



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

Randolph Elementary

Carlos Ramirez

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

<b>SCHOOL PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data) & <b>APS STRATEGIC PLAN GOAL</b> 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)																																				
<p><b>Mathematics Achievement</b></p> <p>No data from the spring of 2020 due to mandated school closures during the COVID-19 pandemic</p> <table border="1" data-bbox="88 764 354 1154"> <thead> <tr> <th>Reporting Groups</th> <th>Spr '19 %</th> <th>Spr '21 %</th> </tr> </thead> <tbody> <tr> <td>All Stdts</td> <td>79</td> <td></td> </tr> <tr> <td>Black</td> <td>85</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>76</td> <td></td> </tr> <tr> <td>White</td> <td>78</td> <td></td> </tr> <tr> <td>Asian</td> <td>83</td> <td></td> </tr> <tr> <td>SWD</td> <td>41</td> <td></td> </tr> <tr> <td>Econ. Dis</td> <td>78</td> <td></td> </tr> <tr> <td>ELs</td> <td>78</td> <td></td> </tr> <tr> <td>3rd Grade</td> <td>75</td> <td></td> </tr> <tr> <td>4th Grade</td> <td>84</td> <td></td> </tr> <tr> <td>5th Grade</td> <td>80</td> <td></td> </tr> </tbody> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE: Increased opportunities for leadership, voice, and professional learning per YVM</p>	Reporting Groups	Spr '19 %	Spr '21 %	All Stdts	79		Black	85		Hispanic	76		White	78		Asian	83		SWD	41		Econ. Dis	78		ELs	78		3rd Grade	75		4th Grade	84		5th Grade	80		<p>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%. This includes growth in quarterly assessments and mid-year and end-of-year math screeners.</p>	<p><b>Staffing strategies</b> (e.g., additional Title I positions, Title I hourly tutors, etc.)</p> <p>Designation of 2 A-scale and 1 T-scale as the math support team to provide small group targeted instruction to identified students based on unit-based assessments and quarterly assessment.</p> <p>Add a .5 Math coach to support planning, data analysis, provide coaching and facilitate CLTs for fall of 2021</p> <p>Hire tutors for before- and after-school numeracy support in the spring of 2021 to support ELs 1 and 2 with math skills acquisition</p> <p><b>Structure and process strategies</b> (e.g., CLT structures, development, and meetings; quarterly data analysis and responsive planning)</p> <p>1-hr weekly CLT per grade level devoted only for math planning, data analysis, and professional learning lead by math coach and grade-level co-facilitator</p> <p>1 quarterly ATSS CLT</p> <p>1 ½ day quarterly data analysis and responsive planning CLT</p> <p>Transdisciplinary summer planning that includes vertical planning for a smooth transition from one grade level to the next</p> <p><b>Instructional (and supplemental instructional) strategies</b> (e.g., workshop model, within school and after-school interventions/extensions)</p> <p>Implementation and reinforcement of Math Workshop in all grade levels</p> <p>Resources/Strategies: Implementation of iXL, SOL Pass, Flocabulary, Kathy Richardson and materials (K-2), Reflex, Dreambox to assist with interventions is small group instruction as well as asynchronous work.</p> <p>After-school interventions for identified students in spring 2021</p>	<p>Components: 2,3,4</p> <p>Tier: 1, 2, 3</p> <p>Components: 1,2,3,4</p> <p>Tier: 1</p> <p>Components: 2,3,4</p> <p>Tier: 1,2,3</p>	<p>Sep-June</p> <p>Spring 2021</p> <p>Sep-June</p> <p>July</p> <p>Sep-June</p> <p>Spring 2021</p>	<p>Principal, AP, math coach</p> <p>Principal, AP, math coach, EL, SpEd teachers</p> <p>Principal, AP, math coach, classroom teachers</p>	<p>Progress monitoring every 2-4 weeks and every quarter</p> <p>Progress monitoring through weekly agendas</p> <p>Progress monitoring weekly</p>
Reporting Groups	Spr '19 %	Spr '21 %																																								
All Stdts	79																																									
Black	85																																									
Hispanic	76																																									
White	78																																									
Asian	83																																									
SWD	41																																									
Econ. Dis	78																																									
ELs	78																																									
3rd Grade	75																																									
4th Grade	84																																									
5th Grade	80																																									

		<p><b>Professional Learning strategies</b> (consider expert, embedded, continuous, known and arising opportunities, targeted needs, etc.)</p> <p>Maintaining and supporting the strategies in workshop model at CLTs and through walkthroughs</p> <p>Critical and Creative Thinking strategy implementation and reinforcement amongst staff</p>	<p>Components: 2,3,4</p> <p>Tier: 1,2</p>	<p>Sep-June</p>	<p>Principal, AP, math coach, RTG</p>	<p>Progress monitoring monthly and through walkthroughs</p>																																																		
		<p><b>Innovative/Other strategies:</b></p> <p>1. Student data progress monitoring using unit-based assessments and quarterly assessments via Power Schools or one-to-one. For example, with a pass rate of 55% or above...</p> <table border="1" data-bbox="612 412 1142 607"> <thead> <tr> <th></th> <th>Unit 1</th> <th>Unit 2</th> <th>Unit 3</th> <th>Unit 4</th> <th>Q2</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>75%</td> <td>84%</td> <td>n/a</td> <td>n/a</td> <td>82%</td> </tr> <tr> <td>First</td> <td>77%</td> <td>85%</td> <td>85%</td> <td>n/a</td> <td>84%</td> </tr> <tr> <td>Second</td> <td>86%</td> <td>88%</td> <td>82%</td> <td>88%</td> <td></td> </tr> <tr> <td>Third</td> <td>n/a</td> <td>55%</td> <td>33%</td> <td></td> <td></td> </tr> <tr> <td>Fourth</td> <td>73%</td> <td>76%</td> <td>76%</td> <td>74%</td> <td></td> </tr> <tr> <td>Fifth</td> <td>41%</td> <td>55%</td> <td>50%</td> <td>68%</td> <td></td> </tr> </tbody> </table> <p>2. Mid-Year SMI Data (5th Grade) and targeted intervention:</p> <table border="1" data-bbox="612 688 1088 743"> <thead> <tr> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>44%</td> <td>23%</td> <td>14%</td> <td>7%</td> </tr> </tbody> </table> <p>3. Targeted intervention in small groups based on students' similar needs, as well as before- and after-school tutoring.</p> <p>4. Engaged workforce through hiring highly-qualified and providing staff with multiple leadership roles, such as team leads, CLT facilitators and co-facilitators, mentors, inclusion and equity team leads, STEAM, transdisciplinary planning, numeracy.</p>		Unit 1	Unit 2	Unit 3	Unit 4	Q2	K	75%	84%	n/a	n/a	82%	First	77%	85%	85%	n/a	84%	Second	86%	88%	82%	88%		Third	n/a	55%	33%			Fourth	73%	76%	76%	74%		Fifth	41%	55%	50%	68%		Below Basic	Basic	Proficient	Advanced	44%	23%	14%	7%	<p>Components: 1,2,3,4</p> <p>Tier: 1,2,3</p>	<p>Sep-June</p> <p>Winter-Spring 2021</p> <p>Feb-Jun.</p> <p>Sep-June</p>	<p>Principal, AP, Math coach, EL, SpEd teachers, IB coord.</p>	<p>Ongoing progress monitoring</p>
	Unit 1	Unit 2	Unit 3	Unit 4	Q2																																																			
K	75%	84%	n/a	n/a	82%																																																			
First	77%	85%	85%	n/a	84%																																																			
Second	86%	88%	82%	88%																																																				
Third	n/a	55%	33%																																																					
Fourth	73%	76%	76%	74%																																																				
Fifth	41%	55%	50%	68%																																																				
Below Basic	Basic	Proficient	Advanced																																																					
44%	23%	14%	7%																																																					
<p><b>Reading Achievement</b></p> <p>No data from the spring of 2020 due to mandated school closures during the COVID-19 pandemic</p> <table border="1" data-bbox="83 1166 362 1474"> <thead> <tr> <th>Reporting Groups &gt;30%</th> <th>Spr '19 %</th> <th>Spr '21 %</th> </tr> </thead> <tbody> <tr> <td>All Stdts</td> <td>68</td> <td></td> </tr> <tr> <td>Black</td> <td>79</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>57</td> <td></td> </tr> <tr> <td>White</td> <td>89</td> <td></td> </tr> <tr> <td>Asian</td> <td>83</td> <td></td> </tr> <tr> <td>SWD</td> <td>34</td> <td></td> </tr> <tr> <td>Econ Dis</td> <td>64</td> <td></td> </tr> <tr> <td>ELs</td> <td>62</td> <td></td> </tr> </tbody> </table>	Reporting Groups >30%	Spr '19 %	Spr '21 %	All Stdts	68		Black	79		Hispanic	57		White	89		Asian	83		SWD	34		Econ Dis	64		ELs	62		<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</p>	<p><b>Staffing strategies</b> (e.g., additional Title I positions, Title I hourly tutors, etc.)</p> <p>Addition of 1 FTE 1.0, 1 FTE 0.8 reading specialists and one FTE 0.5 academic support teacher to support CLT facilitation, coach teachers in reading instruction, and provide small group targeted support to identified students.</p> <p>Hire hourly-paid tutors for before and after-school literacy support in the spring of 2021 to support ELs 1 and 2 with reading skills acquisition</p>	<p>Components: 2,3,4</p> <p>Tier: 1,2,3</p>	<p>Sep-June</p> <p>Spring 2021</p>	<p>Principal, AP, reading team</p>	<p>Weekly monitoring</p>																							
Reporting Groups >30%	Spr '19 %	Spr '21 %																																																						
All Stdts	68																																																							
Black	79																																																							
Hispanic	57																																																							
White	89																																																							
Asian	83																																																							
SWD	34																																																							
Econ Dis	64																																																							
ELs	62																																																							
		<p><b>Structure and process strategies</b> (e.g., CLT structures, development, and meetings; quarterly data analysis and responsive planning)</p> <p>1-hr weekly CLT per grade level devoted only for reading/writing planning, data analysis, and professional learning lead by reading specialists and grade-level co-facilitator</p> <p>1 quarterly ATSS CLT</p> <p>1 ½ day quarterly data analysis and responsive planning CLT</p>	<p>Components: 2,3,4</p> <p>Tier: 1,2,3</p>	<p>Sep-June</p>	<p>Principal, AP, reading team, EL, SpEd teachers</p>	<p>Weekly and quarterly monitoring</p>																																																		

<table border="1"> <tr> <td>3rd Grade</td> <td>59</td> <td></td> </tr> <tr> <td>4th Grade</td> <td>72</td> <td></td> </tr> <tr> <td>5th Grade</td> <td>76</td> <td></td> </tr> </table>	3rd Grade	59		4th Grade	72		5th Grade	76		10%. This includes growth in BOY, M-Y, and EOY literacy screeners (PALS and DIBELS)	Transdisciplinary summer planning that includes vertical planning for a smooth transition from one grade level to the next.		July																																	
3rd Grade	59																																													
4th Grade	72																																													
5th Grade	76																																													
<p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE: Increased opportunities for leadership roles, voice, and professional learning per YVM</p>		<p><b>Instructional (and supplemental instructional) strategies</b> (e.g., workshop model, within school and after-school interventions/extensions)</p> <p>-Implementation of Pioneer Valley books in reading instruction          -Purchase of Heggerty Teacher Manuals          -Implementation of STARS (Students and Teachers as Readers) to support literacy tied to the IB Learner Profiles          -Use of Lexia to support literacy skill development, and Learning A-Z to provide reading opportunities to students</p>	<p>Components: 2,3 Tier: 1,2</p>	Sep-June	Principal, AP, reading team, IB Coord.	Monthly monitoring																																								
		<p><b>Professional Learning strategies</b> (consider expert, embedded, continuous, known and arising opportunities, targeted needs, etc.)</p> <p>Structured Literacy workshop to implement during the reading block instead of Lucy Calkins units of study</p>	<p>Components: 2,3,4 Tier: 1</p>	Dec-June	Principal, AP, reading team																																									
		<p><b>Innovative/Other strategies</b></p> <p>1. Develop a Literacy Recovery Plan based on PALS and DIBELS combined data (<a href="#">click here to access</a>) of students requiring intensive or strategic support:</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Assessment</th> <th>Fall 2019</th> <th>Spring 2019</th> <th>Fall 2020</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>PALS</td> <td>18%</td> <td>15%</td> <td>24%</td> </tr> <tr> <td>First</td> <td>PALS</td> <td>21%</td> <td>22%</td> <td>41%</td> </tr> <tr> <td>Second</td> <td>PALS</td> <td>24%</td> <td>32%</td> <td>45%</td> </tr> <tr> <td>Third</td> <td>DIBELS</td> <td>34% PALS</td> <td>64% PALS</td> <td>56% (DIBELS)</td> </tr> <tr> <td>Fourth</td> <td>DIBELS</td> <td></td> <td></td> <td>54%</td> </tr> <tr> <td>Fifth</td> <td>DIBELS</td> <td></td> <td></td> <td>68%</td> </tr> <tr> <td>Overall</td> <td></td> <td></td> <td></td> <td>49%</td> </tr> </tbody> </table> <p>2. Engaged workforce through hiring highly-qualified and providing staff with multiple leadership roles, such as team leads, CLT facilitators and co-facilitators, mentors, inclusion and equity team leads, STEAM, transdisciplinary planning, literacy.</p> <p>3.Targeted intervention in small groups based on students' similar needs, as well as before- and after-school tutoring.</p> <p>4. Provide a structured learning environment for identified students with connectivity issues and lack of adequate learning space at home via opening of ILS (in-person learning support) utilizing reallocated staff. Max. capacity 30 stds.</p>	Grade Level	Assessment	Fall 2019	Spring 2019	Fall 2020	Kindergarten	PALS	18%	15%	24%	First	PALS	21%	22%	41%	Second	PALS	24%	32%	45%	Third	DIBELS	34% PALS	64% PALS	56% (DIBELS)	Fourth	DIBELS			54%	Fifth	DIBELS			68%	Overall				49%	<p>Components: Tier:</p>	<p>Nov-June</p> <p>Feb-June</p> <p>Jan-March until Level 2 returns</p>	Principal, AP, reading team	Monthly monitoring
		Grade Level	Assessment	Fall 2019	Spring 2019	Fall 2020																																								
Kindergarten	PALS	18%	15%	24%																																										
First	PALS	21%	22%	41%																																										
Second	PALS	24%	32%	45%																																										
Third	DIBELS	34% PALS	64% PALS	56% (DIBELS)																																										
Fourth	DIBELS			54%																																										
Fifth	DIBELS			68%																																										
Overall				49%																																										
<p><b>Family And Community Engagement</b></p> <table border="1"> <tr> <td>Workshop Type</td> <td>#</td> </tr> </table>	Workshop Type	#	During this school year, the family and community engagement will be strengthened in comparison to previous years in the areas of literacy, numeracy, and other areas to support	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: 1</p>	Beginning August with focus on school opening and continuing throughout school year as needed	Bilingual Family Liaison, Instructional Assistants, Teachers, STC, Office staff, ITC.	Family Check-in logs <a href="#">Parent Connectivity Log (Fall 2020)</a>																																						
Workshop Type	#																																													

Literacy	5
Numeracy	4
STEAM	1
Lang. Support	1
Library Resources	2

PARTNERSHIPS: Strong, Mutually Supportive Partnerships

student learning at home. The school will increase the workshop offerings, which will be delivered virtually every 2 weeks.

<p><b>Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by:</b></p> <ul style="list-style-type: none"> <li>communicating in multiple languages.</li> <li>scheduling multiple virtual 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).</li> <li>seeking input from families.</li> <li>BOY virtual home visits</li> </ul>	<p>Components: 1,2,3</p> <p>Tier: 1</p>	<p>Sep-June</p>	<p>BFL, Principal, AP, classroom teachers and specialists</p>	<p>Parent contact logs by grade level:</p> <p><a href="#">Pre-K</a></p> <p><a href="#">Kindergarten</a></p> <p><a href="#">1st Grade</a></p> <p><a href="#">2nd Grade</a></p> <p><a href="#">3rd Grade</a></p> <p><a href="#">4th Grade</a></p> <p><a href="#">5th Grade</a></p>
<p><b>Structure and process strategies</b> (e.g., working groups/teams, collaborations with PTA, liaisons to ACI, self-evaluations, weekly/monthly meeting opportunities )</p> <p>-Providing academic presentations at PTA meetings and Moms and Dads' Clubs that support literacy, numeracy, learner profile implementation, language development, and science.</p>	<p>Components: 1,2,3,4</p> <p>Tier: 1</p>	<p>Sep-June</p>	<p>BFL, Principal, AP, specialists, FACE Coord.</p>	<p>Twice a month and monthly</p>
<p><b>Strategies focused on capacity-building</b> (staff learning, parent learning like Participa or Parent Facilitation Leadership Training, co-learning)</p> <p>Engaged workforce --specialists presenting topics to families based on needs assessment to support student learning and use of technology at home. For example, Community Readers Night (Fall and Spring), Workshop on understanding PALS and DIBELS scores, Language development through use of technology, critical and creative thinking, math at home using Nearpod, Resources in the library, Family partnership meeting, Kindergarten information night for all new families.</p>	<p>Components: 1,2,3,4</p> <p>Tier: 1</p>	<p>Sep-June</p>	<p>BFL, Principal, AP, specialists, FACE Coord., and ITC.</p>	<p>Twice a month and monthly</p>
<p><b>Strategies focused on promoting partnership in school decision-making</b> (consider including the SAC/school planning/approval process, input gathering strategies such as surveys and listening sessions/principal coffees)</p> <p>-In order to reach and engage a larger number of parents in participating in workshops that support student learning at home, offer different workshops in English and Spanish at both PTA meetings and Moms and Dads' Club with the goal of integrating both language groups.</p> <p>-Offer Q&amp;A sessions in Eng/Spa to provide parents with an open forum to ask questions regarding virtual learning, in-person learning, ILS, returning to school, and health and safety mitigation strategies.</p>	<p>Components: 1,2,3,4</p> <p>Tier: 1</p>	<p>Sep-June</p>	<p>Principal, AP, specialists, FACE coord, ITC.</p>	<p>Twice a month and monthly</p>
<p><b>Strategies focused on specific links to learning</b> (APTT, Content Nights, STEM Night, Library and Literacy Nights, etc.)</p> <p>-Offer workshops at both PTA and Moms' and Dads' Club meetings to teach parents how to put library books on hold virtually</p> <p>-Hold a STEAM night for all families in K-5</p>	<p>Components: 1,2,3</p> <p>Tier: 1</p>	<p>Sep-June</p> <p>Feb. 2021</p>	<p>Principal, AP, math coach, RTG, science lead, librarian.</p>	<p>Ongoing</p>
<p><b>Strategies focused on relationship-building</b> (adding a welcoming parent center in the school, ...)</p> <p>-Holding moms and dad's club meetings to support relationship building amongst families and understand how to read standards-based report cards</p>	<p>Components: 4</p> <p>Tier: 1</p>	<p>Sep-June</p>	<p>BFL</p>	<p>Ongoing</p>

	<p><b>Community partnership strategies:</b></p> <p>-Hold PTA food pantry distribution every week to support families in need and provide support as needed via partnerships with non-profit organizations, citizen groups, and churches.</p>	<p>Components: 4</p> <p>Tier: 3</p>	<p>Year round</p>	<p>Principal, AP, PTA</p>	<p>Ongoing</p>
--	--	-------------------------------------	-------------------	---------------------------	----------------

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 an opportunity for teachers to meet twice a week (1 hour for ELA and 1 hour for Math) in addition to 1 hour for Content and IB
- 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 (K-5) and Conscious Discipline (PreK). To further meet the needs of our students, we integrate use of SEL lessons with 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 (Two .8 reading specialists and a .5 Academic Support Teacher) to support literacy and reading instruction.
- 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, DIBELS, 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, Responsive Classroom implementation self-assessment, Wellness 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 walk-through observations, and instructional coaches-led CLTs
- 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 all students, and particularly for English Learners and Students With Disabilities.
- Strengthening literacy skills for all students, and particularly for English learners and Students with Disabilities.
- Increased participation in FACE events to support learning at home

### **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 [here](#).