



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

Carlin Springs Elementary

Melaney Mackin

School Name: _____ School Principal: _____

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data) & <u>APS STRATEGIC PLAN 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="94 656 292 1016"> <tr><td>Reporting Groups > 30</td><td>Spr '19</td></tr> <tr><td>All Students</td><td>62</td></tr> <tr><td>Asian</td><td></td></tr> <tr><td>Black</td><td>64</td></tr> <tr><td>Hispanic</td><td>57</td></tr> <tr><td>White</td><td></td></tr> <tr><td>SWD</td><td>26</td></tr> <tr><td>Econ. Disad.</td><td>59</td></tr> <tr><td>EL</td><td>47</td></tr> <tr><td>3rd Grade</td><td>56</td></tr> <tr><td>4th Grade</td><td>58</td></tr> <tr><td>5th Grade</td><td>73</td></tr> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	Reporting Groups > 30	Spr '19	All Students	62	Asian		Black	64	Hispanic	57	White		SWD	26	Econ. Disad.	59	EL	47	3rd Grade	56	4th Grade	58	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%.	<p>Collaborative Learning Teams (CLT) analyze formative and summative data, collaboratively plan, and determine differentiated instruction based on student need including data deep dives.</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>Additional 0.5 Title I Math Coach supports data analysis, instructional planning, and staff professional learning.</p>	<p>Components:1, 2 Tier:</p> <p>Components:2, 3 Tier:</p> <p>Components: 3 Tier:</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Admin, Instructional Coaches, CLT leaders, Teachers</p> <p>Admin, Instructional Coaches, CLT leaders, Teachers</p> <p>Title 1 Math Coach</p>	<p>Data charts, CLT weekly minutes, professional learning agendas, notes, artifacts</p> <p>CLT agendas and notes, informal walkthroughs, student schedules, lesson plans</p> <p>Professional Learning agendas, notes, data charts & artifacts</p>
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<p>Family And Community Engagement</p> <p>During the 2018-2019 school year, 38% of students had a family member attend three or more high impact family engagement events.</p> <p>PARTNERSHIPS: Strong, Mutually Supportive Partnerships</p>	<p>Focus on the implementation of high-impact family engagement opportunities utilizing the Dual Capacity-Building Framework for School-Family Partnerships.</p> <p>Increase the number of students who have a family member attend three or more high impact family engagement events.</p>	<p>Activities, initiatives and events related to family engagement will integrate the process conditions and organizational conditions as outlined in the Dual Capacity-Building Framework model:</p> <p>Relational: Build mutually respectful and trusting relationships between home and school.</p> <p>Linked to learning and development: Align and connect family engagement initiatives with school and district achievement goals.</p> <p>Asset-based: Use a strength-based approach to increase confidence and empower families to be active, knowledgeable, and informed partners in their child's education.</p> <p>Culturally responsive and respectful: Implement programs and practices that reflect language, culture context and the diverse views of our stakeholder community.</p> <p>Collaborative: Provide opportunities for families to build networks and learning communities of support.</p> <p>Interactive: Provide opportunities for families to apply new skills and strategies to support student achievement.</p> <p>Systematic: The school leadership team will communicate family engagement as a priority and provide opportunities for staff to increase their knowledge of the Dual-Capacity Framework.</p> <p>Integrated: The school leadership team will systematically embed family engagement into all school practices, where appropriate.</p>	<p>Components: 4 Tier: 3</p>	<p>Ongoing</p>	<p>Admin, Community School Coordinator, Bilingual Family Liaison, Teachers, Assistants</p>	<p>School calendar, outreach materials, attendance records, program curriculum, program agendas</p>																								

	<p>Sustained: The school leadership team will secure resources and build infrastructure to support home-school partnerships.</p> <p>(For example: Academic Parent Teacher Teams; parent educational/family support series; parent resource room; evening and/or weekend program schedules; working groups/team; supplemental hourly time for outside of contract hours; collaborations with PTA, Young Scholar program; principal coffees; transportation; childcare; community school strategy)</p>				
	<p>Implement structures and develop resources that work to remove access barriers for families to engage in and partner with the school; provide opportunities for families to participate in the continuous development of the schoolwide program; and 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 (utilize funding to support supplemental time.) ● providing meals/snacks, transportation, and childcare, as needed. ● leveraging opportunities for engagement at/from home (e.g., learning supplies, digital resources, Mailbox Books). ● seeking input from families 	Components: 4 Tier:	Ongoing	Admin, Community School Coordinator, Bilingual Family Liaison, Teachers, Assistants	Family attendance and participation records, flyers, family check-in logs
	<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>	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

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
 - Carlin Springs team leaders provide additional data analysis, planning and facilitation to support grade level CLTs
- Universal master schedule that promotes social emotional learning, core instruction, and appropriate support staff.
- 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 Conscious Discipline. To further meet the needs of our students, we integrate use of other tools as needed: see the [APS Social-Emotional Learning Reference Guide](#).
 - Continue to provide Professional Learning for staff to deepen their practice of Conscious Discipline.

- 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 (2.4 Academic Support Teachers, 0.5 Math Coach, 0.4 Reading Teacher) to support differentiated, targeted instruction for math, literacy, science and social studies across all grade levels.
- 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, Fountas & Pinnell Benchmark Assessment, APS Quarterly Reading Assessment series, conferring notes, APS Quarterly Math Assessment series, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, and Reading and Mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to the Whole Child such as attendance, discipline, Conscious Discipline Action Team assessment and plans, and 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 and staff feedback survey

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 Team Leaders, 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 all students, and particularly for English Learners and Students With Disabilities.
- Strengthening reading performance for all students, and particularly for English Learners and Students With Disabilities.
- Strengthening science performance for all students, and particularly for English Learners and Students With Disabilities.
- Continuing to implement the Community School framework by focusing on collaborative leadership and practices, family and community engagement, integrated student supports, and expanded learning time and opportunities for students.
- The newly formed, multi-stakeholder Carlin Springs Equity Team focusing on the continued analysis and development of schoolwide strategies for deepening equitable practices.

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.