



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

Barcroft Elementary School

Judy Apostolico-Buck & Gabriela Rivas

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 June 2023, 1) All Student pass rate will increase to at least 72% on the Reading SOL 2)opportunity gaps on the reading SOL (aggregated for all grade levels) will be reduced by the following: -at least a 5% gap reduction for Hispanic, English Learners and Econ. Disadv. -at least a 10% gap reduction 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. (Black, White, Multiple Races) -	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Daily tier 1 instruction in reading and writing for all students using Amplify Core Knowledge Language Arts (CKLA) and 95% phonics (k-3) in the general education classroom using appropriate scaffolds and supports.	2	ESSA Tier 2: Moderate Evidence	Year long, with time in the master schedule for both Language Comprehension and word knowledge instruction in every ELA block. Weekly ELA grade level planning meetings. 2x monthly ELA CLTs; ELA coaching cycles.	Classroom teachers; reading coaches, EL teachers, Special Education teachers, admin team	M-SS-1-Reading SOLs	Reading SOL (Aggregate-All Grades) - 2020-21 SOL Data •Avg Pass Rate at School (ALL) 68% •Hispanic: 56% (12% gap) •EL: 50% (18% gap) •SWD: 23% (45% gap)

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By June 2023, 1) All Student pass rate will increase to at least a 64% on the Math SOL 2) opportunity gaps on the math SOL (aggregated for all grade levels) will be reduced by the following: -at least a 6% gap reduction for Hispanic and English Learners, Econ. Disadv. -at least a 10% gap reduction 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. (Black, White, Multiple Races)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Provide targeted, explicit, intervention to all students identified on the Math Inventory as below basic or basic. Implement Bridges intervention curriculum and Kathy Richardson lessons.	2	ESSA Tier 1: Strong Evidence	September through late May.	Math coaches, EL teachers, Sped teachers, classroom teachers, admin team	M-SS-6-Universal Math Screener	Math SOL (Aggregate-All Grades) - 2020-21 SOL Data •Avg Pass Rate at School (ALL) 59% •Black: 54% (5% gap) Hispanic: 43% (17% gap) •ELL: 41% (18% gap) •SWD: 22% (37% 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 biannual YVM survey, at least 70% of students in 4th and 5th grade will respond favorably on the survey category student well-being; social, emotional, and mental health	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	Establish and promote schoolwide expectations and procedures in learning spaces and in all common areas based on C.A.R.E.S.	4	ESSA Tier 3: Promising Evidence	Year long	All teachers and instructional assistants, admin team	M-SWB-9-YVM Student: Social, Emotional, and Mental Health	On the 2022 YVM survey 48% of students responded favorably to Student Well-Being: social, emotional, and mental health. 21% of students often feel sad and 17% of students feel so stressed or overwhelmed that they are not able to participate in regular activities.
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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 biannual YVM survey, at least 90% of Barcroft families will respond favorably on student and family engagement partnerships.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.	Increase opportunities for families to learn about their child's well being. -Provide opportunities for families to learn about multiple ways they can support learning at home via Curriculum Night, Literacy and Numeracy Nights, Science Night, Chats with the Principal (inviting the math coach, reading specialists, and other coaches) to show parents how to support literacy and numeracy at home. Enhance P-T conference formats to ensure that teachers show parents BOY and MY results and explain how support is provided at school and how parents can support at home.		ESSA Tier 4: Demonstrates a Rationale	Year long	Admin, Family Engagement Coordinator, Math Coach, Reading Specialists, RTG, and science and social studies leads, and GenEd teachers	M-P-3- YVM Family: Engagement	87% for families

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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 the Barcroft staff will respond favorably on workplace climate and there will be a 10% increase of staff responding favorably as having received recognition for doing good work.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	Ongoing Barcroft Community Building Activities as identified and planned by the Climate committee.		ESSA Tier 4: Demonstrates a Rational e	Year long		M-EW-4- YVM Staff: Climate Results	25% for staff
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 the Barcroft staff will respond favorably on workplace climate and there will be a 10% increase of staff responding favorably as having received recognition for doing good work.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	Provide more actionable feedback to teachers and assistants. Provide more observations and timely feedback to teachers.	1	ESSA Tier 2: Moderate Evidence	Year long		M-EW-4- YVM Staff: Climate Results	25% for staff

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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)at least 56% of Gr. 5 students will pass the Science SOL. 2) opportunity gaps on the Science SOL will be reduced by the following tiered goal: -at least a 7% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Hispanic, English Learners, Econ. Disadv.) 3)all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Building capacity of teachers of science (classroom, EL, Sped.) to use student data including benchmark assessments to plan for targeted, explicit instruction in re-teach small groups to focus on students scoring below 70% on the county benchmark assessments.	1	ESSA Tier 2: Moderate Evidence	Year long	Science teachers, admin team	M-SS-4-Science SOLs	5th Grade Science SOL pass rate 51%

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		to statewide peers. (White)									

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 greatest utilization of resources. Schedule provides extended time in math, reading and science with individual intervention blocks in math and reading.
- Social-emotional learning support for staff and students. For example:
 - All staff will participate in the Trauma-Sensitive Schools course prior to 2020-2021.
 - A consistent framework that provides resources and supports to address the whole child and help every student be socially-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 Reading Specialist; 0.5 Title I Math Coach, 1.0 Title I Academic Support Teacher; to provide targeted, explicit instruction in foundational math and reading skills for all students below grade level benchmarks. Coaching support for math and literacy instruction to ensure consistent high quality tier one instruction.

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, PALS Plus, DIBELS, OnDemand, Developmental Spelling Assessment, APS Quarterly Reading Assessment series, RAS/RAN, conferring notes, APS Quarterly Math Benchmark 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, Wellness assessment, progress monitoring data from Equity and Engagement CLT meetings, and office disciplinary referrals.
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations in PreK, walk-through observations including walk-throughs with the Math and ELA supervisor, Coaching for Equity book study group, and the instructional coaches weekly CLT.
- Community engagement, experience, and perception data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey, FACE self-assessment, Leadership for Equity Assessment & Development (LEAD) Tool, 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 Committee Chairs- (Climate, Instruction, and Equity), 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 science performance for all students, and particularly for English Learners and Students With Disabilities.
- Strengthening family partnerships supporting children's academic and social emotional learning for all students.