

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

<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 - Math SOL Pass Rates  Hispanic -56% English Learners - 53% Students With Disabilities - 29% Economic Disad - 57%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<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>			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	<p><b>By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></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>		
<b>Annual Performance Goal Year 2 (2024-25)</b>	<p><b>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <p><b>Hispanic</b> - Increase pass rate from 63% to at least 67%, reducing the gap from 13% to 11%  <b>EL</b> - Increase pass rate from 61% to at least 65%, reducing the gap from 15% to 13%  <b>SWD</b> - Increase pass rate from 45% to at least 55%, reducing the gap from 31% to 23%  <b>Econ. Disadv.</b> - Increase pass rate from 64% to at least 68%, reducing the gap from 12% to 11%</p>		
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p><b>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <p><b>Hispanic</b> - Increase pass rate from 67% to at least 70%, reducing the gap from 11% to 10%  <b>EL</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 13% to 12%  <b>SWD</b> - Increase pass rate from 55% to at least 62%, reducing the gap from 23% to 18%  <b>Econ. Disadv.</b> - 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

<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, at least 52% of students with disabilities will spend 80% or more of their school day in a general education setting
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, at least 59% of students with disabilities will spend 80% or more of their school day in a general education setting
<b>Annual Performance Goal Year 3 (2025-26)</b>	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

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### 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

<b>Strategic Plan Measures (Dropdown) - To</b>			







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Exit Tickets		School based survey	YVM
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<b>Goal #6</b>	<b>Chronic Absenteeism</b>
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<b>Strategic Plan Goal Area</b>	Student Well-Being
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<b>Strategic Plan Performance Objectives</b>	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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<b>Baseline Data</b>	2022-23- Chronic Absenteeism rate was 19.41%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 - School Quality Indicator for Chronic Absenteeism
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<b>3 Year Performance Goal</b>
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By 2026, reduce chronic absenteeism to at least 13%

<b>Annual Performance Goals</b>
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<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, reduce chronic absenteeism to at least 17%
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<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, reduce chronic absenteeism to at least 15%
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<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, reduce chronic absenteeism to at least 13%
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<b>Strategic Plan Strategies</b>
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<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
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<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	
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<b>Action Steps</b>
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<b>Action Steps</b>	<a href="#"><u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u></a>	<a href="#"><u>ESSA EVIDENCE TIER (1-4)</u></a>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
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.		