



ARLINGTON PUBLIC SCHOOLS PROGRESSIVE PLANNING MODEL ACTION PLAN: 2020-2021
School Performance Priorities and Actions to be Taken to Address Student Achievement

School Name: Campbell

School Principal: Maureen Nesselrode

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data) & APS STRATEGIC PLAN GOAL alignment	ANNUAL PERFORMANCE GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TITLE I SCHOOLWIDE COMPONENT (1-4) & EVIDENCE TIER (1-4)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)																																				
Mathematics Achievement <table border="1" data-bbox="102 659 360 1089"> <tr> <td>Reporting Groups > 30</td> <td>Spr '19</td> <td>Spr '21</td> </tr> <tr> <td>All Students</td> <td>86</td> <td>76</td> </tr> <tr> <td>Asian</td> <td>100</td> <td></td> </tr> <tr> <td>Black</td> <td>83</td> <td>82</td> </tr> <tr> <td>Hispanic</td> <td>75</td> <td>59</td> </tr> <tr> <td>White</td> <td>95</td> <td></td> </tr> <tr> <td>SWD</td> <td>58</td> <td>52</td> </tr> <tr> <td>Econ. Disad.</td> <td>76</td> <td>63</td> </tr> <tr> <td>EL</td> <td>64</td> <td>63</td> </tr> <tr> <td>3rd Grade</td> <td>96</td> <td></td> </tr> <tr> <td>4th Grade</td> <td>83</td> <td></td> </tr> <tr> <td>5th Grade</td> <td>78</td> <td></td> </tr> </table> <p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	Reporting Groups > 30	Spr '19	Spr '21	All Students	86	76	Asian	100		Black	83	82	Hispanic	75	59	White	95		SWD	58	52	Econ. Disad.	76	63	EL	64	63	3rd Grade	96		4th Grade	83		5th Grade	78		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%.	Create a 1.0 Math Coach position using Title 1 funding Math Coach will attend and support instructional planning and data analysis during PLC meetings Implement best instructional practices during virtual math instruction to include workshop structures, number sense routines, small group intervention and enrichment Continue to use job embedded PD for classroom teachers Utilize the additional .5 Title 1 teacher to support reading and math instruction, including providing office hours for re-teaching and independent work support.	Components: 3 Tier: Components: 1 Tier: Components: 3 Tier: Components: 3 Tier: Components:3 Tier:	Summer 2020 (Done) Ongoing (Done) Ongoing (Done) Fall 2020 (In progress) Fall 2020 (In progress)	M. Nesselrode K. Barker K. Barker K. Barker K. Zimmerman	Time and effort forms Meeting minutes Classroom observations and informal walkthroughs Classroom observations and co-planning Schedule
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Reading Achievement <table border="1" data-bbox="102 1308 360 1445"> <tr> <td>Reporting Groups > 30</td> <td>Spr '19</td> <td>Spr '21</td> </tr> <tr> <td>All Students</td> <td>78</td> <td>76</td> </tr> <tr> <td>Asian</td> <td>100</td> <td></td> </tr> <tr> <td>Black</td> <td>80</td> <td>83</td> </tr> </table>	Reporting Groups > 30	Spr '19	Spr '21	All Students	78	76	Asian	100		Black	80	83	During this school year, All Students and student reporting groups will improve their reading proficiency	Use Title 1 staffing to support students in literacy and intervention (Mazurkevich) in addition to reading staff (Campbell, Watson, Montminy). Weekly virtual PLC meetings to review data, plan instruction, and group students with general education, EL, special education, Title 1 and reading staff.	Components: 3 Tier: Components:1 Tier:	Fall 2020 (Done) Beginning Sept. 2020 (In progress)	Montminy, Campbel, Watson, Mazurkevich Grade level PLCs	Staff schedules PLC minutes																								
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<p>STUDENT SUCCESS: Multiple Pathways to Student Success</p> <p>ENGAGED WORKFORCE</p>	<p>Provide PD for teachers in digital instructional strategies prior to pre-service.</p>	<p>Components:3 Tier:</p>	<p>July-August 2020 (Done)</p>	<p>M. Nesselrode, K. Gust, M. Rose</p>	<p>PD schedule</p>																									
	<p>Continue to implement Foundations and Heggerty in primary grades to support structured literacy.</p>	<p>Components: 3 Tier:</p>	<p>Sept-June 2020 (In progress)</p>	<p>Reading team</p>	<p>Class schedules, observations</p>																									
	<p>Introduce and implement the use of Lexia in K-5 to support structured literacy as well as Pioneer Valley/ Footprints to support reading comprehension. Flocabulary will be provided in K-5 to support vocabulary development.</p>	<p>Components:2 Tier:</p>	<p>Oct-December 2020 (Done)</p>	<p>Reading team</p>	<p>Professional development and PLC minutes</p>																									
	<p>Family and Community Engagement</p> <p>PARTNERSHIPS: Strong, Mutually Supportive Partnerships</p>	<p>Families will engage in school instructional models and decision making to maximize student engagement in learning.</p>	<p>Using Title 1 funds to provide staff to support families in securing internet connectivity before school begins. (Monica)</p>	<p>Components: 4 Tier:</p>	<p>August 2020 (Done)</p>	<p>Bilingual Family Liaison</p>																								
<p>Engage families in their child(ren)'s learning and in the continuous development of the schoolwide program. Increase the accessibility of engagement by: communicating in multiple languages. scheduling multiple opportunities on varied days of the week/times of day. leveraging opportunities for engagement at/from home (e.g., SeeSaw, Summer Mailbox Books, grab and go events). seeking input from families.</p>			<p>Components: 4 Tier:</p>	<p>Ongoing (Has begun)</p>	<p>M. Nesselrode</p>																									
<p>Monitoring student engagement online through attendance, teacher SMART goals, Canvas analytics, etc. Outreach and problem solving for families with barriers to engagement. Use of assistants for outreach in multiple languages and during additional school hours.</p>			<p>Components: 4 Tier:</p>	<p>Fall 2020 (Done)</p>	<p>Instructional assistants and PLCs</p>	<p>Attendance reports</p>																								
<p>Create bilingual videos and other resources that provide parents with tools to support students in home learning.</p>			<p>Components: 4 Tier:</p>	<p>Winter 2020</p>	<p>Math Coach and Reading Specialists</p>																									
<p>Bilingual parents meetings to solicit input, review the school plan and make decisions.</p>			<p>Components: 1 Tier:</p>	<p>Winter 2020</p>		<p>Meeting agendas</p>																								
<p>Purchase community book club books to families. Community opportunities to discuss the diverse books.</p>			<p>Components: 4 Tier:</p>	<p>Fall 2020 (Done)</p>	<p>Decker</p>	<p>Purchase orders and event fliers</p>																								

			Components: Tier:			
		Continue to foster community partnership to provide families with school supplies and instructional supplies during virtual and hybrid learning models.	Components: 4 Tier:	Fall 2020 (Done)	K. Anselmo and M. Nesselrode	Photos from distributions
Equity		Develop a fall expedition on race and identity for K-5 students using resources from ADL, Teaching Tolerance and other anchor texts.		August 2020 (Done)	Allen (Equity team)	Expedition planing documents
		Create an equity team to include teachers, assistants, parents and students.		August-October 2020 (Done)	M. Nesselrode, G. Allen	Team meeting minutes
		Continue Deep Equity and Trauma Informed Care professional development with staff		Ongoing	M. Nesselrode, Tareen, Cherelle Washington	PD docments

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 Arlington Tiered System of Support (ATSS), including:
 - Tiered support focused on Tier 1 instruction, and then interventions for academics and social-emotional support
 - 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 social emotional learning in addition to core instruction and coordination of support staff.
- Social-emotional learning support for staff and students. For example:
 - All staff will participate in the Trauma-Sensitive Schools course prior to 2020-2021.
 - School staff will continue to implement Zones of Regulation strategies school wide, led by the Student Services team.
 - 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. To further meet the needs of our students, we integrate use of Positive Behavior Intervention and Supports (PBIS) 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 (.5 Math Coach, 1.0 Intervention) to support reading and math instruction.
- In addition, flexibility from the US ED and VDOE for one-time carryover from 2019-2020 due to impacts of the novel coronavirus pandemic will be utilized to support an additional 0.5 Elementary Classroom Teacher to offset the impact on our school of staffing cuts experienced districtwide in response to the economic impact of the pandemic on the Arlington Community. The one-year position is intended to help maintain existing staffing levels that support core instruction and student relationships that support individualized student needs.

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 integrated Arlington Public Schools School Management and Title I Schoolwide Program Design 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>. Due to the statewide school closures and SOL assessment cancellations occurring in Spring 2020 as a result of the novel coronavirus pandemic, SOLs from the Spring of 2019 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 Quarterly assessments, teacher created formative assessments, DIBELS, and Lexia. English language proficiency data (WIDA ACCESS)
- Data that speak to the Whole Child such as attendance, discipline, EL Education Implementation Review, Wellness assessment, an analysis of Spring 2020 student and family virtual check-in data
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and the instructional coaches.
- Community engagement, experience, and perception data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey, FACE self-assessment
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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, 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 and Students With Disabilities.
- Strengthening math performance for all students, and particularly for English Learners and Students With Disabilities.

Appendix 1: Title I Resources

Additional Title I funds support this plan. A budget detailing how supplemental funds will be spent to implement this plan is provided.