



APS PROGRESSIVE PLANNING MODEL FIRST SEMESTER

ACTION PLAN: 2019-2020

School Performance Priorities and Actions to be Taken to Address Student Achievement

Campbell

School Principal:

M. Nesselrode

School Name: \_\_\_\_\_

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	APS STRATEGIC PLAN GOAL	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
<b>Math Achievement</b>	The goal is to maintain significant gains that were achieved in 18-19. 30% of students in grades 3-5 will receive a pass advanced score on math SOL exams. (Targets are as follows: All students 80%, SWD 55%, LEP 70%, Black 82%, Hispanic 65%, Ec. Dis. 66%)	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>Team planning on math standards, pacing, grouping and delivery in PLCs. (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>Provide professional development on math workshop to K-5 teachers. Provide opportunities for teachers to observe each other teaching math.</p> <p>Supplement instructional materials to support math workshop (such as manipulatives) (Funded by Title 1)</p>	<p>Due Oct. 2019</p> <p>Fall 2019</p> <p>Ongoing</p> <p>Quarterly</p> <p>All year- 5<sup>th</sup> grade</p>	<p>T- scale staff</p> <p>Grades 4 and 5</p> <p>PLCs</p> <p>K-5 teachers</p> <p>P. Clark</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>	25% of students in grades 3-5 will receive a pass advanced on reading SOL exams. The fail rate for all subgroups will be reduced by 10%. (Targets are as follows: All students 76%, SWD 59%, LEP 68%, Black 83%, Hispanic 65%, Ec. Dis. 67%)	Multiple Pathways to Student Success	<p>Provide teachers with opportunities to plan instruction in reading both long term and weekly (Title 1: Component 2)</p> <p>Teacher SMART goals will focus on Reading or Math. (Title 1: Component 2)</p> <p>Continue to train teachers in reading interventions (LLI, OG, Read Naturally). (Title 1: Component 2)</p> <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>Fall 2019</p> <p>Due Oct. 2019</p> <p>Pre-Service week</p> <p>Pre-service 2018</p>	<p>Reading team</p> <p>T-scale staff</p> <p>Reading team</p> <p>K. Anselmo</p>	<p>Quarterly reading assessments (PowerTest)</p> <p>Use F &amp; P assessment with all students K-5 to assess reading comprehension</p>

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			<p>Coaching teachers 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) to include a family book club</p> <p>Train new teachers to use the F&amp;P reading assessment to monitor reading comprehension for all students, including watchlist students (Title 1: Component 4)</p> <p>Extend use of Foundations into Grade 2 (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 reading program- Summer Mailbox Books to close achievement gaps and reduce the summer slide (Funded by Title 1)</p> <p>Supplement instructional materials to support reader's workshop (such as diverse books, classroom libraries) (Funded by Title 1)</p>	<p>Summer 2019 Ongoing</p> <p>Fall 2019</p> <p>Fall 2019</p> <p>Summer 2019</p> <p>Fall 2019</p> <p>Summer 2020</p> <p>Fall 2019</p>	<p>Erin Watson</p> <p>Title 1 team with Beth Decker</p> <p>G. Montminy, Title 1 reading teacher</p> <p>Reading/Title 1 team M. Nesselrode</p> <p>Reading team</p> <p>M. Nesselrode</p>	<p>Monitor teacher smart goals at the beginning, mid and end of year points</p>
<b>Continue to support wellness and inclusion at Campbell</b>		Safe, Healthy, Supported Students	<p>Bi-annual counseling advisory board meetings and data collection regarding counseling services</p> <p>Implement strategies within trauma informed care and restorative justice practices including the problem-solving wheel and Zones of Regulation schoolwide (Title 1: Component 4)</p> <p>Enhance health instruction to students through additional curriculum materials (Title 1: Component 4)</p> <p>Provide outdoor learning, with a focus on organic, healthy foods</p> <p>Offer staff wellness opportunities</p> <p>Focus on student independence/agency in EL Work Plan</p> <p>Deep Equity cohort 1 training (diversity training for staff)</p> <p>Provide transition events for rising K students and new students</p>	<p>Fall and early spring</p> <p>Pre-service</p> <p>Fall 2019</p> <p>Ongoing</p> <p>Fall-Spring</p> <p>Fall 2019</p> <p>March-June</p> <p>Summer 2019</p>	<p>K. Sullivan</p> <p>K. Sullivan, K. Anselmo</p> <p>Z. Zimmerman</p> <p>C. Przystawik</p> <p>T. Hill</p> <p>M. DeRitter</p> <p>Equity team</p> <p>M. Nesselrode</p>	

## 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.

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. Stakeholders review standardized testing data, trends among subgroups and informal data such as reading levels. The school plan is developed with the Instructional Leadership Team. Feedback is solicited through existing parent groups such as the PTA, a school based Latino parent organization and the School Advisory Committee.

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 2019-2020 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
- IPAL (Instructional Personnel and Licensure Report) results

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

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:

- Maintaining 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.

- Support wellness and social emotional supports for students and the school community at Campbell.

Progress monitoring occurs for individual students in PLC meetings as well as schoolwide through the Data Team. The school plan is revisited quarterly and adjustments are made accordingly.

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.