

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	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * 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 workshop structures to regularly meet with the students in targeted small groups.	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Dreambox (assigned lessons only) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 * In addition to the regular math-block, small group intervention 4-5x weekly using research based programs/strategies (ex. Bridges, Fraction Face off) * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. communication within the PLC regarding interventions	3	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning: Ongoing support for teachers providing research based interventions to students who are identified as basic or below basic.	2	ESSA Tier 1: Strong Evidence		Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

Progress Monitoring

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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)
School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

Goal #2	Reading - 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 - SOL Black - Pass 72% (opp. gap 2%) Hispanic- Pass 57% (opp. gap 17%) EL- Pass 53% (opp. gap 21%) SWD- Pass 29% (opp. gap 45%) Econ. Disadv- Pass 57% (opp. gap 17%)	Identify if goal is required based on state or federal requirements, or other guidelines	
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 64% to at least a 68%, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 52% to at least a 60%, reducing the gap from 20% to 15% EL - Increase pass rate from 44% to at least a 54%, reducing the gap from 28% to 20% SWD - Increase pass rate from 42% to at least a 53%, reducing the gap from 30% to 21% Econ. Disadv. - Increase pass rate from 55% to at least a 62%, reducing the gap from 17% to 13%			
Annual Performance Goals			

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Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 64% to at least a 68%, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 52% to at least a 60%, reducing the gap from 20% to 15% EL - Increase pass rate from 44% to at least a 54%, reducing the gap from 28% to 20% SWD - Increase pass rate from 42% to at least a 53%, reducing the gap from 30% to 21% Econ. Disadv. - Increase pass rate from 55% to at least a 62%, reducing the gap from 17% to 13%</p>
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 68% to at least a 71%, reducing the gap from 7% to 6% Hispanic - Increase pass rate from 60% to at least a 64%, reducing the gap from 15% to 13% EL - Increase pass rate from 55% to at least a 62%, reducing the gap from 20% to 15% SWD - Increase pass rate from 55% to at least a 62%, reducing the gap from 20% to 15% Econ. Disadv. - Increase pass rate from 62% to at least a 66%, reducing the gap from 13% to 11%</p>
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 71% to at least a 74%, reducing the gap to 6% Hispanic - Increase pass rate from 64% to at least a 68%, reducing the gap from 13% to 12% EL - Increase pass rate from 62% to at least a 66%, reducing the gap from 15% to 14% SWD - Increase pass rate from 62% to at least a 66%, reducing the gap from 15% to 14% Econ. Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 11% to 10%</p>

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
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
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (Haggerty, Foundations and/or OG) * Implement CKLA in K-5 for language comprehension	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.

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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.

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	Reading 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)	
<p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>		<p>School level DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
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.		
Baseline Data	2022-23 - 52% favorable response	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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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 determine if goal was achieved	M-SWB-6- % of time SPED students spend in GenEd environments	Results of Progress (End of Year)	Spring 2024 YVM & Spring 2026 YVM
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)
LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard

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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					
By 2026, at least 94% classroom teachers will report that they have the resources to support SEL instruction (connects to YVM question on having materials/resources do their best work)					
Annual Performance Goals					
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 90% classroom teachers will report that they have the resources to support SEL instruction (connects to YVM question on having materials/resources do their best work)				
Annual Performance Goal Year 2 (2024-25)	By June 2024, at least 92% classroom teachers will report that they have the resources to support SEL instruction (connects to YVM question on having materials/resources do their best work)				
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 94% classroom teachers will report that they have the resources to support SEL instruction (connects to YVM question on having materials/resources do their best work)				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.				
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
Student services PLC will continue to meet weekly to discuss student needs, interventions, data, and success of interventions.	4	ESSA Tier 3: Promising Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
-Continue to provide a SEL lead teacher to support school wide programming. -Continue to provide small group SEL and mental health interventions for students.	4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	
-Provide mindfulness strategies to Interlude students. -Incorporate EL habits of a learner into expeditions.	4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	

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Purchase Responsive Classroom SEL curriculum materials to support SEL instruction.	4	ESSA Tier 3: Promising Evidence	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team
Progress Monitoring				
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-6- YVM Staff: Engagement Results	Results of Progress (End of Year)	YVM	
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)	
SEL Survey	School Survey	SEL Survey	YVM	

Goal #5		Partnerships		
Strategic Plan Goal Area	Partnerships			
Strategic Plan Performance Objectives	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.			
Baseline Data	2022- YVM 85% favorable response by parents on category: Family Engagement	Identify if goal is required based on state or federal requirements, or other guidelines	Title 1	
3 Year Performance Goal				
By 2026, 90% of families will respond favorably on student and family engagement on the YVM survey results.				
Annual Performance Goals				
Annual Performance Goal Year 1 (2023-24)	By 2026, 90% of families will respond favorably on student and family engagement on the YVM survey results.			
Annual Performance Goal Year 2 (2024-25)	By 2025, maintain at least 90% of families responding favorably on student and family engagement on a school based survey			
Annual Performance Goal Year 3 (2025-26)	By 2026, 90% of families will respond favorably on student and family engagement on the YVM survey results.			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -				
Action Steps				

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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 about what their students are learning by sharing academic progress and data, provide parents with tips and resources to help students learn, and share curriculum and student progress with after school programs. (Example include grade level expeditio showcases, community meeting, math night, STEM events, literacy events and parent teacher conferences.)</p>	2	SA Tier 3: Promising Evidence	Sept-June	Classroom teachers and ILT	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
Progress Monitoring					
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)		YVM	
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)	

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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.	Assistant Principal, Student Service PLC	Principal will monitor by conducting check-ins with Assitant Principal and Attendance Team and

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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.	Assistant Principal and attendance team	Attendance team and periodic review of SST referrals
Attendance plans will be put in place	4	ESSA Tier 3: Promising Evidence	Monthly-starting in Sept.	Assistant Principal and attendance team	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-14- Attendance	Results of Progress (End of Year)	Attendance Data
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)
Attendance data	Attendance data	Attendance data	Attendance data