



<table border="1"> <tr><td>EL</td><td>10</td></tr> <tr><td>3rd Grade</td><td>41</td></tr> <tr><td>4th Grade</td><td>42</td></tr> <tr><td>5th Grade</td><td>35</td></tr> </table>	EL	10	3rd Grade	41	4th Grade	42	5th Grade	35	<p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	<p>Standard 1--Leadership</p> <p>Standard 2--Climate</p>	<p>Use of CRA (Concrete, Representational, Abstract) Model - through CLT development Adhere to Math Workshop model, including regular Math workshop trainings throughout the year Co-teaching model (SPED, EL, Art, etc.) Math In Practice Main Resource Integration into Morning Meeting--Buying all staff <i>Using Math in Morning Meeting</i> and utilizing during CLT planning</p> <p>Professional Learning strategies (consider expert, embedded, continuous, known and arising opportunities, targeted needs, etc.) Coaching Cycles - Differentiated to staff needs Dreambox Book Study - Use classroom resources to highlight instructional strategies in a bite size manner (Math Solutions book on Math Talk, Number Sense Routines, Algebra for all, Mini-lessons...)</p>	<p>Components: 3 Tier:</p>	<p>Ongoing</p>	<p>D. Horak and math coaches</p>	<p>CLT meeting notes</p>																	
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<p><b>Reading Achievement</b></p> <table border="1"> <tr><td>Reporting Groups &gt; 30</td><td>Spring 2021*</td></tr> <tr><td>All Students</td><td>54</td></tr> <tr><td>Asian</td><td>68</td></tr> <tr><td>Black</td><td>31</td></tr> <tr><td>Hispanic</td><td>29</td></tr> <tr><td>White</td><td>84</td></tr> <tr><td>SWD</td><td>27</td></tr> <tr><td>Econ. Disad.</td><td>31</td></tr> <tr><td>EL</td><td>17</td></tr> <tr><td>3rd Grade</td><td>50</td></tr> <tr><td>4th Grade</td><td>60</td></tr> <tr><td>5th Grade</td><td>51</td></tr> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	Reporting Groups > 30	Spring 2021*	All Students	54	Asian	68	Black	31	Hispanic	29	White	84	SWD	27	Econ. Disad.	31	EL	17	3rd Grade	50	4th Grade	60	5th Grade	51	<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 10%.</p>	<p>Standard 7--Student Academic Progress</p> <p>Standard 4--Organizational Management</p>	<p>Staffing strategies (e.g., additional Title I positions, Title I hourly tutors, etc.--depending on what your Title I staff do, you might alternatively list them within an Intervention or PL strategy--it is important that you list them somewhere within the plan!) --Two Title I funded full time Reading Interventionist to support Tier 3 services for students --Using staffing resources to hire an additional 1.5 EL teachers for the school. This will provide 2 full time EL staff members at 1st and 2nd Grade, the grades most impacted by COVID shutdown</p> <p>Structure and process strategies (e.g., CLT structures, development, and meetings; Name and Needs reviews, quarterly data analysis and responsive planning)</p> <ul style="list-style-type: none"> <li>- Creation of co-taught SPED classroom at every grade level</li> <li>- Individual data digs quarterly with all teachers and coaches to go over every student and every need</li> <li>- Regular Student Concern protocol - Individual student needs; assigning a specialist per grade level</li> <li>- Workshop model including systematic phonics, morphology, vocabulary, growing words application in all content learning of word knowledge skills and strategies, integrating the ELA systematic phonics with all content areas</li> <li>- Consistent use of Lexia to guide Tier 1, Tier 2, and Tier 3 Interventions</li> </ul> <p>Instructional (and supplemental instructional) strategies (e.g., workshop model, within school and after-school interventions/extensions)</p> <p>Morning Meeting with EL teachers in classrooms with EL 1s and 2nds to support language development. Focus on accountable student talk</p>	<p>Components:1 Tier:</p> <p>Components: 2 Tier:</p> <p>Components:4 Tier:</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>D. Horak</p> <p>D. Horak</p> <p>D. Horak, A. Oliveira and M. Micael</p>	<p>Staffing sheets</p> <p>CLT meeting notes and Master calendar</p> <p>Morning Cardinals check in sheet</p>	
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			Test taking strategies					
			<p>Professional Learning strategies (consider expert, embedded, continuous, known and arising opportunities, targeted needs, etc.)</p> <p><b>Lexia professional development</b></p> <p><b>Provide differentiated and targeted professional development in some of the following models:</b></p> <ul style="list-style-type: none"> <li>- CLT PD</li> <li>- coaching cycles, especially for Co-taught SPED classrooms and EL 1 and 2 cluster classrooms</li> <li>- choice trainings (staff meetings, early release days, staff meeting days, after school)</li> <li>-</li> </ul>	Components:2 Tier:	Ongoing	Reading Team	Coaching agendas	
			Revamping of Math and ELA data charts to be more easier readable, sortable and linked to data sources	Components:4 Tier:	Ongoing	Alyssa Moody, ITC		
<p><b>Family And Community Engagement</b></p> <p>PARTNERSHIPS: Strong, Mutually Supportive Partnerships</p>		Standard 5--Community Relations	<p>Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by:</p> <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).</li> <li>seeking input from families.</li> </ul> <p>Create a family handbook and welcome package in multiple languages including but not limited to important numbers, websites, logo paraphernalia, new family mentors (beyond Pre-K).</p>	Components:4 Tier:	Spring 2022	Mary Clare Moller and Maria Gerald	Production of handbook	
		Standard 2--Climate	<ul style="list-style-type: none"> <li>● Structure and process strategies (e.g., working groups/teams, collaborations with PTA, liaisons to ACI, self-evaluations, weekly/monthly meeting opportunities )</li> <li>● Support Staff in integrating academic and social emotional learning into the academic day through the use of Responsive Classroom (Morning Meeting).</li> </ul>	Components:4 Tier:	Ongoing	D. Horak and Kate McGinn	Morning Meeting checklist	
		Standard 2--Climate	<p>Strategies focused on capacity-building (staff learning, parent learning like Participa or Parent Facilitation Leadership Training, co-learning)</p> <p>Continued development of our Cross-Cultural Parent Network and DEI team to include parent representatives.</p> <p>--DEI team to use "We Got This" as a book study and reference guide for new work in the building</p>	Components:4 Tier:	ongoing	Administration	DEI meeting agenda	

	<i>For the SY 21-22 school year, health standards and mitigation strategies will be implemented to ensure a safe and healthy learning environment for students and staff.</i>	Standard 1 and 2	<b>Strategies focused on promoting partnership in school decision-making</b> Creation of a Faculty Advisory Committee, which will tackle problem solving for logistics, schedules, and other common problematic issues	Components: 3 Tier:	October	D. Horak	FAC agendas	
		Standard 5	<b>Strategies focused on specific links to learning (APTT, Content Nights, STEM Night, Library and Literacy Nights, etc.)</b> Provide opportunities for community engagement through the use of workshops, tutorials, and/or family nights across parent subgroups (FACE, PTA, SEPTA, CCPN, Parent Liaison, over multiple languages).	Components:3 Tier:	Quarterly	M. Micael and A. Oliveira	Workshop agendas	
		Standard 4—Organizational Management	Enhance opportunities for students to access outdoor lunch options; Work closely with Emergency Management Office and School Health to identify positive COVID cases; Conduct Contact Tracing; Implement recommended safety mitigation strategies; Display visuals of expected safe practices; Communicate with staff, students and families on regular basis on safety guidelines, close contacts, etc		Daily	D. Horak, M. Micael and A. Oliveira	COVID cases rates	
			<b>Community partnership strategies</b> <ul style="list-style-type: none"> <li>● Provide regular parent workshop/tutorial nights to teach parents how to navigate websites, use student apps (ie: Canvas, See Saw, Parent Vue), CETA Strategies, SEL Strategies to include parent initiated/lead</li> <li>● Parent/Community volunteers</li> </ul>	Components:4 Tier:	Quarterly	Bilingual Family Liaison	Workshops	

\*Due to impacts of the coronavirus pandemic on data availability, Spring 2021 SOL assessment data shown here are from the [Assessment tab of the School Quality Profile](#).

### Foundational Strategies

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 evidence-based (ESSA Tier 1) Arlington Tiered System of Support (ATSS), including:
  - Cultural identity as a Professional Learning Community (PLC)
  - Structure of regularly meeting Collaborative Learning Teams (CLT), who gather formative data throughout instruction to gauge students' understanding and use it to inform ongoing planning. Grade-level CLTs are meeting this year with a weekly session focused on student literacy understandings and a weekly session focused on student mathematical understandings.
  - Continuous cycle of data-informed decision making and responsive planning for instruction and for schoolwide program design. For example, CLTs add another layer of identification of student learning progress and needs to their weekly meetings addressing the identified key gaps during learning by gathering quarterly at key junctures in the curriculum to analyze student progress and responsively plan for the team to provide instruction to students during the coming quarter with modifications and supports based on the results ("Data Days").
- Universal master schedule that promotes for increased mathematics instruction and an intervention block.
- Social-emotional learning support for staff and students. For example:
  - All staff participated in the Trauma-Sensitive Schools course in 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 (ESSA Evidence Tier 3). To further meet the needs of our students, we integrate use of Positive Behavior Intervention and Supports (PBIS) (ESSA Evidence Tier 1) 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 teachers to support ...add something here about the big-ticket-value-added of your Title I positions....e.g., job-embedded professional learning for instructional staff in literacy/numeracy pedagogical methods and content...differentiated, small-group literacy/numeracy/science instruction aimed at accelerating learning for students....accelerated learning in Reading/Mathematics/Science through the provision of targeted interventions to address significant learning gaps...our work as a trauma-sensitive school, the social emotional learning of all students, social-emotional and behavioral support for students in need....
- In addition, flexibility from the US ED and VDOE for one-time carryover from 2020-2021 due to impacts of the novel coronavirus pandemic will be utilized to support an additional 1.0 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 continuing impacts of the novel coronavirus pandemic, neither SOL multiyear trend data nor ESSA-calculated pass rates were available to analyze this year. However, SOL assessment data from Spring 2021 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 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, an analysis of 2020-2021 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, Leadership for Equity Assessment & Development (LEAD) Tool

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:

- Example: Strengthening math performance for all students, and particularly for English Learners and Students With Disabilities.
- Continue to focus on accelerated learning for All Students and all reporting groups, founded in our work as a PLC to implement ATSS with a focus on the goal areas highlighted in the table above and as described in the [APS Approach to Accelerated Learning](#).

**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.