) Policy](#) and [Policy Implementation Procedures](#) (both [At A Glance](#)).
- Supplemental Title I staffing (Title I Reading Teacher and Title I Behavior Specialist) to support student achievement and social/emotional development.
- In addition, flexibility from the US ED and VDOE for one-time carryover from 2019-2020 due to impacts of the novel coronavirus pandemic will be utilized to support an additional 0.5 Elementary Classroom Teacher to offset the impact on our school of staffing cuts experienced districtwide in response to the economic impact of the pandemic on the Arlington Community. The one-year position is intended to help maintain existing staffing levels that support core instruction and student relationships that support individualized student needs.

The Title I Schoolwide Comprehensive Needs Assessment

A comprehensive needs assessment is conducted of the entire school that is based on student achievement in relation to the Virginia Standards of Learning (SOL) and other key indicators. This systematic effort is integrated throughout the school year, regularly revisited, involves multiple stakeholders, and is accomplished through a variety of information-gathering techniques in order to acquire an accurate and thorough picture of individual student needs as well as the strengths and challenges of the school community. A summary of data analyses is included here. The analyses of these data guide the identification and prioritization of reform strategies that the school will implement to improve instruction for all students, as detailed in this integrated Arlington Public Schools School Management and Title I Schoolwide Program Design 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>. Due to the statewide school closures and SOL assessment cancellations occurring in Spring 2020 as a result of the novel coronavirus pandemic, SOLs from the Spring of 2019 were analyzed as foundational data and additional quantitative and qualitative data analyses from other sources were used to develop a robust and well-rounded assessment of continuing and emerging needs. Additional data points analyzed during the process include:

- 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, an analysis of Spring 2020 student and family virtual check-in data
- 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 engagement, experience, and perception 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](#), [APS Teaching and Learning Framework](#), 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](#), [Grade-Level Chairs](#), 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 table above) will include:

- [Strengthening math performance for most students, and particularly for English Learners and Students With Disabilities.](#)
- [Strengthening reading performance for all students, especially by focusing on strong Tier 1 supports for all learners](#)
- [Building relationships with our community to ensure the success of distance learning](#)

Appendix 1: Title I Resources

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