

<table border="1"> <tr> <td>3rd Grade</td> <td>74</td> <td>26</td> </tr> <tr> <td>4th Grade</td> <td>70</td> <td>26</td> </tr> <tr> <td>5th Grade</td> <td>73</td> <td>35</td> </tr> </table>	3rd Grade	74	26	4th Grade	70	26	5th Grade	73	35	<p>expectations or close the gap between the prior pass rate and performance expectations by at least 10%.</p>		<ul style="list-style-type: none"> Prioritize small groups 					
3rd Grade	74	26															
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5th Grade	73	35															
<p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	<p>STUDENT ACCELERATION</p> <p>PROFESSIONAL LEARNING IN NUMERACY</p>		<p>Instructional (and supplemental instructional) strategies:</p> <ul style="list-style-type: none"> Implement and reinforce the Math Workshop model in all grade levels Leveraging Title 1 resources to support implementation of individual and small group instruction in the workshop model. Implement resources: IXL, Dreambox, Reflex, Math in Practice and Bridges (The Math Learning Center) to assist with interventions in small group instruction. Develop and utilize common formative assessments (CFAs) to monitor student progress throughout the year. Provide targeted interventions based on the work of CFAs. Identify students in grades 2-5 who have not met grade level expectations on BOY math assessments (MI and Growth Assessments) and provide intervention to accelerate learning. Establish math libraries in every classroom to allow for engaging hands-on experiences. 	<p>Components:1, 2,3 Tier: 1</p>	<p>Ongoing</p>	<p>Administration, Grade level teachers, EL, SPED, Math Coach, Math Interventionist, STC, SSC</p>	<p>Classroom Observations/Walkthroughs, Planning Calendar, ATSS Intervention Spreadsheet, Intervention Letters to Parents, Budget documents</p>										
			<p>Professional Learning strategies:</p> <ul style="list-style-type: none"> Continue to provide job embedded PD and coaching for classroom teachers, prioritizing new teachers. Providing Math Workshop training Maintaining and supporting strategies within the workshop model in CLTs and through Walkthroughs Provide training embedded within CLTs around Effective Number Sense Routines, focus lessons, pacing learning targets, and small groups Supporting English Language Learners in the Mathematics Classroom Critical and Creative Thinking Strategy Implementation Summer Planning: Organize curriculum resources and professional development around those resources 	<p>Components:1, 3,4 Tier: 1</p>	<p>Ongoing</p>	<p>Math Coach, Administration, EL, Gifted</p>	<p>CLT Agenda, PD Calendar, Staff Meeting Presentations</p>										
			<p>Innovative/other strategies:</p> <ul style="list-style-type: none"> Establishing and engaging in Whole School Math Agreements to develop and implement consistent language, symbols and notation, models and schema, and rules that support the developing learner K-5. Partnerships with community partners 	<p>Components:1, 2,3, 4 Tier:1</p>	<p>Ongoing November-February</p>	<p>Math Coach, Administration</p>	<p>CLT Planning documents After School Club Rosters</p>										
<p>Reading Achievement</p> <table border="1"> <tr> <td>Reporting Groups > 30</td> <td>Spring 2019</td> <td>Spring 2021*</td> </tr> </table>	Reporting Groups > 30	Spring 2019	Spring 2021*	<p>During this school year, All Students and student reporting groups will improve their reading</p>	<p>1,2,3,4,5, 6</p>	<p>Staffing Strategies:</p> <ul style="list-style-type: none"> Create and hire 1.0 Title 1 Reading Specialists (Stacy Romero) and a 0.5 Title 1 Reading Interventionist (Kate Delenick). Hire tutors before and after school to support literacy and reading skills acquisition for the Winter 2021 and Spring 2022 	<p>Components: 1, 2,3 Tier:1</p>	<p>Ongoing</p>	<p>Administration</p>	<p>Staffing Documents</p>							
Reporting Groups > 30	Spring 2019	Spring 2021*															

<table border="1"> <tr><td>All Students</td><td>70</td><td>47</td></tr> <tr><td>Asian</td><td>81</td><td><</td></tr> <tr><td>Black</td><td>32</td><td>42</td></tr> <tr><td>Hispanic</td><td>60</td><td>28</td></tr> <tr><td>White</td><td>91</td><td>84</td></tr> <tr><td>SWD</td><td>29</td><td>27</td></tr> <tr><td>Econ. Disad.</td><td>53</td><td>30</td></tr> <tr><td>EL</td><td>45</td><td>19</td></tr> <tr><td>3rd Grade</td><td>66</td><td>36</td></tr> <tr><td>4th Grade</td><td>70</td><td>48</td></tr> <tr><td>5th Grade</td><td>74</td><td>57</td></tr> </table>	All Students	70	47	Asian	81	<	Black	32	42	Hispanic	60	28	White	91	84	SWD	29	27	Econ. Disad.	53	30	EL	45	19	3rd Grade	66	36	4th Grade	70	48	5th Grade	74	57	<p>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>Structure and process strategies:</p> <ul style="list-style-type: none"> 60 Minute weekly CLT dedicated to instructional planning, data analysis, and professional learning facilitated by literacy coach and/or grade level facilitator Assign reading staff to a limited number of PLCs to facilitate focused planning and data analysis. Provide structured literacy instruction in all K-5 classrooms through the use of research based programs (Lexia,Heggerty) . Maximize instructional time in Language Arts in K-5 by scheduling two hours for literacy instruction per day, plus an intervention block in grades 4 and 5 to accelerate student learning. 3 Quarterly Data Dive and Responsive Planning Meetings Prioritize Small group and Individual Instruction Summer Planning: Organize curriculum resources and professional development around those resources 	Components:2 Tier:1	Ongoing	Administration, Literacy Coach, Reading Teachers, EL, SPED, Grade Level Teachers	CLT Meeting Minutes, Planning Documents, Master Schedule, Small Group Planning Documents	
All Students	70	47																																							
Asian	81	<																																							
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<p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	<p>STUDENT ACCELERATION</p> <p>PROFESSIONAL LEARNING IN LITERACY</p>		<p>Instructional (and supplemental instructional) strategies:</p> <ul style="list-style-type: none"> Purchase instructional materials using Title 1 funds that support structured literacy (decodable text, Heggerty, 95% group, etc.) Use of Lexia to support literacy skill development Identify students who did not pass multiple fall reading measures (Dibels, PALS, growth assessments) and provide interventions to accelerate learning. Use Title 1 funds to provide access to literacy for all students. (Summer Mailbox, summer expedition related books, etc) 	Components:1, 2,3 Tier:1	Ongoing	Administration, Literacy Coach, Reading Teachers, STC	Classroom Observations/Walkthroughs , Planning Calendar, ATSS Intervention Spreadsheet, Intervention Letters to Parents, Budget documents																																		
			<p>Professional Learning strategies:</p> <ul style="list-style-type: none"> Provide professional learning in the area of structured literacy programs and the science of reading. Instructional leaders and teacher leaders will participate in structured literacy PD, including LETRs in order to guide the overall literacy program. Supporting English Learner students in Literacy Instruction 	Components:1, 3,4 Tier:1	Ongoing	Literacy Coach, EL, Administration	PD Calendar (District offerings and school-based offerings)																																		
<p>Science Achievement</p> <table border="1"> <tr><td>Reporting Groups > 30</td><td>Spring 2019</td><td>Spring 2021*</td></tr> </table>	Reporting Groups > 30	Spring 2019	Spring 2021*	<p>During this school year, All Students and student reporting groups will improve their reading proficiency as demonstrated by a</p>	1,2,3,4,5, 6	<p>Staffing Strategies:</p> <p>Hire a 0.5 Title 1 Academic Support Teacher to act as a Science Coach to support planning instruction and small groups- pending</p> <p>Hire 1.0 Elementary Classroom Teacher to serve as S.T.E.M. Teacher (Ashley Hollander)</p>	Components: 1, 2,3 Tier:1	Ongoing	Administration	Staffing																															
Reporting Groups > 30	Spring 2019	Spring 2021*																																							
			<p>Operational Strategies:</p>	Components:2 Tier:1	Ongoing	Administration, Grade Level	CLT Meeting Minutes, Planning																																		

<table border="1"> <tr><td>All Students</td><td>63</td><td>38</td></tr> <tr><td>Asian</td><td>57</td><td><</td></tr> <tr><td>Black</td><td>57</td><td>18</td></tr> <tr><td>Hispanic</td><td>50</td><td>18</td></tr> <tr><td>White</td><td>88</td><td>93</td></tr> <tr><td>SWD</td><td>13</td><td>20</td></tr> <tr><td>Econ. Disad.</td><td>43</td><td>14</td></tr> <tr><td>EL</td><td>28</td><td>10</td></tr> <tr><td>5th Grade</td><td>63</td><td>38</td></tr> </table>	All Students	63	38	Asian	57	<	Black	57	18	Hispanic	50	18	White	88	93	SWD	13	20	Econ. Disad.	43	14	EL	28	10	5th Grade	63	38	<p>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>STUDENT ACCELERATION</p>		<ul style="list-style-type: none"> 60 Minute bi-weekly CLT dedicated to instructional planning, data analysis, and professional learning facilitated by grade level facilitator or Science Coach Prioritize Small group and Individual Instruction Maximize instructional time in math in K-5 by scheduling at least 30-45 minutes for science instruction per day, plus an intervention block in grades 4 and 5 in the master schedule. 			Teams, Science Coach	Documents, Master Schedule, Small Group Planning Documents	
All Students	63	38																																	
Asian	57	<																																	
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STUDENT SUCCESS: Multiple Pathways to Student Success	<p>Instructional (and supplemental instructional) strategies:</p> <ul style="list-style-type: none"> Develop and utilize Common Formative Assessments (CFAs) to guide and inform instruction and monitor student progress throughout the year. Provide targeted intervention based on the results of the CFAs. Implement the workshop model in Science Leveraging Title 1 resources to support implementation of individual and small group instruction with enhanced classroom resources for science. 	Components:1, 2,3 Tier:1	Ongoing	Science Coach, Science Lead, Grade Level Teams, Administration, EL, SPED																															
ENGAGED WORKFORCE	<p>Professional Learning strategies:</p> <ul style="list-style-type: none"> Job-embedded professional development around Science Instruction Supporting English Learner students in Science Instruction Summer Planning: Organize curriculum resources and professional development around those resources 	Components:1, 3,4 Tier:1	Ongoing	Administration, EL, Science Coach, Science Lead	PD Calendar (District Offerings, Work with Science Office)																														
	<p>Innovative/other strategies:</p> <ul style="list-style-type: none"> Embedding Science Content into Specials (Math, Art, PE, Project Discovery) 	Component 2,3 Tier 1	Ongoing	Administration	Specials Planning document, Specials Team CLT Agenda																														
Family And Community Engagement		1,2,3,4,5, 6	<p>Additional Staffing:</p> <ul style="list-style-type: none"> Bilingual Family Liaison (Diana Bustamenta Osorio) Family Engagement Coordinator (Arturo Ramirez) 	Components: 1,2,3, 4 Tier: 1	Ongoing	Administration	Staffing document																												
PARTNERSHIPS: Strong, Mutually Supportive Partnerships			<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"> communicating in multiple languages. scheduling multiple opportunities on varied days of the week/times of day. providing meals/snacks, transportation, and childcare, as needed. leveraging opportunities for engagement at/from home (e.g., SeeSaw, Summer Mailbox Books). seeking input from families. 	Components:1, 4 Tier: 1	Ongoing	Bilingual Family Liaison, Instructional Assistants, Teachers, Counselor, Administration	Newsletters to families; Schooltalk messages, Meeting sign in sheets, event documents and parent responses on site based survey results.																												
			<p>Structure and process strategies:</p> <ul style="list-style-type: none"> Use of technology to include Twitter, Whatsapp, and School Talk to communicate important information to/with multilingual families. Provide meeting opportunities such as BTSN, PTA meetings, IEP meetings, Friday Parent Volunteers, and P-T Conferences in multiple formats(in person a virtual) to encourage diverse attendance. Provide opportunities for parents to learn about school programs and offerings, such as virtual meetings about band/orchestra and gifted programs. 	Components:2, 4 Tier: 1	Ongoing	Administration, Grade Level Teachers, Gifted, SPED, EL, SPECIALS, SPECIALISTS	Newsletters to families; Schooltalk messages, Meeting sign in sheets, event documents and parent responses on site based survey results.																												

			<ul style="list-style-type: none"> Quarterly Community Town Hall Meetings 					
			<p>Strategies focused on capacity-building:</p> <ul style="list-style-type: none"> Establish Family and Community Engagement Action Team (FACE) and designate a FACE Action Team Coordinator (Nathaniel Ho) Engage in Parent-Principal Chats with APS' FACE Specialist Learning sessions around math, literacy, and science in the winter and spring Summer Planning: Organize curriculum resources and professional development around those resources 	Components: 4 Tier: 1	Ongoing	Nathaniel Ho	FACE Team meeting agendas ; learning session materials, curriculum planning documents	
			<p>Strategies focused on promoting partnership in school decision-making:</p> <ul style="list-style-type: none"> Quarterly Principal Coffees Parent and Community Surveys Establishing a School Advisory Committee to include parents, community members, and neighboring organizations 	Components 4: Tier: 1	Ongoing	Administration	Sign-in sheets, Site surveys	
			<p>Strategies focused on specific links to learning:</p> <ul style="list-style-type: none"> Content Nights, STEM Night Library and Literacy Nights 	Components 2, 4 Tier 1		School staff; Administration;Sc hool Committees	Curriculum night sign-in sheets	
			<p>Strategies focused on relationship-building:</p> <ul style="list-style-type: none"> Building Equity Team Building FACE Action Team Extending family engagement efforts offsite locations to meet families where they are/comfortable 	Components:4 Tier: 1		Nathaniel Ho (FACE), Suzanne Butler (Equity), Claire Kauffman (Equity), Administration, Arturo Ramirez, Diana Bustamente	Team meeting agenda/minutes	
			Work with a local partner to provide afterschool enrichment opportunities to students (Washington-Liberty Basketball Team, DC United, ASPIRE, Abuelitas, AHC, Communities in Schools (CIS), Community Volunteers, etc.)	Components:1, 4 Tier 1		Administration, Family Engagement Coordinator	Community partner meeting agenda, sign-in sheets, MOU from organizations (ASPIRE)	
School Community and Culture		1,2,3,4,5, 6	Establish Equity Team	Component 4 Tier 1	Ongoing	Suzanne Butler and Claire Kauffman	Team agenda and minutes	
			Implement Monthly Social Emotional Themes for the students, staff, and community to focus on	Component 4 Tier 1	Ongoing	Suzanne Butler, Claire Kauffman, Administration, Grade Level Teachers, EL, SPED	Weekly parent newsletter and monthly theme planner	

			Provide inclusion opportunities for students with disabilities with non-disabled peers.	Component 4 Tier 1	Ongoing	Administration, SSC, Grade level Teachers, SPED, EL	Staff newsletter	
			Providing additional training to re-establish behavioral and academic expectations for school utilizing the Responsive Classroom Approach and Restorative Justice Practices. Social Emotional Learning in PreK-5 to include Conscious Discipline (PreK), Caring Connection (PreK), Responsive Classroom, Second Step, Zones of Regulation, and mindfulness.	Component 4 Tier 1	Ongoing	Heather Weir, Administration, Suzanne Butler, Claire Kauffman, Administration	Staff newsletter, PD	
			Establish individual connections with each student every day through: <ul style="list-style-type: none"> • Morning Greetings as students enter the door • 15 Minute Morning Meeting and Closing Circle in the Master Schedule 	Component 4 Tier 1		All Staff	Master Schedule, staff newsletter	
			Welcome families back to the physical school building for tours, orientations and events.		Ongoing	Administration		

*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 common planning periods so teachers could meet and discuss the best way to support students and common Intervention time for grades 4 and 5 to ensure multiple interventionists are available to support.
- 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 to support 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 student, accelerated learning in Reading/Mathematics/Science through the provision of targeted interventions to address significant learning gaps, and support 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.
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[Strategies that Promote a Diverse, Equitable, and Inclusive Community](#)

- **Gather and analyze data by reporting groups**, seeking to identify disproportionalities in opportunity, access, and/or achievement through root cause analysis and to set focal goals and identify strategies that address those systemic roots of disproportionate outcomes and lead to successful outcomes for all students.
- **Differentiate instruction** and support for students by need.
- Utilize a variety of instructional approaches (e.g., hands-on activities, cooperative learning, project- and problem-based learning) and forms of assessments (including performance tasks) to increase the accessibility of learning and opportunities for students to demonstrate their understanding.
- Provide targeted, explicit, and specially designed instruction to students with disabilities (SWD) to address Individualized Education Plan (IEP) and/or Recovery Service goals in the **least restrictive environment (LRE)**.
- Frame a cohesively evolving dialogue within our school community to explore and address issues of diversity, equity, and inclusion through the leadership of our **School Equity Team**.
- Engage staff and families as partners in exploring strategies for increased family engagement that represents all our families through the leadership of the **Family and Community Engagement (FACE) Action Team**.
- Employ identified strategies to overcome barriers and increase opportunities for engagement.
 - Invite communication from families around student learning in multiple languages through translation, simultaneous interpretation, and non-English opportunities (e.g., Club de Madres y Padres).
 - Provide transportation, childcare, and family meals to key school events when held in-person.
 - Utilize a variety of communication methods to reach families where they are: SchoolTalk (email, text), Twitter, Facebook, WhatsApp groups, voicemails, phone calls,
- Through the **Title I School-Family Partnership**, staff and families partner to learn more about and gather input on Title I program activities and to establish school principles for effectively partnering with all families.
- The **Title I Summer Mailbox Books** program ensures all students have access to high quality student reading selections during the school recess and that families are supported in literacy building activities at home.
- All staff will participate in **professional learning** throughout the year that supports their practice of diversity, equity, and inclusion. For example:
 - All staff participate in the **APS Equity Day of Learning**, each selecting multiple learning opportunities focused on enhancing their equity-building practices.
 - Staff engage in learning to explore evolving thinking and promising practices that demonstrate our commitment to advance our practices in ways that may benefit our students. For example, Equity Book Circles provide time and structure for teachers to form CLTs that explore foundational and new ideas that support diversity, equity, and inclusion in our school community.
- **Analyze community-wide perception data** (such as that gathered through Your Voice Matters) to identify and address systems and practices needing improvement to ensure equity and inclusion.
- Provide explicit instruction through skill building **social emotional learning lessons** to all students as part of a comprehensive school counseling program.

- Provide supports for students facing homelessness and other family based challenges.
- Provide **free breakfast and lunch** to all students through participation in School Nutrition Services as a Community Eligibility Provision (CEP) school.
- Engage **community partners** to support the work of the school and enhance the learning experiences of students. (After-school academic, athletic, and exploratory clubs, tutoring, ...)
- Provide free **tuition to summer school** for all qualifying students.
- Use materials from a variety of sources and perspectives to support student inquiry and meaning-making around difficult topics within the familiar environment of students' classroom communities in keeping with APS Social Studies' framework for [Leading for Educational Equity by Teaching Hard History and Current Events](#).

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, 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:

- Strengthening performance in content areas (Math, Reading, and Science) for all students, and particularly for English Learners and Students With Disabilities.
- 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)
- 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.