



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

Hoffman Boston Elementary School

Heidi Smith

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="48 1047 301 1458"> <tr> <td>Reporting Groups > 30</td> <td>Spring 2021*</td> </tr> <tr> <td>All Students</td> <td>49</td> </tr> <tr> <td>Asian</td> <td>56</td> </tr> <tr> <td>Black</td> <td>39</td> </tr> <tr> <td>Hispanic</td> <td>45</td> </tr> <tr> <td>White</td> <td>56</td> </tr> <tr> <td>SWD</td> <td>43</td> </tr> <tr> <td>Econ. Disad.</td> <td>37</td> </tr> </table> | Reporting Groups > 30 | Spring 2021* | All Students | 49 | Asian | 56 | Black | 39 | Hispanic | 45 | White | 56 | SWD | 43 | Econ. Disad. | 37 | 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 | Standard 3 - Human Resource Management Standard 6 - Professionalism Standard 7 - Program Progress Standard 6 - Professionalism | Hire supplemental staffing to support students: Academic Support Teacher. Establish protocols, norms and expectations for weekly CLT meetings with a focus on learning and results. Ensure attendance by all team members. Establish school-wide expectations for Math workshop with focus on the mini-lesson, small group instruction and reteaching strategies. Provide targeted professional learning to enhance teachers’ knowledge of best instructional practices to develop math proficiency. | Components: 1 Tier: 3 Components: 2 Tier: 3 Components: 2 Tier: 4 Components: 3 Tier: 3 | July - August September – June September - May September - May | Admin Team, Instructional Coaches Admin Team, Math Coach, Specialists (Academic Support, EL, SPED, RTG), and grade level teams Admin Team, Instructional Coaches Admin Team, Instructional Coaches | Staffing Assignments CLT weekly agendas and minutes; master schedule; individual teacher schedules. Walkthroughs, observations, CLT Agendas and minutes. PD Agendas and supporting documentation. | |
| Reporting Groups > 30 | Spring 2021* | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 49 | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 56 | | | | | | | | | | | | | | | | | | | | | | | |
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| EL | 31 | the gap between the prior pass rate and performance expectations by at least 10%. | Standard 7 - Student Progress | Ensure all students with disabilities are receiving access to grade-level curriculum while still receiving differentiated instruction focused on IEP goals within the Least Restrictive Environment through the use of push-in support. | Components: 3 Tier: 4 | September - June | Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams | Student IEPs, Student and Grade-Level schedules. | |
| 3rd Grade | 47 | | Standard 7 - Student Progress | Actively monitor student progress and performance; effectiveness of interventions particularly for Tier 2 and Tier 3 Interventions during CLTs. | Components: 1 Tier: 1 | September - June | Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams | Watchlists, data and intervention records. ATSS protocols for progress monitoring. | |
| 4th Grade | 56 | | Standard 7 - Student Progress | Establish student learning goals and plans to target interventions. | Components: 1 Tier: 3 | August - June | Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams | CLT Agendas and minutes | |
| STUDENT SUCCESS: Multiple Pathways to Student Success | | | | | | | | | |
| ENGAGED WORKFORCE | | | | | | | | | |
| Reading Achievement | | 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%. | Standard 3 - Human Resource Management | Hire supplemental staffing to support students: Title 1 Reading Teacher and Elementary Classroom Teacher. | Components: 1 Tier: 3 | July - August | Admin Team, Instructional Coaches | Staffing Assignments | |
| Reporting Groups > 30 | Spring 2021* | | Standard 6 - Professionalism | Establish protocols, norms and expectations for weekly CLT meetings with a focus on learning and results. Ensure attendance by all team members. Create fall and spring ELA surveys to garner feedback on how CLTs are supporting instruction and student literacy development and learning. Analyze feedback as a reading and leadership team to identify trends and determine next steps for improvement and what to continue. Communicate results with staff and teachers. | Components: 2 Tier: 3 | September – June | Admin Team, Math Coach, Specialists (Academic Support, EL, SPED, RTG), and grade level teams | CLT weekly agendas and minutes; master schedule; individual teacher schedules. | |
| All Students | 62 | | Standard 6 - Professionalism | Provide targeted professional learning to enhance teachers’ knowledge of best instructional practices to develop literacy proficiency. Use school-based early-release days to provide professional learning on interactive read alouds and targeted phonics and morphology instruction. | Components: 3 Tier: 3 | September - May | Admin Team, Instructional Coaches | PD Agendas and supporting documentation. | |
| Asian | 66 | | Standard 7 - Student Progress | Ensure all students with disabilities are receiving access to grade-level curriculum while still receiving differentiated instruction focused on IEP goals within the Least Restrictive Environment use of co-teaching teams and push-in support. Provided phonics booster packs for special education teachers to use in small groups to supplement core instruction. Reading team members are working with special education and EL teachers to provide instructional support through modeling, collaboration, and instructional materials. | Components: 3 Tier: 4 | September - June | Admin Team, Math Coach, Specialists (ESOL, SPED, RTG), and grade level teams | Student IEPs, Student and Grade-Level schedules. | |
| Black | 52 | | Standard 7 - Student Progress | | | | | | |
| Hispanic | 57 | | | | | | | | |
| White | 64 | | | | | | | | |
| SWD | 50 | | | | | | | | |
| Econ. Disad. | 48 | | | | | | | | |
| EL | 36 | | | | | | | | |
| 3rd Grade | 53 | | | | | | | | |
| 4th Grade | 69 | | | | | | | | |
| 5th Grade | 61 | | | | | | | | |
| STUDENT SUCCESS: Multiple Pathways to Student Success | | | | | | | | | |

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| ENGAGED WORKFORCE | | Standard 7 - Program Progress | Establish school-wide expectations for tier 1 literacy block and small group instruction and reteaching strategies. Reading team has modeled tier 1 instruction in classrooms, during CLTs, and during coaching cycles. Reading team shares ELA expectations and resources from the district ELA office. | Components: 2 Tier: 4 | September - May | Admin Team, Instructional Coaches | Walkthroughs, observations, CLT Agendas and minutes. | |
| | | Standard 7 - Student Progress | Actively monitor student progress and performance; effectiveness of interventions particularly for Tier 2 and Tier 3 Interventions during CLTs. Use CLTs to analyze and examine student data to determine next instructional steps that are targeted for student needs. | Components:1 Tier: 1 | September - June | Admin Team, Math Coach, Specialists (EL, SPED, RTG), and grade level teams | Watchlists, data and intervention records. ATSS protocols for progress monitoring. | |
| Family and Community Engagement | During the 2021-2022 school year, we will continue to develop and build partnerships with community and families to benefit student learning. | Standard 5 - Communication and Community Relations | The Hoffman-Boston staff will provide year-round academic and emotional success by creating clear modes of communication online (weekly Principals' Message, school site, Twitter page, e-blasts and school news) to ensure that families know who to reach out to when a need arises. | Components: 4 Tier: 4 | August - June | Bilingual Family Liaisons, Instructional Assistants, Teachers, Counselor FACE Committee | Family Check-in logs | |
| | | Standard 7 - Program and Student Progress | Families supporting learning at home. Schoolwide Math Focus under the theme of "patterns and problem solving". Grade level Family Engagement representatives have worked with their team to create family friendly activities to do at home, found here . Families are supported by the staff to explore these activities and do them at home with their learners. | Components: 3 Tier: 4 | October - June | FACE Committee, Teachers, Admin Team | Family Feedback Surveys | |
| | | Standard 7 - Program Progress | Family Engagement Learning nights by grade level to support "Patterns and Problem Solving" focus. | Components: 3 Tier: 4 | January - April | Grade Level Teams, Admin Team | Sign In Sheets, Collaboration for Special Events | |
| | | Standard 2 - Climate | Ensuring families are represented in school-based groups (PTA, FACE, Equity Committee) and asked to support the structure of the school community such as supporting administrative decisions at the Principal Coffees and participating in surveys on school experiences. | Components: 4 Tier: 4 | August - June | Admin Team, FACE and Equity Committee, Bilingual Family Liaisons | Demographic Survey of Attendees | |
| | | Standard 2 - Climate | Supporting staff led events that connect families to resources such as STEM education, Library Services, and content specific experiences. | Components: 3 Tier: 4 | October - June | Admin Team, STEM Coordinator, Content Leads | Sign In Sheets, Collaboration for Special Events | |
| | | Standard 5 - Communication and Community Relations Standard 2 - Climate | Moving towards more collaborative working groups with families using engagement as a learning strategy for students. | Components: 3 Tier: 4 | October - June | FACE Committee, Teachers, Admin Team | | |
| | | Standard 2 - Climate | Planning events on "neutral ground", such as a play space, to help families build relationships with each other and support one another with school and | Components: 4 Tier:4 | | Bilingual Family Liaisons, Student | Sign In Sheets, Collaboration for Special Events | |

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| | | | emotional goals. Future planning for potential parent affinity groups to help families engage within their school community. | | | Support Team, Admin Team | |
| | | Standard 5 - Communication and Community Relations | Continue to engage with previously existing partnerships and navigate leveraging their supports through school safety policies regarding COVID-19. <ul style="list-style-type: none"> • Mt. Olivet Baptist Church • National Portrait Gallery • Coexist with Beavers | Components: 4 Tier: 4 | September – June | Admin Team, Volunteer Coordinator, Counselor, Social Worker. | Sign-in Sheets, Collaboration for special events. |
| Social Emotional Learning | During the 2021-2022 school year, we will provide a framework and philosophy that provides resources and support that helps every child succeed in academics, behavior, and social-emotional needs. By the spring of 2022, there will be a 10% decrease in student referrals from fall 2021 | Standard 6 - Professionalism | Participate in a series of workshops on PBIS (Positive/Preventative Behavioral Interventions and Supports) with teachers and staff. | Components: 3 Tier: 1 | September – June | PBIS Coach, classroom teachers, specialists, counselor, Admin team | PBIS Incident Reports; data collection |
| | | Standard 7 - Program and Student Progress | PBIS Coach provides support in the classroom and common areas of the school. Implement a master schedule that supports single grade levels accessing common areas at the same time. | Components: 4 Tier: 1 | September - June | Admin Team, PBIS Coach, specials teachers, school psychologist, Counselor | Common language, visual supports, documented procedures. |
| | | Standard 7 - Program and Student Progress | Identify students in grades K-5 with a pattern of behavioral needs using a Data collection system. Provide targeted, tiered intervention(s) to meet those students' needs and monitor progress toward goal behaviors. | Components: 1 Tier: 1 | September – June | PBIS Coach, Student Support Team, Classroom Teachers, Admin Team | Meeting Minutes |
| | | Standard 2 - Climate | Specialists schedule additional time with students throughout the school day to ensure all students know they have an advocate at Hoffman-Boston. | Components: 4 Tier: 4 | September - June | Admin Team, PBIS Coach, specials teachers, school psychologist, Counselor | Common language, visual supports, documented procedures. |
| | | Standard 7 - Program Progress | Evaluate opportunities for extending learning in PBIS Implementation | Components: 3 Tier: 1 | October - June | PBIS Coach, Admin Team | PD Agendas, Supporting Documentation |
| | | Standard 7 - Student Progress | Provide explicit instruction through skill building social emotional learning lessons to all students as part of a comprehensive school counseling program. | Components: 2 Tier: 4 | September - June | Counselor, PBIS Coach | Exit Tickets, Teacher/Family Reports |
| | | School Safety & Health | During the 2021-2022 school year safety protocols will be maintained to ensure a safe and healthy learning environment. | Standard 1 - Leadership | Establish and implement regular and daily clearing procedures and protocols. | | August - June |
| Standard 1 - Leadership | Create structures and systems to promote social distancing (classrooms, common spaces) and other mitigation strategies. | | | | August - June | Admin Team, Facilities Manager | Staff Handbook, Classroom Lessons |

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| | | Standard 1- Leadership | Monitor PPE supplies and seek additional resources, as needed | | August - June | Admin Team, Facilities Manager | Supply Log | |
| | | Standard - Communication | Contact trace and inform all stakeholders. | | August - June | Admin Team, Front Office Staff, Clinic Staff | Tracing spreadsheets, SchoolTalk messages, Exclusion Letters and Phone Call Logs | |
| | | Standard 7 - Student Academic Progress | Ensure synchronous and asynchronous learning opportunities are available for students during quarantine. | | August - June | Admin Team, Teachers | Canvas Course Links and Materials | |
| | | Standard 3 - Human Resource Management | Hire additional staff to support outdoor lunch options and restructured indoor dining space for inclement weather. | | August - June | Admin Team | Staffing Lists, Weekly Notes | |

*Due to impacts of the coronavirus pandemic on data availability, Spring 2021 SOL assessment data shown here are from the <https://schoolquality.virginia.gov/schools/hoffman-boston-elementary>

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 time for collaboration.
- 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. 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 (1 Academic Support Teacher and .5 Reading Specialist) to support differentiated, small group literacy/numeracy instruction aimed at accelerating learning for students to address the significant learning gaps.
- 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 OnDemand, Developmental Spelling Assessment, APS Quarterly Reading Assessment series, RAS/RAN, conferring notes, APS Quarterly Math Assessment series, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, Reading, Spelling, and Mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to the Whole Child such as attendance, discipline, PBIS data collection
- 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 math performance for all students
- Strengthening reading performance for all 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.