



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

Hoffman Boston Elementary School

Heidi Smith

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.	<p>By June 2023, the percentage of students in grades 3, 4, and 5 scoring below proficient on the Reading SOL will be reduced by the following tiered goal: SWD by 15%; EL's by 10%, Black by 5% and Economically Disadvantaged by 5%.</p> <p>By the end of the 2022-23 school year,</p> <p>1) All Student pass rate on the Reading SOL will increase to at least 68%</p> <p>2) opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -close the gap for Black and Hispanic -at least a 5% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (SWD, EL, Econ. Disadv.)</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, Multiple Races)</p>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Daily tier 1 instruction in reading and writing using Amplify Core Knowledge Language Arts.	2	ESSA Tier 2: Moderate Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED Teachers, Reading Specialists	M-SS-1-Reading SOLs	37% of all students in grades 3, 4 and 5 scored below proficient on the 2021-2022 Reading SOL; 63% of all students in 3, 4, and 5 scored proficient or above on the 21-22 Reading SOL https://analytics.apsva.us/public/progress/aps_sol.html

Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By June 2023, the percentage of students in grades 3, 4, and 5 scoring below proficient on the Reading SOL will be reduced by the following tiered goal: SWD by 15%; EL's by 10%, Black by 5% and Economically Disadvantaged by 5%. By the end of the 2022-23 school year, 1) All Student pass rate on the Reading SOL will increase to at least 68% 2) opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -close the gap for Black and Hispanic -at least a 5% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (SWD, EL, 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.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	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 1: Strong Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED Teachers, Reading Specialists	M-SS-1- Reading SOLs	55% of SPED students in grades 3, 4 and 5 scored proficient or above on the 2021-2022 Reading SOL; the opportunity gap between SPED students and the total % of students passing is 9% https://analytics.apsva.us/public/progress/aps_sol.html
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 grade K-5 who scored in the intensive support level on the Beginning of the Year DIBELS will score in the strategic support or above level 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 phonics instruction	2	ESSA Tier 4: Demonstrates a Rationale	Ongoing, Daily lessons from September to June	Classroom, EL, SPED Teachers, Reading Specialists	M-SS-9- DIBELS	45% of students were identified in the intensive support or strategic support level on DIBELS Report linked here: https://drive.google.com/file/d/1OFWIMbZ0jFAG9a1JKkChJNL1MT8L9Lts/view?usp=sharing
Engaged Workforce	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By May 2023, at least 75% of students grade K-5 who scored in the intensive support level on the Beginning of the Year DIBELS will score in the strategic support or above level 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.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Provide targeted professional learning on the science of reading and structured literacy to enhance teacher's knowledge of best instructional practices to develop literacy proficiency. Reading team members are working with special education and EL teachers to provide instructional support through modeling, collaboration, and instructional materials.	2	ESSA Tier 1: Strong Evidence	Ongoing	Literacy Coach, Reading Specialists	M-SS-9- DIBELS	45% of students were identified in the intensive support or strategic support level on DIBELS Report linked here: https://drive.google.com/file/d/1OFWIMbZ0jFAG9a1JKkChJNL1MT8L9Lts/view?usp=sharing

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 June 2023, the percentage of students scoring below the benchmark on the BOY Math Inventory (1-5) will decrease by 20%.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	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 structure, including targeted small group instruction.	2	ESSA Tier 2: Moderate Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED, Teachers, Reading Specialists	M-SS-6- Universal Math Screener	80% of students scoring below benchmark on BOY Math Inventory
Engaged Workforce	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By June 2023, the percentage of students in grades 3, 4, and 5 scoring below proficient on the Math SOL will be reduced by the following tiered goal: SWD by 15%; EL's by 10%, Black by 5% and Economically Disadvantaged by 5%. By the end of the 2022-23 school year, 1) All Student pass rate on the Math SOL will increase to at least 69% 2) opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: - at least a 5% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (Black, Hispanic, SWD, EL, 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)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	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.	2	ESSA Tier 2: Moderate Evidence	Ongoing	Math Coaches	M-SS-3- Math SOLs	40% of all students in grades 3, 4 and 5 scored below proficient on the 2021-2022 Math SOL
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By June 2023, the percentage of students in grades 3, 4, and 5 scoring below proficient on the Math SOL will be reduced by the following tiered goal: SWD by 15%; EL's by 10%, Black by 5% and Economically Disadvantaged by 5%. By the end of the 2022-23 school year, 1) Overall pass rate on the Math SOL will increase to at least 69% 2) opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: - at least a 5% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (Black, Hispanic, SWD, EL, Econ. Disadv.) 3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate at least	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Deliver daily tier 2 small group interventions using research-based materials for students identified using Math Inventory and other diagnostic tools.	2	ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED Teachers, Math Specialists	M-SS-3- Math SOLs	40% of all students in grades 3, 4 and 5 scored below proficient on the 2021-2022 Math SOL

		the minimum levels of accelerated growth relative to statewide peers. Goals for applicable reporting groups include: - Asian - increase pass rate to at least 81% - White - increase pass rate to at least 75% - Multiple- increase pass rate to least 74%									
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By June 2023, the percentage of All students in grade 5 scoring below proficient on the Science SOL will be reduced by 10%. By the end of the 2022-23 school year, 1) All Student pass rate on the Science SOL will increase to at least 54% 2) opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: - at least a 7% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (EL) - at least a 10% gap reduction or any reporting group with a gap between 5-20% on the baseline measure (Black, 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, Hispanic, White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	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.	2	ESSA Tier 2: Moderate Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED, Science Lead Teachers	M-SS-4- Science SOLs	53% of students were identified in grade 5 scoring below proficient on the 2021-2022 Science SOL
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By June 2023, the percentage of Black, EL and economically disadvantaged students in grade 5 scoring below proficient on the Science SOL will be reduced by 5%.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Provide targeted instruction using Science curriculum, STEM PBLs based on SOL's supported by STEM Coordinator, coteaching.	2	ESSA Tier 2: Moderate Evidence	Ongoing, Daily instruction from September to June	Classroom, EL, SPED, Science Lead Teachers	M-SS-4- Science SOLs	72% of black students, 74% of English Learners, and 82% of Economically Disadvantaged students were identified in grade 5 as scoring below proficient on the 2021-2022 Science SOL
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By the end of June 2023 on Your Voice Matters Survey, 80% of 4th and 5th-grade students will respond favorably to almost never feeling stressed or overwhelmed, increasing the score by 15% in the area of social, emotional, and mental health.	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-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.	SEL Morning Meeting Lesson, Social Stories, Small Groups, SEL Monthly CLT, Calming Corner, PBIS Rewards, PBIS Intervention Supports, SEL Check In	4	ESSA Tier 3: Promising Evidence	Ongoing, Daily instruction from September to June	PBIS Coach, Counselors, Social Worker, Psychologist	M-SWB-1- YVM Student: Students feel supported	On the 2021-2022 School Year Your Voice Matters Survey, 32% of 4th and 5th grade students responded almost never feeling overwhelmed or stressed when participating in regular activities, in the area of social, emotional, and mental health

Student Success	PO-SWB-1-Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase.	By the end of June 2023, students in grades K-5 will decrease referrals by 20% using PBIS Rewards data collection system. Provide targeted, tiered intervention(s) to meet those students' needs and monitor progress toward goal behaviors	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.		PBIS Rewards Twinkle Tickets, School-wide Celebrations, Interventions and Supports, PBIS Reports and Data Collection, Visual and Classroom Supports, PL for Staff, SEL CLt Data Review	4	ESSA Tier 1: Strong Evidence	Ongoing, from September to June	PBIS Coach	M-SWB-11-Discipline Referrals	In the 2021-2022 School Year, the total number of referrals reported in PBIS Rewards in grades K-5 was 1,085.
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 27% of the families at our school will complete the YVM Survey	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Increase communication/scheduling of school held events as well as implement new and creative events in which families and community can engage.	3	ESSA Tier 4: Demonstrates a Rationale	Ongoing, From September to June	FACE Committee	M-P-3- YVM Family: Engagement	17% of families completed the 2022 YVM Survey
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 89% of the families at our school will respond favorably on student and family engagement	S-P-3-Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports.		Communicate with teachers and other school staff to provide opportunities for parents to engage with their child's learning at home. Families supporting learning at home. Grade level Family Engagement representatives have worked with their team to create family friendly activities to do at home. Families are supported by the staff to explore these activities and do them at home with their learners.	3	ESSA Tier 4: Demonstrates a Rationale	Ongoing, from September to June	FACE Committee, Teachers	M-P-3- YVM Family: Engagement	On the 2022 YVM survey 86% of families at our school responded favorably on student and family engagement.
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.	On the 2024 YMV survey, at least 50% of staff will respond favorably that opportunities for professional learning meet their needs.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.	Collaborate with Office of Diversity, Equity and Inclusion to provide professional development opportunities for improving culturally responsive teaching and equitable practices.	4	ESSA Tier 3: Promising Evidence	Ongoing, from September to June	Administration	M-EW-8- YVM Staff: PL results	Engaged Workforce: Professional Learning 2022 YVM - 32% (-8) 2020 YVM - 40% How much has the PD you've received improved students' achievement: 2022 YVM - 34% (-5) 2020 YVM - 39% How well does school-based PD meet your needs? 2022 YVM - 31% (-8) 2020 YVM - 39%

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.	On the 2024 YMV survey, at least 50% of staff will respond favorably that opportunities for professional learning meet their needs.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.	Monthly Grade Level SEL CLTs focusing on culturally responsive teaching and equitable practices.	4	ESSA Tier 3: Promising Evidence	Ongoing, from September to June	Student Support Team, Office of Diversity, Equity and Inclusion	M-EW-8- YVM Staff: PL results	Engaged Workforce: Professional Learning 2022 YVM - 32% (-8) 2020 YVM - 40% How much has the PD you've received improved students' achievement: 2022 YVM - 34% (-5) 2020 YVM - 39% How well does school-based PD meet your needs? 2022 YVM - 31% (-8) 2020 YVM - 39%
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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 provides a common planning time for grade levels which promotes:
 - team collaboration
 - support personnel (coaches and specialists) able to meet with all grade levels
 - continuity across the grade level
- 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 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 2.5 FTE Academic Support Teachers to support small group instruction and intervention. 0.3 Title 1 Reading Teacher to support teacher coaching and intervention.

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, Spelling Inventories, CORE Phonics Survey, CORE Vocabulary Survey, Heggerty Phonemic Awareness Assessment, anecdotal notes, APS Quarterly Math Assessment series, Math inventory, Bridges Pre/Post Assessment, VKRP, APS Quarterly Science Assessment series, common formative assessments in Reading, Math and Science.
- 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, progress monitoring data from PBIS Rewards system, office disciplinary referrals
- Instructional Personnel and Licensure Report
- Observational data from measures such as walk-through observations and 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:

- Strengthening reading performance for all students, and particularly for English Learners, Black students, students who are economically disadvantaged, and Students With Disabilities.
- Strengthening math performance for all students, and particularly for English Learners, Black students, students who are economically disadvantaged, and Students With Disabilities.
- Increasing family and community participation in APS district polling.
- Strengthening Science performance for all students and particularly for economically disadvantaged, English Language Learners, and Black.