



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

Abingdon Elementary School

David Horak , Anne Oliveira & Michele Micael

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
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By the end of the 2022-23 school year, 1)All Students pass rate will increase to at least 64% on the Reading SOL  2) opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following goal: -at least a 10% gap reduction for any reporting group with a gap between 20-40% on the baseline measure (EL, Black, Hispanic, SWD, Econ. Disadv.)  3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, White, Multiple Races)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Utilize Title I Reading Specialists to support academic interventions, co-teaching, planning and pacing of curriculum, along with Reading team focusing on Tier 1 and 2 push in services Services include Orton-Gilliamham	2	ESSA Tier 3: Promising Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED,Teachers, Reading Specialists	M-SS-1- Reading SOLs	Reading Overall Pass Rate: 61% EL 1-4 (33.3%) - (28% gap) SWD (25.5%) - (35% gap) Black(39%) (22% gap) Economically Disadvantaged (39.7%) (21% gap) Hispanic Students (24.2%) - (37% gap)
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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 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.		- Tier 1 implementation of the Wilson Foundations curriculum K-3	2	ESSA Tier 4: Demonstrates a Rationale	Ongoing, Daily instruction from September to June	Classroom, EL, SPED,Teachers, Reading Specialists	M-SS-7-Universal Literacy Screener	DIBELS Blue and Green BOY 2022-23 K - 44% 1 - 47% 2 - 59% 3- 47% 4 - 56% 5 - 57%

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		pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (White)									Pass (17.2% gap)
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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.	On the 2024 YVM survey, at least 70% of Abingdon students will respond favorably on the survey category student social, emotional, and mental health	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	-Calm Down Corner with Zones of Regulation Poster in every classroom and training provided to whole staff on utilization	4	ESSA Tier 4: Demonstrates a Rationale	BOY (Oct.), MOY, EOY Fidelity check for Calm Down Corner  Beginning (Sept) and End of Year (June) Pre and Post Staff Self Assessment that assess the following: type/ level of training, familiarity with Responsive Classroom structures and practices, fidelity of Morning Meeting Implementation  Morning Mtg Comprehensive Observation Form: Introduction and Interrater Reliability (Nov), Non-Evaluative Observation by Peers/ Coaches (Jan), Full Implementation (Feb- June)	Classroom teachers, Morning Cardinals (Other T Scale Staff), Administrators	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	SY 2021-2022 Panorama SEL Survey Emotion Regulation score for grades 3-5: 39% Self-Efficacy score for grades 3-5: 49%  SY 2021-2022 YVM Score for Question 1: How often do you feel sad?- 81% responded favorably Question 2: How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities? - 26% responded favorably.

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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.	On the 2024 YVM survey, at least 70% of Abingdon students will respond favorably on the survey category student social, emotional, and mental health	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		Full implementation of Morning Meeting (Responsive Classroom) with the support of behavior specialist		ESSA Tier 2: Moderate Evidence	June 2023, expectation of full implementation of Morning Meeting	Kate McGinn and Assistant Principals	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	<p>SY 2021-2022 Panorama SEL Survey Emotion Regulation score for grades 3-5: 39% Self-Efficacy score for grades 3-5: 49%</p> <p>SY 2021-2022 YVM Score for Question 1: How often do you feel sad?- 81% responded favorably Question 2: How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities? - 26% responded favorably.</p>
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	On the 2024 YVM survey, at least 70% of Abingdon students will respond favorably on the survey category student social, emotional, and mental health	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		Create new schoolwide expectations in alignment with our Second Step curriculum, Actor's toolbox and Responsive classroom, with implementation of Second Step curriculum by school counselors	4	ESSA Tier 1: Strong Evidence	August 22 rollout for new expectations, regular lessons and assemblies on schoolwide expectations	Mental Health team	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	<p>SY 2021-2022 Panorama SEL Survey Emotion Regulation score for grades 3-5: 39% Self-Efficacy score for grades 3-5: 49%</p> <p>SY 2021-2022 YVM Score for Question 1: How often do you feel sad?- 81% responded favorably Question 2: How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities? - 26% responded favorably.</p>

Strategic Plan Goal Area	Strategic Plan Performance Objectives	School Annual Performance Goals	Strategic Plan Strategies- PRIMARY	Strategic Plan Strategies- ADDITIONAL	School Actions	<a href="#">Title I Schoolwide Component (#1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline for Actions	Responsible Parties	Strategic Plan Measures	Baseline Data
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	On the 2024 YVM survey, at least 70% of Abingdon students will respond favorably on the survey category student social, emotional, and mental health	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		Schoolwide expectation of utilization of the Actors Toolbox to promote student self-regulation	4	ESSA Tier 4: Demonstrates a Rationale	October 5--all staff utilizing "signing the contract", end of the year for concentration and cooperation challenges	Kathi Aagaard and David Horak	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	SY 2021-2022 Panorama SEL Survey Emotion Regulation score for grades 3-5: 39% Self-Efficacy score for grades 3-5: 49%  SY 2021-2022 YVM Score for Question 1: How often do you feel sad?- 81% responded favorably Question 2: How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities? - 26% responded favorably.
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 Abingdon staff will respond favorably on staff engagement and workplace climate	S-EW-1-Recruit, retain, and advance high-quality employees.		Restructure teacher planning and CLT time based upon feedback from staff to create "tiny teams" for planning and ensure all voices are heard at CLT's	1	ESSA Tier 1: Strong Evidence	Summer 2022	School Plan team	M-EW-9- Staff feedback on PL activities	Engaged Workforce: Staff Engagement - 48 % Favorable Workplace Climate 49% Favorable
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 Abingdon staff will respond favorably on staff engagement and workplace climate	S-EW-1-Recruit, retain, and advance high-quality employees.		Multiple opportunities to be trained on the new curriculum from central office and at Abingdon	1	ESSA Tier 4: Demonstrates a Rationale	Ongoing throughout June 2023	Math and Reading team, administration	M-EW-4- YVM Staff: Climate Results	Engaged Workforce: Staff Engagement - 48 % Favorable Workplace Climate 49% Favorable
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 Abingdon staff will respond favorably on staff engagement and workplace climate	S-EW-1-Recruit, retain, and advance high-quality employees.		Offer multiple opportunities for staff and administration to build trust, including recognition of staff at every staff meeting, clarifying and expanding the roles of team leads and FAC to directly address concerns and learning along side staff with administration	1	ESSA Tier 4: Demonstrates a Rationale	ongoing throughout June 2023	Administration	M-EW-4- YVM Staff: Climate Results	Engaged Workforce: Staff Engagement - 48 % Favorable Workplace Climate 49% Favorable

Strategic Plan Goal Area	Strategic Plan Performance Objectives	School Annual Performance Goals	Strategic Plan Strategies- PRIMARY	Strategic Plan Strategies- ADDITIONAL	School Actions	<a href="#">Title I Schoolwide Component (#1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	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.	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.	Developing a school calendar of FACE opportunities (PTA meetings, Principal chats, curriculum nights)	1	ESSA Tier 4: Demonstrates a Rationale	ongoing through June 2023	FACE team and administration	M-P-3- YVM Family: Engagement	Someone at school to go to 86 Learning opportunities for child's academic achievement 90 Supportive is need help asking for needs 89 Learning opportunities about child well-being 79 How well staff communicate with you 74 How well child's teacher is a partner 79
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.	Scheduling opportunities for engagement to meet a variety of family scheduling needs	1	ESSA Tier 3: Promising Evidence	ongoing through June 2023	FACE team and administration	M-P-3- YVM Family: Engagement	Someone at school to go to 86 Learning opportunities for child's academic achievement 90 Supportive is need help asking for needs 89 Learning opportunities about child well-being 79 How well staff communicate with you 74 How well child's teacher is a partner 79
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.	Supporting families in becoming and remaining connected (family check-ins, AOVP support and sessions, new family welcome packets, etc)	1	ESSA Tier 3: Promising Evidence	ongoing through June 2023	FACE team and administration	M-P-3- YVM Family: Engagement	Someone at school to go to 86 Learning opportunities for child's academic achievement 90 Supportive is need help asking for needs 89 Learning opportunities about child well-being 79 How well staff communicate with you 74 How well child's teacher is a partner 79

## 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
- Universal master schedule that promotes small group time, the implementation of CKLA and FUNdations and an extra Science block for 4th and 5th Grades
- 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 Responsive Classroom (ESSA Tier 3) and CETA Actor's Toolbox 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 1.9 Reading Specialists and .5 Title I Academic Support Teachers to support small group instruction in Math, ELA and Science.

## 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 DIBELS, Developmental Spelling Assessment, APS Quarterly Reading Assessment series, conferring notes, APS Quarterly Math Assessment series, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, Reading, Spelling, and Mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to 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, progress monitoring data from PBIS Rewards system, office disciplinary referrals data, Your Voice Matters survey data
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and the instructional coaches CLT
- Community engagement, experience, and perception data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey, FACE self-assessment 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 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:

- Decreasing the gap between all learners and SWD and EL's for math, science and ELA
- Increasing the overall pass rates in Math, Science and Reading