



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

Barcroft

Judy Apostolico-Buck

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="94 656 352 1016"> <thead> <tr> <th>Reporting Groups > 30</th> <th>Spr '19</th> <th>Spr '21</th> </tr> </thead> <tbody> <tr><td>All Students</td><td>75</td><td></td></tr> <tr><td>Asian</td><td>99</td><td></td></tr> <tr><td>Black</td><td>64</td><td></td></tr> <tr><td>Hispanic</td><td>66</td><td></td></tr> <tr><td>White</td><td>89</td><td></td></tr> <tr><td>SWD</td><td>35</td><td></td></tr> <tr><td>Econ. Disad.</td><td>69</td><td></td></tr> <tr><td>EL</td><td>69</td><td></td></tr> <tr><td>3rd Grade</td><td></td><td></td></tr> <tr><td>4th Grade</td><td></td><td></td></tr> <tr><td>5th Grade</td><td></td><td></td></tr> </tbody> </table> STUDENT SUCCESS: Multiple Pathways to Student Success ENGAGED WORKFORCE	Reporting Groups > 30	Spr '19	Spr '21	All Students	75		Asian	99		Black	64		Hispanic	66		White	89		SWD	35		Econ. Disad.	69		EL	69		3rd Grade			4th Grade			5th Grade			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>Fund an additional 1.0 Title 1 Math coach to allow for a weekly CLT and a planning meeting with every teacher who teaches mathematics. Provide in-class coaching to all mathematics teachers. Ensure data-responsive weekly planning with all teachers who teach mathematics focused on raising achievement for all students and sub groups.</p> <p>Collaborative Learning Teams which include a math coach analyze formative and summative data, collaboratively plan, and determine differentiated instruction based on student need.</p> <p>Provide extended time for quarterly planning to unpack standards, identify daily learning intentions and student success criteria.</p> <p>Implement high quality, differentiated math instruction to include workshop structures, number sense routines, small group intervention and enrichment within the school day, and as operations allow outside of school hours.</p> <p>Continuously assess and address the need for supplemental extended learning opportunities for students based on progress monitoring and need.</p> <p>Use Title 1 funds to provide students with access to supplemental manipulatives and resources to allow for differentiated and targeted instruction to address student learning needs.</p>	Components:3 Tier: Components:1,2, Tier: Components 2,3: Tier: Components: 1,3 Tier: Components: 2 Tier:	August 24-June 18 August-June 1x per week All year-ongoing Aug- June ongoing Aug. -June ongoing	Admin team, Math coaches Admin team Math coaches Classroom teachers EL teachers Sped teachers Admin team Math coaches Classroom teachers EL teachers Sped teachers Admin team Math coaches Lead Teachers Admin Math Coaches	Data charts, CLT weekly minutes CLT agendas and notes, lessons, choice boards, planning documents walkthroughs, observations, lesson plans Lead teacher agenda, E2 agendas Lesson plans, math library inventory
Reporting Groups > 30	Spr '19	Spr '21																																								
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Reading Achievement	During this school year, All Students and student reporting groups will	Additional staffing funded by Title 1 to include: .5 Reading specialist .5 Reading certified interventionist	Components:2,3,4 Tier:	Aug. -June	Admin Reading team	Staffing documents CLT minutes Coaches schedule																																				

Reporting Groups > 30	Spr '19	Spr '21						
All Students	63		<p>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>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	<p>.5 Reading academic support .2 Reading/Special Education certified academic support</p> <p>Additional reading resources allow for a weekly CLT and a planning meeting with every teacher who teaches reading and writing. Provide in-class coaching to all reading teachers. Ensure data-responsive structured literacy weekly planning with all teachers who teach reading focused on raising achievement for all students and sub groups.</p>				
Asian	87							
Black	52							
Hispanic	47							
White	89							
SWD	26							
Econ. Disad.	51							
EL	49							
3rd Grade								
4th Grade								
5th Grade								
				<p>Implement Lexia Core 5 with all students. Continued implementation of Heggerty phonemic awareness instruction (k-1)</p> <p>Daily small group literacy instruction: Grades k/1 daily small group structured literacy for all students; grades 2-5, daily small group with structured literacy for students reading below grade level Every reading class has a second person with reading expertise allowing for at least 4 small group sections for each class</p>	Components:2 Tier:	August-June	Admin Reading team Teachers	Lexia Reports CLT notes Teacher schedules
				<p>Professional learning in structured literacy for all teachers responsible for reading instruction. Utilize Title 1 funding to provide professional learning, contracted with the 95% Group in the areas of teaching the 7 different types of syllables. Use Title 1 funding to purchase structured literacy materials for K-5, to include slide decks and materials to support understanding of syllable structures.</p>	Components:4 Tier:	October-June	Admin Instructional Coaches	Professional Learning Agendas Literacy resource inventory
				<p>Use Title 1 funds to provide students with supplemental books and resources to allow for differentiated and targeted instruction to address student learning needs.</p>	Components:1,3 Tier:	September-June	Admin Reading Team	Lesson plans Literacy resource inventory
				<p>Continuously assess and address the need for supplemental extended learning opportunities for students based on progress monitoring and need.</p>	Components:3 Tier:	Ongoing	Admin team Lead Teacher Team	Quarterly assessment data E2 agenda and notes

<p>Student Well Being</p> <p>Your Voice Matters Survey 2020:</p> <p>72% of students said they had a trusted adult at school</p> <p>22% of parents said there has been a time when their child was so stressed or overwhelmed that they were not able to participate in regular activities.</p> <p>55% of students regularly eat breakfast</p>	<p>By the second semester 100% of students will report and identify a trusted adult at school.</p>	<p>Administer pre and post survey regarding identifying a trusted at school.</p> <p>Provide tier 1 supports for every student through Responsive Classroom strategies and SEL and tier 2 supports through targeted check-ins with someone from the student support team.</p>	<p>Components: 4 Tier:</p>	<p>On-going August - June</p>	<p>Administration Counselor Psychologist Social Worker Student Support Coordinator Teachers Office Staff</p>	<p>Your Voice Matters Survey</p> <p>Trusted adult survey</p> <p>Student Support team notes</p>
		<p>In collaboration with the PTA and Community in Schools provide families with food and resources to obtain food on a weekly basis. Implement a backpack program to provide food and basic school supplies to families.</p>	<p>Components:4 Tier:</p>	<p>August-June weekly</p>	<p>Admin Communities in Schools Coordinator</p>	<p>Backpack participation log Food Distribution log</p>
		<p>Equity Team formation and implementation of No Place for Hate program school-wide.</p>	<p>Components:1,4 Tier:</p>	<p>November-June</p>	<p>Equity team leader Equity influencers Admin</p>	<p>Activity log Equity Team Meeting notes</p>
		<p>Using Title 1 funds provide instructional staff with supplemental resources and materials to assist with implementing a tiered framework for student support.</p>	<p>Components:1,4 Tier:</p>	<p>August-June ongoing</p>	<p>Admin Instructional Coaches</p>	<p>Lead Teacher agenda and notes Purchase orders</p>

<p>Family And Community Engagement</p> <p>Your Voice Matters Survey 2020</p> <p>98% of parents said there is someone in their child's school whom they can go to with questions about their child.</p> <p>92% parents said the school is supportive if you need to ask for help addressing your child's needs</p>	<p>100% of families can identify someone they can contact for help at school.</p>	<p>The week before school began homeroom teachers and support staff conduct virtual home visits with every student. Staff provided a structured home visit protocol to include relationship building and technology support helping every student log on to TEAMs. Visits ensured students and families connected to school and the resources they needed to support student readiness for successful engagement with school during distance learning. Title 1 funding to support supplemental time out of contract hours to meet needs of families (included nights and weekends).</p>	<p>Components: 4 Tier:</p>	<p>On-going August - June</p>	<p>Administration Counselor Psychologist Social Worker Student Support Coordinator Teachers Office Staff Bilingual Family Liaison</p>	<p>Family Check-in logs</p>
		<p>Implement weekly Principal's chats with the admin team for families in the evening to include simultaneous translation interpretation. Use this to provide information about the instructional program, ways to support student's social and emotional health as well as academic growth and create a setting for dialogue and conversation with families.</p>	<p>Components:1,4 Tier:</p>	<p>August-June</p>	<p>Principal/Assistant Principal</p>	<p>School Announcements</p>
		<p>Engage stakeholders to define elements of school identity as Barcroft shifts from a modified school year calendar to a traditional calendar.</p>	<p>Components:1 Tier:</p>	<p>January-June</p>	<p>Principal/Assistant Principal</p>	<p>Agendas and meeting notes</p>