

OVERARCHING SCHOOL GOAL:

ARCADIA MIDDLE SCHOOL
2022-2023

School Profile

Grades Served: 6th-8th

Status for 2022- 2023		Student Population	
Total Enrollment	487	Poverty	100%
Attendance Rate	76%	White	27%
Accreditation Status	Accredited	Black	36%
Title I Model	School-wide Program	Hispanic	35%
		Other	2%
		Special Education	14.4%
		English Learners	15.8%
Faculty: 48		45.8% <8 years	52.2% > 8 years

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Achievement Gap Groups/ Subgroups	English Performance	Math Performance	Science Performance
All students	77.4	85.55	58.46
White	81.82	88.27	Science is not measured with Achievement Gap groups. This subject is only measured using ALL Students Academic Achievement.
Black	71.01	82.16	
Hispanic	79.84	87.02	
Asian	N/A	N/A	
Students with Disabilities	51.28	65.22	
Economically Disadvantaged	77.08	84.94	
English Learners	88.48	91.96	

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AMS Student Achievement SOL Performance Data Using the Student Growth Model as Reported by the VDOE Based on the 2021- 2022 SOL Testing Results

	With Student Growth	Without Growth (Raw) AMS- SMART Goal and School- wide Instructional Focus	Reduction in Failure (R10) needed for 2022-2023 school term.
School-wide Writing		50.78	
English Level Two: Near Standard for Green			
All Students	77.40 (Level I) (includes the 50.78 for school-wide writing)	59.19 (did not meet R10 or 75% state pass rate)	R10's are at the minimum. We need R10= 65.62%.
Students w/ Disabilities	51.28 (Level III)	29.52 (did not meet R10 or 75% state pass rate)	We need R10= 31.70%.
Black Students	71.01 (Level II)	54.04 (did not meet R10 or 75% state pass rate)	We need R10= 55.72%.
Math			
All Students	85.55 (Level I)	52.35 (did not meet R10 or 70% state pass rate)	We need R10= 60.46%.
Students w/ Disabilities	65.22 (Level II)	28.00 (did not meet R10 or 70% state pass rate)	We need R10= 36.67%.
Black Students	82.16 (Level I)	37.62 (did not meet R10 or 70% state pass rate)	We need R10= 45.30%.
Science Level Two: Near Standard for Green			
All Students	58.46 (Level II)	58.46 (Level II)	We need to meet/exceed the state pass rate of 70% to build our 3 cumulative year average.
	Student growth is not included for Science content area. Did not meet the 70% state pass rate. Level II for the Academic Achievement Science Indicator.		

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Instructional Goals- Sustaining ACCREDITATION (with Raw Data versus the VDOE Student Growth Model)

VDOE School Quality Profile Data Driven Analysis of the 2021-2022 SOL Testing Cycle (ENGLISH)		(Overall) School-wide Achievement Goals	
1	<p>SMART Goal(s): According to the 2021-2022 SOL testing cycle as reported by our VDOE school quality profile, AMS achievement gap group (SWD- 51.28%), will meet and/or exceed the passing percentage in <u>English (75%)</u> or within 5-10 points meeting the (R10). AMS will use the raw data to meet/exceed the R10 and/or state targets in English, Math, and Science using the data chart on the third page at the beginning of this document. The SWD gap group continued to be at a Level 3 since the 2018-19 testing cycle. Therefore, AMS is one of the four schools in ACPs on the VDOE Level 3: 4-Year Watch List.</p>	3	<p>SMART Goal(s): According to the 2021-2022 SOL testing cycle as reported by our VDOE school quality profile, AMS all students (50.7%), will meet and/or exceed the passing percentage in <u>Writing (75%)</u>. This is a school-wide goal for all student in grades 6-8. AMS will use the raw data to meet/exceed the R10 and/or state targets in English, Math, and Science using the data chart on the third page at the beginning of this document.</p>
	<p>VDOE School Quality Profile Data Driven Analysis of the 2020-2021 SOL Testing Cycle (MATH)</p>		
2	<p>SMART Goal(s): According to the 2021-2022 SOL testing cycle as reported by our VDOE school quality profile, AMS achievement gap groups (SWD- 65.22%), will meet and/or exceed the passing percentage in <u>Math (70%)</u> or within 5-10 points meeting the (R10). AMS will use the raw data to meet/exceed the R10 and/or state targets in English, Math, and Science using the data chart on the third page at the beginning of this document.</p>	4	<p>According to the 2021-2022 SOL testing cycle as reported by our VDOE school quality profile, AMS all students (58.46%), will meet and/or exceed the passing percentage in <u>Science (70%)</u> or within 5-10 points meeting the (R10). AMS will use the raw data to meet/exceed the R10 and/or state targets in English, Math, and Science using the data chart on the third page at the beginning of this document.</p>

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ACTION PLAN

1. VDOE Essential Action/Research-Based Strategy:

Plan, implement, and monitor Professional Development for English teachers on aligning the written, taught, and tested curriculum to the SOL Curriculum Framework in content and cognition.

Focus Area (Domain(s)/Student Group(s))	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evaluation/Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
English Subgroup: Students with Disabilities Writing Subgroup: All Students	Administration will provide and monitor professional development to English teachers on the alignment of the written, taught, and assessed curriculum.	Title I Code 5000 (2022-2023)	Administration Reading Specialist Professional Consultant	Ongoing through 2022-2023	Grades 6-8 SWD Cohort Precipitating Factors Document Tracking: Who are these students? Attendance Discipline Student Goal Setting IEP and LEP Implementation	Administration Reading Specialist
	Grade level English/SPED teachers will collaborate during their planning at least once a week to co-plan and write lessons with SPED and ELL staff applying the VDOE Lesson Planning PD strategies.	Title I Code 5000 (2022-2023)	All English teachers Special Education Teachers Administration Title I Team Classroom Teachers Special/ELL Teachers	Ongoing through 2022-2023		Administration English Teachers Special Education Teachers
	Instructional leadership team will monitor and track the progress of the SWDs cohort in grades 6-8 who have not passed the SOL for consecutive years					
	ODU- TTAC and the ACPS Special Ed. Instructional Coach will partner with AMS admin to provide PD to general education and SPED staff.					

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2. VDOE Essential Action/Research-Based Strategy:

Implement and monitor a process to review and provide feedback on English lesson plans (and all subjects) and lesson delivery are aligned to the cognitive level of the standard.

Focus Area (Domain(s)/Student Group(s))	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evaluation/Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
<u>Math</u> Subgroup: Students with Disabilities	Administration will provide and monitor professional development to Math teachers on the alignment of the written, taught, and assessed curriculum.	Title I Code 5000 (2022- 2023)	Administration Professional Consultant	Ongoing through 2022- 2023	-VDOE Curriculum Framework, Blueprints, Enhanced Scope and Sequence Lesson Plans -Teacher Sign in Sheets -Weekly Lesson Plans -Lesson Plan Feedback Tool Completed by Administration	Administration Classroom Teachers Special Education Teachers ELL Teachers
<u>Math</u> Subgroup: Students with Disabilities	Grade level Math/SPED teachers will collaborate during their planning at least once a week to co-plan and write lessons with SpEd and ELL staff applying the VDOE Lesson Planning PD strategies.	Title I Code 5000 (2022- 2023)	All Math teachers Special Education Teachers Administration Title I Team Classroom Teachers Special/ELL Teachers	Ongoing through 2022- 2023	-VDOE Curriculum Framework, Blueprints, Enhanced Scope and Sequence Lesson Plans -Teacher Sign in Sheets -Weekly Lesson Plans -Lesson Plan Feedback Tool	Administration Classroom Teachers Special Education Teachers ELL Teachers

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				Completed by Administration	
				Grades 6-8 SWD Cohort Precipitating Factors Document Tracking: Attendance Discipline Student Goal Setting IEP and LEP Implementation	
<u>Math</u> Subgroup: Students with Disabilities	Instructional leadership team will monitor and track the progress of the SWDs cohort in grades 6-8 who have not passed the SOL for consecutive years	Title I Code 5000 (2022- 2023)	All Math teachers Special Education Teachers Administration Title I Team Classroom Teachers Special/ELL Teachers	Ongoing through 2022- 2023 Grades 6-8 SWD Cohort Precipitating Factors Document Tracking: Who are these students? Attendance Discipline Student Goal Setting IEP and LEP Implementation	Administration Classroom Teachers Special Education Teachers ELL Teachers

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ACTION PLAN

3. VDOE Essential Action/Research-Based Strategy:

Develop and implement a plan for high academic expectations for students, ensuring the delivery of instruction that addresses students' knowledge and skill gaps while providing grade-level appropriate skills

Focus Area [Domain(s)/Student Group(s)]	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evaluation/Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Writing Subgroup: All Students	English content teachers will increase student vocabulary development and reading/writing in all grade levels with use of annual online subscription to Membean, Inc.	Title I Code 3000 (2022-2023) \$5,000.00	Admin, All content teachers, Reading Specialist, Title I Resource Teacher	Ongoing through 2020-2023	-Subscription to Membean (\$4620) -Membean Progress and Student Reports -Teachers' Student Data Collections	Admin, All content teachers, Reading Specialist, Title I Resource Teacher, Students
Writing Subgroup: All Students	Content teachers will provide opportunities for prompt writing (VDOE Writing Prompts) and written responses across the curriculum and in all grades.	N/A	Admin, All Content Teachers, Reading Specialist, Students	Ongoing through 2022- 2023	-VDOE 4 writing prompts for 6 th grade; -VDOE 4 prompts for 7 th grade -Portfolios (hardcopies) will follow students from grade to grade.	Admin, English teachers, Reading Specialist, Students

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Reading Subgroup: Black Students	Content teachers will provide alternative reading materials to include e-books and online reading platforms.	Equalization Funds 2022-2023	Admin, All Content Teachers, Reading Specialist, Students	Ongoing through 2022-2023	-High Interest/ Low level Texts -High Interest/ High Level Texts	Admin, English teachers, Reading Specialist, Students
Reading Subgroup: Students with Disabilities	Content teachers will provide time for sustained silent reading and high interest (access) to grade level appropriate materials/resources. (Ex: <i>freating</i> , <i>commonlit</i> , <i>e-books</i> , <i>Epic!</i> , <i>e-library cards</i> , etc.	Equalization Funds 2022-2023 Title I 2022-2023: Code 6000	Admin, All Content Teachers, Reading Specialist, Students	Ongoing through 2022-2023	-High Interest/ Low level Texts -High Interest/ High Level Texts	Admin, English teachers, Reading Specialist, Students
4. VDOE Essential Action/Research-Based Strategy: Expand and develop community partnerships and communication that provide learning opportunities with an intentional outcome of student achievement.						
Focus Area Communication	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (beginning to End Dates)	Evaluation/Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Community Partnerships to focus on school image, students, all stakeholders to promote a positive school community.	Seek support and sponsorship of the local community to serve as stakeholders to the AMS staff/students Seek community professionals to serve as models for students (NASA, tutoring, role models, outreach)	Title I Code 6000 for communication materials and resources	All teachers/ admin/staff AMS Administration, front office staff, school-wide leadership team, Title I Staff	Ongoing through 2022-2023	Business partner list, mentors, documentation of events, student behavior data, student achievement data	Principal, Assistant Principals, Principal Designee, Community Partnership School Committee, Leadership Team (Include Title I Staff), Classroom Teachers

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School Communication	Ensure effective communication of all school resources, events, information pertaining to staff and students from the building administration. Ensure that teachers keep ongoing communication referencing grades and behaviors to parents/ families using monthly parent communication logs and Power School log entries (for excessive student discipline/ absenteeism, grades, etc).			Ongoing through 2022-2023	Binder/ Portfolio of all Communication Tools <u>Printed Documents:</u> Social Media Outlets for Parent and Student Information- AMS Facebook Page, AMS school website, Classroom Teacher Monthly Parent Contact Logs	Principal, Assistant Principals, Principal Designee, Community Partnership School Committee, Leadership Team (include Title I Staff), Classroom Teachers
5. VDOE Essential Action/Research-Based Strategy Create and sustain a safe and orderly environment to promote the academic achievement and success of all students.						
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Learning Loss: Student Behavior	Creation and development of the AMS student handbook/ code of conduct with adherence to COVID-19 safety protocols and consequences for noncompliance	Title I Allocation for Parent /Family Engagement (Payment based on final quote from company)	Admin, Teacher, Students, Parents	Ongoing through 2022-2023	Student Handbook/Code of Conduct Parent/Family Signed Receipt	Admin, Teacher, Students, Parents
Learning Loss: Student Behavior	Implement and monitor with fidelity Positive Behavioral Interventions & Support Strategies "Panther Pride"		Admin, Teacher, Students, Parents	Ongoing through 2022-2023	Monthly Student Discipline Reports from Admin/Teachers to note decreases in school-wide discipline and student subgroups	Admin, "Panther Pride" Committee

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	Committee will monitor data (team meets monthly) through SWIS- Suites.				(Blacks/SWDs) with regards to ISS and OSS	
Learning Loss: Student Academics	Close achievement gaps in learning from the 2021-2022 SOL testing cycle to improve student performance classroom instruction: Tier II Intervention: Remediation for specific needs groups for English and Math in Grades 6-8. (Student Cohorts who scored between 350-399 on 2021-22 SOL tests)	Title I Code 1000 Stipends for Teacher Remediation during Planning Periods	Admin, Teacher, Students, Title I Staff	Ongoing through 2022-2023	Student Grades, Student Summative Assessment Results, Teacher Differentiated Lesson Plans specific to the VDOE: SPBQ documents	Admin, Teacher, Students, Parents

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6. VDOE Essential Action/Research-Based Strategy Focused Area- Professional Development Provide, monitor, and integrate professional development opportunities for teachers to improve student learning in grades 6-8 Tier I instruction.

Focus Area [Domain(s)/Student Group(s)]	Action Steps	Title I, Part A, Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evaluation/Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Professional Development: VDOE – Lesson Planning for ACPS teachers	Provide, monitor, and guide the lesson planning process for all AMS teachers to ensure alignment of the VDOE previous PD to ACPS admin. (1. narrowing the focus of the lesson in the block to qualify that the SOL objective is delivered and assessed so that all students can demonstrate understanding, proficiency, mastery) (2. ensuring the lesson planning process includes alignment to the written, taught, and assessed curriculum)	Title I Code 1000: Continued Teacher PD Stipends on Teacher Guidance of VDOE Lesson Planning (follow up from August admin training)	Admin, AMS Teachers	Ongoing through 2022-2023	-Teacher PD Sign In Sheets -Teacher Lesson Plans -Admin Lesson Plan Feedback Tool	Admin and AMS Teachers Admin Attendance at all grade level team meetings to guide the lesson planning process
Professional Development: New Teacher Coaching and Guidance	Provide, monitor, and guide all new teachers on effective best practices in classroom instruction and classroom management/discipline in order to fully support their	Title I Code 1000: Stipends for New Teacher PD to include substitutes for peer coaching	Admin, AMS New Teachers, Title I Staff, ACPS District New Teacher Mentoring Department	Ongoing through 2022-2023	-New Teacher PD Sign In Sheets -New Teacher PD Agendas -Building Principal Documentation of New Teacher Supports	Admin, AMS New Teachers, Title I Staff, ACPS District New Teacher Mentoring Dept

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	first year experiences as we strive for retention of new staff and improved student learning.	and veteran peer observations				(as often as necessary based on needs of individual new teachers)
Professional Development: Co- Teaching Practices and Modules	Provide, monitor, and guide all SPED, ESL, and content teachers on effective inclusion practices in classroom as we strive to improve student learning especially of our students with disabilities.	Title I Code 1000: Stipends for SPED and Content Teachers PD for the Co Teaching Modeled Program and Practices	Admin, AMS Content Teachers, SPED Staff, ESL Staff, etc	Ongoing through 2022-2023	-PD Sign In Sheets -PD Agendas -Building Principal Documentation of Content Teacher, SPED teacher, ESL, and IA Supports	Admin, AMS Content Teachers, SPED Staff, ESL Staff, etc

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