



ARLINGTON PUBLIC SCHOOLS TITLE I SCHOOLWIDE PROGRAM DESIGN & SCHOOL ACTION PLAN: 2022-2023

Carlin Springs Elementary

Melaney Mackin and Marcelo Flores

School Name: _____ School Principal: _____

This Action Plan, as part of the APS Progressive Planning Model, serves as the APS School Action Plan addressing Standards of Quality and School Board policy and also as the Title I Schoolwide Program Plan: our school community’s plan to collaboratively build on our successes and continue to strive for continuous improvement and [accelerated learning for all students](#). We ground the work in the foundations listed in the narrative below. In the table, we detail the focal actions that we plan to engage intensely with 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.

Strategic Plan Goal Area	Strategic Plan Performance Objectives	School Annual Performance Goals	Strategic Plan Strategies- PRIMARY	Strategic Plan Strategies- ADDITIONAL	School Actions	Title I Schoolwide Component (#1-4)	ESSA Evidence Tier (1-4)	Timeline for Actions	Responsible Parties	Strategic Plan Measures	Baseline Data
Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	In May 2024, at least 90% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.	S-P-3-Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports.	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.	Utilize the Dual Capacity-Building Framework for School-Family Partnerships by implementing Relational and Interactive conditions: 1) in person monthly parent chats will be hosted at Arlington Mill Community Center; 2) build respectful and trusting relationships between home and school; 3) Monthly parent chats will facilitate opportunities for families to interact, build community with one another and practice skills to be utilized in the home environment to support student learning.	1	ESSA Tier 3: Promising Evidence	Throughout 2022-2023	School FACE Action Team; Title I School-Family Partnership Coordinator; Community School Coordinator Bilingual Family Specialists.	M-P-6- FACE Policy Checklist	Favorable Parent/guardian responses on the YVM Spring 2022 Survey: 89% to questions in the category "Partnerships: Family Engagement" overall 88% that they can identify someone to go to with questions about child 88% to language being a barrier to engagement 86% to transportation being a barrier to engagement 85% to question that your child's teachers partner with you to support your child's learning 79% to childcare being a barrier to engagement 71% to scheduling being a barrier to engagement YVM2022 Partnerships:

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											Family Engagement summary data
Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	On the 2024 YVM survey, at least 90% of the families at our school will respond favorably on student and family engagement	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	S-P-2-Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.	Utilize the Dual Capacity-Building Framework for School-Family Partnerships by implementing opportunities Linked to learning: 1) updating families about their child's academic progress in regular and meaningful ways (connecting families to the teaching and learning goals for the students); 2) monthly events will focus on engaging topics that will facilitate partnership between the school and families in supporting their child's education. For example, how to prepare for Parent Teacher Conferences, how to understand your child's report card, what types of assessments your child will take throughout the school year, how to support your child's social-emotional learning at home, how to engage in the SST process, who to reach out to if you have questions or concerns about your child's learning.	2	ESSA Tier 2: Moderate Evidence	Throughout 2022-2023	School FACE Action Team; Title I School-Family Partnership Coordinator; Community School Coordinator Bilingual Family Specialists.	M-P-6- FACE Policy Checklist	<p>Favorable Parent/guardian responses on the YVM Spring 2022 Survey:</p> <p>89% to questions in the category "Partnerships: Family Engagement" overall</p> <p>88% that they can identify someone to go to with questions about child</p> <p>88% to language being a barrier to engagement</p> <p>86% to transportation being a barrier to engagement</p> <p>85% to question that your child's teachers partner with you to support your child's learning</p> <p>79% to childcare being a barrier to engagement</p> <p>71% to scheduling being a barrier to engagement</p> <p>YVM2022 Partnerships: Family Engagement summary data</p>

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) at least 50% of third through fifth graders will pass the Reading SOL. 2) opportunity gaps will be reduced by the following tiered goal: - Hispanic - close the gap and increase to at least 35% pass rate - Econ. Diadv - close the gap and increase to at least 38% pass rate - EL's - close the gap and increase to at least 37% pass rate - SWD - 10% gap reduction and increase to at least 19% pass rate 3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, Black, White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Daily tier 1 instruction in reading and writing using the new Amplify Core Knowledge Language Arts curriculum and analyze unit test scores in CLTs to identify students who need reteaching as well as support in Tier 1 and Tier 2	2	ESSA Tier 2: Moderate Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED,Teachers, Reading Specialists, Intervention Specialist	M-SS-1-Reading SOLs	2021-2022 Overall Pass Rate - 34% EL Pass Rate - 26% SWD Pass Rate - 9% Black Pass Rate - 44% Hispanic Pass Rate - 29%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) at least 50% of third through fifth graders will pass the Reading SOL. 2) opportunity gaps will be reduced by the following tiered goal: - Hispanic - close the gap and increase to at least 35% pass rate - Econ. Diadv - close the gap and increase to at least 38% pass rate - EL's - close the gap and increase to at least 37% pass rate - SWD - 10% gap reduction and increase to at least 19% pass rate 3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, Black, White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Literacy coaches support and coach teachers in understanding and implementing the curriculum through embedded professional learning as well as working with special education and EL teachers to provide instructional support through modeling, collaboration, and instructional materials.	4	ESSA Tier 2: Moderate Evidence	Ongoing, weekly support and coaching from September to June	Classroom, EL, SPED,Teachers, Reading Specialists, Intervention Specialist	M-SS-1-Reading SOLs	2021-2022 Overall Pass Rate - 34% EL Pass Rate - 26% SWD Pass Rate - 9% Black Pass Rate - 44% Hispanic Pass Rate - 29%

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) at least TBD of third through fifth graders will pass the Reading SOL. 2) opportunity gaps will be reduced by the following tiered goal: - Hispanic - close the gap and increase to at least 35% pass rate - Econ. Disadv - close the gap and increase to at least 38% pass rate - EL's - close the gap and increase to at least 37% pass rate - SWD - 10% gap reduction and increase to at least 19% pass rate 3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, Black, White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Analyze data in CLTs to identify students who require intervention and provide interventions in Science of Reading to students not meeting benchmark on DIBELS (core/core plus)--0.3 Reading Interventionist, 1.0 Intervention Specialist		ESSA Tier 1: Strong Evidence	Start interventions by October 2022 and revisit every six weeks	Classroom, EL, SPED, Teachers, Reading Specialists, Intervention Specialist	M-SS-1- Reading SOLs	2021-2022 Overall Pass Rate - 34% EL Pass Rate - 26% SWD Pass Rate - 9% Black Pass Rate - 44% Hispanic Pass Rate - 29%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By May 2023, at least 90% of students who scored in the Intensive, Strategic, or Core on the beginning of year DIBELS will demonstrate at least one year of growth. In addition, at least 90% of students who scored in Core Plus on the beginning of year DIBELS will remain in Core Plus on the end of year DIBELS.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Daily tier 1 instruction in reading and writing using the new Amplify Core Knowledge Language Arts curriculum and analyze unit test scores in CLTs to identify students who need reteaching as well as support in Tier 1 and Tier 2	3	ESSA Tier 2: Moderate Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED, Teachers, Reading Specialists, Intervention Specialist	M-SS-9- DIBELS	

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Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	By May 2023, at least 90% of grade 1-5 students who scored in the below basic, basic, or proficient on the beginning of year Math Inventory will demonstrate at least one year of growth as defined on the Math Inventory growth charts. In addition, at least 90% of students who scored in advanced on the beginning of year Math Inventory will remain in advanced on the end of year Math Inventory	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Daily tier 1 instruction in math using the math workshop structure and high quality instructional resources and analyze unit test scores in CLTs to identify students who need reteaching as well as support in Tier 1 and Tier 2	3	ESSA Tier 2: Moderate Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED,Teachers, Math Specialists, Intervention Specialist	M-SS-6- Universal Math Screener	29.8% of students met the grade level benchmark on MI (proficient/advanced) in Spring 2022.
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	By May 2023, at least 90% of grade 1-5 students who scored in the below basic, basic, or proficient on the beginning of year Math Inventory will demonstrate at least one year of growth as defined on the Math Inventory growth charts. In addition, at least 90% of students who scored in advanced on the beginning of year Math Inventory will remain in advanced on the end of year Math Inventory	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Math coaches support and coach teachers in understanding and implementing the curriculum through embedded professional learning as well as working with special education and EL teachers to provide instructional support through modeling, collaboration, and instructional materials.	3	ESSA Tier 2: Moderate Evidence	Ongoing, weekly support and coaching from September to June	Classroom, EL, SPED,Teachers, Math Specialists, Intervention Specialist	M-SS-6- Universal Math Screener	29.8% of students met the grade level benchmark on MI (proficient/advanced) in Spring 2022.

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) All Student pass rate on the Math SOL will increase to at least TBD 2) Opportunity gaps will be reduced by the following tiered goal: -Close the gap for EL's and increase pass rate to at least 25% -Close the gap for Hispanic students and increase pass rate to at least 25% -Close the gap for Econ. Disadv. students and increase pass rate to at least 29% -reduce gap by 9% for Students with Disabilities. 3) All reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, Black, White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Math coaches support and coach teachers in understanding and implementing the curriculum through embedded professional learning as well as working with special education and EL teachers to provide instructional support through modeling, collaboration, and instructional materials.	3	ESSA Tier 2: Moderate Evidence	Ongoing, weekly support and coaching from September to June	Classroom, EL, SPED, Teachers, Math Specialists, Intervention Specialist	M-SS-3- Math SOLs	29.8% of students met the grade level benchmark on MI (proficient/advanced) in Spring 2022.
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) All Student pass rate on the Math SOL will increase to at least TBD 2) Opportunity gaps will be reduced by the following tiered goal: -Close the gap for EL's and increase pass rate to at least 25% -Close the gap for Hispanic students and increase pass rate to at least 25% -Close the gap for Econ. Disadv. students and increase pass rate to at least 29% -reduce gap by 9% for Students with Disabilities. 3) All reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, Black, White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Math Coaches coteach and model in classrooms to support tier 1 instruction, analyze data to plan small group instruction to meet individual student needs	3	ESSA Tier 2: Moderate Evidence	Ongoing, weekly support and coaching from September to June	Classroom, EL, SPED, Teachers, Math Specialists, Intervention Specialist	M-SS-3- Math SOLs	29.8% of students met the grade level benchmark on MI (proficient/advanced) in Spring 2022.

Strategic Plan Goal Area	Strategic Plan Performance Objectives	School Annual Performance Goals	Strategic Plan Strategies- PRIMARY	Strategic Plan Strategies- ADDITIONAL	School Actions	Title I Schoolwide Component (#1-4)	ESSA Evidence Tier (1-4)	Timeline for Actions	Responsible Parties	Strategic Plan Measures	Baseline Data
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) All Student pass rate on the Math SOL will increase to at least TBD 2) Opportunity gaps will be reduced by the following tiered goal: -Close the gap for EL's and increase pass rate to at least 25% -Close the gap for Hispanic students and increase pass rate to at least 25% -Close the gap for Econ. Disadv. students and increase pass rate to at least 29% -reduce gap by 9% for Students with Disabilities. 3) All reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, Black, White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Analyze data in CLTs to identify students who require intervention and provide interventions in math to students not meeting benchmark on MI (proficient/advanced), 2.0 Math Interventionist, 1.0 Intervention Specialist	1	ESSA Tier 1: Strong Evidence	Start interventions by October 2022 and revisit every six weeks	Classroom, EL, SPED, Teachers, Math Specialists, Intervention Specialist	M-SS-3- Math SOLs	29.8% of students met the grade level benchmark on MI (proficient/advanced) in Spring 2022.
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) All Students pass rate on the Science SOL will increase to at least TBD 2) Opportunity gaps will be reduced by the following tiered goal: -Close the gap for EL's and increase pass rate to at least 20% -Close the gap for Hispanic students and increase pass rate to at least 19% -Close the gap for Econ. Disadv. students and increase pass rate to at least 21% -Close the gap for SWD students and increase pass rate to at least 18%.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.	Daily tier 1 instruction in Science using the research based StemScopes science learning materials; Implement high quality, differentiated science instruction. Spiraling of Science curriculum K-5. Replenishments for Science Kits, Substitute Teachers	3		Ongoing, daily instruction from September to June	Classroom, EL, SPED, Teachers, Math Specialists, Intervention Specialist, STEAM teacher	M-SS-4- Science SOLs	2021-22 Overall pass rate - 16% EL - 10% SWD - 9% Hispanic - 10% Economically Disadvantaged - 12%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) All Students pass rate on the Science SOL will increase to at least TBD 2) Opportunity gaps will be reduced by the following tiered goal: -Close the gap for EL's and increase pass rate to at least 20% -Close the gap for Hispanic students and increase pass rate to at least 19% -Close the gap for Econ. Disadv. students and increase pass rate to at least 21% -Close the gap for SWD students and increase pass rate to at least 18%.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.	Gr. 4 & 5 CLT's will review administer assessments (pre, post, unit) in Mastery Connect, identify SOL strands in need of reteaching and identify students in need of Tier 2/3 interventions. Disaggregate results to identify trends within subgroups.	1		At the beginning and end of each Science Unit	Classroom, EL, SPED, Teachers, Math Specialists, Intervention Specialist, STEAM teacher	M-SS-4- Science SOLs	2021-22 Overall pass rate - 16% EL - 10% SWD - 9% Hispanic - 10% Economically Disadvantaged - 12%

Strategic Plan Goal Area	Strategic Plan Performance Objectives	School Annual Performance Goals	Strategic Plan Strategies-PRIMARY	Strategic Plan Strategies-ADDITIONAL	School Actions	Title I Schoolwide Component (#1-4)	ESSA Evidence Tier (1-4)	Timeline for Actions	Responsible Parties	Strategic Plan Measures	Baseline Data
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) All Students pass rate on the Science SOL will increase to at least TBD 2) Opportunity gaps will be reduced by the following tiered goal: -Close the gap for EL's and increase pass rate to at least 20% -Close the gap for Hispanic students and increase pass rate to at least 19% -Close the gap for Econ. Disadv. students and increase pass rate to at least 21% -Close the gap for SWD students and increase pass rate to at least 18%.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.	1.0 STEAM specials teacher will work collaboratively with grade 5 teachers to plan and deliver small group intervention and enrichment within the school day for Science, and as operations allow outside of school hour	2		Monthly meetings	Classroom, EL, SPED,Teachers, Math Specialists, Intervention Specialist, STEAM teacher	M-SS-4- Science SOLs	2021-22 Overall pass rate - 16% EL - 10% SWD - 9% Hispanic - 10% Economically Disadvantaged - 12%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By Spring 2023, 1) All Students pass rate on the Science SOL will increase to at least TBD 2) Opportunity gaps will be reduced by the following tiered goal: -Close the gap for EL's and increase pass rate to at least 20% -Close the gap for Hispanic students and increase pass rate to at least 19% -Close the gap for Econ. Disadv. students and increase pass rate to at least 21% -Close the gap for SWD students and increase pass rate to at least 18%.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.	Quarterly instructional planning with District Level Science Specialist; embedded support for Professional Development with grades 4-5.	2		Quarterly metings	Classroom, EL, SPED,Teachers, Math Specialists, Intervention Specialist, STEAM teacher, District Level Science Specialist	M-SS-4- Science SOLs	2021-22 Overall pass rate - 16% EL - 10% SWD - 9% Hispanic - 10% Economically Disadvantaged - 12%
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By May 2023, 90% or more of students in grades 4-5 will indicate a favorable response in the YVM Survey in the area of student well-being: social, emotional, and mental health.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	Create school-wide norms that promote student well-being for all students in the areas of social, emotional and mental health (School-wide implementation of Responsive Classroom.)	4	ESSA Tier 3: Promising Evidence	Spring 2023 a school-based survey will be conducted in the classroom setting for 3rd-5th graders to provide data about growth in student well being . Data in May 2024 Your Voice Matters Survey will be used to measure overall improvement	Instructional Staff (Classroom Teachers, Special Education; EL Teachers, Coaches).	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	52% of 4-5 graders responded unfavorably to the spring 2022 YVM survey in the area of student well-being: social, emotional, and mental health. Specifically, in the area of indicating that they either felt so stressed or overwhelmed that they were not able to participate in regular activities (as defined by feeling this way sometimes, frequently or almost always.)

Strategic Plan Goal Area	Strategic Plan Performance Objectives	School Annual Performance Goals	Strategic Plan Strategies- PRIMARY	Strategic Plan Strategies- ADDITIONAL	School Actions	Title I Schoolwide Component (#1-4)	ESSA Evidence Tier (1-4)	Timeline for Actions	Responsible Parties	Strategic Plan Measures	Baseline Data
								for school action plan.			
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By May 2023, 90% or more of students in grades 4-5 will indicate a favorable response in the YVM Survey in the area of student well-being: social, emotional, and mental health.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	Implementation the CARES initiative in Specials Classrooms;	4	ESSA Tier 3: Promising Evidence	Spring 2023 a school-based survey will be conducted in the classroom setting for 3rd-5th graders to provide data about growth in student well being . Data in May 2024 Your Voice Matters Survey will be used to measure overall improvement for school action plan.	Specials teachers (music, PE, art, library, STEAM).	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	52% of 4-5 graders responded unfavorably to the spring 2022 YVM survey in the area of student well-being: social, emotional, and mental health. Specifically, in the area of indicating that they either felt so stressed or overwhelmed that they were not able to participate in regular activities (as defined by feeling this way sometimes, frequently or almost always.)
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By May 2023, 90% or more of students in grades 4-5 will indicate a favorable response in the YVM Survey in the area of student well-being: social, emotional, and mental health.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	Tier 1: implementation of School Counselor lessons utilizing the Second Step curriculum in grades K-5).	4	ESSA Tier 1: Strong Evidence	Spring 2023 a school-based survey will be conducted in the classroom setting for 3rd-5th graders to provide data about growth in student well being . Data in May 2024 Your Voice Matters Survey will be used to measure overall improvement for school action plan.	School Counselors	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	52% of 4-5 graders responded unfavorably to the spring 2022 YVM survey in the area of student well-being: social, emotional, and mental health. Specifically, in the area of indicating that they either felt so stressed or overwhelmed that they were not able to participate in regular activities (as defined by feeling this way sometimes, frequently or almost always.)

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Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By May 2023, 90% or more of students in grades 4-5 will indicate a favorable response in the YVM Survey in the area of student well-being: social, emotional, and mental health.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	Provide individualized interventions to students who need additional support in this area. (Tier 2/3: Small group and individual counseling and support implemented by mental health and Special Education staff, utilizing evidence-based curriculums, such as Zones or Regulation, Mind Up and Unstuck On Target and Second Step.), 1.0 Behaviorial Specialist.	4	ESSA Tier 4: Demonstrates a Rationale	Spring 2023 a school-based survey will be conducted in the classroom setting for 3rd-5th graders to provide data about growth in student well being . Data in May 2024 Your Voice Matters Survey will be used to measure overall improvement for school action plan.	School Mental Health Team (School Counselors, School Social Worker, Psychologist, DHS Mental Health Clinician); Special Education Team; Behavior Specialist	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	52% of 4-5 graders responded unfavorably to the spring 2022 YVM survey in the area of student well-being: social, emotional, and mental health. Specifically, in the area of indicating that they either felt so stressed or overwhelmed that they were not able to participate in regular activities (as defined by feeling this way sometimes, frequently or almost always.)
Engaged Workforce	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.	On the 2024 YVM survey, at least 75% of Carlin Springs staff will respond favorably on staff engagement and workplace climate	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Complete a survey to determine school-based professional learning needs			Staff meeting in November	Principal, assistant principal, coaches	M-EW-6- YVM Staff: Engagement Results	24% of teacher responded that they were likely to recommend the school based professional learning to a colleague.
Engaged Workforce	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.	On the 2024 YVM survey, at least 75% of Carlin Springs staff will respond favorably on staff engagement and workplace climate	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Complete walk throughs to determine school-based professional learning needs			Start in October and ongoing throughout the school year until June	Principal, assistant principal, coaches	M-EW-6- YVM Staff: Engagement Results	24% of teacher responded that they were likely to recommend the school based professional learning to a colleague.
Engaged Workforce	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.	On the 2024 YVM survey, at least 75% of Carlin Springs staff will respond favorably on staff engagement and workplace climate	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Utilize staff meetings for professional development based on professional learning needs determined	4		Monthly staff meetings	Principal, assistant principal, coaches	M-EW-6- YVM Staff: Engagement Results	24% of teacher responded that they were likely to recommend the school based professional learning to a colleague.

Foundational Practices

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
- A master schedule that has built in intervention time and curriculum blocks.
- Social-emotional learning support for staff and students. For example:
 - All staff will participate in the Trauma-Sensitive Schools course prior to 2020-2021. Staff new to APS will participate in the online course by December of this year.
 - 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 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 Title I Behavior Specialist, 1.0 Title I Academic Support Teacher, 1.0 Title I Math Coach, .3 Title I Reading Teacher to support additional small group interventions for students in Tier 2 and Tier 3.

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 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>. SOL assessment data from Spring 2022 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 PALS, DIBELS, Math Inventory, APS Quarterly Reading Assessment series, conferring notes, APS Quarterly Math Assessment series, APS Quarterly Science Assessment series, CKLA Unit Assessments, Foundations Unit Assessments, common formative assessments, common math unit assessments, Reading and Mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speaks to Social Emotional Learning and the Whole Child such as attendance, discipline, results from the new (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey, Responsive Classroom implementation self-assessment, Wellness assessment, an analysis of 2021-2022 student and family virtual check-in data, progress monitoring data from PBIS Rewards system, office disciplinary referral.
- Instructional Personnel and Licensure Report
- Observational data from measures such as walk-through observations, observations during CLTs, feedback from Instructional Coaches
- 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, and the Title I School-Family Partnership Survey.

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 PTO, School Leadership Team, 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.
- Strengthening student social, emotional, and mental health learning for all students, and particularly those in grades 4-5.
- Strengthening and leveraging family engagement activities for student learning impact for all students/families.