

**Arlington Traditional School - School Action Plan - 2023-24 to 2025-26**  
**Principal: Samuel Podbelski**

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 - SOL Black - Pass 97% / Opp Gap -2% HiK                      Pe7% / Opp Gap -2%		


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<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> -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 where ever 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
<b>Tier 2</b> 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
<b>Tier 3</b> -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
<b>Collaborative Structures</b> -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 (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	Results of Progress (End of Year)	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)
<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -SOL Quick Checks (Just in time Quick Checks)	fi	T eacher/CL T/Grade	

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Goal #2		Reading - Opportunity Gaps - SOL	
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 - SOL Black - 89%(5% gap) Hispanic - 100% EL - 72% (22% gap) SWD - 86% (8% gap) Econ. Disadv- 87% (7% gap)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
3 Year Performance Goal			
READING SOL - By 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 89% to at least a 92%, reducing the gap from 5% to 3% EL - Increase pass rate from 72% to at least a 79%, reducing the gap from 22% to 16% SWD - Increase pass rate from 86% to at least a 90%, reducing the gap from 8% to 6% Econ. Disadv. - Increase pass rate from 87% to at least a 90%, reducing the gap from 7% to 5%			
Annual Performance Goals			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 89% to at least a 90%, reducing the gap from 5% to 4% EL - Increase pass rate from 72% to at least a 75%, reducing the gap from 22% to 20% SWD - Increase pass rate from 86% to at least a 87%, reducing the gap from 8% to 7% Econ. Disadv. - Increase pass rate from 87% to at least a 88%, reducing the gap from 7% to 6%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	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 90% to at least a 91%, reducing the gap from 5% to 4% EL - Increase pass rate from 74% to at least a 77%, reducing the gap from 20% to 18% SWD - Increase pass rate from 87% to at least a 88%, reducing the gap from 8% to 7% Econ. Disadv. - Increase pass rate from 88% to at least a 89%, reducing the gap from 7% to 6%		
<b>Annual Performance Goal Year 3 (2025-26)</b>	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 91% to at least 92%, reducing the gap from 4% to 3% EL - Increase pass rate from 77% to at least 79%, reducing the gap from 18% to 16% SWD - Increase pass rate from 88% to at least 89%, reducing the gap from 7% to 6% Econ. Disadv. - Increase pass rate from 89% to at least 90%, reducing the gap from 6% to 5%		
Strategic Plan Strategies			
<b>Strategic Plan Strategies- PRIMARY</b>			



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#### 3 Year Performance Goal

By 2026, the percentage of ATS students who respond favorably to the subset of questions regarding trusted adults will increase from 90% (Spr. 2022) to 95%

#### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, the percentage of ATS students who respond favorably to the subset of questions regarding trusted adults will increase from 77% (Spr. 2022) to at least 90%
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, YVM administered every 2 yrs.
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, the percentage of ATS students who respond favorably to the subset of questions regarding trusted adults will increase from 90%

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.

#### 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 liason 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 * Establish 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.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 -Establish 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. - Develop data collection tool for student student support in relation to CASEL 5 Competencies - SEL Lead will continue to act as a liaison between your school and central office	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) Collaborate with DEI to organize and deliver staff PL on Standard 6 2) Collaborate with Equity/Inclusion ATS Committee to organize and deliver staff PL on Restorative practices 3) Organize and deliver staff PL on morning meeting content using data to inform what content will be delivered	1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	Principal/AP - check-ins with Central Office Depts for #1&2

#### Progress Monitoring

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<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	<b>Results of Progress (End of Year)</b>	Spring 2024 & 2026 YVM
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>


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<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, increase the % of favorable response to at least 75% on the following questions: -In your school or department, how often are there opportunities for you to provide input about different initiatives? -How often during the current school year have you received recognition for doing good work?
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#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-EW-1-Recruit, retain, and advance high-quality employees.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1: Continue with monthly teacher cabinet meetings between administration and teacher representatives to allow for two-way communication and feedback	Monthly	Principal/AP	Principal/AP will create and regularly review monthly meeting schedule and creation of agendas
Action 2: Establish and promote opportunities for teachers to engage in initiatives and school-related items. (E.g) teacher interview panel to assist administration in interviewing prospective ATS staff members, chairing committees, or other APS/ATS initiatives.	As needed	All Staff	Principal/AP will ensure weekly memos and other school-wide communications have



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<b>Baseline Data</b>	In the SY21-22 YVM survey, staff at ATS responded favorably to the subset of questions family engagement - at 83 percent.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
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%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, the percentage of ATS Families who respond favorably to the subset of questions regarding family engagement will increase from 83%(Spr. 2022) to 90%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, YVM administered every 2 yrs		
<b>Annual Performance Goal Year 3 (2025-26)</b>	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%		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		
<b>Strategic Plan Strategies- ADDITIONAL</b>			



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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)	Monthly family liaison check-in meetings with principal and AP Weekly student support meetings	Principal/AP/Bi-Lingual Family Liaisons/SEL Lead	Analyzing of monthly all staff meeting agendas Monthly meetings with bi-lingual family liaisons for creation of quarterly family partnership opportunities
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**Progress Monitoring**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	<b>Results of Progress (End of Year)</b>	<b>YVM</b>	
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
School Survey	M-P-3- YVM Family: Engagement  School Survey	School Survey	YVM