

Arlington Traditional School - School Action Plan - 2024-25 to 2026-27
Principal: Samuel Podbelski

Goal #1	Math - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	NWEA Percentage of Students Making Normative Growth All Students: 56.2% Asian- 60% White: 53.3% (2.9% gap) Black: 54.2% (2% gap) Hispanic: 53% (3.2% gap) Multiple: 63.1%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, the % of students who meet normative growth on the NWEA MAP Growth in Math will will increase from 68% to at least 70%

Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, the % of students who meet normative growth on the NWEA MAP Growth in Math will will increase from 56.2% to at least 65%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, the % of students who meet normative growth on the NWEA MAP Growth in Math will will increase from 65% to at least 68%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, the % of students who meet normative growth on the NWEA MAP Growth in Math will will increase from 68% to at least 70%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-2.3-Provide intensified and extended learning opportunities that enable students to develop knowledge and skills that align with learning needs, personal interests and cultural relevance.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

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Tier 1 -Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT whenever they are supporting students. -Teacher will use all components of the 3 recommended math workshop structures within each until. Every student will regularly meet with the teacher in targeted small group. Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
Tier 2 Continue additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need)	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
Tier 3 -In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math) - Utilize data to target students for after-school intensive intervention group utilizing ""Building Fact Fluency Toolkits"" program to grow student fluency and confidence towards foundational mathematic skills	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
Collaborative Structures -Create structured opportunities for SPED/EL teachers to meet in weekly CLT's (in addition to grade level CLT'S) to unpack VA SOLs, share and grow best practices in modifying/accomodating, and co-teaching. -School-wide schedule development to optimize teacher support of students especially with EL and SPED students. -Professional Learning opportunities to build capacity of the Student Support Team process	Sept - June, ongoing	Administrators, Math Coach	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-2.1-Universal Math Screener	Strategic Plan Key Performance Indicator	KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on NWEA Map Growth
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks)	Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks)	School level NWEA - MAP Growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks)	School level- NWEA - MAP Growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks)

Goal #2

Reading - SOL

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Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	Spring 2024 - SOL EL - 84% (11% gap) SWD - 73% (22% gap)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
EL - Increase pass rate from 84% to at least 88%, reducing the gap from 11% to 8%
SWD - Increase pass rate from 73% to at least 80%, reducing the gap from 22% to 16%

Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: EL - Increase pass rate from 84% to at least a 86%, reducing the gap from 11% to 10% SWD - Increase pass rate from 73% to at least a 76%, reducing the gap from 22% to 20%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: EL - Increase pass rate from 86% to at least a 87%, reducing the gap from 10% to 9% SWD - Increase pass rate from 76% to at least a 78%, reducing the gap from 20% to 18%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: EL - Increase pass rate from 87% to at least 88%, reducing the gap from 9% to 8% SWD - Increase pass rate from 78% to at least 80%, reducing the gap from 18% to 16%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-2.3-Provide intensified and extended learning opportunities that enable students to develop knowledge and skills that align with learning needs, personal interests and cultural relevance.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

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Tier 1 - Continue to Implement Systematic Core Phonics in K-3 with fidelity (Foundations) -Implement CKLA in K-5 for language comprehension -Implement Language Studio for EL 1s & 2s with fidelity	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 - Utilize flexible grouping models to deliver targeted support for students. - Develop and maintain a clear 6-week data cycle for progress monitoring the efficacy of student interventions.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3 -Continue to disaggregate DIBELS, Reading Growth Assessment data by student groups and identities and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Collaborative Structures -Create structured opportunities for SPED/EL teachers to meet in weekly CLT's (in addition to grade level CLT'S) to unpack VA SOLs, share and grow best practices in modifying/accomodating, and co-teaching. -School-wide schedule development to optimize teacher support of students especially with EL and SPED students. -Professional Learning opportunities to build capacity of the Student Support Team process	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & AP

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Performance Objectives	KPI-SAGS-1.2-% of students passing the Reading SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- VALLSS NWEA MAP Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- VALLSS NWEA MAP Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- VALLSS NWEA MAP Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]

Goal #3	Student Well-Being
Strategic Plan Goal Area	Student Well-Being
Strategic Plan Performance Objectives	PO-SWB-5-By 2030, at least 90% of APS students will report feeling safe at school

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Baseline Data	YVM (Spr. 2024) - 70% students responded favorably to the YVM category: Student Well-Being: School Safety	Identify if goal is required based on state or federal requirements, or other guidelines	
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3 Year Performance Goal

By June 2027, at least 80% of ATS students will respond favorably to the YVM category, Student Well-Being: School Safety

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 75% of ATS students will respond favorably to the YVM category, Student Well-Being: School Safety
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 78% of ATS students will respond favorably to the YVM category, Student Well-Being: School Safety
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 80% of ATS students will respond favorably to the YVM category, Student Well-Being: School Safety

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-5.2-Assess and continually improve school-based processes for proactive behavioral instruction and interventions and substance use instruction and interventions (i.e., include reviewing core, intervention, and intensive supports for students and schools).
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liaison between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Continue with established a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. Review behavioral data collection for to assess trends to determine areas in need of support * SEL Lead will continue to act as a liaison between your school and central office	Sept-June, Ongoing	Admin, All Staff	

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Tier 3 - SEL Lead will continue to act as a liaison between ATS and central office - Continue partnership with Ivan Lopez to institute classroom lessons to students regarding hate speech & any other behaviors of concerns or patterns that arise throughout the year	Sept-June, Ongoing	Admin, All Staff	
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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-5.2-YVM: Student Well-Being: School Safety	Strategic Plan Key Performance Indicators	
		KPI-SWB-5.2-% of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 4-5th & 6-12th	
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	School Survey (based on YVM Question)		YVM

Goal #4	Inclusion		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
Baseline Data	In SY23-24, 68% of SWDs at ATS spend 80% or more of the school day in a general education setting	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, at least 78% of students with disabilities will spend 80% or more of their school day in the general education classroom.

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 72% of students with disabilities will spend 80% or more of their school day in the general education classroom.

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Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 75% of students with disabilities will spend 80% or more of their school day in the general education classroom.		
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 78% of students with disabilities will spend 80% or more of their school day in the general education classroom.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-3.2-Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Special Education CLTs will have a regular focus on co-teaching and inclusion practices throughout the year including highlighting grades/classrooms where this practice has been established and exploring/sharing best practices	Monthly	Principal/AP/SSC /Special Ed. lead	Principal/AP will create and regularly review monthly meeting schedule and creation of agendas
Monthly staff meetings will highlight effective communication and/or inclusion practices that support quality inclusion in order to share best practices and grow staff capacity.	As needed	Instructional Leadership	
Regular observations of special education service delivery coupled with strategic writing of IEPs, accommodations/hours/goals to consider inclusion opportunities for students below the 80% threshold	Monthly	Principal/AP	Principal/AP
Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	Strategic Plan Key Performance Indicator	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard

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Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
Baseline Data	In the SY 23-24 YVM survey, staff at ATS responded favorably to the subset of questions family engagement - at 83 percent.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, the percentage of ATS Families who respond favorably to the subset of questions regarding family engagement will increase from 83%(Spr. 2022) to 93%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, the percentage of ATS Families who respond favorably to the subset of questions regarding family engagement will increase from 83%(Spr. 2022) to 86%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, the percentage of ATS Families who respond favorably to the subset of questions regarding family engagement will increase from 86%(Spr. 2022) to 89%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, the percentage of ATS Families who respond favorably to the subset of questions regarding family engagement will increase from 89%(Spr. 2022) to 93%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1: Utilize new communication technology to communicate efficiently and effectively with families. Establish schoolwide expectation for communication regarding ATS Weekly Summaries, newsletters, and homework to enable all teachers and parents of students to understand the multiple ways to engage with and support the ATS Tenets	Daily	All Staff	Weekly engagement data taken from parent square. Review of weekly summaries sent home by all teachers each full 5 day week. TechTuesdays led by ITC spotlighting the use of ParentSquare for weekly classroom newsletters

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<p>Action 2: Partner with ATS Bi-Lingual Family liaisons & FACE department to develop best practices for culturally responsive and welcoming communication on a classroom and school-wide basis including increased opportunities for families to understand curriculum and instruction at ATS starting with a 2nd Grade teacher-led curriculum night for families</p>	<p>Weekly check-ins with Bi-Lingual family liaisons Monthly Dept. Meetings with FACE staff</p>	<p>Principal/AP</p>	<p>Collection of attendance data for family engagement events. Twice yearly survey (including internal survey and YVM at EOY for SY2024-2025 & Survey at end of 2nd grade curriculum night Monthly update on goal during PTA meeting</p>
<p>Action 3: Partner with family liaisons and counselors to create increased opportunities for families to understand and support academic and SE learning at home & to incorporate increased parent involvement in professional learning done at school (e.g. parent panels during school wide PL)</p>	<p>Monthly family liaison check-in meetings with principal and AP Weekly student support meetings</p>	<p>Principal/AP/Bi-Lingual Family Liaisons/SEL Lead</p>	<p>Analyzing of monthly all staff meeting agendas Monthly meetings with bi-lingual family liaisons for creation of quarterly family partnership opportunities</p>

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan Performance Objectives	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School Survey	School Survey	School Survey	YVM