



ARLINGTON PUBLIC SCHOOLS PROGRESSIVE PLANNING MODEL ACTION PLAN: 2021-2022
School Performance Priorities and Actions to be Taken to Address Student Achievement

School Name: Campbell

School Principal: Maureen Nesselrode

This Action Plan, in the APS Progressive Planning Model, serves as the School Management Plan and the Title I Schoolwide Program Plan: our school community’s plan to collaboratively build on our successes and continue to strive for continuous improvement. We ground the work in the foundations listed in the narrative below, and detail the focal actions in which we plan to engage 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.

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data) & APS STRATEGIC PLAN GOAL alignment	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS Indicate goal alignment to Leadership Performance Standards	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TITLE I SCHOOLWIDE COMPONENT (1-4) & ESSA 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)	RESULTS OF PROGRESS List specific results on desired goals and outcomes																								
Mathematics Achievement <table border="1" data-bbox="67 868 317 1226"> <tr> <td>Reporting Groups > 30</td> <td>Spring 2021*</td> </tr> <tr> <td>All Students</td> <td>65</td> </tr> <tr> <td>Asian</td> <td>82</td> </tr> <tr> <td>Black</td> <td>51</td> </tr> <tr> <td>Hispanic</td> <td>42</td> </tr> <tr> <td>White</td> <td>84</td> </tr> <tr> <td>SWD</td> <td>39</td> </tr> <tr> <td>Econ. Disad.</td> <td>45</td> </tr> <tr> <td>EL</td> <td>30</td> </tr> <tr> <td>3rd Grade</td> <td>66</td> </tr> <tr> <td>4th Grade</td> <td>63</td> </tr> <tr> <td>5th Grade</td> <td>56</td> </tr> </table> STUDENT SUCCESS: Multiple Pathways to Student Success ENGAGED WORKFORCE	Reporting Groups > 30	Spring 2021*	All Students	65	Asian	82	Black	51	Hispanic	42	White	84	SWD	39	Econ. Disad.	45	EL	30	3rd Grade	66	4th Grade	63	5th Grade	56	During this school year, All Students and student reporting groups will improve their mathematics proficiency as demonstrated by a pass rate on the grade-level Standards of Learning end-of-year assessment that reflects accelerated growth relative to statewide peers. For each group of students, the school will meet performance expectations or close the gap between the prior pass rate and performance expectations by at least 10%. The pass rate for all students on the	Standard 7- Student Academic Progress	Create a 1.0 Math Coach position using Title 1 funding (Katie Barker). Additionally, Title 1 Academic Support Teacher (Karen Zimmerman) will primarily focus on math this year to serve students directly.	Components: 2 Tier: 1	Summer 2021	M. Nesselrode	Staffing documents	
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Math Coach will attend and support instructional planning and data analysis during weekly PLC meetings.	Components: 3 Tier: 1	On going	Katie Barker	PLC meeting minutes																												
Implement best instructional practices during math instruction to include workshop structures, number sense routines, small group intervention and enrichment	Components: 3 Tier:	Fall 2021	Katie Barker and Classroom teachers	Classroom observations																												
Maximize instructional time in math in K-5 by scheduling at least 60-75 minutes for math instruction per day, plus an intervention block in grades 4 and 5 in the master schedule.	Components: 3 Tier:	Summer 2021	Karen Anselmo	Master schedule																												
Continue to provide job embedded PD and coaching for classroom teachers, prioritizing new teachers.	Components: 3 Tier:	Fall 2021	Katie Barker	PD calendar																												
Use Title 1 funds to purchase math supplemental instructional materials.	Components: 2 Tier:	Summer 2021	M. Nesselrode and Katie Barker	Budget documents																												

	Math SOLs will be 65% or greater.		Identify students in grades 2-5 who have not met grade level expectations on BOY math assessments (MI and Growth Assessments) and provide intervention to accelerate learning.	Components: 2 Tier:	Fal 2021	PLCs	Class spreadsheets and intervention letters to parents																									
Reading Achievement <table border="1"> <tr> <td>Reporting Groups > 30</td> <td>Spring 2021*</td> </tr> <tr> <td>All Students</td> <td>72</td> </tr> <tr> <td>Asian</td> <td>82</td> </tr> <tr> <td>Black</td> <td>68</td> </tr> <tr> <td>Hispanic</td> <td>57</td> </tr> <tr> <td>White</td> <td>91</td> </tr> <tr> <td>SWD</td> <td>51</td> </tr> <tr> <td>Econ. Disad.</td> <td>59</td> </tr> <tr> <td>EL</td> <td>32</td> </tr> <tr> <td>3rd Grade</td> <td>61</td> </tr> <tr> <td>4th Grade</td> <td>81</td> </tr> <tr> <td>5th Grade</td> <td>72</td> </tr> </table> STUDENT SUCCESS: Multiple Pathways to Student Success ENGAGED WORKFORCE	Reporting Groups > 30	Spring 2021*	All Students	72	Asian	82	Black	68	Hispanic	57	White	91	SWD	51	Econ. Disad.	59	EL	32	3rd Grade	61	4th Grade	81	5th Grade	72	During this school year, All Students and student reporting groups will improve their reading proficiency as demonstrated by a pass rate on the grade-level Standards of Learning end-of-year assessment that reflects accelerated growth relative to statewide peers. For each group of students, the school will meet performance expectations or close the gap between the prior pass rate and performance expectations by at least 10%. The pass rate for all students on the Reading SOLs will be 72% or greater.	Standard 7- Student Academic Progress	Use Title 1 staffing to support students in literacy and intervention (Belber) in addition to reading staff (Campbell, Watson, Montminy).	Components: 2 Tier: 1	Summer 2021	M. Nesselrode	Staffing codes	
	Reporting Groups > 30	Spring 2021*																														
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Assign reading staff to a limited number of PLCs to facilitate focused planning and data analysis.	Components: 3 Tier:	August 2021	K. Anselmo	PLC schedule																												
Provide structured literacy instruction in all K-5 classrooms through the use of research based programs (Lexia, Foundations, Heggerty) .	Components: 3 Tier: 1	Fall 2021	Classroom teachers and Reading staff	Classroom observations																												
Provide professional learning in the area of structured literacy programs and the science of reading.	Components: 3 Tier: 1	Fall 2021	Reading Staff	PD calendar																												
Purchase instructional materials using Title 1 funds that support structured literacy (decodable text, Foundations, 95% group, etc.)	Components: 3 Tier: 1	Summer 2021	M. Nesselrode and reading staff																													
Instructional leaders and teacher leaders will participate in structured literacy PD, including LETRs in order to guide the overall literacy program.	Components: 3 Tier: 1	Summer 2021	M. Nesselrode and K. Anselmo																													
Maximize instructional time in Language Arts in K-5 by scheduling two hours for literacy instruction per day, plus an intervention block in grades 4 and 5 to accelerate student learning.	Components: 3 Tier:	Summer 2021	K. Anselmo	Master schedule																												
Focus teacher SMART goals on reading skills (phonemic awareness, phonics) rather than reading levels.	Components: 3 Tier:	Fall 2021																														
Identify students who did not pass multiple fall reading measures (Dibels, PALS, growth assessments) and provide interventions to accelerate learning.	Components: 2 Tier: 1		PLCs	Class spreadsheets																												
Use Title 1 funds to provide access to literacy for all students. (Summer Mailbox, summer expedition related books, etc)	Components: 3 Tier: 1	Summer 2021	M. Nesselrode and Reading Staff																													
Family And Community Engagement PARTNERSHIPS: Strong, Mutually Supportive Partnerships	Parents will re-engage with in person school and collaborate with staff in a variety of ways to strengthen the school community.	Standard 5- Communication and Community Relations	Use of technology to include Twitter, Whatsapp, and School Talk to communicate important information to with multilingual families.	Components: 2 Tier:	Ongoing	Bilingual Family Liaison	Meeting sign in sheets, event documents and parent responses on site based survey results.																									
			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. providing meals/snacks, transportation, and childcare, as needed. leveraging opportunities for engagement at/from home (e.g., SeeSaw, Summer Mailbox Books). seeking input from families.	Components: 3 Tier:	Ongoing	M. Nesselrode																										

			Provide meeting opportunities such as BTSN, PTA meetings, IEP meetings and P-T Conferences in multiple formats(in person a virtual) to encourage diverse attendance.	Components: 2 Tier:	Fall 2021	M. Nesselrode		
			Strategies focused on promoting partnership in school decision-making (consider including the SAC/school planning/approval process, input gathering strategies such as surveys and listening sessions/principal coffees)	Components: Tier:	Fall 2021	M. Nesselrode		
			Provide opportunities for parents to learn about school programs and offerings, such as virtual meetings about band/orchestra and gifted programs.	Components: 3 Tier:	Fall 2021	School Staff		
			Work with a local partner to provide afterschool enrichment opportunities to students.			M. Nesselrode, K. Savage		
			Provide community building events such as a Welcome Back Picnic and outdoor principal coffees.	Components: 4 Tier:	Fall 2021	M. Nesselrode, K. Anselmo		
School Community and Culture	Students will adjust to in person school and feel supported as individuals. Students and staff will create a sense of community and identity as an EL Education option school.	Standard 2- Climate	Continue to Implement No Place for Hate program to support equity. (Implement 3 events, continue equity team and provide instructional materials to classroom teachers.)	Components: 4 Tier:	Ongoing	G. Allen	Site based survey results.	
			Provide inclusion opportunities for students with disabilities with non-disabled peers.	Components: 4 Tier:	Fall 2021	P. Salazar		
			Foster a sense of belonging with students in crew. Re-establish behavioral and academic expectations for school.	Components: 4 Tier:	Fall 2021	Classroom teachers		
			Welcome families back to the physical school building for tours, orientations and events.		Summer 2021	M. Nesselrode		
			Purchase community book club books to families. Community opportunities to discuss the diverse books.	Components: 4 Tier:	Fall 2021	B. Terrana		
			Social Emotional Learning in PreK-5 to include Conscious Discipline (PreK), Caring Connection (PreK), Responsive Classroom, Second Step, Zones of Regulation, and mindfulness.	Components: 4 Tier: 1 and 4	Ongoing	K. Sullivan		

*Due to impacts of the coronavirus pandemic on data availability, Spring 2021 SOL assessment data shown here are from the [Assessment tab of the School Quality Profile](#).

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 the maximum core instructional time and time for intervention.
- Social-emotional learning support for staff and students. For example:

- All staff will participate in the Trauma-Sensitive Schools course prior to 2020-2021.
- 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 (ESSA Evidence Tier 3). To further meet the needs of our students, we integrate use of Positive Behavior Intervention and Supports (PBIS) (ESSA Evidence Tier 1) 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 (1.0 Classroom teacher, .5 Math Coach and .5 Academic Support teacher) to support differentiation, small group instruction and intervention.
- In addition, flexibility from the US ED and VDOE for one-time carryover from 2020-2021 due to impacts of the novel coronavirus pandemic will be utilized to support an additional 1.0 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 continuing impacts of the novel coronavirus pandemic, neither SOL multiyear trend data nor ESSA-calculated pass rates were available to analyze this year. However, SOL assessment data from Spring 2021 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 DIBELS, OnDemand,, conferring notes, APS quarterly assessments, common formative assessments, reading and mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to the Whole Child such as attendance, discipline, trusted adult data collection and site based survey results.
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and the data team.
- Community engagement, experience, and perception data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey, FACE self-assessment, Leadership for Equity Assessment & Development (LEAD) Tool

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, Instructional 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 table above) will include:

- Strengthening math performance for all students, and particularly for English Learners and Students with Disabilities.
- Strengthening core literacy skills for all students, and particularly for English Learners and Students with Disabilities.
- Support the whole child during the transition back to in person schools (SEL and family partnerships)

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 below:

Area of Support	Budgeted Amount of Title 1 Funds
Staffing (with benefits)	\$118,000
Professional Development	\$5,000
Instructional Materials	\$11,000