

| <table border="1"> <tr><td>SWD</td><td>59</td><td>12</td></tr> <tr><td>Econ. Disad.</td><td>66</td><td>29</td></tr> <tr><td>EL</td><td>64</td><td>25</td></tr> <tr><td>3rd Grade</td><td>78</td><td>34</td></tr> <tr><td>4th Grade</td><td>71</td><td>48</td></tr> <tr><td>5th Grade</td><td>76</td><td>24</td></tr> </table> | SWD | 59 | 12 | Econ. Disad. | 66 | 29 | EL | 64 | 25 | 3 rd Grade | 78 | 34 | 4 th Grade | 71 | 48 | 5 th Grade | 76 | 24 | <p>expectations or close the gap between the prior pass rate and performance expectations by at least 10%.</p> <p>STUDENT ACCELERATION</p> <p>PROFESSIONAL LEARNING IN NUMERACY</p> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p> | | <p>Instructional strategies:</p> <ul style="list-style-type: none"> Use Title 1 funds to provide students with access to supplemental manipulatives and resources to allow for differentiated and targeted instruction to address student learning needs. | <p>Components:1, 2,3 Tier: 1</p> | <p>Ongoing</p> | <p>Administration, Grade level teachers, EL, SPED, Math Team</p> | <p>Classroom Observations, ATSS Intervention Spreadsheet, Lesson plans, Budget documents</p> | | | | | | | | | | | | | | | | | | | |
|--|--|--|----------------|--|---|----|-------|----|----|-----------------------|----|----|-----------------------|----|----|-----------------------|----|----|---|----|---|--------------------------------------|----------------|--|--|----|----|-----------------------|----|----|-----------------------|----|----|-----------------------|----|----|---|--------------------|--|--------------------------------------|----------------|-----------------------|---------------------------|--|
| SWD | 59 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5 th Grade | 76 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <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. 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 | <p>Components:1,3,4 Tier: 1</p> | <p>Ongoing</p> | <p>Administration, Math Team, EL, SPED, Gifted</p> | <p>CLT Agenda, Staff Meeting Presentations</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Innovative/other strategies:</p> <ul style="list-style-type: none"> Partnerships with community partners to connect math standards with STEAM | <p>Components:1,2,3 , 4 Tier:1</p> | <p>Ongoing</p> | <p>Administration, Math Team, STEAM Coordinator</p> | <p>CLT Planning documents</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reading Achievement</p> <table border="1"> <tr> <th>Reporting Groups > 30</th> <th>Spr. '19</th> <th>Spr. '21*</th> </tr> <tr><td>All Students</td><td>70</td><td>52</td></tr> <tr><td>Asian</td><td>77</td><td>83</td></tr> <tr><td>Black</td><td>55</td><td>46</td></tr> <tr><td>Hispanic</td><td>60</td><td>41</td></tr> <tr><td>White</td><td>92</td><td>86</td></tr> <tr><td>SWD</td><td>50</td><td>13</td></tr> <tr><td>Econ. Disad.</td><td>58</td><td>40</td></tr> <tr><td>EL</td><td>45</td><td>30</td></tr> <tr><td>3rd Grade</td><td>72</td><td>37</td></tr> <tr><td>4th Grade</td><td>66</td><td>71</td></tr> <tr><td>5th Grade</td><td>75</td><td>49</td></tr> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p> | Reporting Groups > 30 | Spr. '19 | Spr. '21* | All Students | 70 | 52 | Asian | 77 | 83 | Black | 55 | 46 | Hispanic | 60 | 41 | White | 92 | 86 | SWD | 50 | 13 | Econ. Disad. | 58 | 40 | EL | 45 | 30 | 3 rd Grade | 72 | 37 | 4 th Grade | 66 | 71 | 5 th Grade | 75 | 49 | <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>STUDENT ACCELERATION</p> <p>PROFESSIONAL LEARNING IN LITERACY</p> | <p>1,2,3,4,5,6</p> | <p>Staffing Strategies:</p> <ul style="list-style-type: none"> Hire additional 1.0 Title I Reading Specialists using Title I funds Implement tutoring before and after school to support literacy and reading skills acquisition for the Winter 2021 and Spring 2022 for students in grades 2-5 | <p>Components: 1, 2,3 Tier:1</p> | <p>Ongoing</p> | <p>Administration</p> | <p>Staffing Documents</p> | |
| Reporting Groups > 30 | Spr. '19 | Spr. '21* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 70 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 77 | 83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 55 | 46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 60 | 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5 th Grade | 75 | 49 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Operational Strategies:</p> <ul style="list-style-type: none"> Weekly Collaborative Learning Teams dedicated to instructional planning, data analysis, and professional learning facilitated by literacy coach and/or grade level facilitator Reading specialists facilitate focused planning and data analysis at CLTs Provide structured literacy instruction in all K-5 classrooms using research-based programs (Lexia, Heggerty, 95% Group). Maximize instructional time in Language Arts in K-5 by scheduling 90 minutes for literacy instruction per day, plus an intervention block in all grade levels to accelerate student learning. Provide extended time for quarterly planning to analyze student data, unpack standards and plan instructional content and strategies for upcoming quarter Prioritize small group instruction | <p>Components:2 Tier:1</p> | <p>Ongoing</p> | <p>Administration, Literacy Team, EL, SPED, Grade Level Teachers</p> | <p>CLT Meeting Minutes, Planning Documents, Master Schedule, Small-Group Planning Documents</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>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 Use Title 1 funds to provide students with supplemental books and resources to allow for differentiated and targeted instruction to address student learning needs. Use Title I funds to provide access to literacy for all students. (Summer Mailbox books) | <p>Components:1, 2,3 Tier:1</p> | <p>Ongoing</p> | <p>Administration, Literacy Team</p> | <p>Classroom Observations, ATSS Intervention Spreadsheet, Budget documents</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | Professional Learning strategies: <ul style="list-style-type: none"> Provide professional learning in structured literacy programs and the science of reading. Build capacity of staff members in Orton-Gillingham (IMSE) | Components:1,3,4 Tier:1 | Ongoing | Administration, Literacy Team, | PL Calendar (District offerings and school-based offerings) | |
| | | | Innovative/other strategies: <ul style="list-style-type: none"> Partnerships with community partners to connect reading standards with STEAM | Components:1,2,3, 4 Tier:1 | Ongoing | Administration, Literacy Team, STEAM Coordinator | CLT Planning documents | |
| Family And Community Engagement PARTNERSHIPS: Strong, Mutually Supportive Partnerships | Engage in ongoing and consistent family and community engagement to address students social, emotional, and academic development and achievement. | 1,2,3,4,5,6 | Additional Staffing: <ul style="list-style-type: none"> .5 Bilingual Family Liaison | Components: 1,2,3, 4 Tier: 1 | Ongoing | Administration | Staffing document | |
| | | | <ul style="list-style-type: none"> Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by: <ul style="list-style-type: none"> communicating in multiple languages scheduling multiple opportunities on varied days of the week/times of the 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 | Administration, Bilingual Family Liaison, Instructional Assistants, Teachers, Counselor, PTA | Newsletters to families; Schooltalk messages, Meeting sign-in sheets, event documents, and parent responses on site-based survey results. | |
| | | | Structure and process strategies: <ul style="list-style-type: none"> Use of technology to include Twitter, WhatsApp, SeeSaw and School Talk to communicate important information to/with multilingual families. Provide meeting opportunities such as BTSN, PTA meetings, IEP meetings, and Parent/Teacher Conferences to encourage diverse attendance. Provide opportunities for parents to learn about school programs and offerings, such as virtual meetings about gifted programs. | Components:2,4 Tier: 1 | Ongoing | Administration, Grade Level Teachers, Gifted, SPED, EL, | Newsletters to families; Schooltalk messages, Meeting sign-in sheets, SeeSaw | |
| | | | Strategies focused on capacity-building: <ul style="list-style-type: none"> Establish Equity Team to promote inclusivity at the school level Learning sessions around math and literacy. Summer Planning: Organize curriculum resources and professional development around those resources | Components: 4 Tier: 1 | Ongoing | Administration, Equity facilitators | Equity Team meeting agendas, learning session materials, curriculum planning documents | |
| | | | Strategies focused on specific links to learning: <ul style="list-style-type: none"> Content Videos (ELA Universal Screeners) PBL Showcase Night Library and Literacy Events | Components 2, 4 Tier 1 | | Administration, Literacy Team, STEAM Coordinator, Librarian | Curriculum night sign-in sheets | |

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|--------------------------|--|-----------|--|---------------------------|---------|--|---|--|
| | | | Strategies focused on relationship-building: <ul style="list-style-type: none"> ● Building Equity Team to promote an inclusive culture that engages and draws from the assets of students, staff, families, and community members <ul style="list-style-type: none"> - Administer the implicit bias survey to determine how our biases affect our actions and impact student learning. - Use survey results to implement relevant activities - Designate No Place for Hate student team members to engage the school community in bully prevention | Components:4 Tier: 1 | | Administration, Equity facilitators, Student ambassadors | Team meeting agenda/minutes, staff survey | |
| | | | Innovative/other strategies: <ul style="list-style-type: none"> ● Work with a local partner to provide technology-focused afterschool enrichment opportunities to students | Components:1, 4 Tier 1 | | Administration, STEAM Coordinator, ITC | Community partner meeting agenda, sign-in sheets, | |
| Health and Safety | 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. | 1,2,4,5,6 | Implementation 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, etc. | | Ongoing | Administration, All Staff, School Clinic Staff | Raptor sign-in, Contact-tracing log, seating charts, weekly School Talk, PTA Meeting agenda and minutes | |

*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 additional small group instructional time for interventions and extensions, student exploration of the arts and other specials, an enhanced literacy block, a grounding morning meeting time each day, and common planning time for each literacy and math weekly CLT.
- 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 FTE Title I Reading Teachers) to support differentiated, small-group literacy instruction aimed at accelerating learning for students and job-embedded professional learning for instructional staff in literacy pedagogical methods.
- 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, 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 and Student Well-Being such as attendance, discipline, Positive Behavioral Interventions and Supports (PBIS) 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:

- 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](#).
- Strengthening literacy performance for all students, and particularly for English Learners, Students with Disabilities, Economically Disadvantaged students, and Black and Hispanic student groups.
- Strengthening math performance for all students, and particularly for English Learners, Students with Disabilities, Economically Disadvantaged students, and Asian, Black, and Hispanic student groups.

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.