

**Kenmore - School Action Plan - 2023-24 to 2025-26**  
**Principal: David McBride**

<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>	<b>Spring 2023 - SOL - Math</b>  Black - Pass 60% (opp. gap 6%) Hispanic - Pass 49% (opp. gap 17%) EL - Pass 35% (opp. gap 31%) SWD - Pass 41% (opp. gap 27%) Econ. Disadv - Pass 51% (opp. gap 15%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<b>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>			
<b>Black</b> - Increase pass rate from 62% to at least 72%, reducing the gap from 6% to 4% <b>Hispanic</b> - Increase pass rate from 50% to at least 69%, reducing the gap from 18% to 8% <b>EL</b> - Increase pass rate from 36% to at least 65%, reducing the gap from 32% to 12% <b>SWD</b> - Increase pass rate from 41% to at least 65%, reducing the gap from 27% to 12% <b>Econ. Disadv.</b> - Increase pass rate from 52% to at least 68%, reducing the gap from 16% to 9%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	<b>By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  Black - Increase pass rate from 62% to at least 66%, reducing the gap from 6% to 5% Hispanic - Increase pass rate from 50% to at least 59%, reducing the gap from 18% to 12% EL - Increase pass rate from 36% to at least 49%, reducing the gap from 32% to 22% SWD - Increase pass rate from 41% to at least 53%, reducing the gap from 27% to 19% Econ. Disadv. - Increase pass rate from 52% to at least 60%, reducing the gap from 16% to 11%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	<b>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  Black - Increase pass rate from 66% to at least 69%, reducing the gap from 0% to 5% Hispanic - Increase pass rate from 59% to at least 65%, reducing the gap from 12% to 9% EL - Increase pass rate from 49% to at least 58%, reducing the gap from 22% to 16% SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 18% to 13% Econ. Disadv. - Increase pass rate from 60% to at least 64%, reducing the gap from 11% to 10%		

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<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>Black - Increase pass rate from 69% to at least 72%, reducing the gap from 5% to 4%          Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap from 9% to 8%          EL - Increase pass rate from 58% to at least 65%, reducing the gap from 16% to 12%          SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 13% to 12%          Econ. Disadv. - Increase pass rate from 64% to at least 68 %, reducing the gap from 10% to 9%</p>
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### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will begin to use math workshop structures within each unit. * Every student will begin to meet regularly meet the teacher in targeted small group. . * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * 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 students 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. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Tier 3 * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities. * Use very straight-forward, explicit Instruction by breaking down mathematical concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

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Professional Learning: Continued PL on Math Workshop; grouping and re-grouping for instruction; NWEA assessment delivery analysis of results		Sept - June, ongoing	Administrators, Math Coach	
Progress Monitoring				
<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-3- Math SOLs	<b>Results of Progress (End of Year)</b>	Math SOL	
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>	
School level- NWEA - MAP Growth  Teacher/CLT/Grade -VGA -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 -VGA -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		
<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>	<b>Spring 2023 - SOL - English</b>  Black - Pass 62% (opp. gap 5%) Hispanic - Pass 49% (opp. gap 18%) EL - Pass 20% (opp. gap 47%) SWD - Pass 42% (opp. gap 26%) Econ. Disadv - Pass 51% (opp. gap 16%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 performance rating for VDOE School Quality Indicator - English - Achievement Gaps
3 Year Performance Goal			

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**By June 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 74%, reducing the gap from 4% to 3%
- Hispanic** - Increase pass rate from 51% to at least 69%, reducing the gap from 17% to 8%
- EL** - Increase pass rate from 22% to at least 61%, reducing the gap from 46% to 16%
- SWD** - Increase pass rate from 42% to at least 65%, reducing the gap from 26% to 12%
- Econ. Disadv.** - Increase pass rate from 53% to at least 68%, reducing the gap from 15% to 8%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	<p><b>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <ul style="list-style-type: none"> <li><b>Black</b> - Increase pass rate from 64% to at least 68%, reducing the gap to 4%</li> <li><b>Hispanic</b> - Increase pass rate from 51% to at least 59%, reducing the gap from 17% to 12%</li> <li><b>EL</b> - Increase pass rate from 22% to at least 41%, reducing the gap from 46% to 30%</li> <li><b>SWD</b> - Increase pass rate from 42% to at least 53%, reducing the gap from 26% to 18%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 53% to at least 61%, reducing the gap from 15% to 10%</li> </ul>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<p><b>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <ul style="list-style-type: none"> <li><b>Black</b> - Increase pass rate from 68% to at least 71%, reducing the gap from 4% to 3%</li> <li><b>Hispanic</b> - Increase pass rate from 59% to at least 66%, reducing the gap from 12% to 8%</li> <li><b>EL</b> - Increase pass rate from 41% to at least 53%, reducing the gap from 30% to 21%</li> <li><b>SWD</b> - Increase pass rate from 53% to at least 61%, reducing the gap from 18% to 13%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 61% to at least 65%, reducing the gap from 10% to 9%</li> </ul>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p><b>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <ul style="list-style-type: none"> <li><b>Black</b> - Increase pass rate from 71% to at least 74%, reducing the gap from 3% to 3%</li> <li><b>Hispanic</b> - Increase pass rate from 66% to at least 69%, reducing the gap from 8% to 8%</li> <li><b>EL</b> - Increase pass rate from 53% to at least 61%, reducing the gap from 21% to 16%</li> <li><b>SWD</b> - Increase pass rate from 61% to at least 65%, reducing the gap from 13% to 12%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 65% to at least 68%, reducing the gap from 9% to 8%</li> </ul>

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Explicit vocabulary Instruction-all content areas * Utilize strategies from Aspire Training and Staff Development in adolescent reading	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

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Tier 2: * Core phonics in Reading Strategies Class * Lexia powerup / (Lexia English for EL 1 & 2) *Multisyllable Routine- Phonics Lessons (Phonics Lesson Library)	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.
Tier 3: * Teach students routine they can use to decode multisyllabic words * Immersive Reader, ed tech access for read aloud/translations *Teach a routine to determine the gist of the texts	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<b>Professional Learning</b> -ASPIRE training; 95% Group reading training; NWEA Universal Screener training	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

### 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)
<b>School level-NWEA;</b> DIBELS for Special Education reading goal on their IEP  <b>Teacher/CLT/Grade-</b> -Formative & Summative Common Assessments [Mastery Connect] -1st Quarter ELA Assessment [Mastery Connect based on Quarter 1 ELA Standards] -VGA for taught standards	<b>School level-NWEA;</b> DIBELS for Special Education reading goal on their IEP  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] (?) -2nd Quarter ELA Assessment [Mastery Connect based on Quarter 2 ELA Standards ?] -VGA for taught standards"	<b>School level-</b> DIBELS for Special Education reading goal on their IEP  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] --3rd Quarter ELA Assessment [Mastery Connect based on Quarter 3 ELA Standards]	<b>School level</b> NWEA & DIBELS for Special Education reading  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect]  -Reading SOL

<b>Goal #3</b>	<b>Student Well-Being</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.		
<b>Baseline Data</b>	2022-23, 53% of students with disabilities spend 80% or more of their school day in a general education setting	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2026, at least 70% of students with disabilities will spend 80% or more of their school day in a general education setting			

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#### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, at least 60% 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 65% 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 70% 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-1-Integrate culturally relevant concepts and practices into all levels of school interactions.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 Provide explicit and systematic instruction utilizing elements of explicit instruction and Universal Design for Learning (UDL) .	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 Provide targeted and explicit instruction aligned to student's IEP goals and other areas of need.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 Reconvene IEP team to consider additional supports/resources	Sept-June, Ongoing	Admin, All Staff	
<b>Professional Learning</b> Preservice presentation on inclusion; inclusive practices overview with all staff; Special Education Department Chair meets monthly with case carriers to review best practices on inclusion	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal and APs will monitor by reviewing LRE dashboard monthly and meetings with SpEd Dept Chair and Director of Secondary Special Education

#### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-6- % of time SPED students spend in GenEd environments	<b>Results of Progress (End of Year)</b>	LRE/Inclusion Dashboard
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
LRE/Inclusion Dashboard	LRE/Inclusion Dashboard	LRE/Inclusion Dashboard	LRE/Inclusion Dashboard

**Goal #4**

**Science - Opportunity Gaps**

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<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>	<b>Spring 2023 - SOL - Science</b>	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
	Black - Pass 42% (opp. gap 19%) Hispanic - Pass 40% (opp. gap 21%) EL - Pass 14% (opp. gap 47%) SWD - Pass 45% (opp. gap 23%) Econ. Disadv. - Pass 38% (opp. gap 23%)		
<b>3 Year Performance Goal</b>			
By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
Black - Increase pass rate from 42% to at least 65%, reducing the gap from 19% to 7% Hispanic - Increase pass rate from 40% to at least 64%, reducing the gap from 21 % to 8% EL - Increase pass rate from 14% to at least 59%, reducing the gap from 47% to 13% SWD - Increase pass rate from 45% to at least 66%, reducing the gap from 16% to 5% Econ. Disadv. - Increase pass rate from 38% to at least 65%, reducing the gap from 23% to 6%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	<b>By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Black</b> - Increase pass rate from 42% to at least 53%, reducing the gap from 19% to 12% <b>Hispanic</b> - Increase pass rate from 40% to at least 52%, reducing the gap from 21 % to 13% <b>EL</b> - Increase pass rate from 14% to at least 37%, reducing the gap from 47% to 28% <b>SWD</b> - Increase pass rate from 45% to at least 55%, reducing the gap from 16% to 10% <b>Econ. Disadv.</b> - Increase pass rate from 38% to at least 51%, reducing the gap from 23% to 14%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	<b>By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Black</b> - Increase pass rate from 53% to at least 61%, reducing the gap from 12% to 7% <b>Hispanic</b> - Increase pass rate from 52% to at least 60%, reducing the gap from 13 % to 8% <b>EL</b> - Increase pass rate from 37% to at least 50%, reducing the gap from 28% to 18% <b>SWD</b> - Increase pass rate from 55% to at least 63%, reducing the gap from 10% to 6% <b>Econ. Disadv.</b> - Increase pass rate from 51% to at least 59%, reducing the gap from 14% to 9%		
<b>Annual Performance Goal Year 3 (2025-26)</b>	<b>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>  <b>Black</b> - Increase pass rate from 61% to at least 65%, reducing the gap from 7% to 7% <b>Hispanic</b> - Increase pass rate from 60% to at least 64%, reducing the gap from 8% to 7% <b>EL</b> - Increase pass rate from 50% to at least 59%, reducing the gap from 18% to 13% <b>SWD</b> - Increase pass rate from 63% to at least 66%, reducing the gap from 5% to 5% <b>Econ. Disadv.</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 9% to 6%		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			

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#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * Implement science curriculum using district-wide adopted resources. * Provide laboratory investigation in each unit. * All middle schools implement independent research progression model.	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2</b> * Complete unit benchmark assessments. * Participate in weekly Science CLT * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students.	Sept-June, Ongoing	Admin, All Staff	
<b>Tier 3</b> * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students.	Sept-June, Ongoing	Admin, All Staff	
<b>Professional Learning</b> *Mastery Connect session with science teachers to create grade level formative assessments based on the standards tested on the cumulative Grade 8 Science Test	Sept-June, Ongoing	Admin, All Staff	Principal & AP's will monitor through check-ins with Science Dept., Chair and Science Office

#### Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-18- Subject Specific Formative Assessments	Results of Progress (End of Year)	
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)
<b>School wide</b> Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit <b>Teacher/CLT/Grade</b> Common formative and summative assessments	<b>School wide</b> Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit <b>Teacher/CLT/Grade</b> Common formative and summative assessments	<b>School wide</b> -Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit -Mid-Year Benchmark Grades 6-8 <b>Teacher/CLT/Grade</b> Common formative and summative assessments	<b>School wide</b> Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit <b>Teacher/CLT/Grade</b> Common formative and summative assessments

Goal #5	Chronic Absenteeism		
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	16.42 Chronic Absenteeism rate for 2022-23	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 performance rating for VDOE School Quality Indicator - Chronic Absenteeism



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### 3 Year Performance Goal

By June 2026, reduce chronic absenteeism to at least 10.5%.

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, reduce chronic absenteeism to at least 14.5%.
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, reduce chronic absenteeism to at least 12.5%
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, reduce chronic absenteeism to at least 10.5%.

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Weekly Admin Team meetings to review Insights Attendance Watch list	September--June	Admin Team	1. A-Team Agenda with notes; 2. Counseling Services Tier 1 & Tier 2 Watchlist; 3. Completed Attendance Plans
Counseling Services weekly meeting to review Attendance Watch list with Attendance Team	September--June	Counseling Services Team	
Attendance Plan meetings for students with over 5 unexcused absences from school	September--June	School Counselor and Social Worker	
Professional Learning			

### 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)
Monthly review of Attendance data	Monthly review of Attendance data	Monthly review of Attendance data	Monthly review of Attendance data