

Campbell - School Action Plan - 2023-24 to 2025-26
Principal: Maureen Nesselrode

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - Math SOL Pass Rates Hispanic -56% English Learners - 53% Students With Disabilities - 29% Economic Disad - 57%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>MATH SOL By 2026, 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 57% to at least a 70%, reducing the gap from 17% to 11% EL - Increase pass rate from 53% to at least a 69%, reducing the gap from 21% to 12% SWD - Increase pass rate from 29% to at least a 62%, reducing the gap from 45% to 19% Econ. Disadv. - Increase pass rate from 57% to at least a 71%, reducing the gap from 17% to 10%"</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, 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 56% to at least 63%, reducing the gap from 17% to 13% English Learners - Increase pass rate from 53% to at least 61%, reducing the gap from 20% to 15% Students With Disabilities - Increase pass rate from 29% to at least 45%, reducing the gap from 44% to 31% Economic Disadv - Increase pass rate from 57% to at least 64%, reducing the gap from 16% to 12%</p>		
Annual Performance Goal Year 2 (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> <p>Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 13% to 11% EL - Increase pass rate from 61% to at least 65%, reducing the gap from 15% to 13% SWD - Increase pass rate from 45% to at least 55%, reducing the gap from 31% to 23% Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 12% to 11%</p>		
Annual Performance Goal Year 3 (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> <p>Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 11% to 10% EL - Increase pass rate from 65% to at least 69%, reducing the gap from 13% to 12% SWD - Increase pass rate from 55% to at least 62%, reducing the gap from 23% to 18% Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 10% to 9%</p>		

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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY

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<p>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)</p>	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.
<p>Tier 3: * Structured intervention block in addition to core ELA block</p>	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.
<p>Professional Learning - Focus on co-teaching model during CKLA instruction to provide EL and sped services during CKLA in gen ed. settings</p>	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.

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By 2026, at least 66% 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 (2023-24)	By June 2024, at least 52% of students with disabilities will spend 80% or more of their school day in a general education setting
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 59% of students with disabilities will spend 80% or more of their school day in a general education setting
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 66% 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-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students
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
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 co-teaching during CKLA.	2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To			

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Goal #4	Engaged Workforce				
Strategic Plan Goal Area	Engaged Workforce				
Strategic Plan Performance Objectives	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.				
Baseline Data	2022- YVM 50% of staff responded favorably to the question of having the materials they need to do their best work	Identify if goal is required based on state or federal requirements, or other guidelines			
3 Year Performance Goal					



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Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Action 1 (Welcoming All Families):</p> <p>Continue to provide a welcoming school environment that allows for access and reduce barriers to engagement utilizing strategies and resources, such as: child care, multilingual engagement, including translation and flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)</p>	1	Tier 4: Demonstrates a Rating of 4	Fall 2023	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 3 parent conferences per year and home visits in PreK.)</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	Tier 4: Demonstrates a Rating of 4	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</p>					

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Exit Tickets		School based survey	YVM
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Goal #6	Chronic Absenteeism
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Strategic Plan Goal Area	Student Well-Being
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Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.
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Baseline Data	2022-23- Chronic Absenteeism rate was 19.41%	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 - School Quality Indicator for Chronic Absenteeism
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3 Year Performance Goal

By 2026, reduce chronic absenteeism to at least 13%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	By June 2024, reduce chronic absenteeism to at least 17%
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Annual Performance Goal Year 2 (2024-25)	By June 2025, reduce chronic absenteeism to at least 15%
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Annual Performance Goal Year 3 (2025-26)	By June 2026, reduce chronic absenteeism to at least 13%
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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	
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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.			Monthly-starting in Sept.		

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Students with chronic absences will be referred to the SST process.	4	ESSA Tier 3: Promising Evidence	Monthly-starting in Sept.		