

## Arlington Traditional School - School Action Plan - 2025-26 to 2027-28

### Principal: Samuel Podbelski

Goal #1	Math - SOL		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
<p style="text-align: center;"><b>Baseline Data</b></p> <p style="font-size: small;">(Our focal datapoints after analyses of all data in our VDOE School Quality Profile and APS Strategic Plan Dashboard)</p>	<p>NWEA Percentage of Students Meeting Projected Growth</p> <p>All Students: 49.6%</p> <p>Asian- 50%</p> <p>White: 53.6% (2.9% gap)</p> <p>Black: 47.3% (2% gap)</p> <p>Hispanic: 48% (3.2% gap)</p> <p>Multiple: 40.8%</p> <p>SOL Math</p> <p>All Students: 96%</p> <p>Asian- 99%</p> <p>White: 99% (2.9% gap)</p> <p>Black: 90% (6% gap)</p> <p>Hispanic: 90% (6% gap)</p> <p>Multiple: 94% (2% Gap)</p> <p>SWDs 63% (33% Gap)</p> <p>EL 87% (9% Gap)</p>	<p style="text-align: center;"><b>Identify if goal is required based on state or federal requirements, or other guidelines</b></p>	
<b>3 Year Performance Goal</b>			
By June 2027, the % of students who meet normative growth on the NWEA MAP Growth in Math will increase from 49.6% to at least 59%			
<b>Annual Performance Goals</b>			
<p style="text-align: center;"><b>Annual Performance Goal Year 1 (2025-26)</b></p>	<p>By June 2026,</p> <p>-the % of all students who meet projected growth on the NWEA MAP Growth in Math will increase from 49.6% to at least 53%</p> <p>-Gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal for SWD: Increase pass rate from 63% to at least 67%,</p>		
<p style="text-align: center;"><b>Annual Performance Goal Year 2 (2026-27)</b></p>	<p>By June 2027,</p> <p>-the % of all students who meet projected growth on the NWEA MAP Growth in Math will increase from 53% to at least 56%</p> <p>-Gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal for SWD: Increase pass rate from 67% to at least 70%,</p>		
<p style="text-align: center;"><b>Annual Performance Goal Year 3 (2027-28)</b></p>	<p>By June 2028,</p> <p>-the % of all students who meet projected growth on the NWEA MAP Growth in Math will increase from 56% to at least 59%</p> <p>-Gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal for SWD: Increase pass rate from 70% to at least 73%,</p>		
<b>Strategic Plan Strategies</b>			

<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS-2.3-Provide intensified and extended learning opportunities that enable students to develop knowledge and skills that align with learning needs, personal interests and cultural relevance.				
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>					
<b>Action Steps</b>					
<b>Action Steps</b>	<u>Title I Schoolwide Component (1-4)</u>	<u>ESSA Evidence Tier (1-4)</u>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<b>Tier 1</b> -Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT whenever they are supporting students. -Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.	2 3	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
<b>Tier 2</b> Continue additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, IXL (assigned lessons only), and/or Do The Math (as appropriate and by need)	2 3	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
First 6 Weeks of School includes PLC model where gen ed. and special ed. teacher have dedicated, structured meeting/co-planning time to establish collaborative structures in best supporting ATS students in inclusion/pull-out settings. Facilitated by administration and/or SSC	2 3	ESSA Tier 2: Moderate Eviden	First 6 Weeks	ATS Teaching/SPED staff ATS SSC ATS Administration	Weekly
<b>Tier 3</b> -In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math) - Utilize data to target students for after-school intensive intervention group utilizing ""Building Fact Fluency Toolkits"" program to grow student fluency and confidence towards foundational mathematic skills	1 2 3	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
<b>Collaborative Structures</b> - Create structured opportunities for SPED/EL teachers to meet in weekly CLT's (in addition to grade level CLT'S) to unpack VA SOLs, share and grow best practices in modifying/accomodating, and co-teaching. - Shift CLT structure to CLT/PLC Split allowing teachers to engage in regular, in-house professional learning from colleagues, coaching cycles, data analysis support, developing small-group instructional models - Monthly instructional rounds with administrative and instructional coaching staff members to align feedback and observe/progress monitor tier 1 academic goals - Professional Learning opportunities to build capacity of the Student Support Team process led by SPED Lead and SSC	1 2 3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Administrators, Math Coach	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
<b>Progress Monitoring</b>					
<b>Strategic Plan Measures</b>	LGI-SAGS-2.1-Universal Math Screener		<b>Strategic Plan Key Peformance</b>	KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on NWEA Map Growth	

To determine if goal was achieved		Indicator	
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b>  -SOL Quick Checks (Just in time Quick Checks)	<b>Teacher/CLT/Grade</b>  -SOL Quick Checks (Just in time Quick Checks)	<b>School level</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -SOL Quick Checks (Just in time Quick Checks)	<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b>  -SOL Quick Checks (Just in time Quick Checks)

Goal #2		Reading - SOL	
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
<b>Baseline Data</b> (Our focal datapoints after analyses of all data in our VDOE School Quality Profile and APS Strategic Plan Dashboard)	SOL Reading All Students: 94 Asian- 96% White: 53.3% (2.9% gap) Black: 88% (6% gap) Hispanic: 93% (1% gap) Multiple: 94% <b>English Learners (EL) - 74% (10% gap)</b> <b>Students With Disabilities (SWD) - 67% (27% gap)</b>  <b>Spring 2025 NWEA Projected Growth Percentages</b> ALL: 58% Asian: 57.4% Black: 52.6% Hispanic: 60% White: 61.8% SWD: 27.3% EL: 55.9%	Identify if goal is required based on state or federal requirements, or other guidelines	
<b>3 Year Performance Goal</b>			
By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: <b>EL</b> - Increase pass rate from 74% to at least 81%, reducing the gap from 20% to 15% <b>SWD</b> - Increase pass rate from 73% to at least 80%, reducing the gap from 27% to 20%			
<b>Annual Performance Goals</b>			

<p><b>Annual Performance Goal Year 1 (2025-26)</b></p>	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>EL</b> - Increase pass rate from 74% to at least a 77%, reducing the gap from 20% to 18%  <b>SWD</b> - Increase pass rate from 67% to at least a 70%, reducing the gap from 27% to 24%</p> <p>By June 2026, the % of students who meet projected growth on the NWEA MAP Growth in Reading will will increase from 58% to at least 61%</p>
<p><b>Annual Performance Goal Year 2 (2026-27)</b></p>	<p>By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>EL</b> - Increase pass rate from 77% to at least 79%, reducing the gap from 18% to 16%  <b>SWD</b> - Increase pass rate from 70% to at least 73%, reducing the gap from 24% to 22%</p> <p>By June 2026, the % of students who meet projected growth on the NWEA MAP Growth in Reading will will increase from 61% to at least 64%</p>
<p><b>Annual Performance Goal Year 3 (2027-28)</b></p>	<p>By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>EL</b> - Increase pass rate from 79% to at least 81%, reducing the gap from 16% to 15%  <b>SWD</b> - Increase pass rate from 73% to at least 76%, reducing the gap from 22% to 20%</p> <p>By June 2026, the % of students who meet projected growth on the NWEA MAP Growth in Reading will will increase from 64% to at least 67%</p>

**Strategic Plan Strategies**

<p><b>Strategic Plan Strategies- PRIMARY</b></p>	<p>S-SAGS-2.3-Provide intensified and extended learning opportunities that enable students to develop knowledge and skills that align with learning needs, personal interests and cultural relevance.</p>
<p><b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b></p>	

**Action Steps**

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<p><b>Tier 1</b>                      - Continue to Implement Systematic Core Phonics in K-3 with fidelity (Foundations)                      -Implement CKLA in K-5 for language comprehension                      -Implement Language Studio for EL 1s &amp; 2s with fidelity                      - Flexible grouping established collaboratively with grade level teachers, coaches and EL teachers to analyze progress of reading data for summative and formative assessments.</p>	<p>1 2 3</p>	<p>ESSA Tier 1: Strong Evidence</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	
<p><b>Tier 2</b>                      - Utilize flexible grouping models to deliver targeted support for students.                      - Develop and maintain a clear 6-week data cycle for progress monitoring the efficacy of student interventions.                      - Implement systems that track interventions (spreadsheet). Provide weekly updates to parents and teachers about tiered interventions.</p>	<p>1 2 3 4</p>	<p>ESSA Tier 1: Strong Evidence</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	<p>Principal &amp; APs will support with ATSS, ELA, SPED &amp; EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>First 6 Weeks of School includes PLC model where gen ed. and special ed. teacher have dedicated, structured meeting/co-planning time to establish collaborative structures in best supporting ATS students in inclusion/pull-out settings. Facilitated by administration and/or SSC</p>	<p>3</p>	<p>ESSA Tier 2: Moderate Eviden</p>	<p>First 6 Weeks</p>	<p>ATS Teaching/SPED staff ATS SSC ATS Administration</p>	
<p><b>Tier 3</b>                      -Continue to disaggregate VALLSS, Reading Growth Assessment data by student groups and identities and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups                      - CLT time utilized to conduct item analysis of formative and summative assessments to identify trends in sub groups</p>	<p>1 2 4</p>	<p>ESSA Tier 1: Strong Evidence</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	

<p><b>Collaborative Structures</b></p> <ul style="list-style-type: none"> <li>- Create structured opportunities for SPED/EL teachers to meet in weekly CLT's (in addition to grade level CLT'S) to unpack VA SOLs, share and grow best practices in modifying/accomodating, and co-teaching.</li> <li>- Shift CLT structure to CLT/PLC Split allowing teachers to engage in regular, in-house professional learning from colleagues, coaching cycles, data analysis support, developing small-group instructional models</li> <li>- Monthly instructional rounds with administrative and instructional coaching staff members to align feedback and observe/progress monitor tier 1 academic goals</li> <li>- Professional Learning opportunities to build capacity of the Student Support Team process led by SPED Lead and SSC</li> </ul>	<p>1 2 3 4</p>	<p>ESSA Tier 2: Moderate Evidence</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	<p>Principal &amp; AP</p>
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**Progress Monitoring**

<p><b>Strategic Plan Measures</b> To determine if goal was achieved</p>	<p>LGI-SAGS-1.1-Reading SOLs</p>	<p><b>Strategic Plan Performance Objectives</b></p>	<p>KPI-SAGS-1.2-% of students passing the Reading SOL</p>
<p><b>Evidence of Progress toward Annual Goal (MP1)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP2)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP3)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP4)</b></p>
<p><b>School level-</b> VALLSS NWEA MAP</p> <p><b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	<p><b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	<p><b>School level-</b> VALLSS NWEA MAP</p> <p><b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	<p><b>School level-</b> VALLSS NWEA MAP</p> <p><b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>

<p><b>Goal #3</b></p>		<p><b>Student Well-Being</b></p>	
<p><b>Strategic Plan Goal Area</b></p>	<p>Student Well-Being</p>		
<p><b>Strategic Plan Performance Objectives</b></p>	<p>PO-SWB-5-By 2030, at least 90% of APS students will report feeling safe at school</p>		
<p><b>Baseline Data</b> (Our focal datapoints after analyses of all data in our VDOE School Quality Profile and APS Strategic Plan Dashboard)</p>	<p>YVM≡ APS' <i>Your Voice Matters</i> student, family, and staff survey Focal category within YVM: <i>Student Well-Being: School Safety</i> --- YVM (Spr. 2024) - 70% students responded favorably YVM (Spr. 2025) - 76% students responded favorably</p>	<p><b>Identify if goal is required based on state or federal requirements, or other guidelines</b></p>	
<p><b>3 Year Performance Goal</b></p>			
<p>By June 2027, at least 80% of ATS students will respond favorably to the YVM category, Student Well-Being: School Safety</p>			

Annual Performance Goals	
<b>Annual Performance Goal Year 1 (2025-26)</b>	By June 2026, at least 80% of ATS students will respond favorably to the YVM category, <i>Student Well-Being: School Safety</i>
<b>Annual Performance Goal Year 2 (2026-27)</b>	By June 2027, at least 82% of ATS students will respond favorably to the YVM category, <i>Student Well-Being: School Safety</i>
<b>Annual Performance Goal Year 3 (2027-28)</b>	By June 2028, at least 84% of ATS students will respond favorably to the YVM category, <i>Student Well-Being: School Safety</i>

Strategic Plan Strategies	
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-5.2-Assess and continually improve school-based processes for proactive behavioral instruction and interventions and substance use instruction and interventions (i.e., include reviewing core, intervention, and intensive supports for students and schools).
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

Action Steps					
Action Steps	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction (Morning Meetings & 2x monthly counselor lessons) * Identify SEL Lead who will act as a liason between school and central office * Administer SEL survey in the Spring to all students grades 3-5 * Weekly summaries for upper elementary grades includes student reflection	1 4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	
<b>Tier 2</b> * Continue with established school-based mental and behavioral health team that meets weekly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * Review behavioral data collection via ATS Behavior Referral Forms/Student Support Forms for to assess trends to determine areas in need of support * Counselors will engage staff in professional learning on 'closing the loop' with students when responding to behavior * Counselors will create and send out monthly counselor communication with families including 1-pager regarding bullying * Counseling team will continue to make ATS-based adaptations to counseling curriculum to meet needs identified in YVM survey data * Counselors available for whole group and individual consultation at least 1x weekly with each grade level during CLT time * Create and post Problem Solving Visuals around the school, cafeteria, recess, and busses * Principal and Assistant Principal will develop and facilitate first 6 Week Morning Meeting Visits reviewing pillars of character and ABC's of Success with all classrooms	1 4	ESSA Tier 4: Demonstrates a Rationale	Sept-June, Ongoing	Admin, mental health team, counselors	Principal & APs will support with Student Services Office - will monitor through weekly Mental Health CLTs, SEL survey responses, behavior referral form.

<p><b>Tier 3</b>                  - SEL Lead will continue to act as a liaison between ATS and central office                  - Continue partnership with Ivan Lopez to institute classroom lessons to students regarding hate speech &amp; any other behaviors of concerns or patterns that arise throughout the year                  - ATS Counselors attend PTA meeting to speak to problem solving issues (popular issues: anxiety, bullying, stress-management, MS transition)                  - ATS BFS' will develop Kindergarten parent connection meetings aimed at supporting parent involvement with students and the ATS tenets (e.g learning about weekly summaries, homework, and foundational instruction at ATS)</p>	<p>2 4</p>	<p>ESSA Tier 4: Demonstrates a Rationale</p>	<p>Sept-June, Ongoing</p>	<p>Admin, ATS Counselors</p>
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**Progress Monitoring**

<p><b>Strategic Plan Measures</b> To determine if goal was achieved</p>	<p>LGI-SWB-5.2-YVM: Student Well-Being: School Safety</p>	<p><b>Strategic Plan Key Performance Indicators</b></p>	<p>KPI-SWB-5.2-% of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 4-5th &amp; 6-12th</p>
<p><b>Evidence of Progress toward Annual Goal (MP1)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP2)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP3)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP4)</b></p>
	<p>School Survey (based on YVM Question)</p>		<p>YVM</p>

<p><b>Goal #4</b></p>	<p><b>Inclusion</b></p>		
<p><b>Strategic Plan Goal Area</b></p>	<p>Student Centered Workforce</p>		
<p><b>Strategic Plan Performance Objectives</b></p>	<p>PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.</p>		
<p><b>Baseline Data</b> (Our focal datapoints after analyses of all data in our VDOE School Quality Profile and APS Strategic Plan Dashboard)</p>	<p>In SY24-25, 62% of SWDs at ATS spend 80% or more of the school day in a general education setting</p>	<p><b>Identify if goal is required based on state or federal requirements, or other guidelines</b></p>	
<p><b>3 Year Performance Goal</b></p>			
<p>By June 2028, at least 75% of students with disabilities will spend 80% or more of their school day in the general education classroom.</p>			
<p><b>Annual Performance Goals</b></p>			
<p><b>Annual Performance Goal Year 1 (2025-26)</b></p>	<p>By June 2026, at least 70% of students with disabilities will spend 80% or more of their school day in the general education classroom.</p>		

<p><b>Annual Performance Goal Year 2 (2026-27)</b></p>	<p>By June 2027, at least 73% of students with disabilities will spend 80% or more of their school day in the general education classroom.</p>				
<p><b>Annual Performance Goal Year 3 (2027-28)</b></p>	<p>By June 2028, at least 75% of students with disabilities will spend 80% or more of their school day in the general education classroom.</p>				
<p><b>Strategic Plan Strategies</b></p>					
<p><b>Strategic Plan Strategies- PRIMARY</b></p>	<p>S-SAGS-3.2-Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.</p>				
<p><b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b></p>					
<p><b>Action Steps</b></p>					
<p><b>Action Steps</b></p>	<p><a href="#">Title I Schoolwide Component (1-4)</a></p>	<p><a href="#">ESSA Evidence Tier (1-4)</a></p>	<p><b>Timeline</b></p>	<p><b>Responsible &amp; Accountable</b></p>	<p><b>Monitoring for Implementation</b></p>
<p>All special education teachers and general education teachers of students with IEPs will engage in a first 6 weeks PLC model where gen ed. and special ed. teacher have dedicated, structured meeting/co-planning time to establish collaborative structures in best supporting ATS students in inclusion/pull-out settings. Facilitated by administration and/or SSC</p>	<p>3</p>	<p>ESSA Tier 2: Moderate Evidence</p>	<p>First 6 Weeks</p>	<p>ATS Teaching/SPED staff ATS SSC ATS Administration</p>	<p>Weekly</p>
<p>Special Education CLTs (meeting 1x weekly) will have a regular focus on co-teaching and inclusion practices throughout the year including highlighting grades/classrooms where this practice has been established and exploring/sharing best practices</p>	<p>3</p>	<p>ESSA Tier 1: Strong Evidence</p>	<p>Monthly</p>	<p>Principal/AP/SSC/Special Ed. lead</p>	<p>Principal/AP will create and regularly review monthly meeting schedule and creation of agendas</p>
<p>Monthly staff meetings will highlight effective communication and/or inclusion practices that support quality inclusion in order to share best practices and grow staff capacity.</p>	<p>3</p>	<p>ESSA Tier 4: Demonstrates a Rationale</p>	<p>As needed</p>	<p>Instructional Leadership</p>	<p>Principal/AP</p>
<p>Regular observations of special education service delivery coupled with strategic writing of IEPs, accommodations/hours/goals to consider inclusion opportunities for students below the 80% threshold</p>	<p>3</p>	<p>ESSA Tier 1: Strong Evidence</p>	<p>Monthly</p>	<p>Principal/AP</p>	<p>Principal/AP</p>
<p>PreService PL session dedicated to fostering strong collaboration, data collection, and progress monitoring will be required for all gen. ed teachers for SWDs, Sped Teachers and assistants</p>	<p>1 3</p>	<p>ESSA Tier 2: Moderate Evidence</p>	<p>PreService &amp; First six weeks of instruction</p>	<p>ATS Teaching/SPED staff ATS SSC ATS Administration</p>	<p>Principal/AP</p>
<p>Utilization of Title 1 resources to support inclusive teaching across specials (e.g. Art, Music, PE, Library) to support the needs of students with disabilities, in particular for students in countywide programming aimed at service delivery for students with Autism and/or sensory and adaptive needs. The implementation of adaptive resources, furniture, materials will allow for more effective and meaningful inclusion for students with disabilities.</p>	<p>3</p>	<p>ESSA Tier 4: Demonstrates a Rationale</p>	<p>As needed</p>	<p>ATS Teaching/SPED staff ATS SSC ATS Administration</p>	<p>Principal/AP</p>
<p><b>Progress Monitoring</b></p>					
<p><b>Strategic Plan Measures To determine if goal was achieved</b></p>	<p>LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting</p>	<p><b>Strategic Plan Key Performance Indicator</b></p>		<p>KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting</p>	

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard

<b>Goal #5</b>		<b>Partnerships</b>	
<b>Strategic Plan Goal Area</b>		Partnerships	
<b>Strategic Plan Performance Objectives</b>		PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement	
<b>Baseline Data</b> (Our focal datapoints after analyses of all data in our VDOE School Quality Profile and APS Strategic Plan Dashboard)	In the SY 24-25 YVM survey, staff at ATS responded favorably to the subset of questions family engagement - at 93 percent.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Title I Family Engagement
	Families of students with an IEP - 100% favorable response- 100% Families of students who receive English Learner services- 93% Families of students who receive Advanced Academic Services- 94% Asian Families- 99% Black Families- 88% Hispanic/Latino Families- 93% White Families-91%		
<b>3 Year Performance Goal</b>			
By June 2028, at least 92% of ATS Families across all demographic groups will respond favorably to the subset of questions regarding family engagement			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2025-26)</b>	By June 2026, at least 90% of ATS Families across all demographic groups will respond favorably to the subset of questions regarding family engagement		
<b>Annual Performance Goal Year 2 (2026-27)</b>	By June 2027, at least 91% of ATS Families across all demographic groups will respond favorably to the subset of questions regarding family engagement		
<b>Annual Performance Goal Year 3 (2027-28)</b>	By June 2028, at least 92% of ATS Families across all demographic groups will respond favorably to the subset of questions regarding family engagement		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools to ensure family engagement is effective and accessible to all families.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			

Action Steps	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Action 1: Continue to leverage communication technology to communicate efficiently and effectively with families. Establish schoolwide expectation for communication regarding ATS Weekly Summaries, newsletters, and homework to enable all teachers and parents of students to understand the multiple ways to engage with and support the ATS Tenets. Student-facing staff will continue to ensure communications are culturally responsive and will reinforce the foundations of School-Family partnership by</p> <ul style="list-style-type: none"> <li>• working collaboratively with families to implement the Title I School-Family Partnership Principles, ensuring our work throughout the year is grounded in shared understanding</li> <li>• collecting input from our community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year</li> <li>• publishing opportunities to engage throughout the year in a timely way, enabling participants to plan for availability (weekly Principal update, school calendar, etc.)</li> <li>• designing opportunities for timely information sharing, input and collaboration in articulating school priorities, two-way communication about child’s learning and learning opportunities, home-based strategies for student success that center the student experience and coordination with in-school learning, and connection to resources.</li> </ul>	1 3	ESSA Tier 4: Demonstrates a Rationale	Daily	All Staff	<p>Weekly engagement data taken from parent square. Review of weekly summaries sent home by all teachers each full 5 day week.</p> <p>TechTuesdays led by ITC spotlighting the use of ParentSquare for weekly classroom newsletters</p>
<p>Action 2: Partner with ATS Bi-Lingual Family liaisons, Title I School-Family Partnership Coordinator &amp; FACE department to develop best practices for culturally responsive and welcoming communication on a classroom and school-wide basis, including increased opportunities for families to understand curriculum and instruction at ATS, starting with a 2nd Grade teacher-led curriculum night for families.</p>	4	ESSA Tier 2: Moderate Evidence	Weekly check-ins with Bi-Lingual family liaisons Monthly Dept. Meetings with FACE staff	Principal/AP	<p>Collection of attendance data for family engagement events.</p> <p>Twice yearly survey (including internal survey and YVM at EOY for SY2024-2025 &amp; Survey at end of 2nd grade curriculum night</p> <p>Monthly update on goal during PTA meeting</p>
<p>Action 3: Partner with family liaisons and counselors to create increased opportunities for families to connect with school staff and administration to understand and develop skills to support academic and SE learning at home &amp; to incorporate increased parent involvement in professional learning done at school (e.g. parent panels during school wide PL)</p>	3 4	ESSA Tier 2: Moderate Evidence	Monthly family liaison check-in meetings with principal and AP Weekly student support meetings	Principal/AP/Bi-Lingual Family Liaisons/SEL Lead	<p>Analyzing of monthly all staff meeting agendas</p> <p>Monthly meetings with bi-lingual family liaisons for creation of quarterly family partnership opportunities</p>
<p>Action 4: Increase accessibility and reduce barriers to engagement utilizing strategies and resources responsive to family input (on Title I School-Family Partnership Survey and other measures), such as:</p> <ul style="list-style-type: none"> <li>-integrated meals, child care, and transportation;</li> <li>-multilingual engagement, including translation, varied language of engagement, and/or interpretation; and</li> <li>-flexible scheduling of opportunities to engage (for example, synchronous and asynchronous, virtual and in person, and/or varying time of day)</li> </ul>	1 4	ESSA Tier 4: Demonstrates a Rationale	BOY and ongoing	Title I Coordination team	
<b>Progress Monitoring</b>					
<b>Strategic Plan Measures</b>	LGI-P-2.1-YVM Family - Partnerships: Family Engagement		<b>Strategic Plan Performance Objectives</b>		KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement

To determine if goal was achieved		Strategic Plan Performance Objectives	
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School Survey	School Survey	School Survey	YVM

**Arlington Public Schools Integrated Title I Schoolwide Program Design and School Action Plan**

This plan, as part of the APS Progressive Planning Model, serves as the [APS School Action Plan](#) addressing Virginia Standards of Quality and Arlington School Board policy and also as the annual revision of the [Title I Schoolwide Program Design and Action Plan](#): our school community's plan to collaboratively build on our successes and continue to strive for continuous improvement, accelerated learning, and excellence for all students. We ground the work in the foundations listed in the narrative below. In the table above, we detail the focal actions that we plan to engage intensely with this school year and the annual progress we aim to make towards our multiyear goals as we continue to walk in APS' Mission to "ensure all students learn and excel in high-quality, safe, and supportive schools", in alignment with the [APS Strategic Plan](#) to realize the APS Vision to "provide a world-class education where every student develops the skills and knowledge to be a responsible global citizen and graduates college- or career-ready". Every focal strategy selected for inclusion in our plans for the year ahead is motivated by a commitment to equitable and engaging practices that support each student in our school.

**Foundational Practices**

The focal strategies for this school year listed 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 the 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 (Schoolwide Component 1)
- Universal schoolwide academic schedule that promotes meeting the needs of the diverse learners at Arlington Traditional School including but not limited to the following strategically designed instructional schedule:
  - Dedicated 3x per week STAR (intervention) block enabling students to receive targeted, data-informed interventions, small group instruction, and extension opportunities during the school day (Schoolwide Components 1 & 3)
  - Strategically staggered instructional blocks providing EL teachers and classroom teachers specific blocks of instructional time to push in and pull out of general education classrooms in servicing EL students
  - Daily morning meeting time in all classrooms built into the instructional schedule, ensuring that every child receives daily, Responsive Classroom-aligned SEL instruction (Schoolwide Component 4)
  - Professional Learning Community & Collaborative Learning Team meetings occurring 1x per week respectively enabling teams to co-plan, align-pacing while also selecting professional learning opportunities (e.g. coaching cycles, teacher observations, etc) during contractual hours)
- Social-emotional learning support for staff and students, including:
  - A consistent framework that provides resources and supports to address the whole child and help every student to be social-emotionally successful. (Schoolwide Component 4)
  - 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) and we also implement Zones of Regulation (ESSA Evidence Tier 4).
  - Differentiated supports aligned with the [APS Social-Emotional Learning Reference Guide](#).
- 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. (Schoolwide Components 3 & 4)
- 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](#)). (Schoolwide Component 4)
- Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level including dedicated transition meetings for all incoming K students in Spring prior to the beginning of Kindergarten and again in the winter halfway through the kindergarten year to educate and support parents in continuing the ATS phonics, homework, and weekly summary programs at home during a child's first year at Arlington Traditional School. (Schoolwide Component 4)
- District-level coordination of services for students experiencing homelessness and students in foster care. (incorporating Schoolwide Components 1, 3, & 4)

Strategic utilization of a variety of resources including local and supplemental funds (including, for example, Title I, Part A ) to support the work of the school, the schoolwide program, and the school action plan.

Our Supplemental Title I staffing of 2.5 FTE (0.5 FTE Title I Reading Teacher, 1.5 Title I Academic Support Teachers, 0.5 bilingual family specialist) provide equitable opportunities across the school community for all students and families to be supported in accessing a high-quality education. The instructional supplemental staffing provides crucial, targeted intervention support for our most at-risk students while also supporting teachers in expanding their ability to meet the diverse needs of their classroom through co-teaching, modeling, and intervention support. These staff members help all students meet their projected growth targets set by BOY NWEA assessments. The supplemental bilingual family specialist position enables ATS, as an option school that serves all of Arlington County, to expand on its reach to engage all families in the ATS program, ensuring families are empowered to support the school tenets, understand their role in their child's education, and how to be an active participant in their child's learning and the school community. This position enhances the school's capacity to support families from a variety of linguistic and cultural backgrounds. (Schoolwide Components 3 & 4)

**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](#), as well as for the [district](#), and for the [Commonwealth](#). SOL assessment data from Spring 2025 and the prior 2 years 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 those specified in the [APS Division Literacy Plan](#) [Virginia Language & Literacy Screener (VALLS) K-3, DIBELS Gr1-5, NWEA MAP Growth Reading Gr3-5, Lexia Core 5 for PreK-5, Phonics Survey for Diagnostics, Phonological Awareness Screener, APS Quarterly Reading Assessment series]; [APS Mathematics assessments](#) including Early Mathematics Assessment System (EMAS) PreK-K, NWEA Math Growth Gr1-5, APS Math Unit Pre-Assessments and exit tickets; APS Quarterly and End-of-Unit Science Assessment series; common formative assessments; as well as Reading, Spelling, and Mathematics intervention progress monitoring

**SY24-25 Data Highlights**

Reading Data

Spring 2024 - SOL

EL - 84% (11% gap)

SWD - 73% (22% gap)

Spring 2025 NWEA Normative Growth Percentages

Asian: 57.4%

Black: 52.6%

Hispanic: 60%

White: 61.8%

SWD: 27.3%

EL: 55.9%

Math Data

SOL DATA TBD

NWEA Percentage of Students Making Normative Growth

All Students: 56.2%

Asian- 60%

White: 53.3% (2.9% gap)

Black: 54.2% (2% gap)

Hispanic: 53% (3.2% gap)

Multiple: 63.1%

VALLSS Data

¼ of SWDs are still flagged as high risk at EOY

7/11 SWDs who started year at high risk did not move out of that band

- English language proficiency data (WIDA ACCESS): **Overall (2024-2025) - 74% English Learners at ATS demonstrated Progress on ACCESS 2.0**

- Data that speak to Social Emotional Learning such as attendance, discipline, and results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey.

**SY24-25 Chronic Absenteeism Rate at ATS: 6.4% (2.7% drop from SY23-24)**

**SY24-25 Suspensions: N/A (Zero Suspensions in 24-25 School Year)**

**SY24-25 SEL Survey (Grades 3-5):**

Self Management, Self Efficacy (80-99th Percentiles Nationally Positive Response Rate)

Social Awareness: 60th-79th Percentile Nationally Positive Response Rate

Growth Mindset: 40-59th Percentile Nationally Positive Response Rate

Lowest Positive Response Rate Questions:

*In school, how possible is it for you to change: How easily you give up (47%)*

*In school, how possible is it for you to change: Liking the subjects you are studying (47%)*

- Instructional Personnel and Licensure Report (IPAL)

- Observational data from measures such as walk-through observations guided by instructional look-fors documents from NWEA and Foundations, Instructional Rounds, Classroom Assessment Scoring System (CLASS) observations in all PreK classrooms, and instructional coach reflections with co-observations in partnership with ATS school administrators (1x monthly) **Beginning in SY25-26**

- Community engagement, experience, and perception data such as the Your Voice Matters surveys for students, families, and staff (as highlighted in Goal 5), FACE self-assessment, and the Title I School-Family Partnership Survey.

The [Arlington Public Schools 2024-2030 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 PTA, School Leadership Team, Instructional Coaching Team, Title I School Coordinators, Bilingual Family Specialists, 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 detailed in the table above) include:

- Increasing the percentage of students with disabilities participating in the general education setting for 80% or more of the school day
- Strengthening math performance for all students, and particularly for English Learners and Students With Disabilities.
- Strengthening school and family connections throughout our school community with a focus on teacher-parent communications and academic partnerships.
- Strengthening attendance for all students and particularly those experiencing chronic absenteeism by promoting a sense of belonging among students, providing opportunities for mentorship, and other supports.