



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

Randolph Elementary

Carlos Ramirez

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 1019 301 1383"> <thead> <tr> <th>Reporting Groups > 30</th> <th>Spring 2021*</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>35%</td> </tr> <tr> <td>Asian</td> <td>62%</td> </tr> <tr> <td>Black</td> <td>43%</td> </tr> <tr> <td>Hispanic</td> <td>24%</td> </tr> <tr> <td>White</td> <td>61%</td> </tr> <tr> <td>SWD</td> <td>21%</td> </tr> <tr> <td>Econ. Disad.</td> <td>27%</td> </tr> <tr> <td>EL</td> <td>20%</td> </tr> <tr> <td>3rd Grade</td> <td>37%</td> </tr> <tr> <td>4th Grade</td> <td>39%</td> </tr> <tr> <td>5th Grade</td> <td>31%</td> </tr> </tbody> </table> STUDENT SUCCESS: Multiple Pathways to Student Success	Reporting Groups > 30	Spring 2021*	All Students	35%	Asian	62%	Black	43%	Hispanic	24%	White	61%	SWD	21%	Econ. Disad.	27%	EL	20%	3rd Grade	37%	4th Grade	39%	5th Grade	31%	During the 2021-22 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 20%. This includes	Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, and Student Academic Progress	<p>Staffing strategies (e.g., additional Title I positions, Title I hourly tutors, etc.)</p> <p>Designation of 2.0 A-scale and 1.0 T-scale as the math support team to provide small group targeted instruction to identified students based on unit-based assessments and quarterly assessment.</p> <p>Hire tutors for before- and after-school numeracy support in the spring of 2022 to support ELs 1 and 2 and SWDs with math skills acquisition</p> <p>Structure and process strategies (e.g., CLT structures, development, and meetings; quarterly data analysis and responsive planning)</p> <p>1-hr weekly CLT per grade level devoted only for math planning, data analysis, and professional learning lead by math coach and grade-level co-facilitator</p>	Components: 2,3,4 Tier: 1, 2, 3 Components: 1,2,3,4 Tier: 1	Sep-June Sep-June	Principal, AP, math coach Principal, AP, math coach, EL, SpEd teachers	SMI BOY and MY, unit-based assessments, quarterly district-wide assessments, progress monitoring tools (exit tickets). SMI BOY and MY, unit-based assessments, quarterly district-wide	Significant student academic growth by at least 10% every quarter Significant student academic growth by at least 10% every quarter
Reporting Groups > 30	Spring 2021*																															
All Students	35%																															
Asian	62%																															
Black	43%																															
Hispanic	24%																															
White	61%																															
SWD	21%																															
Econ. Disad.	27%																															
EL	20%																															
3rd Grade	37%																															
4th Grade	39%																															
5th Grade	31%																															

<p>ENGAGED WORKFORCE: Increased opportunities for leadership, voice, and professional learning per YVM survey</p>	<p>growth in quarterly assessments and mid-year and end-of-year math screeners.</p>		<p>1 quarterly ATSS CLT</p> <p>1 day quarterly data analysis and responsive planning CLT</p> <p>Transdisciplinary summer planning that includes vertical planning for a smooth transition from one grade level to the next, and update of the existing IB curricular maps</p>		<p>July 2022</p>		<p>assessments, progress monitoring tools (exit tickets).</p> <p>Progress monitoring through weekly agendas</p>	
			<p>Instructional (and supplemental instructional) strategies (e.g., workshop model, within school and after-school interventions/extensions)</p> <p>Implementation and reinforcement of Math Workshop in all grade levels</p> <p>Resources/Strategies: Implementation of iXL, SOL Pass, Flocabulary, Do the Math and materials (K-2), Reflex, Dreambox to assist with interventions in small group instruction.</p> <p>After-school tutoring for identified students in spring 2022</p>	<p>Components: 2,3,4</p> <p>Tier: 1,2,3</p>	<p>Sep-June</p> <p>Spring 2022</p>	<p>Principal, AP, math coach, classroom teachers</p>	<p>Walkthroughs and progress monitoring of interventions</p>	<p>Significant student academic growth by at least 10% every quarter</p>
			<p>Professional Learning strategies (consider expert, embedded, continuous, known and arising opportunities, targeted needs, etc.)</p> <p>Maintain and support the strategies in workshop model at CLTs and through walkthroughs</p> <p>Critical and Creative Thinking strategy implementation and reinforcement amongst staff</p> <p>Reframe staff time for greater impact through PL by converting all staff meetings into PL opportunities for all staff and CLT times devoted for PL at each grade level. All to support our focus on accelerated learning in math by creating a professional learning calendar for the whole school year and secure dates/times for focused PL.</p>	<p>Components: 2,3,4</p> <p>Tier: 1,2</p>	<p>Sep-June</p>	<p>Principal, AP, math coach, RTG</p>	<p>Progress monitoring monthly and through walkthroughs</p>	<p>Higher rates of implementation of taught strategies and skills in the classroom by staff trained in math workshop and CCT.</p>
			<p>Innovative/Other strategies:</p> <ol style="list-style-type: none"> 1. Student data progress monitoring using unit-based assessments and quarterly assessments. 2. Analyzing SMI BOY and EOY and planning for targeted intervention 3. Targeted intervention in small groups based on students' similar needs, as well as before- and after-school tutoring. 4. Engaged workforce through hiring highly-qualified and providing staff with multiple leadership roles, such as team leads, CLT facilitators and co-facilitators, mentors, inclusion and equity team leads, STEM, and transdisciplinary planning with numeracy at the forefront. 5. Hiring substitutes to support data analyses and responsive planning days (a.k.a. "Quarterly Data Digs") to support your CLTs in the implementation of your schoolwide plan. 	<p>Components: 1,2,3,4</p> <p>Tier: 1,2,3</p>	<p>Sep-June</p>	<p>Principal, AP, Math coach, EL, SpEd teachers, IB coord.</p>	<p>Ongoing progress monitoring</p>	<p>Increased leadership amongst staff, and significant student academic growth by at least 10% based on SMI and quarterly assessment results.</p>

			<p>6. Hourly payments for Title I School Resource Coordinator, Title I School-Family Partnership Coordinator, and Title I School Mailbox Books Coordinator to support the implementation of your schoolwide plan and Title I requirements in those areas.</p> <p>7. Sending QR codes home for parents to access videos of the math coach playing math games with students to model how parents can support math learning at home in grades K-1</p>																													
<p>Reading Achievement</p> <table border="1" data-bbox="48 592 301 954"> <thead> <tr> <th>Reporting Groups > 30</th> <th>Spring 2021*</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>48%</td> </tr> <tr> <td>Asian</td> <td>86%</td> </tr> <tr> <td>Black</td> <td>51%</td> </tr> <tr> <td>Hispanic</td> <td>36%</td> </tr> <tr> <td>White</td> <td>78%</td> </tr> <tr> <td>SWD</td> <td>35%</td> </tr> <tr> <td>Econ. Disad.</td> <td>43%</td> </tr> <tr> <td>EL</td> <td>22%</td> </tr> <tr> <td>3rd Grade</td> <td>48%</td> </tr> <tr> <td>4th Grade</td> <td>53%</td> </tr> <tr> <td>5th Grade</td> <td>42%</td> </tr> </tbody> </table> <p><u>STUDENT SUCCESS:</u> Multiple Pathways to Student Success</p> <p><u>ENGAGED WORKFORCE:</u> Increased opportunities for leadership, voice, and professional learning per YVM survey</p>	Reporting Groups > 30	Spring 2021*	All Students	48%	Asian	86%	Black	51%	Hispanic	36%	White	78%	SWD	35%	Econ. Disad.	43%	EL	22%	3rd Grade	48%	4th Grade	53%	5th Grade	42%	<p>During the 2021-22 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 20%. This includes growth in BOY, M-Y, and EOY literacy screeners (PALS and DIBELS)</p>	<p>Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, and Student Academic Progress</p>	<p>Staffing strategies (e.g., additional Title I positions, Title I hourly tutors, etc.)</p> <p>Addition of 1 FTE 1.0 classroom teacher, 1 FTE and 0.7 reading specialists and one FTE 0.5 academic support teacher to support CLT facilitation, coach teachers in reading instruction, and provide small group targeted support to identified students.</p> <p>Hire hourly-paid tutors for before and after-school literacy support in the spring of 2022 to support ELs 1 and 2, SWDs, and other identified students to reinforce literacy skills using Lexia.</p> <p>Structure and process strategies (e.g., CLT structures, development, and meetings; quarterly data analysis and responsive planning)</p> <p>1-hr weekly CLT per grade level devoted only for reading/writing planning, data analysis, and professional learning lead by reading specialists and grade-level co-facilitator</p> <p>1 quarterly ATSS CLT</p> <p>1 day quarterly data analysis and responsive planning CLT</p> <p>Transdisciplinary summer planning that includes vertical planning for a smooth transition from one grade level to the next and update to the IB curricular maps</p> <p>Instructional (and supplemental instructional) strategies (e.g., workshop model, within school and after-school interventions/extensions)</p> <p>-Implementation of Phonics instruction K-3 (95% Group Core Resource)</p> <p>-Implementation of Phonics instruction in 4-5 emphasizing Syllable Type Instruction and Morphology (MSRC/Vocabulary Surge Resources from 95% Group)</p> <p>-Implementation of Heggerty Phonemic Awareness Routines in grades K-2</p> <p>-Use of Lexia to support literacy skills development</p> <p>-Use Learning A-Z to provide reading opportunities to students who are English Learners</p> <p>Professional Learning strategies (consider expert, embedded, continuous, known and arising opportunities, targeted needs, etc.)</p> <p>-Training in and implementation of Science of Reading/Structured Literacy Instructional Practices emphasizing the components of Scarborough's Reading Rope to support whole group and small group instruction in grades K-5</p> <p>-Reframe staff time for greater impact through PL by converting all staff meetings into PL opportunities for all staff and CLT times devoted for PL at each grade level. All to support</p>	<p>Components: 2,3,4</p> <p>Tier: 1,2,3</p> <p>Components: 2,3,4</p> <p>Tier: 1,2,3</p> <p>Components: 2,3</p> <p>Tier: 1,2</p> <p>Components: 2,3,4</p> <p>Tier: 1</p>	<p>Sep-June</p> <p>Spring 2022</p> <p>Sep-June</p> <p>July 2022</p> <p>Sep-June</p> <p>Sep-June</p>	<p>Principal, AP, reading team</p> <p>Principal, AP, reading team, EL, SpEd teachers, IB coordinator</p> <p>Principal, AP, reading team, IB Coord.</p> <p>Principal, AP, reading team</p>	<p>DIBELS BOY and MY, and progress monitoring tools.</p> <p>Progress monitoring every 2-4 weeks and every quarter</p> <p>DIBELS BOY and MY, and progress monitoring tools.</p> <p>Progress monitoring through weekly agendas</p> <p>Walkthroughs and progress monitoring of interventions</p> <p>Progress monitoring monthly and through walkthroughs</p>	<p>Significant student academic growth by at least 10% every quarter</p> <p>Significant student academic growth by at least 10% every quarter</p> <p>Significant student academic growth by at least 10% every quarter</p> <p>Higher rates of Implementation of taught strategies and skills in the classroom by staff trained in science of reading and Lexia.</p>
Reporting Groups > 30	Spring 2021*																															
All Students	48%																															
Asian	86%																															
Black	51%																															
Hispanic	36%																															
White	78%																															
SWD	35%																															
Econ. Disad.	43%																															
EL	22%																															
3rd Grade	48%																															
4th Grade	53%																															
5th Grade	42%																															

			<p>our focus on accelerated learning in literacy by creating a professional learning calendar for the whole school year and secure dates/times for focused PL.</p> <p>Innovative/Other strategies</p> <p>-Engaged workforce through hiring highly-qualified and providing staff with multiple leadership roles, such as team leads, CLT facilitators and co-facilitators, mentors, inclusion and equity team leads, STEAM, transdisciplinary planning, literacy.</p> <p>-Targeted intervention in small groups based on students' similar needs during core instruction, as well as offer after-school tutoring in the spring to students identified as in need of additional literacy support.</p> <p>- Implementation of the R.E.A.D (Read Early and Daily) Program for PreK/VPI to support the development of foundational skills in literacy to increase kindergarten preparedness.</p> <p>-Implementation of STARS (Students and Teachers as Readers) to support literacy tied to the IB Learner Profiles. This also serves as reinforcement of character traits from NPFH. All books were written by minority authors with a diversity focus.</p> <p>-Young Author and Illustrators day by inviting a minority author who writes about inclusivity and equity.</p>	<p>Components: 2,3,4</p> <p>Tier: 1</p>	<p>Sep-June</p>	<p>Principal, AP, reading team</p>	<p>Ongoing progress monitoring</p>	<p>Increased leadership amongst staff, and significant student academic growth by at least 10% based on DIBELS, Lexia reports, and progress monitoring tools.</p>														
<p>Family And Community Engagement</p> <table border="1" data-bbox="48 857 263 1107"> <thead> <tr> <th>Workshop Type</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>5</td> </tr> <tr> <td>Numeracy</td> <td>4</td> </tr> <tr> <td>STEAM</td> <td>1</td> </tr> <tr> <td>Lang. Support</td> <td>1</td> </tr> <tr> <td>Library Resources</td> <td>2</td> </tr> <tr> <td>Equity and Inclusion</td> <td>3</td> </tr> </tbody> </table> <p>PARTNERSHIPS: Strong, Mutually Supportive Partnerships</p>	Workshop Type	#	Literacy	5	Numeracy	4	STEAM	1	Lang. Support	1	Library Resources	2	Equity and Inclusion	3	<p>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.</p> <p>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. Additionally, parent</p>	<p>Leadership, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, and Student Academic Progress</p>	<p>Beginning prior to the start of the school year, staff conducted individualized family check-ins and flexibly scheduled support sessions as needed to ensure students and families are connected to school and the resources they need to support student readiness for successful engagement with school (and academic and social emotional success). Therefore, we identified the need for supporting students' SEL by ensuring that all staff are trained in a variety of Responsive Classroom courses in order to provide a comprehensive student behavior and emotional support.</p> <p>We based this need on our SY20-21 School Inventory of Current Family Engagement and the Title I School Family Partnership Survey. Sessions ensure students and families are connected to school and the resources they need to support student readiness for successful engagement with school (and academic and social emotional success).</p> <p>Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by:</p> <ul style="list-style-type: none"> communicating in multiple languages via weekly Principal's Message and monthly grade-level newsletters. scheduling multiple opportunities on varied days of the week/times of day. For example, focused sessions on inquiry-based teaching and learning during lunch time. leveraging opportunities for engagement at/from home (e.g., SeeSaw, Summer Mailbox Books). seeking input from families via surveys <p>Structure and process strategies (e.g., working groups/teams, collaborations with PTA, liaisons to ACI, self-evaluations, weekly/monthly meeting opportunities)</p>	<p>Components: 4</p> <p>Tier: 1</p> <p>Components: 1,2,3</p> <p>Tier: 1</p> <p>Components: 1,2,3,4</p> <p>Tier: 1</p>	<p>Beginning August with focus on school opening and continuing throughout school year as needed</p> <p>Sep-June</p> <p>Sep-June</p>	<p>Bilingual Family Liaison, Instructional Assistants, Teachers, STC, Office staff, ITC.</p> <p>BFL, Principal, AP, classroom teachers and specialists</p> <p>BFL, Principal, AP, specialists, FACE Coord.</p>	<p>Agendas and Feedback Forms</p> <p>Agendas, calendar invites, and attendance screenshots</p> <p>Monthly</p>	<p>Increase families' connection and access to school resources</p> <p>Increased families' understanding of topics</p> <p>Increased attendance by providing</p>
Workshop Type	#																					
Literacy	5																					
Numeracy	4																					
STEAM	1																					
Lang. Support	1																					
Library Resources	2																					
Equity and Inclusion	3																					

	workshops will be offered virtually.		-Providing virtual academic presentations at PTA meetings and Moms and Dads' Clubs that support literacy, numeracy, learner profile implementation, language development, and science.					interpretations services
			Strategies focused on capacity-building Engaged workforce --specialists will present topics to families based on needs assessment to support student learning at home. For example, understanding DIBELS scores, critical and creative thinking, resources in the library, family partnership meetings, Kindergarten information night for all new families, and understanding the standards-based report cards.	Components: 1,2,3,4 Tier: 1	Sep-June	BFL, Principal, AP, specialists, FACE Coord., and ITC.	Monthly	Effective communication of topics of interest for families to continue supporting learning at home
			Strategies focused on promoting partnership in school decision-making (consider including the SAC/school planning/approval process, input gathering strategies such as surveys and listening sessions/principal coffees) -In order to reach and engage a larger number of parents in participating in workshops that support student learning at home, offer different workshops in English and Spanish at both PTA meetings and Moms and Dads' Club with the goal of integrating both language groups.	Components: 1,2,3,4 Tier: 1	Sep-June	Principal, AP, specialists, FACE coord, ITC.	Monthly	Increased attendance by providing interpretations services
			Strategies focused on specific links to learning (APTT, Content Nights, STEM Night, Library and Literacy Nights, etc.) -Hold a virtual STEM night for all families in K-5 in Feb. 2022	Components: 1,2,3 Tier: 1	Sep-June Feb. 2021	Principal, AP, math coach, RTG, science lead, librarian.	Once a year	Strengthened science applications to real life situations
			Strategies focused on relationship-building (adding a welcoming parent center in the school, ...) -Holding moms and dad's club meetings to support relationship building amongst families and understand how to read standards-based report cards	Components: 4 Tier: 1	Sep-June	BFL	Ongoing	Effective communication of topics of interest for families to continue supporting learning at home
			Community partnership strategies: -Hold PTA food pantry distribution every other month to support families in need and provide support as needed via partnerships with non-profit organizations, citizen groups, and churches. -Reach out to non-profit organizations to resume support after-school enrichment activities for students.	Components: 4 Tier: 3	Year round	Principal, AP, PTA	Ongoing	Enhanced support for families in hardship, and for student access to enrichment activities after school

*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 (CLT)
 - 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 Dig Days").
- Universal master schedule that promotes multiple opportunities for staff to collaboratively plan for instruction, analyze student data, plan for interventions and extensions, as needed.
- Social-emotional learning support for staff and students. For example:
 - All staff will participate in the SEL training..
 - 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](#) to support positive behaviors and other tools as needed: see the [APS Social-Emotional Learning Reference Guide](#).
- District-level coordination of services for students experiencing homelessness and students in foster care.
- Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level.
- Professional learning to improve student learning experiences and outcomes, including opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices aligned with those APS has embraced as a school system as described in the [APS Professional Learning Framework](#).
- Family engagement founded in the PTA [National Standards for Family-School Partnerships](#) and the [Dual Capacity-Building Framework for Family-School Partnerships](#) and codified in the APS [Family and Community Engagement \(FACE\) Policy](#) and [Policy Implementation Procedures](#) (both [At A Glance](#)).
- Supplemental Title I staffing (1.0 classroom teacher, 0.5 Title I academic support, and 0.7 reading specialist) to support accelerated learning this school year in literacy and also numeracy, interventions in literacy and numeracy, differentiated instruction in small groups in reading, math, and science. This will also support our work as a trauma-sensitive school, the social emotional learning of all students, social-emotional and behavioral support for students in need of caring and compassionate support while learning the curriculum.
- 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.
-

Strategies that Promote a Diverse, Equitable, and Inclusive Community

Identifying and confronting systemic challenges that limit opportunities for our school community and its members to reap the full advantages of diversity, equity, and inclusion remains central to our work. Every focal strategy selected for inclusion in our plans for the year ahead and detailed in the table above is motivated by our commitment to equitable and engaging practices that support each student in our school. The school also continues explicit work to build our practices and skill sets to ensure diversity, equity, and inclusion is fully realized in our community. Some of the ways we are working toward that goal include:

- **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 supports 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, APS Quarterly Math Assessment series, Scholastic Math Inventory, 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, 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 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, and FACE self-assessment.

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 and reading performance for all students, and particularly for English Learners and Students With Disabilities.
- 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](#). Accelerated learning allows teachers to focus on teaching students current grade-level material, while reinforcing skills and concepts from the previous level that are necessary to master the new content. It builds on students’ prior knowledge and experiences and aims to make learning accessible.
 - **How will we approach it?**

As teachers work to accelerate student learning, they will -
1. Plan instruction utilizing reframed APS curriculum documents that emphasize the most critical skills and knowledge for each course or grade level
2. Work in Collaborative Learning Teams (CLTs) to plan meaningful and engaging instruction for all students with diverse learning needs
3. Prioritize the teaching of identified power standards which vertically align to the previous and next grade level.
4. Utilize scaffolding strategies to help students with diverse learning needs master the key concepts in grade-level content
5. Determine students’ unfinished learning and identify any learning gaps through the use of assessments (Ex: ELA will assess students’ foundational reading skills using DIBELS)
6. Address the identified key gaps <i>during</i> learning. This work will not be done in isolation or through separate remediation program, but during current instruction at the appropriate time.
7. Provide targeted interventions to address significant learning gaps

8. Gather formative data to gauge students' understanding and use it to inform ongoing planning with collaborative teams
9. Monitor student progress and provide modifications and supports based on results
10. Utilize new resources to address identified learning gaps
11. Provide targeted, explicit, and specially designed instruction to SWD to address IEP and/or Recovery Service goals
12. Monitor progress on IEP and/or Recovery Service Goals for SWD using ongoing data
13. Communicate content and language learning targets in student-friendly language accessible to students' English Language Proficiency (ELP) levels.
14. Provide instruction appropriately scaffolded for English Learners in alignment with their ELP levels.

Students will -
1. Receive grade-level material and tasks, along with any necessary scaffolds to make the work accessible.
2. Engage in meaningful instruction that uses a variety of approaches, such as: hands-on activities, cooperative learning, and project-based learning
3. Demonstrate their understanding through various forms of assessments, including performance tasks
4. Work collaboratively with their peers to learn rigorous content
5. Engage in small group instruction to focus on specific skills and/or IEP goals
6. Set goals for content and language learning (specific for English Learners)
7. Engage in sustained reciprocal conversation targeting content and language goals (specific for English Learners)

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.