



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

Dr. Charles R. Drew Elementary School

Tracy Gaither

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 Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments. 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 Student 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 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (EL, Hispanic, Black, 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. (Asian, White) By the end of the 2022-23 school year, 1)All Student 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 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (EL, Hispanic, Black, 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	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.		Daily tier 1 instruction in reading and writing using Amplify Core Knowledge Language Arts 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.	2,3 2,3	ESSA Tier 2: Moderate Evidence ESSA Tier 3: Promising Evidence	Ongoing, Daily instruction from September to June Ongoing, Daily instruction from September to June	Classroom, EL, SPED teachers and Reading Specialists, Academic Support teachers Classroom, EL, SPED, Academic Support teachers and Reading Specialists	M-SS-1-Reading SOLs M-SS-1-Reading SOLs	Reading SOL (Aggregate-All Grades) –Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)-61% Black: 41% (20% gap); Hispanic: 48% (13% gap) EL’s: _54.7% (6% gap) SWD: _29.4% (32% gap) Reading SOL (Aggregate-All Grades) –Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)-61% Black: 41% (20% gap); Hispanic: 48% (13% gap) EL’s: _54.7% (6% gap) SWD: _29.4% (32% 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 75% of students who scored in the Intensive, Strategic, or Core on the beginning of year DIBELS will demonstrate at least one year of growth.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Daily Tier 1 phonics instruction	2,3	ESSA Tier 3: Promising Evidence	Ongoing, Daily lessons from October to June	Classroom, EL, SPED, Academic Support Teachers, Reading Specialists	M-SS-9-DIBELS	53% of students were identified in the intensive support or strategic support level on DIBELS
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 75% of students who scored in the Intensive, Strategic, or Core on the beginning of year DIBELS will demonstrate at least one year of growth.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Daily Tier 2 instruction targeted student needs identified by the CORE Phonics Diagnostic Assessment	2,3	ESSA Tier 2: Moderate Evidence	Ongoing, Daily lessons from October to June	Classroom, EL, SPED, Academic Support Teachers, Reading Specialists	M-SS-9-DIBELS	53% of students were identified in the intensive support or strategic support level on DIBELS

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	<p>By the end of the 2022-23 school year,</p> <p>1) All Student pass rate on the Math SOL will increase to at least 57%</p> <p>2) opportunity gaps on the Math SOL(aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>-Close the opportunity gap for any reporting group with a 5% or less gap (Hispanic) -at least a 6% gap reduction or any reporting group with a gap between 5-10% on the baseline measure (Black, EL's, Econ. Disadv.) -at least a 10% gap reduction or any reporting group with a gap between greater than 10% on the baseline measure (SWD)</p> <p>3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, White)</p>	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 math using enVision	2,3		Ongoing, Daily instruction from September to June	Classroom, EL, SPED, Academic Support Teacher, Math Interventionist, Math Coach	M-SS-3-Math SOLs	<p>Math SOL (Aggregate-All Grades) –Opportunity Gaps - 2020-21 SOL Data</p> <p>Avg Pass Rate at School (ALL)- 51.1% Black: 38% (13% gap); Hispanic: 48% (3% gap) EL's: 43.8% (7% gap) SWD: 22.9% (28% gap)</p>
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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	<p>In School Year 2022-23,</p> <p>1) the school will make progress towards schoolwide Spring Science SOL expectations (70% pass rate) and demonstrate accelerated progress (at least a 51% pass rate in Spring 2023) for All Students and Reporting Groups.</p> <p>2) opportunity gaps will be reduced by the following tiered goal:</p> <p>-at least a 7% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (Black, Hispanic, EL, SWD)</p> <p>3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (White)</p>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		<p>-Evaluate STEAM activities for core SOL alignment.</p> <p>-Establish a Science-focused CLT with STEAM Coordinator/Science Lead Teacher who will work collaboratively with staff to provide coaching/PL, disaggregation of assessment data to identify topics that require re-teaching as well Tier 2/3 interventions</p> <p>-Utilize CFA, pre and post assessments through Mastery Connect to monitor progress.</p>	2,3	ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED, Teachers, Science Lead Teacher, STEAM Coordinator	M-SS-4-Science SOLs	<p>Science SOL (Aggregate-All Grades) –Opportunity Gaps - 2021-22 SOL Data</p> <p>Avg Pass Rate at School (ALL)- 44.6% Black: 27% (17% gap); Hispanic: 36% (8% gap) EL's: 29.2% (15% gap) SWD: 28.6% (16% gap)</p>

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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.	Favorable student responses will increase by 10% for All Students on the 2024 YVM survey category - Student Social, Emotional and Mental Health as compared to the baseline (2022 YVM results)	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	Shift from PBIS to Restorative Practices framework for Tier 1 SEL Identify trusted adult, Morning Meeting/Closing Circle routines, Establish a schoolwide practice of Calm Corners, Emphasize Kindness Curriculum, Weekly SST meeting to address student needs.	3,4	ESSA Tier 3: Promising Evidence	Ongoing, September to June	Administration, All Classroom teachers, student support team (school counselor, social worker, student support coordinator)	M-SWB-3-YVM Student: School Climate	
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	Increase the % of favorable responses by students by 10% for ALL students on the 2024 YVM survey category - Student Social, Emotional and Mental Health as compared to the baseline (2022 YVM results)	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.		Provide families with learning opportunities about supporting their student's well-being i.e., PTA meetings, literacy and math nights		ESSA Tier 4: Demonstrates a Rationale	Ongoing, September to June	Administration, Reading Specialists, Math Coaches, Gifted Resource Teacher	M-SWB-3-YVM Student: School Climate	
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	Increase the % of favorable responses by students by 10% for ALL students on the 2024 YVM survey category - Student Social, Emotional and Mental Health as compared to the baseline (2022 YVM results)	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		-Trusted Adult -1-minute meetings with school counselor and social worker -analysis of structural opportunities for students to interact with a variety of adults -Summer Mailbox Books Top Ten Extension for classroom libraries			Ongoing, September to June	School Counselor, Social Worker	M-SWB-3-YVM Student: School Climate	

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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 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 by: -communicate in multiple languages. -schedule multiple opportunities on varied days of the week/times of day. -provide meals/snacks, transportation, and childcare, as needed. -seek input from families.	2	ESSA Tier 4: Demonstrates a Rationale	Ongoing, September to June	Administration, Bilingual Family Specialist, Reading Specialists, Math Coaches, Resource Teacher for Gifted, Special Education Coordinator	M-P-3- YVM Family: Engagement	<p>%FAVORABLE parent/guardian responses on the YVM 2022 Survey:</p> <p>82% to questions in the category "Partnerships: Family Engagement" overall</p> <p>56% to scheduling being a barrier to engagement</p> <p>63% learning opportunities about supporting child's well-being</p> <p>66% how well teachers and staff communicate with them</p> <p>71% how well teachers partner with them to support child's learning</p> <p>75% to childcare being a barrier to engagement</p> <p>88% to lack of awareness of events being a barrier to engagement</p> <p>88% to feeling welcome being a barrier to engagement</p> <p>88% learning opportunities about supporting child's academic achievement</p> <p>YVM2022 Partnerships: Family Engagement summary data</p> <p>*Note some data support continuing effective strategies/actions</p> <p>*90% can identify someone to go to with questions about child</p> <p>*90% to language being a barrier to engagement</p> <p>*90% to transportation being a barrier to engagement</p>

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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 May 2023, at least 80% of T-scale staff will respond favorably to a locally-administered survey on their satisfaction with PL opportunities offered throughout the year	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Personalized professional learning for new staff members, Math Workshop professional learning, Gifted resource professional learning via book study.		ESSA Tier 4: Demonstrates a Rationale	Ongoing, September to June	Administration, Math Coaches, Resource Teacher for the Gifted	M-EW-9-Staff feedback on PL activities	

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 common planning time for collaborative learning teams and extended instructional time for well-rounded educational components, including science, social studies, social-emotional learning, and the arts.
- 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 Positive Behavior Intervention and Supports (PBIS) (ESSA Evidence Tier 1) and Restorative Practices 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 1.5 Title I Academic Support Teacher and 1.0 Title I Reading Teacher to support Tier 2 interventions.

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 <https://schoolquality.virginia.gov/schools/dr-charles-r-drew-elementary>. SOL assessment data from Spring 2022 were analyzed as foundational data and additional quantitative and qualitative data analyses from other sources were used to develop a robust and well-rounded assessment of continuing and emerging needs. Additional data points analyzed during the process include:

- Formative and summative student academic performance data from measures such as PALS, DIBELS, APS Quarterly Reading Assessment series, APS Quarterly Math Assessment series, Math Inventory, 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, PBIS Rewards data, an analysis of 2021-2022 student and family check-in data, progress monitoring data from office disciplinary referrals.
- Instructional Personnel and Licensure Report
- Observational data from measures such as walk-through observations, instructional coaches debriefs, and School Planning team CLT.
- Community engagement, experience, and perception data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey, family event exit tickets, and the Title I School-Family Partnership Survey for both families and staff.

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 Parent Teacher Association, School Instructional Leadership Team, and School Action Planning Team.

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 and Black and Hispanic student reporting groups.
- Strengthening ELA performance for All Students, and particularly for English Learners and Students With Disabilities and Black and Hispanic student reporting groups.
- Strengthening Science performance for All Students.
- Strengthening student perceptions of a safe and supportive learning environment and opportunity to build relationships with a trusted adult.