

U.S. Department of Education

2019 National Blue Ribbon Schools Program

Public or Non-public

For Public Schools only: (Check all that apply) Title I Charter Magnet Choice

Name of Principal Ms. Holly Hawthorne

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Arlington Traditional School

(As it should appear in the official records)

School Mailing Address 855 N Edison Street

(If address is P.O. Box, also include street address.)

Arlington VA 22205-1209
City State Zip Code+4 (9 digits total)

County Arlington County

Telephone (703) 228-6290 Fax (703) 522-1482

Web site/URL http://www.ats.apsva.us E-mail holly.hawthorne@apsva.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Patrick Murphy

(Specify: Ms., Miss, Mrs., Dr., Mr.,

Other) E-mail pat.murphy@apsva.us

District Name Arlington County Public Schools Tel. (703) 228-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Reid Goldstein

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a districtwide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
 - 23 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools

32 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	19	35
K	61	59	120
1	53	43	96
2	50	46	96
3	30	42	72
4	39	32	71
5	40	32	72
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	289	273	562

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 20 % Asian
 - 16 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 39 % White
 - 11 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 5%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2017	540
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 27%
153 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Amharic, Arabic, Tigrinya, Ewe, Somali, Mongolian, Spanish, Uyghur, Mandarin Chinese, Ukrainian, Nepali, Indonesian, Farsi, Bengali, Estonian, Armenian, Hindi, Russian, Urdu, Japanese, and Romanian

7. Students eligible for free/reduced-priced meals: 30%
Total number students who qualify: 171

8. Students receiving special education services: 11 %
64 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>21</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 26
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	24
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2012

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to provide for all Arlington Traditional School students a structured environment where every child is engaged in learning in a responsible and productive way so that each student will be challenged to reach his or her potential, be a life-long learner, and contribute as a caring member of our diverse, changing world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Arlington Traditional School is an option school within Arlington Public Schools. Per Arlington Public Schools Policy J-5.3.31 Options and Transfers, at the start of each school year Arlington Public Schools publicizes the due date and the procedures for applying to an option school/program or a neighborhood school that is accepting transfers. Parents/Guardians submit applications to Arlington Public Schools. If the number of applications exceed the available seats, Arlington Public Schools will: 1. Conduct a random double-blind lottery to determine admission for the available seats. 2. Maintain a waitlist.

PART III – SUMMARY

Established in 1978, Arlington Traditional School (ATS) became the second countywide elementary school, prominent among schools within the Arlington Public Schools (APS), serving one of the nation's most diverse and sophisticated student population. We are located across the Potomac River from Washington, D.C. ATS applies proven developmental practices within a traditional classroom structure. The entire Arlington Traditional community - parents, students, and faculty - understands that a shared commitment to learning and developing good character in a structured, engaging environment with focused traditions leads to successful students and citizens. Our school colors, blue and gold, signify the importance of individual achievement and the Golden Rule. Each child leaves ATS with the skills and attitudes of a lifelong learner and as a contributing, caring member of our diverse, changing world. ATS is an economically and ethnically diverse school with 562 students; 30.4% receive free or reduced lunch and 27.2% are enrolled in the ESOL/HILT program, with families speaking 21 different languages and representing 30 countries. Almost 11.5% of our students receive special education services. Our student population includes: 19.9% Asian, 15.5% Black or African American, 14.6% Hispanic or Latino, 38.8% White, and 11% two or more races. ATS is home to a countywide preschool Multi-Intervention Program for students with Autism (MIP-A), adding yet another layer to our diversity. Because of countywide interest in a traditional education, our kindergarten students must be selected in a double-blind random lottery each spring. At Arlington Traditional School, we believe that great schools don't happen by chance, they happen by design. We set high expectations, and help our children reach them. From the first day of school, we communicate the ABCs of Success – Academics, Behavior, and Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship). This highly focused theme underpins a consistent delivery of standards-based instruction, continuous professional development, and a supportive partnership with parents and the community. Our talented faculty endorses this philosophy that drives our work. The exemplary seven tenets that set us apart from other schools include: 1) teacher-guided instruction in self-contained classrooms; 2) emphasis on basic education in the core academic areas; 3) nightly homework assigned in the core academic areas; 4) weekly summary of student progress; 5) promotion based on grade level mastery; 6) behavior, dress, and grooming standards; and 7) weekly assembly. The exceptional learning environment, excellent instruction, and outstanding student achievement at ATS have been consistent throughout our 40-year history. Year after year, our school's strengths and accomplishments have been recognized at the local, state, and national level. The Virginia Standards of Learning assessments repeatedly place ATS among top-ranking elementary schools in the state. ATS earned Virginia's highest award, the Governor's Award for Educational Excellence (2008-2012, 2017, 2018) and the National Blue Ribbon School award (2004, 2012). As a result of our recognition, there has been increased interest in our traditional program. We have hosted numerous educators from other states and countries. ATS students regularly win district and regional awards in music and dance choreography, visual arts, film, photography, and literature through the National PTA Reflections competition and the districtwide Martin Luther King, Jr. contest. Annually, over half of our graduating fifth graders earn the Presidential Academic Fitness award. Our strengths attracted the attention of education strategist Samuel Casey Carter, who praised our work in his book *On Purpose: How Great Schools Form Strong Character* (2011). Local journalist Alison Rice highlighted ATS in her cover story, "Old School," for the premier issue of *Arlington* magazine (Nov/Dec 2011). The *Arlington Connection* newspaper featured ATS in their front page article, "Hope Spreads Through Education" (2015). ATS is a Professional Learning Community (PLC). The leadership and staff emphasize a student-centered approach, meeting in Collaborative Learning Teams (CLT) with coaches, administrators, specialists, and grade-level teachers, focusing on the academic and social-emotional growth of each student. The teams clarify essential outcomes for each subject, develop common formative assessments, analyze and utilize the results of student assessment data, monitor the learning of each student on a frequent and timely basis, develop systematic plans to provide students with additional time for intervention or enrichment, and reflect on instructional practices to improve effectiveness. ATS offers a myriad of programs that support academic, physical, social-emotional and cultural growth. Academically, students receive tiered, targeted, research-based interventions and mindfulness training. Enrichment is supported through differentiation of content, process, and product in the classroom with the support of our Resource Teacher for the Gifted. Home-school connections are robust at ATS to ensure a safe and nurturing environment in a climate conducive to learning. The Parent Teacher Association (PTA) is a strong, active partner. Its support of after-school enrichment programs is one example. Students can study engineering, cooking, art, dance, drama, robotics, chess, and athletics. Our PTA also sponsors cultural and heritage performances and funds teacher grants. Parents also volunteer within the school and serve on districtwide advisory committees.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

A key tenet of our Reading/English Language Arts instruction is “learn to read so you can read to learn.” To that end, teachers utilize a variety of approaches, methods and materials to meet the needs of each one of our children. Daily instruction includes 90-120 minutes focused on comprehension of nonfiction and fiction texts and word analysis strategies, as well as composition/written expression and usage/mechanics. These standards at all grade levels are taught in a variety of instructional practices supported by Units of Study in Reading and Units of Study in Writing. Teachers differentiate through flexible small groups for strategy work, guided reading, and guided writing. Explicit phonics instruction begins in kindergarten. Teachers also confer individually with students to support students’ individual literacy goals. We use a developmental approach to spelling instruction that teaches children to look for patterns within words through a word study program. This program helps teachers identify what students know, use but confuse, or do not know, to inform differentiated small-group instruction and student work. For students who need more direct, explicit instruction, we use research-based methods. These students benefit from the multi-sensory approach to word work. All students add to their word knowledge by learning Greek and Latin word parts with Growing Words, a district-developed resource that teaches roots, bases and affixes. In addition, fifth graders participate in the WordMasters Challenge to exercise vocabulary and verbal reasoning. Our Collaborative Learning Teams (CLT) meet weekly to engage in a cyclical process of reviewing data, planning instruction, evaluating student progress, and determining interventions for individual students. The team regularly monitors progress by reviewing formal and informal assessment results, such as formative assessments, district reading assessments, running records, classroom tests, and anecdotal records. ATS uses a multi-tiered instructional system for students who need additional literacy support, and each tier increases in intensity. Our collaboration ensures that every student is supported and challenged in their literacy learning.

1b. Mathematics:

The focus of Arlington Traditional School Mathematics instruction centers on students developing a depth of understanding and ability to apply mathematics to real-life situations. In pre-K through grade 5 mathematics, the standards lay a solid foundation in number and number sense; computation and estimation; measurement and geometry; and probability, statistics, patterns, functions, and algebra. Daily math instruction consists of 60-75 minutes including 10-15 minutes of Calendar Math. The instructional emphasis of our curriculum supports a deep understanding of concepts while cultivating computational fluency and problem-solving strategies. ATS fosters these skills through the purposeful use of concrete materials, pictorial representations, and discovery-based learning opportunities. During weekly Collaborative Learning Team (CLT) meetings, best practices are continually discussed as we unpack the Virginia Standards of Learning and develop rigorous, authentic tasks. The CLT consists of classroom and ESOL/HILT teachers, special educators, Resource Teacher for the Gifted, math coach, and administrators to provide differentiated instruction to meet the needs of our diverse population. At ATS, we recognize children mature mathematically at different paces, throughout each grade level, and demonstrate various levels of implementation of the practices. We address the personal needs of our students for extension or reinforcement through a variety of instructional practices that provide time for targeted small-group instruction as well as student choice, including adaptive technology applications such as online math analytics software. In grades 2-5, students participate in the Continental Math League contest and grades 4-5 participate in Math Dice competition. ATS also focuses on culturally relevant pedagogy as we design learning tasks and assessments that support each student’s continual growth. Progress is monitored through quarterly assessments in grades K-5 and Math Inventory at grade 5.

1c. Science:

The Science curriculum emphasizes the understanding of scientific investigation, reasoning, and logic; force, motion, energy, and matter; life process and living systems; and earth/space systems and cycles. We encourage a hands-on approach. Annually, on Science, Technology, Engineering, and Mathematics (STEM) Day, we highlight science fair projects, required for all students in grades 3-5, and STEM activities for all students. In addition, we offer cross-curricular instruction in art, Spanish, and music. Our second-grade students participate in the Smithsonian National Zoo’s project, Bridging the Americas Project/Unidos Por

Los Aves. Students study bird migration and share letters with pen pals in Nicaragua. Each year, third and fifth grade students study at the Outdoor Lab in Fauquier County, Virginia. Students visit the Arlington Planetarium, Chesapeake Bay Foundation, Arlington County nature centers, Smithsonian National Zoo, National Aquarium, and local farms. ATS emphasizes opportunities to integrate science and technology with events such as Hour of Code, Digital Learning Day, and lessons that allow students to code a variety of robots. ATS utilizes assessment measures ranging from formative to summative. Students demonstrate mastery through projects, performance-based assessments, labs, quizzes, and tests.

1d. Social studies/history/civic learning and engagement

The Social Studies curriculum emphasizes history, geography, civics, and economics. These address the Virginia Standards of Learning and are presented through a variety of learning activities including simulations, interactive notebooks, classroom debates and discussions, analysis of primary and secondary resources, use of technology, historical research, and reading of non-fiction texts. ATS students reinforce their social studies learning through field trips and activities. They visit Gunston Hall, Mt. Vernon, Claude Moore Colonial Farm, Luray Caverns, and museums and monuments in Washington, D.C. Annually, students compete in the National Geography Bee. In collaboration with a middle school Latin class, students write and perform a class play about Greek and Roman history. We host local historians from the Jamestown Foundation and Civil War reenactment soldiers. Formative and summative assessments are used to monitor student progress. Mastery is demonstrated through projects, writing, performance-based assessments, tests, and quizzes. ATS strives for our students to be informed, responsible citizens.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The core curriculum areas of the Virginia Preschool Initiative (VPI) program are based on the Virginia Foundation Blocks for Early Learning: literacy, mathematics, science, history and social science, physical and motor development, and personal and social development. The preschool curriculum is aligned with the K-3 standards. The students in the preschool special education program (Multi-Intervention Program with students with Autism) integrate with our two VPI classes to foster cognitive skills along with attentiveness, motivation, self-control, and the character traits that turn knowledge into know-how and students into global citizens. The program has demonstrated academic readiness and success in the primary grades.

2. Other Curriculum Areas:

Art, Music, Physical Education, Spanish, Library, and Technology at ATS contribute to the development of the whole child. Students in grades K-5 participate in 45 minutes of Art instruction weekly; pre-K participates in 30 minutes. Students engage in a variety of rich and high-quality visual art activities with multidisciplinary connections that deepen their understanding of the world around them. They explore a variety of media, artists, art movements, art history, and technology integration. Students participate and earn districtwide awards in multiple artistic opportunities including the PTA Reflections competition and the Martin Luther King, Jr. arts contest. Students create a living wax museum of artists during Arts in the School Month. All students participate in 90 minutes of weekly Music instruction. Pre-K-grade 1 students develop singing and movement skills. Grade 2-5 music instruction promotes music literacy skills through a sound-before-sight approach similar to language acquisition, which develops our students' ability to sing, read, and write music notation. In addition, third graders learn to play the recorder and perform in a recital. Every student in grades 4-5 participates in the Instrumental Music program, playing either a band or orchestra instrument. They attend a 30-minute group lesson and a 45-minute ensemble rehearsal each week. The band, orchestra, and the fourth and fifth grade choruses perform two concerts each year. Interested students perform in monthly "Musical Mornings" and the March Music Recital. Students in grades one through five also perform a class play each year, under the direction of their classroom teacher and ATS music teachers. The class plays are performed for the whole school at weekly assemblies. Annually, ATS students are selected to perform in the countywide Junior Honors Band, Orchestra, and Chorus. The Physical Education department provides all students 90 minutes of weekly instruction developed around state standards. Students demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities as well as the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful

lives. They apply knowledge of the structures and functions of the body and how they relate to human movement as well as achieve and maintain a health-enhancing level of personal fitness. Students understand the importance of energy and nutritional needs of the body to maintain optimal health. To support exercise and build community, students participate in Walk and Bike to School Days, Field Day, and the Turkey Bowl, a flag football game the day before Thanksgiving break. Students in grades K-5 also receive 90 minutes of Spanish instruction each week through our Foreign Language in the Elementary Schools (FLES) program. Aligning with the American Council on Teaching of Foreign Language, the Spanish curriculum incorporates communication, culture, connections, comparisons, and community into lessons and activities. The mission of the Library program is to create passionate and self-directed readers as well as responsible and effective users of ideas and information. Utilizing a combination of set and flexible library scheduling, the library program strives to create a collaborative learning environment to teach interdisciplinary curricular goals as well as information literacy skills necessary for students to become adaptable 21st century learners. Pre-K-grade 2 students attend 30-minute weekly lessons while grades 3-5 have a flexible schedule. The Makerspace area, housed in the library, offers students the opportunity to learn, create, innovate and design independently and in small groups with curricular or literary connections. A unique aspect of our library program includes a Summer Reading Challenge in which all students are expected to read 50 books. The challenge culminates in a schoolwide fall celebration. The library engages the community through summer hours, evening programs, author visits, and collaboration with the public library. Technology instruction is focused on real world applications and integration with all areas of the curriculum. The Instructional Technology Coordinator (ITC) collaborates with classroom teachers to integrate instructional technology with the deliberate and specific focus of improving student learning. Classrooms are equipped with SMART boards and document cameras. Grades K-2 use a shared 2:1 iPad model, while grades 3-5 are 1:1. Instruction is enhanced with the use of a catalog of select iPad apps. ATS hosted the only stop in Virginia on the Flipgrid Student Voice Bus Tour 2018. The learning management system and online productivity tools [KC(1)][GJ2] allow students and teachers to connect and collaborate in and out of the classroom. Together, the librarian and the ITC teach the Common Sense Media digital citizenship curriculum to all students in grades K-5.

3. Special Populations:

ATS maintains high expectations for all students. We use multiple resources and instructional strategies to differentiate and personalize instruction for the diverse needs of our students. This process begins with discussion and planning in Collaborative Learning Teams (CLT). Members include grade-level classroom teachers, special education and ESOL/HILT teachers, math coach, reading specialists, Resource Teacher for the Gifted, and administrators. CLT continually evaluate formative and summative data in order to plan for student instruction. The focus is on the four guiding questions: 1) What do we expect our students to learn? 2) How will we know they are learning? 3) How will we respond when they do not learn? 4) How will we respond if they already know it? By unpacking the standards, developing common assessments, and analyzing student data, Collaborative Learning Teams identify interventions and enrichments. Formative and summative assessments are used to determine whether students would benefit from additional interventions through a tiered system of support. These interventions include research-based programs or other specific targeted instruction. The master schedule was created to allow teachers common planning time and grade-level intervention blocks. Second quarter data is used to determine which students should participate in an after-school "Shining Stars" tutoring program to strengthen reading and math skills. Special education teachers use instructional practices and create specific standard-based goals and accommodations to meet the individualized needs of each student. Classroom and special education teachers work in collaboration to provide specialized instruction in the general education and small group settings. To mitigate a gap of approximately 10 points in English Language Arts, English Learners (ELs) are supported throughout the school day, double dosed in reading, receive specific research-based interventions, and after-school tutoring. ESOL/HILT teachers push in to classrooms to work with students and support their academic and language development. Additionally, classroom teachers have Sheltered Instruction Observation Protocol (SIOP) training. SIOP strategies are used to support ELs and all students. ESOL/HILT teachers create Specific Measurable Attainable Realistic Timely (SMART) goals that focus on increasing EL students' reading and writing skills. We focus on ensuring that all English Learners achieve their true academic, cognitive, and social potential while honoring and building upon their diverse language and cultural backgrounds. Students identified as gifted or who display mastery in certain areas receive intensified instruction and enrichment opportunities. All classroom teachers must complete 40 credits of gifted certification to learn differentiation strategies from our critical and creative framework. The Resource Teacher for the Gifted (RTG) teaches/co-teaches whole group and small group lessons. Through push-in lessons, sharing resources and curriculum

materials, the RTG collaborates during CLT meetings to ensure all students are encouraged to reach their full potential by providing them opportunities to showcase their creativity and higher-level thinking skills. In addition, the RTG works collaboratively with the special education and ESOL/HILT teachers to share instructional strategies and materials that support the learning of twice exceptional students and English Learners.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Arlington Traditional School provides a culture that engages students and motivates them to grow academically, socially, and emotionally. ATS is a safe, caring climate of respect and cooperation where every child, family, and staff member has made an active choice to embrace a traditional education. High student expectations create a school climate conducive to teaching and learning. This is evident in our traditional model of excellence and the ABCs of Success – Academics, Behavior, and Character (trustworthiness, respect, responsibility, fairness, caring, citizenship). Students and staff walk through our doors every day with a big smile and a good attitude! ATS is a Responsive Classroom School dedicated to a set of practices that emphasizes social, emotional, and academic growth in a strong and safe school community. Teachers focus on engaging academics, effective management, positive community, and developmentally responsive teaching. As a Professional Learning Community (PLC), we have a shared mission, vision, values, and goals. We have a collaborative culture with a focus on learning and use student data to drive our instruction. We are action and results oriented, assessing data, sharing ideas, and working to emphasize strengths of each individual student. Weekly participation in Collaborative Learning Teams (CLT) allows teachers to feel valued and supported. School leadership and staff hold one another accountable to high expectations for professional practice. Our school leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. The School Management Plan indicates achievement goals for target groups of students. Teachers create a yearly SMART goal by identifying areas for improvement in achievement and instruction in their individual classroom. Through this SMART goal creation, measurable performance targets, strategies, resources, and timelines for achieving these goals are indicated. Our teacher-led Climate Committee meets monthly to plan “moveable feasts,” after-school yoga classes, celebrations of special life milestones, and other social events. The Student Council Association, comprised of officers and class representatives, sponsors school activities, spirit days, and community service projects. Every fifth grader is a patrol and mentors our youngest students. ATS prides itself as a school with an identifiable positive school culture and environment. The administration, staff, students, and families are continuously respected, valued, and celebrated.

2. Engaging Families and Community:

ATS has a long history of engaging families and the community, and earned the Parent Involvement School of Excellence award in 2006 from the National Council of PTAs. ATS believes that the triangle of the child, school, and family/community is foundational to student success. The dynamic leadership of the PTA consists of highly dedicated parents and staff who are integrally involved in academic, social, and cultural activities. The PTA sponsors academic events such as the Book Fair, after-school enrichment programs, the Summer Reading Challenge/Carnival, and teacher grants. Family Network Nights, Fall Festival, and our annual auction are educational and social opportunities for families and the community. Cultural activities include International Night and cultural heritage assemblies. School concerts and class plays are also popular family/community events. Families are partners in their child’s education. On any given day, parents can be found throughout the school, volunteering in and out of classrooms. Administrators and teachers are in close communication with parents through nightly homework, weekly summaries, classroom webpages, and newsletters. Our bilingual parent liaison and Family And Community Engagement (F.A.C.E.) committee link home and school. Pre-K and kindergarten parents enjoy potluck dinners and information nights. Literacy is a keystone to academic success. The ATS thematic Reading Challenge and Reading Carnival are hallmark events. Every student from incoming Pre-K to outgoing grade 5 is expected to read or be read aloud to every day over the summer and list books read. Parent commitment to helping students realize this goal is evident when students return to school in September with their completed booklet. Reading Carnival is the annual fall celebration of this reading accomplishment. On campus activities include high profile author visits and thematic activities. Off campus activities have included field trips to Mount Vernon and the Smithsonian museums. The logistics of planning and implementing a quality field trip for over 550 students requires a community effort. Our compelling educational activities and expectations for participation draw in the family and community. Businesses support Coding and STEM Day. Students raise funds for the homeless, collect Pennies for Patients, write letters to Veterans, and donate resources to our sister school in Uganda. Our student alumni continue their strong connection with ATS. Many have traveled to Uganda to work at the school and meet their sponsored student. They return as Teachers for Tomorrow, complete Eagle Scout projects, and

participate in PTA events. A local dentist donated school supplies, the police and fire departments visit classrooms and read to our students, our neighborhood grocery store donates funds for special activities, and restaurants provide fundraisers.

3. Professional Development:

Professional development is the key to the continued growth of Arlington Traditional staff. Teachers, administrators, and teacher assistants participate in professional development through whole school initiatives, small group learning, and individual choice. Staff connects with peers at ATS, across the district, and around the globe. Over the past five years, as a schoolwide community, we have focused on being a Responsive Classroom school and a Professional Learning Community. Staff completed Level 1 and Level 2 Responsive Classroom training. These strategies are woven into our daily practice and support academic and social-emotional learning of the whole child. Integration of a new learning management system is our most recent whole school focus. Small groups of teachers meet to engage in more targeted professional development. One group of teachers interested in learning more to support the APS personalized learning initiative explored the books *Innovator's Mindset* by George Couros, *Empower* by John Spencer and A.J. Juliani, *Shift IT!* by Joy Ker, and *Inquiry Mindset* by Trevor MacKenzie. Tech Tuesdays are held each week to share integration strategies in a hands-on approach for using instructional technology. Teachers and administrators participate in professional development opportunities to develop leadership capacity. Approximately 20% of the ATS teachers and administrators have completed the Adaptive Schools training program and approximately 10% completed Cognitive Coaching training. These staff members and administrators lead the weekly CLTs. Several groups of teachers are participating in Changing Education Through the Arts (CETA) certification sponsored by the John F. Kennedy Center for the Performing Arts. A teacher cohort is beginning the National Board certification journey with the support of already certified staff. Currently, there are also four teachers participating in the MIT edX Competency Based Education Massive Open Online Course (MOOC). Just as teachers work to provide students voice and choice in their learning, professional development opportunities offer ATS staff voice and choice in their own development. Through online, blended, and face-to-face learning, individual teachers have completed coursework to support district and school goals. Offerings are available through the district, North Tier Learning Consortium, and various colleges and universities. Staff personalize their learning through conferences and workshops specific to their interests at the local, state, and national level. Not only are our teachers learning to improve their own skills and perfect their craft to improve student learning and achievement, they are also demonstrating to the ATS students what it means to be a lifelong learner who contributes to the success and development of others.

4. School Leadership:

The principal has been at ATS for 26 years. Although the assistant principal is new to her current position this year, she taught for six years at ATS and was a member of the leadership team as the Instructional Lead Teacher, Test Coordinator, and Intervention Specialist. A major role of the administrators is observing, evaluating and enhancing teaching practices, monitoring student progress and achievement, and implementing strategies and interventions to increase student learning. The administrative team serves as instructional leaders and shares responsibility for student achievement with teachers. Relationship building, teamwork, communication, and accountability energize work at the school. Hiring strong, committed teachers is a top priority. As a school community, ATS is led by the simplicity, clarity, and consistency of the ABCs of Success message in everything that happens at school. These guiding principles continue to set the school's positive tone and promote individual achievement. It is the clear understanding that academics, behavior, and character do count that moves students to achieve and become persons of character. The administrators share our ABCs of Success message at all school assemblies and reinforce it in student, teacher, parent and community communications. The combination of self-contained classrooms and extraordinary teamwork among grade-level teachers and specialists is the structure that promotes individual student achievement. ATS believes in building teacher leadership. The entire school staff participates in school improvement. Four teacher-led committees concentrate on ideas related to curriculum and instruction, literacy, school climate, and technology/communications. The committees help to develop the annual School Management Plan, which aligns with the Arlington Public Schools' Strategic Plan. The Curriculum and Instruction Committee consists of content lead teachers and teacher specialists. Many ATS teachers earn leadership credentials by earning National Board, Google, Apple, and Changing Education Through the Arts certifications. Teachers present at local, state, national, and international conferences. The ATS community places a large emphasis on inclusion and developing student leadership for all students.

All 5th graders show leadership by serving as Safety Patrols. They help organize children before and after school, walk students to buses, manage our school store, and write the schoolwide Morning Message. Students also serve their community as Student Council Association (SCA) classroom representatives and officers. They plan schoolwide service projects and spirit days.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

ATS is a nationally recognized, high performing countywide elementary school celebrating student diversity from all Arlington neighborhoods. Our traditional tenets are the key to our 40 years of high academic success. The inclusive nature of ATS's traditional model is the key to creating a successful school community. The ABCs of Success – Academics, Behavior, and Character is the motto, mantra, and culture of ATS that echoes beyond our school walls. As the educational pendulum swings back and forth, ATS continues a tradition of excellence with a simple formula of traditional tenets and the ABCs of Success. Students enter each grade level with a focus on one of the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Character instruction is infused into the curriculum, Morning Meetings, classroom jobs, and counseling lessons. The tenets of teacher-guided instruction in self-contained classrooms and emphasis on education in the core academic areas allow each classroom teacher to build a strong classroom community, build lasting relationships by knowing each child's interests and abilities, and provide flexibility to read and write across the curriculum. Focusing on "learning to read and reading to learn," students build a strong foundation for future academic success and achievement. The tenets of nightly homework and weekly written summaries promote a strong child/school/family relationship. Homework allows reinforcement of learning, builds individual responsibility, develops good study habits, and provides parents with daily snapshots of what their child is learning. Written summaries provide weekly information to parents regarding their child's social-emotional and academic progress. The tenet of promotion based on grade-level mastery offers the opportunity of another year to grow in a positive and supportive environment. The tenet of behavior, dress, and grooming standards allows students to learn responsibility for their own thoughts, words, and deeds. Students learn to self-regulate and monitor their own behavior and dress appropriately for school. The last tenet, the tradition of weekly schoolwide assemblies, builds strong school community. The assemblies include class plays, recitals, concerts, recognition ceremonies, and humanities and cultural performances. The schoolwide Friday assemblies allow each student to be a 'star' on stage, and all assemblies are enjoyed by an audience of students, teachers, parents, family, and community. With a focus on the traditional tenets and the ABCs of Success, our students are engaged, educated, and empowered to succeed at their highest levels.