

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

School Name:

Abingdon Elementary School

School Principal:

David Horak , Anne Oliveira & Michele Micael

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	Strategic Plan Strategies-	Strategic Plan Strategies-
Performance Objectives	PRIMARY	

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Strategic Plan Performance Objectives	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
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.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Reading Team will push-in to co-teach and co-plan to deliver high-quality phonics instruction		1	Ongoing from September to June	Reading team	M-SS-7-Universal Literacy Screener	DIBELS Blue and Green BOY 2022-23 K - 44% 1 - 47% 2 - 59% 3 - 47% 4 - 56% 5 - 57%
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.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Grade Level CLTs collaboratively use information from unit assessments, exit tickets, and student work samples to form targeted small group instruction in a classroom setting		1	Weekly from September to June	Classroom, EL, SPED, Teachers, Reading Specialists	M-SS-7-Universal Literacy Screener	DIBELS Blue and Green BOY 2022-23 K - 44% 1 - 47% 2 - 59% 3 - 47% 4 - 56% 5 - 57%
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.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Grade Level CLTs analyze literacy screener data, identify further diagnosis						

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PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Support such instruction with county provided resources through STEMscopes, Generation Genius, and Legends of Learning and with Rosie Riveters to provide hands on experiential lessons.		Education	Ongoing, Daily instruction from September to June	Classroom Teachers, EL support, SPED support, Science L		Pass (17.2% gap)
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PO-SWB-3-Key findings on the Your Voice Matters survey will show improve -Key findi

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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 promotes small group time, the implementation of CKLA and FUNdations and an extra Science block for 4th and 5th Grades

Social-emotional learning support for staff and students. For example:

- All staff will participate in the Trauma-Sensitive Schools course prior to 2020-2021. Staff new to APS will participate in the online course by December of this year.

- A consistent framework that provides resources and supports to address