



**APS PROGRESSIVE PLANNING MODEL FIRST SEMESTER  
ACTION PLAN: 2018-2019**  
**School Performance Priorities and Actions to be Taken to  
Address Student Achievement**

School Name: Campbell

School Principal: M. Nesselrode

<b>SCHOOL PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data)	<b>ANNUAL PERFORMANCE GOALS</b>	<b>APS STRATEGIC PLAN GOAL</b>	<b>ACTIONS TO SCHOOL PRIORITIES</b> (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	<b>TIMELINE FOR ACTIONS</b>	<b>RESPONSIBLE PARTIES</b> (Be Specific)	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> (Progress Monitoring at 30, 60, 90 and 120 Days)
<b>Math Achievement</b>	25% of students in grades 3-5 will receive a pass advanced score on math SOL exams. The goal is to increase higher order thinking skills among all students. Additionally, the fail rate for all subgroups will be reduced by 10%. (Targets are as follows: All students 76%, SWD 52%, LEP 63%, Black 82%, Hispanic 59%, Ec. Dis. 63%)	Multiple Pathways to Student Success	<p>Teacher SMART goals will focus on Reading or Math depending on PLC/teacher focus. (Title 1: Component 2)</p> <p>Continue to utilize intervention block in grades 4 and 5 to provide intervention and enrichment as determined by PLCs. (Title 1: Component 3)</p> <p>Close collaboration between Math Coach and math teachers implementing problem solving and math workshop. (Title 1: Component 2)</p> <p>Review student work on math exemplars (deeper problem solving) in PLCs in K-5. (Title 1: Component 2)</p> <p>Deliver enrichment math program to accelerate and extend math students in grade 5 to optimize performance on grade 6 placement test/MI. (Title 1: Component 3)</p>	<p>Due Oct. 2018</p> <p>Summer 2018</p> <p>Ongoing</p> <p>Quarterly</p> <p>All year- 5<sup>th</sup> grade</p>	<p>T- scale staff</p> <p>Math Coach and Title 1 staff</p> <p>Anne Oliveira</p> <p>K-5 teachers</p> <p>P. Clark/A. Oliveira</p>	<p>Quarterly math assessments (PowerTest)</p> <p>Quarterly math exemplars in K-5</p> <p>Monitor teacher smart goals at the beginning, mid and end of year points</p>
<b>Reading Achievement</b>	22% of students in grades 3-5 will receive a pass advanced on reading SOL exams. In primary grades, 90% of students in grades K-2 will be on grade level as measured by the Fountas and Pinnell reading assessment. The goal is to increase reading comprehension among all students.	Multiple Pathways to Student Success	<p>Provide teachers will opportunities to plan instruction in reading, merging together TC Reading Units of Study and other resources. (Title 1: Component 2)</p> <p>Teacher SMART goals will focus on Reading or Math. (Title 1: Component 2)</p> <p>Yearlong planning of Lang. Arts with integration of content/learning expeditions. (Title 1: Component 2)</p> <p>Continue to train teachers in reading interventions (LLI, OG, Read Naturally). Continue to provide and monitor reading interventions to students in K-5 through school wide data collection methods. (Title 1: Component 2)</p>	<p>Fall 2018</p> <p>Due Oct. 2018</p> <p>Pre-Service week</p> <p>Pre-service 2018</p>	<p>K-5 T-scale staff</p> <p>T-scale staff</p> <p>T-scale staff</p> <p>Reading/Title 1 team</p> <p>Reading/Title 1 team</p>	<p>Quarterly reading assessments (PowerTest)</p> <p>Use F &amp; P assessment with all students K-5 to assess reading comprehension</p> <p>Monitor teacher smart goals at the beginning, mid and end of year points</p>

	Additionally the fail rate for all subgroups will be reduced by 10%. (Targets are as follows: All students 76%, SWD 58%, LEP 64%, Black 89%, Hispanic 56%, Ec. Dis. 58%)		<p>Continue to provide an intervention/enrichment block through the master schedule in grades 4 &amp; 5 to address reading needs and extend instructional time. (Title 1: Component 3)</p> <p>Professional development to support the implementation of reader's workshop to strengthen Tier 1 instruction. (Title 1: Component 2)</p> <p>Plan a schoolwide family literacy initiative (Title 1 funded- family engagement)</p> <p>Train teachers and interventionists to use the F&amp;P reading assessment to monitor reading comprehension for all students, including watchlist students. Monitor interventions through ATSS entry into student database. (Title 1: Component 4)</p> <p>Pilot research-based supplemental phonics instruction in K/1 (Materials and PD funded by Title 1) (Title 1: Component 2)</p> <p>Provide an additional reading specialist and a .4 academic support teacher to support reading instruction. (Title 1 funded)</p>	<p>Summer 2018</p> <p>Ongoing</p> <p>Fall 2018</p> <p>Fall 2018</p> <p>Summer 2018</p> <p>Spring 2018</p>	<p>K. Anselmo</p> <p>M. DeRitter (EL) and Erin Watson</p> <p>B. Decker</p> <p>G. Montminy, Title 1 reading teacher</p> <p>Reading/Title 1 team</p> <p>M. Nesselrode</p>	
<b>Continue to strengthen Campbell's EL program (formerly Expeditionary Learning)</b>	The Implementation Review score will increase to 100 points.	Strong Mutually Supportive Partnerships	<p>Present at the EL National conference on the topic of special education inclusion</p> <p>Teacher leaders will begin the EL credentialing process</p> <p>Ron Berger, a leader/founder of EL will visit Campbell</p> <p>Incorporate goal setting, reflection and critique into Language Arts instruction, through TC and EL practices.</p> <p>Communicate with stakeholders about the Campbell EL program through EL Night (Title 1 Parent engagement event) (Title 1: Component 3)</p> <p>Create the Title 1 plan, EL Work Plan and APS Progressive Plan to coordinate targeted professional development (Title 1: Component 4)</p>	<p>Nov. 2018</p> <p>2018-2019</p> <p>Oct. 2018</p> <p>Ongoing</p> <p>Year long</p> <p>Nov. 2018</p> <p>Fall 2018</p>	<p>S. O'Connor, M. Nesselrode</p> <p>Lead Teachers</p> <p>M. Nesselrode, M. DeRitter E. Watson, M. DeRitter</p> <p>M. Nesselrode</p> <p>Lead Teachers</p> <p>M. Nesselrode</p>	<p>Monthly meetings will occur as check points on credentialing</p> <p>Implementation Review from EL takes place in spring, with a mid year check in</p>
<b>Continue to support wellness at Campbell</b>	Campbell will meet the goals identified in the wellness inventory.	Safe, Healthy, Supported Students	<p>Establish a counseling advisory board to be fully ASCA compliant and move toward the RAMP process</p> <p>Explore strategies within trauma informed care and restorative justice practices that could be implemented at Campbell (Title 1: Component 4)</p> <p>Replace unhealthy foods at school/PTA events with healthy</p>	<p>Fall 2018</p> <p>Year long</p> <p>Ongoing</p>	<p>Kate Sullivan</p> <p>Student services and admin. team</p> <p>PTA, school wide</p>	<p>The strategies identified are areas to strengthen from the wellness assessment that completed in the summer of 2018 and will be updated in the</p>

			foods/beverages	Ongoing	K. Zimmerman	spring of 2019.
			Enhance health instruction to students through additional curriculum materials (Title 1: Component 4)	Daily	C. Prystawik	
			Provide outdoor learning, with a focus on organic, healthy foods	Daily	School nurse	
			Continue handwashing practices to reduce illness	Monthly newsletter	K. Anselmo	
			Strengthen home/school connections around wellness	Fall 2018	K. Sullivan	
			Arrange for the substance abuse counselor and school counselor to present at a PTA meeting about risky student behaviors	Ongoing	T. Hill	
			Offer staff wellness opportunities			

### Appendix 1: Comprehensive Needs Assessment (Title 1 Component 1)

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 the 2018-2019 Title I Schoolwide and APS Progressive 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>.

Additional data points were analyzed during the process, including:

- Formative and summative student academic performance data from measures such as PALS, PALS Plus, Fountas & Pinnell Benchmark Assessment, OnDemand writing prompts, APS Quarterly Reading Assessment series, APS Quarterly Math Assessment series, common formative assessments, and intervention progress monitoring in the areas of literacy and mathematics.
- English language proficiency data (WIDA ACCESS)
- Data that speak to the Whole Child such as attendance, discipline, Responsive Classroom implementation self-assessment, Wellness inventory
- Instructional Personnel and Licensure Report
- Observational data from measures such as learning walk observations, PLC minutes and the instructional coaching data.
- Community experience data such as the Your Voice Matters survey
- The annual EL Education Implementation Review and school data profile

The [Arlington Public Schools 2018-2024 Strategic Plan](#) and [district and school context](#) also guide the work.

Multiple stakeholders participated in the comprehensive needs assessment process including 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, Wellness Committee, School Leadership Team, and Grade-Level PLCs.

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 plan) will include:

- Strengthening math performance as measured by the pass rate and pass advanced rates on the Standard of Learning (SOL) exams.
- Strengthening reading performance as measured by the pass rate and pass advanced rates on the Standard of Learning (SOL) exams and F & P.
- Strengthening the EL Education partnership and instructional model at Campbell.
- Support wellness for students and the school community at Campbell.

Additionally, highly qualified staff have been selected and retained through the hiring process and consistent schoolwide professional development, developed in partnership with EL Education. Professional development goals and practices are driven by the goals identified in the needs assessment.