



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

Hoffman Boston Elementary School

Heidi Smith

School Name: \_\_\_\_\_ School Principal: \_\_\_\_\_

<b>SCHOOL PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data) & <a href="#">APS STRATEGIC PLAN GOAL</a> alignment	<b>ANNUAL PERFORMANCE GOALS</b>	<b>ACTIONS TO SCHOOL PRIORITIES</b> (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	<b>TITLE I SCHOOLWIDE COMPONENT (1-4) &amp; EVIDENCE TIER (1-4)</b>	<b>TIMELINE FOR ACTIONS</b>	<b>RESPONSIBLE PARTIES</b> (Be Specific)	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> (Progress Monitoring at 30, 60, 90 and 120 Days)																											
<b>Mathematics Achievement*</b>  <table border="1" data-bbox="91 656 357 932"> <thead> <tr> <th>Reporting Groups &gt; 30</th> <th>Spr '19</th> <th>Spr '21</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>87</td> <td>96</td> </tr> <tr> <td>Asian</td> <td>95</td> <td>98</td> </tr> <tr> <td>Black</td> <td>82</td> <td>90</td> </tr> <tr> <td>Hispanic</td> <td>82</td> <td>90</td> </tr> <tr> <td>White</td> <td>89</td> <td>98</td> </tr> <tr> <td>SWD</td> <td>53</td> <td>58</td> </tr> <tr> <td>Econ. Disad.</td> <td>83</td> <td>91</td> </tr> <tr> <td>EL</td> <td>84</td> <td>92</td> </tr> </tbody> </table> STUDENT SUCCESS: Multiple Pathways to Student Success  ENGAGED WORKFORCE  *School Boundary Changes in the 2019-2020 school year resulted in a change of student body/demographics between the last reporting data of 2019 and the current school year.	Reporting Groups > 30	Spr '19	Spr '21	All Students	87	96	Asian	95	98	Black	82	90	Hispanic	82	90	White	89	98	SWD	53	58	Econ. Disad.	83	91	EL	84	92	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%.	Hire supplemental staffing to support students: Academic Support Teacher.	Components: 1 Tier: 3	July - August	Admin Team, Instructional Coaches	Staffing Assignments
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<b>Family And Community Engagement</b>  <small>PARTNERSHIPS: Strong, Mutually Supportive Partnerships</small>	During the 2020-2021 school year, we will provide opportunities for family and community to be challenged, involved and connected to the school. Develop relationships with external supports and structures to support families.	Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by: <ul style="list-style-type: none"> <li>● communicating in multiple languages.</li> <li>● scheduling multiple opportunities on varied days of the week/times of day.</li> <li>● providing meals/snacks, transportation, and childcare, as needed.</li> <li>● leveraging opportunities for engagement at/from home (e.g., SeeSaw, Summer Mailbox Books, Community Book Reads).</li> <li>● seeking input from families.</li> </ul>	Components: 4 Tier: 4	September – June	Admin Team, Volunteer Coordinator, Counselor, Social Worker.	Sign-in Sheets, Collaboration for special events.
		Develop and continue established partnerships with community partners. <ul style="list-style-type: none"> <li>● Arlington Lodge</li> <li>● Mt. Olivet Baptist Church</li> <li>● Defense Intelligence Agency</li> </ul>	Components: 4 Tier: 4	September – June	Admin Team, Volunteer Coordinator, Counselor, Social Worker.	Sign-in Sheets, Collaboration for special events.
		Creation of an Equity team consisting of Families, Staff and Students. Participation in No Place for Hate	Components: 4 Tier: 4	September - June	Admin Team, Equity Coordinators	Sign-in Sheets, Collaboration for special events.
		Continue the FACE program to extend outreach and to engage all families, and particularly any underreached families, in their child(ren)'s learning and in the continuous development of the schoolwide program via a variety of engagement opportunities. <ul style="list-style-type: none"> <li>● Parent Coffees</li> <li>● Parent Information Nights</li> <li>● STEM Activity Events</li> <li>● Schoolwide #Connected Campaign</li> </ul>	Components: 4 Tier: 4	September - June	Admin Team, Volunteer Coordinator, FACE Coordinator	Parent Sign-In Sheets, Parent Surveys, Exit Tickets
		Develop and continue partnerships with parent volunteers to provide support to students in the school.	Components: 4 Tier: 4	September – June	Admin Team, Volunteer Coordinator, Bilingual Resource Assistants	Parent Sign-In Sheets

<b>Social/Emotional Needs of the Child</b>	During the 2020-2021 school year, we will provide a framework and philosophy that provides resources and support that helps every child succeed in academics, behavior, and social-emotional needs. By the spring of 2021, there will be a 10% decrease in student referrals.	Participate in a series of workshops on PBIS (Positive/Preventative Behavioral Interventions and Supports) with teachers and staff.	Components: 3 Tier: 1	September – June	PBIS Coach, classroom teachers, specialists, counselor, Admin team	PBIS Incident Reports; data collection
		PBIS Coach provides support in the classroom and common areas of the school. Implement a master schedule that supports single grade levels accessing common areas at the same time.	Components: 4 Tier: 1	September - June	Admin Team, PBIS Coach, specials teachers, school psychologist, Counselor	Common language, visual supports, documented procedures.
		Identify students in grades K-5 with a pattern of behavioral needs using a Data collection system. Provide targeted, tiered intervention(s) to meet those students' needs and monitor progress toward goal behaviors.	Components: 1 Tier: 1	September – June	PBIS Coach, Student Support Team, Classroom Teachers, Admin Team	Meeting Minutes
		Specialists schedule additional time with students throughout the school day to ensure all students know they have an advocate at Hoffman-Boston.	Components: 4 Tier: 4	September - June	Admin Team, PBIS Coach, specials teachers, school psychologist, Counselor	Common language, visual supports, documented procedures.
		Evaluate opportunities for extending learning in PBIS Implementation	Components: 3 Tier: 1	October - June	PBIS Coach, Admin Team	PD Agendas, Supporting Documentation
		Targeted instruction for Social Emotional Development	Components: 2 Tier: 4	September - June	Counselor, PBIS Coach	Exit Tickets, Teacher/Family Reports

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 common planning time for collaboration.
- 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. To further meet the needs of our students, we integrate use of Positive Behavior Intervention and Supports (PBIS) 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 (1.0 Title 1 Reading Teacher, 1.0 Academic Support Teacher) to support reading and math.
- 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, 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, Wellness 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 reading performance for all students, and particularly for English Learners, Students With Disabilities and Economically Disadvantaged.

#### **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.