

Campbell - School Action Plan - 2024-25 to 2026-27

Principal: Maureen Nesselrode

Goal #1	Math - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - Math SOL Pass Rates Black - 66% Hispanic -63% English Learners - 51% Students With Disabilities -39% Economic Disadv. - 66%	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 Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Hispanic** - Increase pass rate from 63% to at least 73%, reducing the gap from 15% to 11%
- EL** - Increase pass rate from 51% to at least 67%
- SWD** - Increase pass rate from 39% to at least 52%
- Econ. Disadv.** - Increase pass rate from 66% to at least 75%, reducing the gap from 10% to 9%

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	<p>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 15% to 14% English Learners - Increase pass rate from 51% to at least 56% Students With Disabilities - Increase pass rate from 39% to at least 43% Economic Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 12% to 11%
Annual Performance Goal Year 2 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 13% to 12% EL - Increase pass rate from 56% to at least 61% SWD - Increase pass rate from 43% to at least 47% Econ. Disadv. - Increase pass rate from 69% to at least 72%, reducing the gap from 11% to 10%

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Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 70% to at least 73%, reducing the gap from 12% to 11%</p> <p>EL - Increase pass rate from 61% to at least 67%</p> <p>SWD - Increase pass rate from 47% to at least 52%</p> <p>Econ. Disadv. - Increase pass rate from 72% to at least 75%, reducing the gap from 10% to 9%</p>
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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-2.2-Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge. Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge.

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <p>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students.</p> <p>* Teacher will use workshop structures to regularly meet with the students in targeted small groups.</p>	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <p>*Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Dreambox (assigned lessons only)</p> <p>*Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.</p>	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3</p> <p>* In addition to the regular math-block, small group intervention 4-5x weekly using research based programs/strategies (ex. Bridges, Fraction Face off)</p> <p>* Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. communication within the PLC regarding interventions</p>	3	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Professional Learning: Ongoing support for teachers providing research based interventions to students who are identified as basic or below basic.	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Communication: Support student academic success by collaborating with families so that they are informed about what their students are learning by sharing academic progress and data, provide parents with tips and resources to help students learn, and share curriculum and student progress with after school programs. (Example include grade level expeditio showcases, community meeting, math night, STEM events, literacy events and parent teacher conferences.)					

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math 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- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions		School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"	

Goal #2	Reading - Opportunity Gaps - SOL				
Strategic Plan Goal Area	Student Academic Growth & Success				
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.				

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Baseline Data	Spring 2024 - SOL Hispanic - Pass 58% EL - Pass 49% SWD - Pass 44% Econ. Disadv. - Pass 65%	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:

- Black** - Increase pass rate from 75% to at least a 82%, reducing the gap from 1% to 1%
- Hispanic** - Increase pass rate from 58% to at least a 71%, reducing the gap from 13% to 12%
- EL** - Increase pass rate from 49% to at least a 65%
- SWD** - Increase pass rate from 44% to at least a 58%
- Econ. Disadv.** - Increase pass rate from 65% to at least a 74%, reducing the gap from 9% to 9%

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: Black - Increase pass rate from 75% to at least a 78%, reducing the gap from 2% to 2% Hispanic - Increase pass rate from 58% to at least a 65%, reducing the gap from 19% to 15% EL - Increase pass rate from 49% to at least a 54% SWD - Increase pass rate from 44% to at least a 48% Econ. Disadv. - Increase pass rate from 65% to at least a 69%, reducing the gap from 12% to 11%
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: Black - Increase pass rate from 78% to at least a 80%, reducing the gap from 1% to 2% Hispanic - Increase pass rate from 65% to at least a 68%, reducing the gap from 14% to 13% EL - Increase pass rate from 55% to at least a 59% SWD - Increase pass rate from 48% to at least a 53% Econ. Disadv. - Increase pass rate from 69% to at least a 72%, reducing the gap from 10% to 10%
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: Black - Increase pass rate from 80% to at least a 82%, reducing the gap from 1% to 1% Hispanic - Increase pass rate from 68% to at least a 71%, reducing the gap from 13% to 12% EL - Increase pass rate from 59% to at least a 65% SWD - Increase pass rate from 53% to at least a 58% Econ. Disadv. - Increase pass rate from 72% to at least a 74%, reducing the gap from 9% to 9%
Strategic Plan Strategies	

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Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-2.2-Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge. Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge.

Action Steps

Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (Haggerty, Foundations and/or OG) * Implement CKLA in K-5 for language comprehension	2	ESSA Tier 1: Strong Evidence	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: Continue: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 Strengthen: * Implement Language Studio for EL students (WIDA 1 and 2)	2	ESSA Tier 1: Strong Evidence	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 3: * Structured intervention block in addition to core ELA block	2	ESSA Tier 1: Strong Evidence	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.
Communication: Support student academic success by collaborating with families so that they are informed about what their students are learning by sharing academic progress and data, provide parents with tips and resources to help students learn, and share curriculum and student progress with after school programs. (Example include grade level expeditio showcases, community meeting, math night, STEM events, literacy events and parent teacher conferences.)	2	ESSA Tier 1: Strong Evidence	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.
Professional Learning - Focus on co-teaching model during CKLA instruction to provide EL and sped services during CKLA in gen ed. settings	2	ESSA Tier 2: Moderate Evidence	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.

Progress Monitoring

Strategic Plan Measures	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance	KPI-SAGS-1.2-% of students passing the Reading SOL
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To determine if goal was achieved	Indicators		
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 VALLSS 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- NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]

Goal #3	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	2023-24 61% of students with disabilities spent 80% or more of their 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 70% of students with disabilities will spend 80% or more of their school day in a general education setting

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 66% of students with disabilities will spend 80% or more of their school day in a general education setting
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 68% of students with disabilities will spend 80% or more of their school day in a general education setting
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 70% of students with disabilities will spend 80% or more of their school day in a general education setting
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS-1.4-Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options.

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
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Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Provide CKLA in a co-teaching model for students with disabilities in general education settings	2	ESSA Tier 2: Moderate Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with SpEd Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Pull data quarterly to monitor inclusion rate.	2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	
Update IEPs to reflect increased co-teaching during math.	2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	

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 Indicators	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

<h2>Goal #4</h2>	<h2>Chronic Absenteeism</h2>		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
Baseline Data	2023-24 15% (APS) 14.1% (VDOE w/flexible hours included)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By 2027, reduce chronic absenteeism from 12% to 10.5%

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Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By 2025, reduce chronic absenteeism from 15% to 13.5%
Annual Performance Goal Year 2 (2025-26)	By 2026, reduce chronic absenteeism from 13.5% to 12%
Annual Performance Goal Year 3 (2026-27)	By 2027, reduce chronic absenteeism from 12% to 10.5%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Student services PLC will include discussions of chronic absenteeism.	4	ESSA Tier 3: Promising Evidence	Monthly-starting in Sept.	Assistant Principal, Student Service PLC	Principal will monitor by conducting check-ins with Assitant Principal and Attendance Team and periodic review of SST referrals
Students with chronic absences will be refered to the SST process.	4	ESSA Tier 3: Promising Evidence	Monthly-starting in Sept.	Assistant Principal and attendance team	
Attendance plans will be put in place	4	ESSA Tier 3: Promising Evidence	Monthly-starting in Sept.	Assistant Principal and attendance team	

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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan Key Performance Indicators	KPI-SWB-2.2-% of students who are chronically absent by school
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

Goal #5

Partnerships

Strategic Plan Goal Area	Partnerships				
Strategic Plan Performance Objectives					
Baseline Data	EL Education - Spring 2024 IR score = 112 IR Score in 22-23= 103	Identify if goal is required based on state or federal requirements, or other guidelines	Title I		
3 Year Performance Goal					
Campbell will continue to score at least a 98 on the EL Implementation Review each spring. (98 is the target number determined by EL.)					
Annual Performance Goals					
Annual Performance Goal Year 1 (2024-25)	Campbell will continue to implement EL Education practices at a high level, as measured by scoring at least a 98 on the Implementation Review.				
Annual Performance Goal Year 2 (2025-26)	Campbell will continue to implement EL Education practices at a high level, as measured by scoring at least a 98 on the Implementation Review.				
Annual Performance Goal Year 3 (2026-27)	Campbell will continue to implement EL Education practices at a high level, as measured by scoring at least a 98 on the Implementation Review.				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-P-2.3-Build trust through consistent, open and transparent two-way communication.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -					
Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation

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<p>Action 1 (Welcoming All Families):</p> <p>Continue to provide parent education opportunities about EL Education in various formats and setting to support parent involvement.</p>	1	ESSA Tier 4: Demonstrates a Rationale	Fall 2024	Instructional Leadership Team	Principal & AP will monitor through check-in Bilingual Family Specialists, review of multi-lingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums
<p>Action 2 (Communicating Effectively):</p> <p>Engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child’s education. (To include weekly community meeting, 3 parent conferences per year, home visits in PreK and two showcases per year in all grades.)</p> <p>Title I: Reinforce the foundations of School-Family partnership by • collaboratively reviewing our School-Family Partnership Principles with SY23-24 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding • collecting input from our SY23-24 community of families about needs, preferences, and priorities to inform the design of family engagement opportunities throughout the year • publishing opportunities to engage throughout the year • designing opportunities for timely information sharing, input and collaboration in articulating school priorities, two-way communication about child’s learning and learning opportunities, home-based strategies for student success that center the student experience and coordination with in-school learning, and connection to resources.</p>	4	ESSA Tier 4: Demonstrates a Rationale	Sept-June	Principal & staff	Principal & AP will monitor through check-in Bilingual Family Specialists, review of multi-lingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums
<p>Action 3 (Student Success):</p> <p>Support student academic success by collaborating with families so that they are informed about what their students are learning by sharing academic progress and data, provide parents with tips and resources to help students learn, and share curriculum and student progress with after school programs. (Example include grade level expedition showcases, community meeting, math night, STEM events, literacy events and parent teacher conferences.)</p>	2	ESSA Tier 3: Promising Evidence	Sept-June	Classroom teachers and ILT	Principal & AP will monitor through check-in Bilingual Family Specialists, review of multi-lingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums
Progress Monitoring					

Strategic Plan Measures To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan Key Performance Indicators	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)	

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Exit Tickets		School based survey	81% of families responded favorably on YVM.
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Arlington Public Schools Integrated Title I Schoolwide Program Design and School Action Plan

This plan, as part of the APS Progressive Planning Model, serves as the [APS School Action Plan](#) addressing Virginia Standards of Quality and Arlington School Board policy and also as the annual revision of the [Title I Schoolwide Program Design and Action Plan](#): our school community’s plan to collaboratively build on our successes and continue to strive for continuous improvement, accelerated learning, and excellence for all students. We ground the work in the foundations listed in the narrative below. In the table, we detail the focal actions that we plan to engage intensely with this school year and the annual progress we aim to make towards our multiyear goals as we continue to walk in APS’ Mission to “ensure all students learn and excel in high-quality, safe, and supportive schools”, in alignment with the [APS Strategic Plan](#) to realize the APS Vision to “provide an outstanding education where every student develops the skills and knowledge to become successful, college- or career-ready graduates and responsible global citizens”. Every focal strategy selected for inclusion in our plans for the year ahead is motivated by a commitment to equitable and engaging practices that support each student in our school.

Foundational Practices

The focal strategies for this school year listed 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 maximizes instructional time and common planning for teachers.

Social-emotional learning support for staff and students, including:

- A consistent framework that provides resources and supports to address the whole child and help every student to 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).
- Differentiated supports aligned with the [APS Social-Emotional Learning Reference Guide](#).

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.

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](#)).

Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level.

District-level coordination of services for students experiencing homelessness and students in foster care.

Strategic utilization of a variety of resources including local and supplemental funds (including, for example, Title I, Part A) to support the work of the school, the schoolwide program, and the school action plan.

For example, supplemental Title I staffing of 3 part time Academic Support Teachers and 1 Reading teacher to support support intervention and small group instruction.

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 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](#). SOL assessment data from Spring 2023 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:

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- Formative and summative student academic performance data from measures such as those specified in the [APS Division Literacy Plan](#) (Virginia Language & Literacy Screener (VALLS) K-3, DIBELS Gr1-5, NWEA MAP Growth Reading Gr3-5, Lexia Core 5 for PreK-5, Phonics Survey for Diagnostics, Phonological Awareness Screener, APS Quarterly Reading Assessment series), [APS Mathematics assessments](#) including Early Mathematics Assessment System (EMAS) PreK-K, NWEA Math Growth Gr1-5, APS Quarterly Math Assessment series, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, Reading, Spelling, and Mathematics intervention progress monitoring

- English language proficiency data (WIDA ACCESS)

- Data that speak to Social Emotional Learning such as attendance, discipline, results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey.

- Instructional Personnel and Licensure Report

- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and PLCs.

- Community engagement, experience, and perception data such as the Your Voice Matters survey and the Title I School-Family Partnership Survey.

The [Arlington Public Schools 2024-2030 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 PTA, and School Leadership Team (ILT).

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 detailed in the table above) include:

- Strengthening math and reading performance for all students, and particularly for English Learners and Students With Disabilities.

- Strengthening school and family connections throughout our school community with a focus on teacher-parent communications (Parent Square) and academic partnerships (EI Education).

Strengthening attendance for all students and particularly those experiencing chronic absenteeism by promoting a sense of belonging among students, providing opportunities for mentorship, and other supports.