



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

Barrett Elementary School

Catherine Han and Amin Littman

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.

Focus Area	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
ELA	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 on the Reading SOL will increase to at least 66% 2) Opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 6% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (Hispanic, EL, Econ. Disadv.) - at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (SWD) 3) All reporting groups who scored above the school pass rate for All Students will demonstrate accelerated growth relative to statewide peers. (Black, White)	S-EW-1-Recruit, retain, and advance high-quality employees.	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.	Hire 1.0 Title 1 Reading Teacher and 0.7 Title 1 Academic Support Interventionist who will work collaboratively with grade level CLT's to provide coaching and support with data analysis and development of Tier 2/3 interventions. Support delivery of Tier 2/3 interventions	3	ESSA Tier 1: Strong Evidence	Sept-June (weekly meetings with intervention team, monthly meeting with CLT's)	Admin, Reading Teacher, Academic Support Interventionist	M-SS-1-Reading SOLs	VDOE Adjusted SOL Scores: Hispanic - 44% (17% gap) EL - 46% (15% gap) SWD - 25% (36% gap) Economically Disadv. 45%- (16% gap). https://analytics.apsva.us/public/progress/aps_sol.html
ELA	Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Establish and deliver professional learning and focused coaching to support meaningful student dialogue (Quality Interactions with the English Learner Office)	3	ESSA Tier 3: Promising Evidence	August, November, and March	Admin, EL Lead, EL Team, OEL	M-SS-1-Reading SOLs	see above

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ELA	Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	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 using Amplify Core Knowledge Language Arts. Deliver daily tier 1 phonics instruction (95%, Orton-Gillingham, structured literacy, etc.) using research-based materials for students identified using DIBELS and other diagnostic tools.	3	ESSA Tier 2: Moderate Evidence	Sept- June	Admin, All teachers	M-SS-1- Reading SOLs	see above
ELA	Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Deliver daily tier 2 small group interventions (95%, Orton-Gillingham, structured literacy, etc.) using research-based materials for students identified using DIBELS and other diagnostic tools.	3	ESSA Tier 3: Promising Evidence	Sept- June	Admin, All teachers, Interventionist	M-SS-1- Reading SOLs	see above
ELA	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.		Daily tier 1 instruction in reading and writing using Amplify Core Knowledge Language Arts. Deliver daily tier 1 phonics instruction (95%, Orton-Gillingham, structured literacy, etc.) using research-based materials for students identified using DIBELS and other diagnostic tools.		ESSA Tier 2: Moderate Evidence	Sept- June	Admin, Literacy Coach, Reading Teachers, Interventionists, EL Teachers, SPED Teachers, General Ed Teachers	M-SS-9- DIBELS	49% of students were identified in the intensive support or strategic support level on DIBELS Report linked here:

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ELA	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.	see above			Deliver daily tier 2 small group interventions (95%, Orton-Gillingham, structured literacy, etc.) using research-based materials for students identified using DIBELS and other diagnostic tools.	2	ESSA Tier 3: Promising Evidence	Sept- June	All Teachers, Interventionists, Admin	M-SS-9- DIBELS	see above
ELA	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.	see above			Identify targeted students to participate in Readers are Leaders program with Washington-Liberty after school program	4	ESSA Tier 4: Demonstrates a Rationale	Sept- June	Admin, All Teachers	M-SS-9- DIBELS	See above

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Math	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 on the Math SOL will increase to at least 54% 2) Opportunity gaps on the Math SOL (aggregated for all grade levels) 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 (Black, Hispanic, EL & Economically Disadv.) -at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (EL & SWD) 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.		Deliver tier 1 instruction in math using a math workshop structure, including targeted small group instruction.		ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED Teachers, Math Interventionists, Math Coaches, Specialists, RTG	M-SS-3- Math SOLs	Overall 48% pass rate in grades 3, 4, 5. Gap group pass rates: Black- 35% (13% gap), Hispanic - 32% (16% gap), EL- 24% pass (24% gap), SWD- 22% pass (26% gap), Econ Dis. - 31% (17% gap)
Math	Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above			Provide targeted professional learning and coaching on the components of math workshop and math content to enhance teacher's knowledge of best instructional practices to develop numeracy proficiency. Utilize Title 1 Funds to hire 1.0 Math Coach. Identify students for after school SOL Intervention Tutoring		ESSA Tier 2: Moderate Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED Teachers, Math Interventionists, Math Coaches, Specialists, RTG	M-SS-3- Math SOLs	Overall 48% pass rate in grades 3, 4, 5. Gap group pass rates: Black- 35% (13% gap), Hispanic - 32% (16% gap), EL- 24% pass (24% gap), SWD- 22% pass (26% gap), Econ Dis. - 31% (17% gap)
Math	Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above			Deliver daily tier 2 small group interventions using research-based materials such as Bridges for students identified using Math Inventory and other diagnostic tools.		ESSA Tier 2: Moderate Evidence	Ongoing, small group interventions from Oct. - June	Classroom, EL, SPED Teachers, Math Interventionists, Math Coaches, Specialists, RTG		See above

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Math	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-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.		Deliver tier 1 instruction in math using a math workshop including targeted small group instruction.		ESSA Tier 1: Strong Evidence	Ongoing, Daily lessons from September to June	Classroom, EL, SPED Teachers, Math Interventionists, Math Coaches, Specialists, RTG	M-SS-6- Universal Math Screener	1st Grade- 20% Basic, 62% Below Basic 2nd Grade - 21% Basic, 64% Below Basic 3rd Grade -29% Basic, 55% Below Basic 4th Grade- 41% Basic, 41% Below Basic 5th grade- 17% Basic, 65% Below Basic
Math	Student Success		see above			Deliver daily tier 2 small group interventions using research-based materials such as Bridges for students identified using Math Inventory and other diagnostic tools.		ESSA Tier 2: Moderate Evidence	On going, small group interventions from October-June	Classroom, EL, SPED Teachers, Math Interventionists, Math Coaches, Specialists, RTG		See above
Math	Student Success		see above			Utilize Title 1 Funds to hire 1.0 Math Coach to support the implementation and planning of whole school math agreements and Title 1 Academic Interventionist to support math intervention and small groups		ESSA Tier 1: Strong Evidence	Ongoing	Admin		See above
Science	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) Overall pass rate on the Science SOL will increase to at least 66% 2)opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 8% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Hispanic, EL) -at least a 10% gap reduction for any reporting group with a gap between 20-40% on the baseline measure (Black, 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. (White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-EW-1-Recruit, retain, and advance high-quality employees.	Deliver tier 1 instruction in science following the APS Science curriculum. Whole and small group instruction using approved science materials such as STEMScopes, Generation Genius, etc. Hire a 0.6 Science Specialist/Coach to support Tier 1 instruction, planning, and coaching in science instruction for staff. Utilize CFA, pre and post assessments through Mastery Connect to monitor progress.		ESSA Tier 1: Strong Evidence	Ongoing	Admin, Science Specialist, General Education Teacher, EL Teachers, SPED Teachers	M-SS-4- Science SOLs	43% Pass rate in Science SOL

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Science	Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	See above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Provide targeted instruction using Science curriculum through monthly Content CLTs. Increase alignment and integrated science content through specials, morning meeting, and Project Discovery Exemplary Project to build background knowledge and support vocabulary development.		ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	All Staff	M-SS-4-Science SOLs	43% Pass rate in Science SOL
Science	Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	See above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Targeted professional learning around Quality Interactions	3	ESSA Tier 3: Promising Evidence	August, November, March	All Staff	M-SS-4-Science SOLs	43% Pass rate in Science SOL
SEL	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 Barrett students will respond favorably on the survey category student social, emotional, and mental health with an emphasis on building student capacity on regulating thier emotions and utilizing self-management strategies.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	S-EW-1-Recruit, retain, and advance high-quality employees.	Hire a 0.5 Responsive Classroom Coach who is focused on supporting Schoolwide Climate and Culture and establishing clear expectations for staff and students around schoolwide behavior practices. Leverage Title I funds to increase allotment to 1.0 FTE School Behavior Specialist for the following year.		ESSA Tier 3: Promising Evidence	Ongoing, Daily instruction from September to June	Admin and Responsive Classroom Coach	M-SWB-3- YVM Student: School Climate	YVM Survey - Emotional Regulation/Self-Management - 38% Student grade levels: 3 (39%), 4 (31%), 5 (15%). Data is based on results from the following questions: How often are you able to pull yourself out of a bad mood? Once you get upset, how often can you get yourself to relax? Data also suggests, Hispanic gap group reported lower than other sub groups, Girls reported lower than boys, and EL students reported lower than other gap groups

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SEL	Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	see above			Strengthen Tier 1 SEL instructional practices through a multifaceted approach: -Provide additional schoolwide and differentiated professional learning to re-establish behavioral and academic expectations schoolwide utilizing Responsive Classroom Approach/Restorative Justice Practices and provide follow up coaching to staff throughout the school year. -Enhance Responsive Classroom practices schoolwide (with the RC Coach) with a focus on strengthening individual practice through coaching as needed and consistent schoolwide practices of Morning Meeting, Welcoming Routines, Closing Circles, and Calming Corners. -Enhance the implementation of Zones of Regulation as well as mindfulness and outdoor learning schoolwide to help students regulate emotions. -Support implementation through additional resources such as establishment of a sensory room. -Identify a Social Emotional Learning Liaison to strengthen school-district connections around SEL guidance and support. -Ensure scheduling capacity and clear expectations for 20-30 minutes of daily instructional time focused on SEL instruction.		ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	All Staff	M-SWB-3- YVM Student: School Climate	YVM Survey - Emotional Regulation/Self-Management - 38% Student grade levels: 3 (39%), 4 (31%), 5 (15%). Data is based on results from the following questions: How often are you able to pull yourself out of a bad mood? Once you get upset, how often can you get yourself to relax? Data also suggests, Hispanic gap group reported lower than other sub groups, Girls reported lower than boys, and EL students reported lower than other gap groups
SEL	Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	see above			Implement monthly SEL themes in grade K-5.		ESSA Tier 2: Moderate Evidence	Ongoing, Daily instruction from September to June	Counselor, Admin, SEL Lead,	M-SWB-3- YVM Student: School Climate	YVM Survey - Emotional Regulation/Self-Management - 38% Student grade levels: 3 (39%), 4 (31%), 5 (15%). Data is based on results from the following questions: How often are you able to pull yourself out of a bad mood? Once you get upset, how often can you get yourself to relax? Data also suggests, Hispanic gap group reported lower than other sub groups, Girls reported lower than boys, and EL students reported lower than other gap groups

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SEL	Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	see above			Utilize research based Social Emotional Learning in Pre-K-5 to include resources such as Conscious Discipline (PreK), Caring Connections (PreK), Responsive Classroom, Second Step, Zones of Regulation, and mindfulness.	2	ESSA Tier 3: Promising Evidence	Ongoing, Daily instruction from September to June	All Staff	M-SWB-3- YVM Student: School Climate	YVM Survey - Emotional Regulation/Self-Management - 38% Student grade levels: 3 (39%), 4 (31%), 5 (15%). Data is based on results from the following questions: How often are you able to pull yourself out of a bad mood? Once you get upset, how often can you get yourself to relax? Data also suggests, Hispanic gap group reported lower than other sub groups, Girls reported lower than boys, and EL students reported lower than other gap groups
FACE	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.	Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement in these areas by strengthening communication in the following ways: incorporating academic focused family event -identifying a Title I School-Family Partnership Coordinator and FACE Action Team Coordinator to provide schoolwide coordination of FACE. -updating families regularly about opportunities to engage through a weekly Principal's Message sent to all families via SchoolTalk. -communicating in multiple languages. -seeking input from families on the school's plan. -home visits to VPI PK families. -updating families about their child's academic progress in regular and meaningful ways through standards-based report cards, student-led conferences, and use of tools that support regular communication and work sharing from classrooms to	4	ESSA Tier 1: Strong Evidence	See above	Admin, Bilingual Family Liaison, FACE Leads & Action Team, Equity Leads, Staff		Favorable parent/guardian responses on the YVM 2022 Survey: •86% to questions in the category "Partnerships: Family Engagement" overall •88% that school provides learning opportunities about supporting child's academic achievement •87% to lack of awareness of events being a barrier to engagement •79% to childcare being a barrier to engagement •78% can identify someone to go to with questions about child •71% about how well teachers and staff communicate with them •69% to question that child's teachers partner with them to support child's learning

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						families (e.g., SeeSaw, Canvas). -supporting families in becoming and remaining connected (family check-ins, AOVp sessions and support, Welcome New Families information packet, etc.)						<ul style="list-style-type: none"> •51% to scheduling being a barrier to engagement YVM2022 Partnerships: Family Engagement summary data *Note some data support continuing effective strategies/actions *100% to feeling welcome being a barrier to engagement *95% to language being a barrier to engagement *97% to transportation being a barrier to engagement
FACE	Partnerships		see above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement in these areas by bolstering family participation in events in the following ways: incorporating academic focused family event -seeking family input on how, when, and about what they prefer to engage (e.g., Title I School-Family Partnership Survey) -communicating in multiple languages. -scheduling opportunities for engagement to meet a variety of family scheduling needs: on varied days of the week/times of day; with opportunities in person, virtually, and asynchronously. -providing meals/snacks, transportation, and childcare, as supportive. -home visits to VPI PK families.	4		See above	See above		See above

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FACE	Partnerships		see above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement in these areas by gathering feedback in the following ways: -seeking family input on how, when, and about what they prefer to engage (e.g., Title I School-Family Partnership Survey) -communicating in multiple languages. -scheduling opportunities for engagement to meet a variety of family scheduling needs: on varied days of the week/times of day; with opportunities in person, virtually, and asynchronously. -providing meals/snacks, transportation, and childcare, as supportive. -seeking input from families on the school's plan. -home visits to VPI PK families. -supporting families in becoming and remaining connected (family check-ins, AOVP sessions and support, Welcome New Families information packet, etc.)	4	ESSA Tier 1: Strong Evidence	See above	See above		See above
FACE	Partnerships		see above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Leveraging opportunities for engagement at/from home (e.g., SeeSaw, Summer Mailbox Books, PK-5 READ My Stories).	4	ESSA Tier 2: Moderate Evidence	See above	See above		See above
Staff	Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	By the end of the 2022-23 school year, at least 55% of staff will respond favorably to feeling that they have quite a bit of input. Institute "Celebrate Barrett" teacher practices day	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Implement a school-based survey on professional development needs and using that feedback to design the 2 schoolwide PD days in March and May (ie next steps for more voice)	1	ESSA Tier 4: Demonstrates a Rationale	Sept- May	Admin, Adam Meyersieck (Admin Intern),	M-EW-9- Staff feedback on PL activities	YVM Survey results- 27% Favorable Overall and 14% Favorable with input for professional learning

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Staff	Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	see above	S-EW-1-Recruit, retain, and advance high-quality employees.		Allocate both staffing and additional staff time to provide ongoing coaching to all grade level and specialist CLTs to support student data analyses and responsive planning that supports accelerated student growth, particularly in ELA, Mathematics, and Science.	2	ESSA Tier 1: Strong Evidence	Sept- May	Admin, Adam Meyersieck (Admin Intern),	M-EW-9- Staff feedback on PL activities	YVM Survey results- 27% Favorable Overall and 14% Favorable with input for professional learning

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 consistent common planning periods so teachers could meet and discuss the best way to support students and common Intervention time for grades 2 through 5 to ensure multiple interventionists are available to support.
- 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 Evidence Tier 1) and other tools as needed: see the [APS Social-Emotional Learning Reference Guide](#).
- District-level coordination of services for students experiencing homelessness and students in foster care.
- Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level.
- Professional learning to improve student learning experiences and outcomes, including opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices aligned with those APS has embraced as a school system as described in the [APS Professional Learning Framework](#).
- Family engagement founded in the PTA [National Standards for Family-School Partnerships](#) and the [Dual Capacity-Building Framework for Family-School Partnerships](#) and codified in the APS [Family and Community Engagement \(FACE\) Policy](#) and [Policy Implementation Procedures](#) (both [At A Glance](#)).
- Supplemental Title I staffing 1.0 FTE Reading teacher that supports reading intervention and coaching support to teachers, 1.0 Math Coach that supports job embedded professional development for teachers, leads the school in developing whole school math agreements, and provides math workshop training, and 0.7 Title 1 Academic Teacher that supports small group and individual intervention for students.

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, OnDemand, Developmental Spelling Assessment, APS Quarterly Reading Assessment series, RAS/RAN, 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, an analysis of 2021-2022 student and family virtual check-in data, office disciplinary referrals
- 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, 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 Chairs, and Grade-Level Collaborative Learning Teams.

Based on the results of the analyses conducted as part of the school's comprehensive needs assessment, focal areas for continuous improvement in the coming year (as further detailed in the table above) will include:

- Strengthening math performance for all students, and particularly for English Learners, Hispanic, Economically Disadvantaged and Students With Disabilities.
- Strengthening science performance for all students
- Strengthening ELA performance and particularly for English Learners, Hispanic, Economically Disadvantaged and Students With Disabilities.
- Building student capacity to self-regulate their emotions and utilize self-management strategies
- Partner with families to support their child's learning
- Increase opportunities for staff to provide input on professional development