



ARLINGTON PUBLIC SCHOOLS TITLE I SCHOOLWIDE PROGRAM DESIGN & SCHOOL ACTION PLAN: 2022-2023

Campbell Elementary School

Maureen Nesselrode and Karen Anselmo

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

This Action Plan, as part of the APS Progressive Planning Model, serves as the APS School Action Plan addressing Standards of Quality and School Board policy and also as the Title I Schoolwide Program Plan: our school community’s plan to collaboratively build on our successes and continue to strive for continuous improvement and [accelerated learning 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 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.

Strategic Plan Goal Area	Strategic Plan Performance Objectives	School Annual Performance Goals	Strategic Plan Strategies- PRIMARY	Strategic Plan Strategies- ADDITIONAL	School Actions	<a href="#">Title I Schoolwide Component (#1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline for Actions	Responsible Parties	Strategic Plan Measures	Baseline Data
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	Reduce the fail rate in math by 10%. overall target= 78% Pass rates by group: - Asian - 92% to 93% - Black 71% to 74% - Hisp. 64% to 68% - White - 88% to 89% - Multiple - 78% to 80% - ELs - 64% to 68% - ED - 62% to 66% - SPED - 39% to 45%	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Implement math intervention (Bridges- funded by Title 1)	1	ESSA Tier 1: Strong Evidence	Through out 2022-2023	Match Coach and Interventionist (Title 1 funded)	M-SS-3- Math SOLs	The overall Math pass rate for 21-22 was 76%.
		see above			Provide PD for all EL and sped teachers on Bridges program.	2	ESSA Tier 1: Strong Evidence	Fall 2022			
		see above			Support staff with Math Workshop through PLCs, coaching and PD.	3	ESSA Tier 2: Moderate Evidence	Through out 2022-2023			
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	Reduce the fail rate in reading by 10% . Overall goal= 81% Pass rates by subgroup: - Asian - 83% to 85% - Black - 71% to 74% - Hisp. - 71% to 74% - White - 88% to 89% - Multiple - 91% to 92% - ELs - 65% to 69% - ED - 69% to 72% - SPED - 51% to 56%	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.	Support culture of reading through community events, purchase of culturally relevant materials and activities as well as school based instructional approaches (ex. author study, author visits, community book club, free books for home).	3	ESSA Tier 2: Moderate Evidence	Establish in fall of 2022	Librarian, reading team, and classroom teachers	M-P-3- YVM Family: Engagement	The overall Reading SOL pass rate in 21-22 was 80%.
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Implement structured literacy (Foundations. Heggerty and CKLA in K-5)	1	ESSA Tier 1: Strong Evidence	Establish in Fall of 2022, monitor quarterly	Reading Team (Staff partially Title 1 Funded)	M-SS-9- DIBELS	The overall Reading SOL pass rate in 21-22 was 80%.

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					Provide intervention to students who are flagged on Dibels.	2	ESSA Tier 1: Strong Evidence	Establish in October			
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By June 2023, 60% of Campbell students will respond favorably to questions in the SEL survey category: Emotional Regulation. (2022 score was 51%)	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	Implement Zones of Regulation as well as mindfulness and outdoor learning school wide to help students regulate emotions.	4	ESSA Tier 4: Demonstrates a Rationale	Fall 2022	Student Services team, Karen Anselmo and T scale staff	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	51 % of Campbell students reported that they re able to regulate emotions. This was a relevelative weakness on the SEL survey for Campbell and APS. (APS average 44%)
					Provide explicit social skills instruction to students with disabilities.	4	ESSA Tier 1: Strong Evidence	through out 2022-2023			
					Allocate part time school counselor to deliver small group counseling interventions.	4	ESSA Tier 4: Demonstrates a Rationale	Fall 2022			
Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	By the spring of 2023 at least 55% of Campbell staff will report that school based PD is relevant.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.	Provide opportunities for floating hours PD as well as PD opportunies during staff meetings and on PD days. (See PD calendar for full plan.)	3	ESSA Tier 4: Demonstrates a Rationale	Summer 2022-Spring 2023	Maureen Nesselrode, Coaches and Partnership with EL Education	M-EW-9- Staff feedback on PL activities	In the spring of 21-22 YVM staff survey: 41% of staff reporeted school based PD was relevant. 35% reported that central office PD was relevant.
					Survey staff to solicit input around PD.	1	ESSA Tier 4: Demonstrates a Rationale	Summer and fall 2022			
					Provide turn around training to Interlude staff through a PLC that includes assistants.	3	ESSA Tier 4: Demonstrates a Rationale	Through out 2022-2023			



## Foundational Practices

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 schoolwide community of learners
  - Structure of regularly weekly Professional Learning Communities (PLCs)
  - Continuous cycle of data-informed decision making and responsive planning for instruction and for schoolwide program design
- Universal master schedule that promotes time for a maximum amount of instructional time in math and ELA, in addition to intervention blocks in grades 3-5.
- 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 Responsive Classroom and Zones of Regulation 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 academic support teacher and 1 reading teacher) to support reading and math instruction and the delivery of interventions.

## 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 <https://schoolquality.virginia.gov/schools/campbell-elementary>. SOL assessment data from Spring 2022 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, Developmental Spelling Assessment, APS Quarterly Reading Assessment series, APS Quarterly Math Assessment series, Mathematics Inventory, as well as Reading, Spelling, and Mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to Social Emotional Learning and the Whole Child such as attendance, discipline and results from the new (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, Learning Walks with EL Education, and from instructional coaches.
- Community engagement, experience, and perception data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey and the Title I School-Family Partnership Survey.

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 PTA, Instructional Leadership Team (ILT), and grade level Collaborative Learning Teams (CLTs).

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:

- Closing achievement gaps for all identified subgroups in reading and math through high quality Tier 1 instruction and research based interventions.
- Schoolwide SEL supports around emotional regulation
- Engaged workforce- focusing on relevant professional development
- Partnerships with families