



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

K.W. Barrett Elementary

Ragan Sohr

School Name: _____ School Principal: _____

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data) & <u>APS STRATEGIC PLAN</u> <u>GOAL</u> 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="91 656 349 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>71.8</td><td></td></tr> <tr><td>Asian</td><td>87.5</td><td></td></tr> <tr><td>Black</td><td>31.6</td><td></td></tr> <tr><td>Hispanic</td><td>62.8</td><td></td></tr> <tr><td>White</td><td>90.7</td><td></td></tr> <tr><td>SWD</td><td>32.7</td><td></td></tr> <tr><td>Econ. Disad.</td><td>57.9</td><td></td></tr> <tr><td>EL</td><td>64.3</td><td></td></tr> <tr><td>3rd Grade</td><td>74</td><td></td></tr> <tr><td>4th Grade</td><td>70</td><td></td></tr> <tr><td>5th Grade</td><td>73</td><td></td></tr> </tbody> </table> STUDENT SUCCESS: Multiple Pathways to Student Success ENGAGED WORKFORCE	Reporting Groups > 30	Spr '19	Spr '21	All Students	71.8		Asian	87.5		Black	31.6		Hispanic	62.8		White	90.7		SWD	32.7		Econ. Disad.	57.9		EL	64.3		3rd Grade	74		4th Grade	70		5th Grade	73		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%.	Develop and utilize common formative assessments (CFAs) to monitor student progress throughout the year. Provide targeted intervention based on results of CFAs. (Work beyond teacher contract hours funded by Title One Budget). Administrators, Math Coach, Resource Teacher for the Gifted, EL, Special Ed, and General Ed staff meet weekly in grade-level Collaborative Teams to plan for the needs of all students, particularly for SWD, Economically Disadvantaged, and Black students. Implementation of workshop model in K-5 w/weekly support and guidance from Math Coach, Admin, RTG, EL, SPED staff. Focus on inclusive, UDL practices to meet the needs of all students within the workshop model. Leveraging Title I resources to support implementation of individual and small group instruction in the workshop model with enhanced classroom resources for math.	Components: 3 Tier: Components: 2, 3 Tier: Components: 2, 3 Tier: Components: 1, 2, 3 Tier:	Ongoing All year, 1x weekly Ongoing Ongoing	Teachers, Math Coach, ITC, Administrators, SSC Grade level teams including teachers, math coach, SPED, EL, SSC, Administrators Teachers, math coach, SPED, EL Administrators	
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<p>Family And Community Engagement</p> <p>How well do your child's teachers partner with you to support your child's learning?</p> <ul style="list-style-type: none"> Spring 2020 Family Response was 66% positive <p>PARTNERSHIPS: Strong, Mutually Supportive Partnerships</p>	<p>The Your Voice Matters Family Survey results (2020) around Partnerships: Family Engagement (How well do your child's teachers partner with you to support your child's learning?) will increase.</p>	<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. (Title I-supported supplemental time.)</p> <p>Content nights (such as STEAM night, library nights) that engage families in academic activities that support student learning. (Refreshments, childcare, translations and materials funded by Title One Budget).</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: 4 Tier:</p> <p>Components: 2, 4 Tier:</p>	<p>Beginning August with focus on school opening and continuing throughout school year as needed</p> <p>Ongoing</p>	<p>Bilingual Family Liaison, Instructional Assistants, Teachers, Counselor, Social Worker, Administrators</p> <p>Family Engagement Coordinator, PTA, Bilingual Family Liaison, Teachers, Administrators</p>	<p>Admin Referral Log Form, Student Contact/Engagement Log</p> <p>Family Engagement Coordinator sign-in records (when in-person event), planning agendas</p>																																				

		Plan for and relaunch Academic Parent-Teacher Teams (APTT) in PreK and K in 2020-21 school year (substitutes and materials paid for by Title One Budget).	Components: 2, 4 Tier:	Spring APTT Night	APTT Champions	Sign-in records (when in-person event), planning agendas
		Principal Chats focusing on Home/School learning partnership topics.	Components: 2, 4 Tier:	Ongoing	Principal	
		Hold weekly Friday Volunteer meetings to engage and inform families from all backgrounds about activities in the school and how to advocate for students.	Components: 2, 4 Tier:	All year, 1x/weekly	Family Engagement Coordinator	
Student Well Being How clearly do you see your culture and history reflected in your school? <ul style="list-style-type: none"> Spring 2020 Student Response was 34% positive Overall, how much do you feel like you belong at your school? <ul style="list-style-type: none"> Spring 2020 Student Response was 71% positive STUDENT WELL BEING: Healthy, Safe, and Supported Students PARTNERSHIPS: Strong, Mutually Supportive Partnerships	The Your Voice Matters Family Survey results (2020) around Student Well-Being: School Climate (How clearly do you see your culture and history reflected in your school? and Overall, how much do you feel like you belong at your school?) will increase.	Equity Team formation and implementation of No Place For Hate (ADL) program school-wide.	Components: 1, 2, 4 Tier:	Ongoing	Equity Team Leader, Equity Influencers (team members), Administration	
		Principal Chats focused on school climate and fostering a positive and welcoming school environment. (2x a year)	Components: 1, 2, 4 Tier:	Ongoing	Principal	
		Increase student involvement in Tiger TV production where they can share information about their culture and history with the school body.	Components: 4 Tier:	Ongoing	Project Interaction Teacher, School Librarian, ITC	
Inclusivity Barrett has -- students with disabilities across settings in K-5th Grade. --% of these students are currently included for 80% or more of their school day.	When analyzed again in May 2021, data will show that Barrett staff, based on the November self-assessment scores, we will show growth in positive responses in all identified areas.	Complete pre- and post- self-assessments	Components: 1-4 Tier:	Beginning of Year - End of Year	All instructional staff, Administration	
		Host Principal Chats for families of students with IEPs and 504s	Components: 1-4 Tier:	2x/year	Principal	

<p>Staff Inclusion Self-Assessment Data (October 2020)</p> <table border="1"> <tr> <td>Clear and Consistent Vocabulary for Inclusive Schools</td> <td>57%</td> </tr> <tr> <td>Strong Tier I Instruction in all Classrooms</td> <td>66%</td> </tr> <tr> <td>Staffing and Scheduling</td> <td>59%</td> </tr> <tr> <td>Effective Use of Resources</td> <td>54%</td> </tr> <tr> <td>Collaboration Among Educators</td> <td>66%</td> </tr> <tr> <td>Specialized Support</td> <td>60%</td> </tr> <tr> <td>Social Inclusion</td> <td>60%</td> </tr> <tr> <td>Family and Community Engagement</td> <td>51%</td> </tr> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p> <p>PARTNERSHIPS: Strong, Mutually Supportive Partnerships</p>	Clear and Consistent Vocabulary for Inclusive Schools	57%	Strong Tier I Instruction in all Classrooms	66%	Staffing and Scheduling	59%	Effective Use of Resources	54%	Collaboration Among Educators	66%	Specialized Support	60%	Social Inclusion	60%	Family and Community Engagement	51%		Complete monthly modules within Canvas	Components: 1-4 Tier:	All year, monthly	All instructional staff, Administration	
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	Participate in monthly individual, small group and/or whole school PD	Components: 1-4 Tier:	All year, monthly	All instructional staff, Inclusion Model Site Team, Administration	Staff Meeting Agendas and virtual sign-in																	
	Reflect on individual practices, approaches and strategies	Components: 1-4 Tier:	All year, monthly	All instructional staff, Inclusion Model Site Team, Administration	Staff Meeting Agendas and virtual sign-in																	
	Implement new practices, approaches and strategies	Components: 1-4 Tier:	Ongoing	All instructional staff, Inclusion Model Site Team, Administration																		

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 inclusive learning, maximized instructional time, flexible grouping to meet individual needs.
- 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, we integrate use of self-regulating strategies (Zones of Regulation) 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 (2.0 Title I Reading Specialists) to support reading and writing instruction school-wide.
- 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. It 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 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>.

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, Dibels, 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, Wellness assessment.
- Instructional Personnel and Licensure Report
- Observational data from measures such as 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
- Attendance and discipline data.

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 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.

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 progressive plan) will include:

- Strengthening math performance for all students, and particularly for students with disabilities and black students
- Strengthening reading performance for all students, and particularly for students with disabilities and black students
- Strengthening science performance for all students, and particularly for students with disabilities and black students
- Engaging families in conversation and goal setting around student academic progress using the Academic Parent Teacher Teams process.
- Engaging and supporting families with PreK to K transitions and with 5th to Middle School transitions.
- Coordination with school district and county agencies to support McKinney Vento students.
- Engaging the community as a whole in partnerships with the school.

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.