

**APS SCHOOL MANAGEMENT PLAN PROGRESSIVE PLAN FORMAT**  
**FIRST SEMESTER ACTION PLAN: 2021-2022**  
**School Performance Priorities and Actions to be Taken to Address Student Achievement**

School Name: **Arlington Traditional School**

School Principal: **Holly Hawthorne**

<p><b>PERFORMANCE PRIORITIES</b>  <i>Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals</i></p>	<p><b>ANNUAL PERFORMANCE SMART GOALS</b>  <i>List SMART goals based on baseline data focused on key priorities: Student Acceleration, Professional Learning in Literacy and Numeracy, Social and Emotional Learning, Diversity, Equity and Inclusion and School Safety</i></p>	<p><b>ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS</b>  <i>Indicate goal alignment to following Leadership Performance Standards (Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, Student Academic Progress)</i></p>	<p><b>ACTIONS TO PRIORITIES</b>  <i>List specific actions and strategies that will be implemented to support meeting desired goals and outcomes.</i></p>	<p><b>TIMELINE FOR ACTIONS</b>  <i>List timeline for specific actions and strategies</i></p>	<p><b>RESPONSIBLE PARTIES</b>  <i>List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes</i></p>	<p><b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b>  <i>List specific evidence that will be used to measure and monitor progress on desired goals and outcomes</i></p>	<p><b>RESULTS OF PROGRESS</b>  <i>List specific results on desired goals and outcomes</i></p>
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<p><b>Reading</b></p> <p>English (Reading) performance on the 2021 English Standards of Learning assessments indicates that 90.0% of all students in grades 3-5 met the proficiency benchmark.</p> <p>EL students scored the lowest at 50%.</p> <p><b>*Data SY 18</b></p> <table border="0"> <tr><td>All Students</td><td>99.1%</td></tr> <tr><td>97.2%</td><td></td></tr> <tr><td>Asian</td><td>97.5%</td></tr> <tr><td>97.4%</td><td></td></tr> <tr><td>Black</td><td>96.0%</td></tr> <tr><td>96.4%</td><td></td></tr> <tr><td>Econ. Dis.</td><td>95.2%</td></tr> <tr><td>97.9%</td><td></td></tr> <tr><td>EL</td><td>98.3%</td></tr> <tr><td>100%</td><td></td></tr> <tr><td>Hispanic</td><td>100%</td></tr> <tr><td>93.3%</td><td></td></tr> <tr><td>SWD</td><td>93.9%</td></tr> <tr><td>91.7%</td><td></td></tr> <tr><td>White</td><td>100%</td></tr> <tr><td>97.8%</td><td></td></tr> </table> <p><b>Data SY 21</b></p> <table border="0"> <tr><td>All Students</td><td>90.0%</td></tr> <tr><td>Asian</td><td>89.2%</td></tr> <tr><td>Black</td><td>85.7%</td></tr> </table>	All Students	99.1%	97.2%		Asian	97.5%	97.4%		Black	96.0%	96.4%		Econ. Dis.	95.2%	97.9%		EL	98.3%	100%		Hispanic	100%	93.3%		SWD	93.9%	91.7%		White	100%	97.8%		All Students	90.0%	Asian	89.2%	Black	85.7%	<p>All students in grades 3-5 will demonstrate proficiency 90% or higher on the 2022 <b>English</b> (Reading) Virginia Standards of Learning assessments.</p> <p>All opportunity gap groups will demonstrate proficiency 85% or higher on the 2022 <b>English</b> (Reading) Virginia Standards of Learning assessments.</p>	<p>Leadership</p> <p>Human Resource Management</p> <p>Organization Management</p> <p>Student Academic Progress</p>	<p>Analyze and share SOL data with staff.</p> <p>Develop a school literacy culture and goal of every child meeting grade-level benchmark at the end of the year.</p> <p>Identify students in grades K-5 who are not meeting benchmark on beginning of year reading screeners and identify students who did not pass their 2021 SOL.</p> <p>Follow the Student Support Process and provide strategic reading interventions for targeted students and monitor progress every 2-4 weeks to accelerate learning.</p> <p>Teach daily explicit systematic phonemic</p>	<p>August</p> <p>Ongoing</p> <p>Beginning of year and mid-year</p> <p>Ongoing</p> <p>Every Day</p>	<p>Administrators, Lead Teachers</p> <p>Collaborative Learning Teams (CLT) Meetings led by one of the Reading Specialists (Teachers, Specialists, Administrator)</p> <p>Reading Specialists, Teachers</p> <p>PreK-Grade 5 teachers</p>	<p>2022 SOL English (Reading) assessments</p> <p>Beginning of year screeners, assessments, progress monitoring, mid-year data</p> <p>Teacher SMART goals</p> <p>Intervention data and progress monitoring following APS protocols</p> <p>Weekly CLT agendas and minutes</p> <p>CLT Meeting Agendas and Minutes</p>	
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<p>Econ. Dis 83.5%  EL 50.0%  Hispanic 91.1%  SWD 73.9%  White 92.3%</p>			<p>awareness instruction PreK-2 (Heggerty) and phonics instruction PreK-3 (Foundations), vocabulary 4-5 (95% Vocabulary Surge).</p>	<p>Ongoing</p>	<p>Reading Specialists, Teachers, Administrators</p>	<p>Usage by school and grade level</p>	<p>Percent of students meeting BOY usage:  School: 68  PreK: 73  K: 55  1: 77  2: 80  3: 89  4: 37  5: 63</p>
<p><b>Note: SY20 SOL data is not provided due to no state SOL testing because of COVID-19.</b></p>			<p>Monitor Lexia Core 5 (phonemic awareness, phonics, fluency, vocabulary, comprehension), for students hitting benchmarks PreK-5 to accelerate learning.</p>	<p>Ongoing</p>		<p>Percentage of students meeting grade-level benchmark</p>	<p>Percent of students meeting BOY benchmark:  School: 85  K: 73  1: 86  2: 93  3: 92  4: 95  5: 77</p>
<p>*Virginia Department of Education 2019-2020 School Accreditation Detail Report.   2021 data represents a virtual/in-person COVID year and no Expedited Retakes.</p>			<p>Monitor DIBELS to accelerate learning.</p>	<p>Ongoing</p>	<p>Teachers</p>		
			<p>Teach Interactive read alouds to build language comprehension (background knowledge,</p>	<p>Ongoing</p>			

		<p>vocabulary, language structure, verbal reasoning, literacy knowledge). K-2.</p> <p>Design annual Summer Reading Challenge and reading programs throughout the year.</p> <p>Assign nightly reading homework (reading logs).</p> <p>Read aloud to students during art and music to build background knowledge and strengthen language comprehension.</p> <p>Create anchor charts highlighting academic vocabulary.</p> <p>Monitor student academic learning and plan in weekly CLT Meetings led by</p>	<p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Literacy Committee</p> <p>Teachers</p> <p>Art/Music Teachers</p> <p>Teachers</p> <p>Reading Specialist, Teachers, Administrator</p>	<p>Literacy Committee minutes</p> <p>CLT agendas and minutes</p>	
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			Reading Specialists.				
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<p><b>Mathematics</b></p> <p>Mathematics performance on the 2021 Mathematics Standards of Learning assessments indicates that 80.6% of all students in grades 3-5 met the proficiency benchmark.</p> <p>EL students scored the lowest at 40%.</p> <p><b>*Data SY 18</b></p> <p><b><u>SY 19</u></b></p> <table border="0"> <tr><td>All Students</td><td>97.5%</td></tr> <tr><td>99.1%</td><td></td></tr> <tr><td>Asian</td><td>97.5%</td></tr> <tr><td>100%</td><td></td></tr> <tr><td>Black</td><td>92.0%</td></tr> <tr><td>92.6%</td><td></td></tr> <tr><td>Econ. Dis.</td><td>90.7%</td></tr> <tr><td>100%</td><td></td></tr> <tr><td>EL</td><td>95.0%</td></tr> <tr><td>100%</td><td></td></tr> <tr><td>Hispanic</td><td>91.9%</td></tr> <tr><td>100%</td><td></td></tr> <tr><td>SWD</td><td>93.9%</td></tr> <tr><td>100%</td><td></td></tr> <tr><td>White</td><td>100%</td></tr> <tr><td>100%</td><td></td></tr> </table> <p><b>*Data SY 21</b></p> <table border="0"> <tr><td>All Students</td><td>80.6%</td></tr> <tr><td>Asian</td><td>83.9%</td></tr> <tr><td>Black</td><td>78.5%</td></tr> </table>	All Students	97.5%	99.1%		Asian	97.5%	100%		Black	92.0%	92.6%		Econ. Dis.	90.7%	100%		EL	95.0%	100%		Hispanic	91.9%	100%		SWD	93.9%	100%		White	100%	100%		All Students	80.6%	Asian	83.9%	Black	78.5%	<p>All students in grades 3-5 will demonstrate 90% or higher pass rate on the 2022 <b>Mathematics</b> Virginia Standards of Learning Assessments.</p> <p>All opportunity gap groups will demonstrate 85% or higher pass rate on the 2022 <b>Mathematics</b> Virginia Standards of Learning assessments.</p>	<p>Leadership</p> <p>Human Resource Management</p> <p>Organization Management</p> <p>Student Academic Progress</p>	<p>Monitor K-5 math achievement to measure growth for all students through Beginning of Year Math Inventory (MI) assessment at grades 2-5, Growth Assessments at grades 3-5, BOY assessments in grade 1, and Virginia Kindergarten Readiness Program (VKRP) at Kindergarten.</p> <p>Monitor for students to be proficient or higher on MI.</p> <p>Develop Teacher SMART Goals (grades 2-5) focusing on the Math Inventory data.</p> <p>Support development of number sense routines, flexible groupings for targeted</p>	<p>Beginning of Year, mid-year, and Progress Monitoring throughout the year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Weekly CLT meetings led by the Math Coach (Teachers, Specialists, Administrator)</p> <p>Math Coach and Teachers</p> <p>Classroom Teachers, Teacher Specialists</p> <p>Teachers and Math Coach</p>	<p>CLT designed a cyclical cycle of unpacking standards, developing common assessments, and planning lessons to strengthen core classroom instruction</p> <p>Mid-Year Math Inventory Assessment</p> <p>CLT agendas and minutes</p> <p>Progress monitoring</p>	<p>Math Assessment Meeting BOY Benchmark K: 88 1: 98</p> <p>Math Inventory Meeting BOY Benchmark 2: 60 3: 72 4: 54 5: 48</p>
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<p><b>Note: SY20 SOL data is not provided due to no state SOL testing because of COVID-19.</b></p>			<p>Support students, following the Student Support Process, with math interventions such as Do The Math and strategic targeted instruction with progress monitoring to accelerate learning.</p>	<p>Ongoing</p>	<p>Teachers, Math Coach</p>		
<p>*Virginia Department of Education 2019-2020 School Accreditation Detail Report.</p>			<p>Participate in Continental Math League Contests (grades 2-5).</p>	<p>Nov.-June</p>	<p>Math Coach, Teachers</p>		
<p>2021 data represents a virtual/in-person COVID year and no Expedited Retakes.</p>			<p>Teach Calendar Math (grades K-4) and provide nightly math homework.</p>	<p>Ongoing</p>	<p>Classroom Teachers</p>		
			<p>Monitoring data and intentionally leveraging Dreambox and Reflex to build conceptual</p>	<p>Ongoing</p>	<p>Math Coach, Teachers, Administrators</p>		

			<p>understanding and fact fluency to accelerate learning.</p> <p>Work in weekly CLT Meetings led by the Math Coach to analyze data, unpack standards, highlight academic vocabulary, plan lessons and interventions.</p>	Ongoing	Math Coach, Teachers, Administrators		
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<p><b>Equity</b></p> <p>Further develop an Equity Team.</p>	<p>Fulfill year two requirements for No Place For Hate.</p>	<p>Leadership Climate Communication and Community Relations Student Academic Progress</p>	<p>Schedule Equity Team Meetings.</p> <p>Sign the No Place for Hate pledge.</p> <p>Provide an equity activity at each staff meeting.</p> <p>Plan and implement one-three school wide events to build community through inclusivity, respect, and kindness.</p> <p>Perform class plays so every child is a star on stage.</p> <p>Provide access for every student in grades 4 and 5 to learn to play an instrument, play in the orchestra or band, and sing in the chorus.</p> <p>Provide access for every student in grade 5 to be a school safety</p>	<p>Monthly</p> <p>Fall/Winter</p> <p>Monthly</p> <p>Fall/Winter/Spring</p> <p>Feb.-June</p> <p>Fall</p> <p>September</p>	<p>Equity Team Members</p> <p>Curriculum and Instruction Committee</p> <p>Equity Team and Teachers</p> <p>Classroom and Music Teachers</p> <p>Instrumental and Vocal Music Teacher</p> <p>Patrol Sponsors and Teachers</p>	<p>Leadership for Equity Assessment and Development (LEAD) Tool</p> <p>Staff Meeting Agendas</p> <p>Assembly schedule</p> <p>Concert programs</p>	<p>October: Kindness Boxes</p>
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			<p>patrol to show leadership, raise and lower the school flags, help teachers and monitor classroom student lines in the morning, and walk kindergarten students to their bus at the end of the day.</p> <p>Select students for DAR awards in grades 4 and 5.</p> <p>Participate in community service projects led by the SCA.</p>	<p>June</p> <p>Ongoing</p>	<p>Grade 4 and 5 Teachers and Administrators</p> <p>SCA sponsors and SCA officers and representatives</p>	<p>Promotion program</p> <p>Rooster of SCA officers and Rrepresentatives</p>	<p>October: Food collection for AFAC (donated three large boxes of food)</p> <p>November-June: School Lunch Bus Program</p>
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<p><b>Social Emotional Learning</b></p> <p>Further develop and nurture Social and Emotional Learning (SEL).</p>	<p>All students can name and go to one school based trusted adult who supports and encourages their academic and personal growth.</p>	Leadership	Continue Responsive Classroom, schoolwide SEL framework.	Ongoing	All Staff	Morning Meeting, Closing Circle
		Climate				
		Communication and Community Relations				
		Student Academic Progress	Implement the first 20 days of school SEL lessons at Morning Meeting.	September	Classroom Teachers	20 keys of SEL lessons
			Teach counseling lessons throughout the year.	Ongoing	Counselors	Counselors lessons
			Develop counseling SMART Goals based on "Trusted Adult", using "Your Voice Matters" survey.	October	Counselors	Counselors SMART Goals, Your Voice Matters survey results
	One-on-one check in with students twice a year in grades 2-5.	Fall/Spring	Counselors	Counselors' notes		
	Provide targeted one-on-one and/or small group counseling, Friendship Groups, etc.	Ongoing	Counselors, Social Worker, Psychologist			

			Teach targeted social skills.	Ongoing	Counselors		
			Provide a SEL/Bullying prevention assembly and sign pledge.	November	Counselors	November	SEL/Being an Upstander to Bullying
			Teach Growth Mindset lessons.	Sept./Oct.	Resource Teacher of the Gifted	RTG lesson plans	
<b>Health and Safety</b>	All health and safety protocols will be implemented to ensure a healthy and safe environment for all students and staff.	Leadership Climate Human Resource Management Organization Management Communication and Community Relations	Enhance opportunities for outdoor lunch options  Collaborate with the Emergency Management Office and School Health to identify positive COVID cases.  Conduct Contact Tracing	Fall, ongoing  Ongoing, weekly opt-in asymptomatic testing  Ongoing as needed	Administrators, Teachers  Administrators, Nurse, Clinic Aide, Administrative Assistants  Administrators, Nurse, Clinic Aide, Administrative Assistants	Outdoor Cafe  Data of positive COVID cases  Contract tracing data	20 outdoor picnic tables by door C4

			Implement recommended safety mitigation strategies.	Ongoing	Administrators, Teachers		
			Display visuals of expected safe practices.	Fall and throughout the year	Administrators, Teachers		
			Communicate with students, staff, and parents on a regular basis on safety guidelines, close contacts, etc.	Weekly	Administrators	Weekly School Talk Messages, PTA Meetings, staff Monday Morning Memos, Staff Meetings	