Throughout Campbell’s journey to develop into a highly effective professional learning community, a focus on continuous improvement has been key. Each year since implementation in 2015, Campbell Elementary has participated in School Improvement Reviews (SIRs) to reflect upon our current state and develop action plans for moving forward. These events specifically focused on a process of collective inquiry to determine practices that were demonstrating positive student results and determine practices which were not. During the first three years, Campbell completed SIRs individually. During year four, we have transitioned the process to include multiple schools in the district and developed a structure that pushes the collective inquiry process to include substantially more ideas. These SIRs lead all schools involved to engage in deeper learning and are action oriented by nature. Four schools within the district meet multiple times during the school year to focus on our PLC continuum and develop action steps with one another. This year, with the assistance of colleagues, Campbell has developed an action plan to re-evaluate our vertical Literacy Continuum with all grade-levels. The development of an instructional focus that aligns all activities to; See it, Read it, Prove It, has been put in place.

Each year, continuous improvement has been vital to move forward. In year one, collaborative teams began the work of a professional learning community focusing specifically in the content area of reading which data showed was an area of need. Teams began engaging with the four questions by determining horizontally the essential skills students needed to learn at each grade-level. As we progressed through this work we realized that vertical alignment of these essential learnings was vital to truly create a guaranteed and viable curriculum throughout our system. To accomplish this, professional learning was set aside to look at the intended curriculum during each unit of study and to what level students were learning it throughout the school year. After developing this literacy understanding as a staff, we were ready to more accurately develop essential learnings at each grade-level that would become our guaranteed and viable curriculum.

Year two of implementation involved the creation of clear tights which were cooperatively developed by the staff. These tights were aligned to each stand of the PLC continuum. Also, during this year, we increased our knowledge around the pyramid of interventions. We began to look at our master calendar differently and set aside time each day that would be solely used for student intervention. The development of this intervention time, forced us to examine our use of assessment that determined who needed intervention and what students were to learn.

As we began the third year in our journey, we realized we had not yet developed a system to track our efforts. For this reason, teams created SMART goals aligned to nationally-normed assessments. Growth towards these individual, class and school goals were celebrated and recognized on a frequent basis. Year three also led to a substantial refinement of our pyramid of intervention. Previously, we had set aside a single time daily for intervention. Adjustments to our master schedule allowed for daily Tier 1, Tier 2, and Tier 3 intervention. Tier 1 occurs across the grade-level provided by classroom teachers in response to CFA’s. Tier 2 is a shared responsibility by grade-level and special service providers responding to Common Interim Assessments (CIA’s) at the conclusion of units of study. Whereas, Tier 3 occurs at the same time across multiple grade levels with the support of almost all staff members during the instructional segment.

As the 2018-19 school year began, the benefits of Campbell’s work began to demonstrate a noticeable improvement in students performance. In recognition of this student growth, Campbell Elementary was selected by the Colorado Department of Education (CDE) for the 2018 Governor's Distinguished Improvement Award. The Governor’s Distinguished Improvement Award is given to schools that demonstrate exceptional student growth in Colorado. School performance frameworks are used by the state to evaluate schools and the award is given to those which "exceed" expectations on indicator(s) related to longitudinal academic growth and "meet or exceed" expectations on the indicator(s) related to academic growth gaps. Of the over 1,800 schools in Colorado, this year 105 were selected for the Governor’s Distinguished Improvement Award.