



**ARLINGTON PUBLIC SCHOOLS PROGRESSIVE PLANNING MODEL ACTION PLAN: 2021-2022**  
**School Performance Priorities and Actions to be Taken to Address Student Achievement**

School Name:

**Barcroft**

School Principal:

**Judy Apostolico-Buck**

This Action Plan, in the APS Progressive Planning Model, serves as the School Management Plan and the Title I Schoolwide Program Plan: our school community's plan to collaboratively build on our successes and continue to strive for continuous improvement. We ground the work in the foundations listed in the narrative below, and detail the focal actions in which we plan to engage this school year and the progress we aim to make towards our goals as we continue to walk in APS' Mission to "ensure all students learn and thrive in safe, healthy, and supportive learning environments", in alignment with the [APS Strategic Plan](#) to realize the APS Vision to "be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures". Every focal strategy selected for inclusion in our plans for the year ahead is motivated by our commitment to equitable and engaging practices that support each student in our school.

<b>SCHOOL PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data) & <b>APS STRATEGIC PLAN GOAL</b> alignment	<b>ANNUAL PERFORMANCE GOALS</b>	<b>ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS</b> Indicate goal alignment to <a href="#">Leadership Performance Standards</a>	<b>ACTIONS TO SCHOOL PRIORITIES</b> (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	<b>TITLE I SCHOOLWIDE COMPONENT (1-4) &amp; ESSA 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>RESULTS OF PROGRESS</b> List specific results on desired goals and outcomes																		
<p><b>Mathematics Achievement</b></p> <table border="1" data-bbox="56 418 301 873"> <tr> <td>Reporting Groups &gt; 30</td> <td>Spring 2021*</td> </tr> <tr> <td>All Students</td> <td>40</td> </tr> <tr> <td>Asian</td> <td></td> </tr> <tr> <td>Black</td> <td>46</td> </tr> <tr> <td>Hispanic</td> <td>21</td> </tr> <tr> <td>White</td> <td>67</td> </tr> <tr> <td>SWD</td> <td>20</td> </tr> <tr> <td>Econ. Disad.</td> <td>26</td> </tr> <tr> <td>EL</td> <td>18</td> </tr> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	Reporting Groups > 30	Spring 2021*	All Students	40	Asian		Black	46	Hispanic	21	White	67	SWD	20	Econ. Disad.	26	EL	18	<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%. The pass rate for all students on the Math SOLs will be or greater.</p>	<p>Standard 7- Student Academic Progress</p>	<p><b>Staffing:</b></p> <p>Create a 0.5 Title 1 math coach to support planning, data analysis, provide coaching and facilitate math CLT's.</p> <p>Create a 0.5 Title 1 mathematics academic support teacher to provide direct professional learning and support for the implementation of math workshop for all teachers new to Barcroft. Provide tier 2 intervention for students.</p> <p>Add a 1.0 Title 1 classroom teacher in 4th grade. This reduces class size to 19/20 per class allowing teachers to provide more targeted support to students.</p> <p>Hire an hourly interventionist (certified math teacher) to support third grade math interventions during the math block.</p> <p><b>Structure and process strategies:</b></p> <p>Create a 0.5 Title 1 ATSS/CLT coordinator responsible for facilitating all CLT meetings, monitoring all interventions and supporting teachers with progress monitoring, data entry and creating tools to collect data.</p> <p>Weekly math planning meetings facilitated by grade level teachers and attended by math coach devoted to math planning and professional learning</p> <p>Math CLT three week cycle, focused on the PLC cycle including progress monitoring, data analysis and targeted instruction based on identified needs. Facilitated by the ATSS/CLT coordinator</p>	<p>Components: 2 Tier: 1</p> <p>Components: 3 Tier: 1</p>	<p>Summer 2021</p> <p>Summer 2021 Ongoing</p>	<p>J. Apostolico-Buck G. Rivas</p> <p>J. Apostolico-Buck G. Rivas L. Mejia</p>	<p>Staffing documents</p> <p>CLT meeting minutes</p>	
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			<p><b>Instructional:</b></p> <p>All classes K-5 will continue to implement and strengthen a math workshop model to include a number sense routine focused on the facilitation of oral language and introduction of math vocabulary.</p> <p>All grades will utilize the Bridges Intervention curriculum, including placement testing, to pinpoint student gaps in understanding. Students will receive targeted lessons to bridge learning gaps.</p> <p>Maximize instructional time in math in grades 2-5 by scheduling at least 80-85 minutes for math instruction per day, in the master schedule.</p> <p>Identify students in grades 1-5 who have not met grade level expectations on BOY math assessments (APS BOY, MI and Growth Assessments) and provide intervention to accelerate learning. 30 minutes, 4-5 times a week during the extended math block.</p> <p>After-school math lab for identified students beginning Dec. 2021</p> <p>Use Title 1 funds to purchase math supplemental instructional materials.</p>	<p>Components: Tier: 1</p>	<p>Ongoing</p>	<p>L. Jackson J. Everdale</p>	<p>Grade level planning documents</p>	
			<p><b>Professional Learning:</b></p> <p>Grade level teams set the agenda and facilitate the weekly mathematics planning meeting. A math coach is in attendance and provides professional learning based on the individual needs of the team at the team's request. This allows the professional learning to be targeted, specific to the grade level and student need, as well as timely.</p> <p>All staff new to Barcroft work with the math coach 2 days a week during the first and/or second quarter to support the implementation of strategies used in math workshop.</p>	<p>Components: 3 Tier: 4</p>	<p>Ongoing</p>	<p>L. Jackson J. Everdale Grade level teams</p>	<p>Grade level planning documents</p> <p>Math coaches schedule</p>	
			<p><b>Innovative:</b></p> <p>"Specials block" includes science 3x a week, allowing k, 2,3,4 and 5 teachers 400 minutes of planning time during school hours.</p>	<p>Components: 3 Tier: 4</p>	<p>Summer 2021</p>	<p>J. Apostolico-Buck</p>	<p>Master schedule</p>	

<p><b>Reading Achievement</b></p> <table border="1" data-bbox="56 548 306 1003"> <tr> <td>Reporting Groups &gt; 30</td> <td>Spring 2021*</td> </tr> <tr> <td>All Students</td> <td>50</td> </tr> <tr> <td>Asian</td> <td></td> </tr> <tr> <td>Black</td> <td>50</td> </tr> <tr> <td>Hispanic</td> <td>32</td> </tr> <tr> <td>White</td> <td>77</td> </tr> <tr> <td>SWD</td> <td>17</td> </tr> <tr> <td>Econ. Disad.</td> <td>33</td> </tr> <tr> <td>EL</td> <td>19</td> </tr> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	Reporting Groups > 30	Spring 2021*	All Students	50	Asian		Black	50	Hispanic	32	White	77	SWD	17	Econ. Disad.	33	EL	19	<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%. The pass rate for all students on the Reading SOLs will be % or greater.</p>	<p>Standard 7- Student Academic Progress</p>	<p><b>Staffing:</b></p> <p>Addition of a 1.0 Title 1 Literacy coach focused on Tier 1 instruction and the implementation of structured literacy in grades K-5.</p> <p>Addition of 0.5 Title 1 literacy academic support teacher focused on WIDA 1 and 2, kindergarten and first grade students.</p> <p><b>Structure and process strategies:</b></p> <p>Create a 0.5 Title 1 ATSS/CLT coordinator responsible for facilitating all CLT meetings, monitoring all literacy interventions and supporting teachers with progress monitoring.</p> <p>Weekly ELA planning meetings facilitated by grade level and attended by reading team. Time devoted to reading and writing planning and professional learning as needed/requested by the team to support structured literacy.</p> <p>ELA CLT three week cycle, focused on the PLC cycle including progress monitoring, data analysis and targeted instruction based on identified needs. Facilitated by the ATSS/CLT coordinator</p> <p>Maximize instructional time in Language Arts in K-5 by scheduling two hours for literacy instruction per day, plus additional time for interactive read aloud when possible. 30 minute reading intervention blocks occur within the instructional day.</p> <p><b>Instructional:</b></p> <p>Provide structured literacy instruction in all K-5 classrooms through the use of research based programs (Lexia, 95% Phonics, Heggerty, Vocabulary Surge) .</p> <p>Write and instruct using Interactive Read Alouds (IRA's) for each science/social studies standard in grades 3-5 to support English Language development, and language comprehension.</p> <p>Identify students who did not pass multiple fall reading measures (Dibels, PALS, growth assessments) and provide interventions to accelerate learning.</p>	<p>Components: 2 Tier: 1</p> <p>Components: 3 Tier:1</p> <p>Components: 3 Tier: 1</p>	<p>Summer 2021</p> <p>Summer 2021 ongoing</p> <p>Fall 2021</p>	<p>J. Apostolico-Buck G. Rivas</p> <p>J. Apostolico-Buck G. Rivas L. Mejia S. Dinnen</p> <p>L. Mejia Classroom teachers and Reading staff</p>	<p>Staffing documents</p> <p>ELA CLT meeting agenda Grade level planning agenda Master schedule</p>	
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			<p>Purchase instructional materials using Title 1 funds that support structured literacy (decodable text, 95% group, etc.)</p> <p>Use Title 1 funds to provide access to literacy for all students. (Summer Mailbox, summer library nights, etc)</p>					
			<p><b>Professional Learning:</b></p> <p>Grade level teams set the agenda and facilitate the weekly literacy planning meeting. The reading team is in attendance and provides professional learning based on structured literacy and the individual needs of the team at the team’s request. This allows the professional learning to be targeted, specific to the grade level and student need, as well as timely.</p> <p>Instructional leaders and teacher leaders will participate in structured literacy PD, including LETRs in order to guide the overall literacy program.</p>	Components: 3 Tier: 1	Fall 2021	J. Apostolico-Buck G. Rivas Reading Staff	PD calendar	
			<p><b>Innovative:</b></p> <p>Create a 1.0 Lexia Instructional Assistant to support students K-5. Responsibilities including monitoring student use of lexia, meeting with individual students to engage in goal setting and celebrating achievements, working with students 1-on-1 to complete all recommended weekly lexia minutes and preparing structured literacy materials for teachers.</p> <p>Specials block includes science 3x a week, allowing k, 2,3,4 and 5 teachers 400 minutes of planning time during school hours.</p>	Components: 3 Tier: 1	Summer 2021 ongoing	J. Apostolico-Buck G. Rivas and reading staff	Lexia data Master schedule	
<p><b>Family And Community Engagement</b></p> <p>PARTNERSHIPS: Strong, Mutually Supportive Partnerships</p>	<p>Parents will re-engage with in person school and collaborate with staff in a variety of ways to strengthen the school community.</p>	<p>Standard 5-Communication and Community Relations</p>	<p>Use of technology to include Twitter, Whatsapp, and School Talk to communicate important information with multilingual families.</p>	Components: 2 Tier: 4	Ongoing	G. Rivas Bilingual Family Liaison	<p>Meeting sign in sheets, event documents and parent responses on site based survey results.</p>	
			<p>Engage families in their child(ren)’s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by: communicating in multiple languages. scheduling multiple opportunities on varied days of the week/times of day. providing meals/snacks, transportation, and childcare, as needed.</p>	Components: 3 Tier: 4	Ongoing	J. Apostolico-Buck G. Rivas		

			<p>leveraging opportunities for engagement at/from home (e.g., SeeSaw, Summer Mailbox Books). seeking input from families.</p>					
			<p>Provide meeting opportunities such as BTSN, PTA meetings, IEP meetings and P-T Conferences in multiple formats(in person and virtual) to encourage diverse attendance. Host all PTA meetings and other meetings as possible (Gifted Services, Title 1 yearly meeting, etc.) on Zoom with simultaneous interpretation in English, Spanish, and Arabic.</p>	<p>Components: 2 Tier: 4</p>	Ongoing			
			<p>Seek parent input in school decision-making. Maintain an open door policy. Administration available and visible at arrival and dismissal. Principal chats via Zoom. School plan advisory group.</p>	<p>Components:2 Tier: 4</p>	Ongoing			
			<p>Provide community building events including Welcome Back Picnic, outdoor principal coffees and family field trips.</p> <p>Partner with Communities in Schools (CIS) and other organizations to provide afterschool enrichment opportunities to students. Including: Children’s Science Center- SciGirls- weekly science program for 4th and 5th grade girls Arlington Soccer Association- 2x a week soccer programs U.S. Marine Corp- Marine mentoring program for 4th and 5th graders</p>	<p>Components: 3 Tier: 4</p>	Fall 2021	J. Apostolico-Buck G. Rivas L. Wallace		
			<p>Partner with Arlington Sports Foundation to provide access to funding with the goal of all 3-5th grade students participating in an out of school activity based on the student’s interests.</p> <p>.</p>			J. Apostolico-Buck G. Rivas Classroom teachers		
			<p>Provide community building events such as a Welcome Back Picnic and outdoor principal coffees.</p>	<p>Components: 4 Tier:4</p>	Fall 2021			
<b>School Community and Culture</b>	All students and families will feel welcome and supported as valued individuals of the Barcroft Family.	Standard 2- Climate	<p>Continue school-wide equity team. All staff will engage in professional learning around three strategies for promoting equity in the classrooms. All students will see themselves reflected in the classroom environment.</p>	<p>Components: 4 Tier: 3</p>	Ongoing		Site based survey results.	
			<p>Provide inclusion opportunities for all students with disabilities with non-disabled peers.</p>	<p>Components: 4 Tier:4</p>				
			<p>Strengthen the classroom community through the consistent implementation of Responsive Classroom strategies and practices.. Re-establish behavioral and academic expectations for school.</p>	<p>Components: 4 Tier:3</p>				
			<p>Welcome families back to the physical school building for tours, orientations and events.</p>					

			Social Emotional Learning in PreK-5 to include Conscious Discipline (PreK), Caring Connection (PreK), Responsive Classroom, Second Step, Zones of Regulation, and mindfulness.	Components: 4 Tier:3				
<b>Safety</b>	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.		Strategies: 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	Components:4 Tier:4		J. Apostolico-Buck G. Rivas	Lunch table assignments  Covid/Qualtrics documentation  Visuals in hall, common areas and classrooms  Weekly staff/family messages  Staff Handbook	

\*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](#).

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)
  - Continuous cycle of data-informed decision making and responsive planning for instruction and for schoolwide program design
- Universal master schedule that promotes the maximum core instructional time and time for intervention.
- Social-emotional learning support for staff and students. For example:
  - All staff will
  - 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 Zones of Regulation (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 (1.0 Literacy Specialist, 0.5 Literacy specialist, 0.5 ATSS/CLT academic support teacher and .5 Math Academic Support teacher, to support strong Tier 1 instruction, differentiation, small group instruction and intervention.

- 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, conferring notes, APS quarterly assessments, common formative assessments, reading and mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to the Whole Child such as attendance, discipline, trusted adult data collection and site based survey results.
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and the data team.
- 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, Instructional Leadership Team and Grade-Level PLCs.

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.
- Strengthening core literacy skills for all students, and particularly for English Learners and Students with Disabilities.
- Support the whole child during the transition back to in person schools (SEL and family partnerships)



