



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

Carlin Springs Elementary School

Melaney Mackin

School Name: _____

School Principal: _____

This Action Plan, in the APS Progressive Planning Model, serves as the School Management Plan, the Accelerated Learning 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.

PERFORMANCE PRIORITIES Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals. Title I Schools include summative performance data by VDOE student reporting group and by grade level for academic areas & APS STRATEGIC PLAN GOAL alignment	ANNUAL PERFORMANCE GOALS 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	ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS Indicate goal alignment to Leadership Performance Standards	ACTIONS TO PRIORITIES List specific actions and strategies that will be implemented to support meeting desired goals and outcomes. Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence	TITLE I SCHOOLWIDE COMPONENT (1-4) & ESSA EVIDENCE TIER (1-4)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL List specific evidence that will be used to measure and monitor progress on desired goals and outcomes.	RESULTS OF PROGRESS List specific results on desired goals and outcomes																								
Mathematics Achievement <table border="1" data-bbox="59 1015 309 1372"> <tr> <td>Reporting Groups > 30</td> <td>Spring 2021*</td> </tr> <tr> <td>All Students</td> <td>18%</td> </tr> <tr> <td>Asian</td> <td>18%</td> </tr> <tr> <td>Black</td> <td>29%</td> </tr> <tr> <td>Hispanic</td> <td>12%</td> </tr> <tr> <td>White</td> <td>36%</td> </tr> <tr> <td>SWD</td> <td>13%</td> </tr> <tr> <td>Econ. Disad.</td> <td>15%</td> </tr> <tr> <td>EL</td> <td>5%</td> </tr> <tr> <td>3rd Grade</td> <td>17%</td> </tr> <tr> <td>4th Grade</td> <td>17%</td> </tr> <tr> <td>5th Grade</td> <td>20%</td> </tr> </table> STUDENT SUCCESS: Multiple Pathways to Student Success	Reporting Groups > 30	Spring 2021*	All Students	18%	Asian	18%	Black	29%	Hispanic	12%	White	36%	SWD	13%	Econ. Disad.	15%	EL	5%	3rd Grade	17%	4th Grade	17%	5th Grade	20%	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%.	Standard 1 Leadership - with development and implementation of these programs. Standard 3 Human Resource Management - creating, hiring and the coaching support positions to align with these goal. Standard 4 Organizational Management - establishing intervention/enrichment schedule and teacher support. Standard 5 Professionalism - training and	Additional 1.0 Title I Math Coach and 1.0 Academic Intervention Specialist supports data analysis, instructional planning, and staff professional learning.- Staffing strategies. Collaborative Learning Teams (CLT) analyze formative and summative data, collaboratively plan, and determine differentiated instruction based on student need including data deep dives. Implement high quality, differentiated math instruction to include workshop structures, number sense routines, fact fluency practice, small group intervention and enrichment within the school day, and as operations allow outside of school hours.	Components: 3 Tier: Components:1, 2 Tier: Components: 2, 3 Tier:	Ongoing Ongoing Ongoing	Title I Math Coach, Title I Academic Intervention Specialist Admin, Instructional Coaches, CLT leaders, Teachers , Title I Academic Intervention Specialist Admin, Instructional Coaches, CLT leaders, Teachers, Title I Academic Intervention Specialist	Professional Learning agendas, notes, data charts & artifacts Data charts, CLT weekly minutes, professional learning agendas, notes, artifacts CLT agendas and notes, informal walkthroughs, student schedules, lesson plans	List specific results on desired goals and outcomes
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<p>ENGAGED WORKFORCE</p>		<p>supporting staff and Standard 7 Student Academic Progress -aligns with goals in monitoring data to measure student progress.</p>	<p>Professional Learning strategies : Responsive Classroom, math pedagogy (use of manipulatives, building conceptual understanding through CRA, district-recommended resource studies)</p>	<p>Components: 2, 3 Tier:</p>	<p>Ongoing</p>	<p>Admin, Instructional Coaches, CLT Leaders, Teachers, Title I Academic Intervention Specialist</p>	<p>Professional Learning agendas, notes, data charts & artifacts</p>																									
			<p>Implementation of an intervention block (Cardinal Time) into the schedules of each grade level; Innovative/other strategies: Intervention Block/Cardinal Time-VMath, Calendar Math Supplemental Materials</p>	<p>Components: 2, 3 Tier:</p>	<p>Ongoing</p>	<p>Admin, Instructional Coaches, CLT leaders, Teachers, Title I Academic Intervention Specialist</p>	<p>Progress Monitoring document, Grouping documents</p>																									
<p>Reading Achievement</p> <table border="1" data-bbox="64 753 317 1105"> <tr> <td>Reporting Groups > 30</td> <td>Spring 2021*</td> </tr> <tr> <td>All Students</td> <td>28%</td> </tr> <tr> <td>Asian</td> <td>40%</td> </tr> <tr> <td>Black</td> <td>41%</td> </tr> <tr> <td>Hispanic</td> <td>21%</td> </tr> <tr> <td>White</td> <td>64%</td> </tr> <tr> <td>SWD</td> <td>5%</td> </tr> <tr> <td>Econ. Disad.</td> <td>24%</td> </tr> <tr> <td>EL</td> <td>13%</td> </tr> <tr> <td>3rd Grade</td> <td>21%</td> </tr> <tr> <td>4th Grade</td> <td>34%</td> </tr> <tr> <td>5th Grade</td> <td>31%</td> </tr> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	Reporting Groups > 30	Spring 2021*	All Students	28%	Asian	40%	Black	41%	Hispanic	21%	White	64%	SWD	5%	Econ. Disad.	24%	EL	13%	3rd Grade	21%	4th Grade	34%	5th Grade	31%	<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 1 Leadership - with development and implementation of these programs. Standard 3 Human Resource Management - creating, hiring and the coaching support positions to align with these goals. Standard 4 Organizational Management - establishing intervention/enrichment schedule and teacher support. Standard 5 Professionalism - training and supporting staff and Standard 7 Student Academic Progress -aligns with goals in monitoring data to measure student progress.</p>	<p>Staffing strategies</p>	<p>Components: 3 Tier:</p>	<p>Ongoing</p>	<p>Title I Academic Intervention Specialist</p>	<p>Professional Learning agendas, notes, data charts & artifacts</p>	
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			<p>Collaborative Learning Teams (CLT) analyze formative and summative data, collaboratively plan, and determine differentiated instruction based on student need including data deep dives.</p>	<p>Components: 1, 2 Tier:</p>	<p>Ongoing</p>	<p>Admin, Instructional Coaches, CLT leaders, Teachers, Title I Academic Intervention Specialist</p>	<p>Data charts, CLT weekly minutes, professional learning agendas, notes, artifacts</p>																									
			<p>Instructional (and supplemental instructional) strategies (e.g., structured literacy differentiated instruction (whole group and small group), Foundations, SIPPS, Heggerty Video Lessons, etc.)</p>	<p>Components: Tier:</p>	<p>Ongoing</p>	<p>Admin, Instructional Coaches, CLT leaders, Teachers, Title I Academic Intervention Specialist</p>	<p>CLT agendas and notes, informal walkthroughs, student schedules, lesson plans</p>																									
			<p>Professional Learning strategies (Foundations training for literacy team, structured literacy differentiated instruction training, materials and resources, etc.)</p>	<p>Components: Tier:</p>	<p>Ongoing</p>	<p>Admin, Instructional Coaches, CLT Leaders, Teachers, Title I Academic Intervention Specialist</p>	<p>Professional Learning agendas, notes, data charts & artifacts</p>																									
<p>Science Achievement</p>	<p>During this school year, All Students and student reporting groups will</p>		<p>Implement high quality, differentiated science instruction, small group intervention and enrichment within the school day, and as operations allow outside of school hours (e.g.</p>	<p>Components: 2, 3 Tier:</p>	<p>Ongoing</p>	<p>Admin, Instructional Coaches, CLT</p>	<p>Professional Learning agendas, notes, data charts & artifacts</p>																									

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<p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	<p>Focus on the implementation of high-impact family engagement opportunities utilizing the Dual Capacity-Building Framework for School-Family Partnerships.</p> <p>Increase the number of students who have a family member attend three or more high impact family engagement events.</p>	<p>Standard 2 Climate - Promotes the success of all stakeholders by advocating for and sustaining an academically rigorous, positive and safe climate Standard 5 Communication and Community Relations - Communicates and collaborates and</p>	<p>Activities, initiatives and events related to family engagement will integrate the process conditions and organizational conditions as outlined in the Dual Capacity-Building Framework model:</p> <p>Relational: Build mutually respectful and trusting relationships between home and school.</p> <p>Linked to learning and development: Align and connect family engagement initiatives with school and district achievement goals.</p> <p>Asset-based: Use a strength-based approach to increase confidence and empower families to be active, knowledgeable, and informed partners in their child's education.</p>	<p>Components: 4 Tier: 3</p>	<p>Ongoing</p>	<p>Admin, Community School Coordinator, Bilingual Family Liaison, Teachers, Assistants</p>	<p>School calendar, outreach materials, attendance records, program curriculum, program agendas</p>																			
<p>Family And Community Engagement</p> <table border="1"> <tr> <td>Year</td> <td>all</td> </tr> <tr> <td>2017</td> <td>37%</td> </tr> <tr> <td>2018</td> <td>35%</td> </tr> <tr> <td>2019</td> <td>40%</td> </tr> <tr> <td>2020</td> <td>25%</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>PARTNERSHIPS: Strong, Mutually Supportive Partnerships</p>	Year	all	2017	37%	2018	35%	2019	40%	2020	25%																
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		engages all stakeholders	<p>Culturally responsive and respectful: Implement programs and practices that reflect language, culture context and the diverse views of our stakeholder community.</p> <p>Collaborative: Provide opportunities for families to build networks and learning communities of support.</p> <p>Interactive: Provide opportunities for families to apply new skills and strategies to support student achievement.</p> <p>Systematic: The school leadership team will communicate family engagement as a priority and provide opportunities for staff to increase their knowledge of the Dual-Capacity Framework.</p> <p>Integrated: The school leadership team will systematically embed family engagement into all school practices, where appropriate.</p> <p>Sustained: The school leadership team will secure resources and build infrastructure to support home-school partnerships.</p>					
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*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 structured intervention blocks, social emotional learning, core instruction, and appropriate support staff.
- 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 (ESSA Evidence Tier 3). To further meet the needs of our students, we integrate use of Responsive Classroom (RC) (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 ((2.4 Academic Support Teachers, 0.5 Math Coach, 0.4 Reading Teacher) 2.0 FTEs) to support the implementation of robust differentiated instruction that meet students learning needs and assist in staff development.

- 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, SOL Growth Assessments, APS Quarterly Reading Assessment series, conferring notes, APS Quarterly Math Assessment series, Math Inventory assessments, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, and Reading 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 Coach/Resource Leaders CLTs.
- 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 math performance for all students, and particularly for English Learners and Students With Disabilities.

- Strengthening reading performance for all students, and particularly for English Learners and Students With Disabilities.
- Strengthening science performance for all students, and particularly for English Learners and Students With Disabilities.
- Continuing to implement the Community School framework by focusing on collaborative leadership and practices, family and community engagement, integrated student supports, and expanded learning time and opportunities for students.

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.