

Wakefield - School Action Plan - 2024-25 to 2026-27

Principal: Peter Balas

Goal #1	Math - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL - Math Black - Pass 73% (opp. gap 9%) Hispanic - Pass 78% (opp. gap 4%) EL - Pass 71% (opp. gap 11%) SWD - Pass 73% (opp. gap 9%) Econ. Disadv. - Pass 79% (opp. gap 3%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
Black - Increase pass rate from 73% to at least a 80%, reducing the gap from 9% to 3% Hispanic - Increase pass rate from 78% to at least a 84%, reducing the gap from 4% to 3% EL - Increase pass rate from 71% to at least a 79%, reducing the gap from 11% to 8% SWD - Increase pass rate from 73% to at least a 80%, reducing the gap from 9% to 7% Econ Disadv. - Increase pass rate from 79% to at least a 85%, reducing the gap from 3% to 2%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 73 to at least 76%, reducing the gap from 9% to 8% Hispanic - Increase pass rate from 78% to at least 80%, gap remains at 4% EL - Increase pass rate from 71% to at least 74%, reducing the gap from 11% to 10% SWD - Increase pass rate from 73% to at least 76%, reducing the gap from 9% to 8% Econ. Disadv. - Increase pass rate from 79% to at least 81%, reducing the gap remains 3%		
Annual Performance Goal Year 2 (2025-26)	By June 2025, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 76% to at least 78%, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 80% to at least 82%, the gap from 4% to 3% EL - Increase pass rate from 74% to at least 77%, reducing the gap from 10% to 9% SWD - Increase pass rate from 76% to at least 78%, reducing the gap from 8% to 7% Econ. Disadv. - Increase pass rate from 81% to at least 83%, the gap from 3% to 2%		

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Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 78% to at least a 80%, gap remains the same 3% Hispanic - Increase pass rate from 82% to at least a 84%, gap remains the same 3% EL - Increase pass rate from 77% to at least a 79%, gap remains at 8% SWD - Increase pass rate from 78% to at least a 80%, gap remains at 7% Econ Disadv. - Increase pass rate from 83% to at least a 85%, gap remains at 2%</p>
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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * 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. * CLTs meet regularly to identify student needs, and review curriculum to include more critical thinking, reasoning, and differentiation 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> * 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. * CLTs meet regularly to review data regarding student improvement on material and address weaknesses and disparities. Use grading for equity to address disparities in student performance. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	

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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. *CLTs and Math coach plan formal study groups for struggling students during Warriors Period	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	
Professional Learning: Members of CLTs observe each other's classes and discuss in CLT meetings. The purpose of the observations is to learn from each others strengths and provide peer feedback in order to enhance teaching practices.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.4-% of students passing the 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 (Alg 1 only) Teacher/CLT/Grade -SOL Quick Checks	Teacher/CLT/Grade -SOL Quick Checks	School level NWEA - MAP Growth (Alg 1 Only) Teacher/CLT/Grade -SOL Quick Checks	School level- NWEA - MAP Growth (Alg 1 Only) Math SOL Teacher/CLT/Grade -SOL Quick Checks

Goal #2	Reading - SOL
Strategic Plan Goal Area	Student Academic Growth & Success
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.

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Baseline Data	Spring 2024 - SOL - English Black - Pass 80% (gap 2%) Hispanic - Pass 73% (gap 9%) EL - Pass 35% (gap 47%) SWD - Pass 64% (gap 18%) Econ. Disadv - Pass 75% (gap 7%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 80% to at least 85%, reducing the gap from 2% to 1% Hispanic - Increase pass rate from 73% to at least 80%, reducing the gap from 9% to 7% EL - Increase pass rate from 35% to at least 64%, reducing the gap from 47% to 22% SWD - Increase pass rate from 64% to at least 74%, reducing the gap from 18% to 13% Econ. Disadv. - Increase pass rate from 75% to at least 82%, reducing the gap from 6% to 5%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 80% to at least 82%, gap remains at 2% Hispanic - Increase pass rate from 73% to at least 76%, reducing the gap from 9% to 8% EL - Increase pass rate from 35% to at least 49%, reducing the gap from 47% to 35% SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 18% to 16% Econ. Disadv. - Increase pass rate from 75% to at least 78%, reducing the gap from 6% to 7%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 82% to at least 84%, gap remains at 2% Hispanic - Increase pass rate from 76% to at least 78%, reducing the gap from 8% to 7% EL - Increase pass rate from 49% to at least 58%, reducing the gap from 35% to 27% SWD - Increase pass rate from 68% to at least 71%, reducing the gap from 16% to 15% Econ. Disadv. - Increase pass rate from 78% to at least 80%, gap remains at 6%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 84% to at least 85%, gap remains at 1% Hispanic - Increase pass rate from 78% to at least 80%, gap remains at 7% EL - Increase pass rate from 58% to at least 64%, reducing the gap from 27% to 22% SWD - Increase pass rate from 71% to at least 74%, reducing the gap from 14% to 13% Econ. Disadv. - Increase pass rate from 80% to at least 82%, gap remains at 5%		
Strategic Plan Strategies			

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Strategic Plan Strategies- PRIMARY	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Utilize an explicit vocabulary routine to teach new words essential to the shared text-PACT strategy * Utilize strategies from Aspire Training and Staff Development in adolescent reading * CLT meeting as well as co-teachers monthly to ensure curriculum alignment with the support of secondary ELA specialist. * Implement APS curriculum and align with VDOE standards.	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 2: * Teach a routine to determine the gist of the texts-PACT * Utilize Lexia-Build students decoding skills to read complex multisyllabic words, grammar, comp. * CLT meeting with co-teachers monthly to ensure differentiation to meet students needs (SPED and EL) with the support of secondary ELA, EL and SPED specialist. * Implement APS curriculum and align with VDOE standards.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Multisyllabic word decoding routines * Immersive Reader, ed tech access for read aloud/translations. * CLT meeting with co-teachers monthly to ensure scaffolding to meet students needs (SPED and EL) with the support of secondary ELA, EL and SPED specialist. * Implement APS curriculum and align with VDOE standards.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning: ELA teachers to participate in NWEA - MAP, Aspire, and ATSS professional learning throughout the school year - pre-service, teacher professional learning days, and county-wide trainings. Learning of best practices during CLTs.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.2-% of students passing the Reading SOL

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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- NWEA MAP Growth for ELA (BOY in 9th and 10th grade, only MOY & EOY if below proficient on BOY; Gr. 11-12 continue in upper grades if below proficient)</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum</p>	<p>School level- -NWEA MAP Growth for ELA (BOY in 9th and 10th grade, only MOY & EOY if below proficient on BOY; Gr. 11-12 continue in upper grades if below proficient) -Gr. 11 Benchmark Assessment</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum</p>	<p>School level NWEA MAP Growth for ELA (BOY in 9th and 10th grade, only MOY & EOY if below proficient on BOY; Gr. 11-12 continue in upper grades if below proficient)</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect]</p> <p>-Writing performance task embedded in curriculum</p>

Goal #3	College, Career, Civic Readiness Index		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-4-By 2030, at least 95% students in the graduation cohort will meet at least one of the College, Career, Civic Readiness Indicators (CCCRI)		
Baseline Data	2023-24 - 78.22% in students in the 2024 Cohort met CCCRI	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2- School Quality Indicator
3 Year Performance Goal			
By June 2027, we will be utilizing the seven different ways of meeting the CCCRI criteria - -AP, DE, Honors, CTE Credential/Completer, WBL-High Quality, Service Learning, and JROTC (3 courses & credential) to ensure at least 93% of our students engage in one or more of the above criteria.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, we will be utilizing the seven different ways of meeting the CCCRI criteria - -AP, DE, Honors, CTE Credential/Completer, WBL-High Quality, Service Learning, and JROTC (3 courses & credential) to ensure at least 80% of our students engage in one or more of the above criteria.		

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Annual Performance Goal Year 2 (2025-26)	By June 2026, we will be utilizing the seven different ways of meeting the CCCRI criteria - -AP, DE, Honors, CTE Credential/Completer, WBL-High Quality, Service Learning, and JROTC (3 courses & credential) to ensure at least 83% of our students engage in one or more of the above criteria.		
Annual Performance Goal Year 3 (2026-27)	By June 2027, we will be utilizing the seven different ways of meeting the CCCRI criteria - -AP, DE, Honors, CTE Credential/Completer, WBL-High Quality, Service Learning, and JROTC (3 courses & credential) to ensure at least 93% of our students engage in one or more of the above criteria.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-4.3-Expand APS accessibility strategies of intensified classes, Advanced Placement, IB, DE, and career and technical classes for all schools and student groups.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Work with CTE office on a HQ WBL or service learning opportunity.	Sept-June, Ongoing	Admin, All Staff	Director of Counseling, Student Testing Coordinator, Principal & APs
Review schedules of Cohort of 2025 to ensure students have are enrolled in an AP, DE, or CTE (if haven't received credit in years past) and closely monitor to ensure course success.	Sept-June, Ongoing	Admin, All Staff	
Administer alternative credentialing assessments	Sept-June, Ongoing	Admin, All Staff	
	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	
Progress Monitoring			
Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-4.1-CCCRI completion data	Strategic Plan Key Performance Indicators	KPI-SAGS-4.1-% of students in the graduation cohort who achieved CCCRI
	LGI-SAGS-4.2-% of students achieving each CCCRI indicator		

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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)
CCCRI Dashboard	CCCRI Dashboard	CCCRI Dashboard	CCCRI Dashboard

Goal #4	Inclusion			
Strategic Plan Goal Area	Student Well-Being			
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.			
Baseline Data	SY 2023-24 57% of SWD spent at least 80% of the school day in a general education setting	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal				
By 2026, at least 73% 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 (2024-25)	By June 2025, at least 63% of students with disabilities will spend 80% or more of their school day in a general education setting			
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 68% of students with disabilities will spend 80% or more of their school day in a general education setting			
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 73% 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-SAGS-3.2-Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.			
Action Steps				
Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation

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Start by looking at the the CRFs for next school year in the Fall and discuss possible inclusion oppourtunities.	September	Counseling Office and Admin	Attend meetings between Counseling Office, SPED department chair, and Admin to determine and finalize CRFs. Frequent check-ins
At IEP meetings, more discussion on co-taught classes and inclusion oppourtunities.	Ongoing	Case Carriers, Admin, department chair of SPED, LEAs	Admin observations of IEP meetings
Start identifying students that have one self-contained class in order to potentially increase their co-taught hours/classes for next year.	Throughout the year, identfy students at the beginning of the year.	Case Carriers, department chair of SPED, LEAs	Admin frequent check-in meeting with the SPED department chair and Case Carriers of these students
Continue attending middle school IEP meetings to discuss co-taught classes and inclusion oppourtunities for high school.	Throughout the year.	Department chair of SPED	Admin has debriefing meetings about incoming contentious IEP meetings

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	Strategic Plan Key Performance Indicators	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
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

Goal #5	Chronic Absenteeism
Strategic Plan Goal Area	Student Well-Being
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.

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Baseline Data	SY 2023-24 26.1% of students were chronically absent (APS) 25.61 (VDOE)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 3 performance rating for VDOE school quality indicator Chronic Absenteeism
3 Year Performance Goal			
By June 2026, reduce chronic absenteeism to at least 15%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, reduce chronic absenteeism to at least 22%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, reduce chronic absenteeism to at least 18%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, reduce chronic absenteeism to at least 15%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Weekly Attendance email /Text stating how many days individual students have missed home to Family. (After 5 Total)	Sept- June, ongoing	Principal, Assistant Principal (AP's), Dean, Attendance Specialist	Principal will monitor implementation through weekly check-ins with staff responsible for action step
Contact families of chronically absent students to personally invite them to school events (Back to school night/ Open Houses)	Sept- June, ongoing	Principal, Assistant Principal, Dean, Attendance Specialist	AP's and Director of Counseling will monitor implementation through review of correspondence and checks
Home Visit or Parent Meeting for students who pass 13 all day absences	Sept- June, ongoing	Principal, Assistant Principal, Dean, Attendance Specialist	AP's and Director of Counseling will monitor implementation through check-in meetings with staff responsible for action step

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<p>Have students who are chronically absent enroll in a club or activity at school, gain a trusted adult, or a peer mentor.</p>	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Dean, Attendance Specialist</p>	<p>AP's and Director of Counseling will monitor implementation by maintaining a document to track the participation of students who are chronically absent</p>
<p>Academic Supports</p> <ul style="list-style-type: none"> -Teachers will work collaboratively with the Central Office program offices (e.g. ELA, Math, Science, etc.) to obtain high quality instructional materials to deliver the APS curriculum and assessments aligned to the VDOE standards for that course, with an emphasis on differentiation to meet the needs of all learners. -Wakefield Admin team is working collaboratively with instructional leadership team to plan training on CLT protocols for school-wide implementation in 2024-25 with an emphasis on data analysis, student engagement strategies and plans to address the needs of students not meeting expectations for the course. -Wakefield Admin team will continue to communicate expectation and provide support to staff with utilizing instructional routines that maximize instructional time (e.g. Bell to Bell) -Wakefield Admin team will continue to conduct instructional walkthroughs with Central Office staff in the instructional core (English, Math, Science, Social Studies) -During 2024-25, ten Wakefield teachers will be participating in Kagan cooperative of learning training that focuses on student engagement and will offer opportunities for peer observation to help build interest and foster collaboration -Wakefield Admin team will continue to review performance data and work collaboratively with department chairs on Master Scheduling and effective placement of staff 	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Dean, Attendance Specialist</p>	<p>Principal will monitor implementation through check-ins with staff responsible for action step</p>

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<p>Staffing Supports</p> <ul style="list-style-type: none"> -Wakefield Admin team collaborates with Human Resources to recruitment staff, including participating in recruitment trips and offering early contracts in hard to fill positions with experience and expertise with high-risk populations -Wakefield Admin team actively recruits highly qualified staff from neighborhood school divisions from schools that are similar demographically -Wakefield Admin team actively solicits teacher input on a variety of topics (e.g. Master Scheduling, School Climate, Student Attendance) through a variety of mediums (e.g. Principal Chats, Instructional Leadership team meetings, Faculty Advisory Council, etc.) -Wakefield Admin team provides leadership opportunities for teachers (e.g. Internshship/Mentorship for aspiring administrators, serving as chair or member of a school-wide committee [ILT, FAC, Attendance Team, etc.] to support continous improvement efforts with school-wide prorities, employee growth and teacher retention -Wakefield Admin team will hold bi-weekly meetings with Department Chairs to provide ongoing support and coaching in their respective role -Wakefield Admin team will continue to prioritize placement of newly hired expert teachers in highest instructional need positions. Examples for 2024-25 including the hiring and placement of 3 English Learner teachers with specialized training in working with immigrant students. -Wakefield Admin team is strategically organized with areas of supervision clearly defined that align with strengths of team members to support high quality performance of staff. Wakefield Admin team meets bi-weekly and allocates time during each meeting for collaborative problem solving with emphasis on school-wide areas of need (e.g. Chronic Absenteeism). Each school-wide committee led by teachers has admin representation that supports continuous improvement efforts efficiently and effectively. -Wakefield Dean of students meets weekly with the Attendance Team (Attendance Specialists, Counselor reps, Social Workers, Bilingual Family Specialist) to review and develop plans to support students who are chronically absent. 	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Dean, Attendance Specialist</p> <p>Principal wlll monitor implementation through check-ins with staff responsible for action step</p>
<p>Family Engagement Indicators</p> <ul style="list-style-type: none"> -Wakefield leadership team will organize home visits for all incoming 9th graders who were chronically absent in 8th grade as well as inviting all families of students who are chronically absent to inform them of the supports available at Wakefield -Form a FACE (Family & Community Engagement) team, comprised of Wakefield administrators, bilingual family specialist, teacher, counselor, parent reps reflective of Wakefield community, PTA rep, that will meet regularly throughout the year to develop and support implementation of strategies to strengthen school and family partnerships. Examples of initiatives include, but not limited to, workshops to educate families about the importance of regular school attendance and connection to student outcomes; development of a communications plan for each major school wide event to reach families of students and/or groups experiencing chronic absenteeism. -Bilingual family specialist will connect with all new families, prioritizing families with limited English proficiency, with a welcome packet that includes a list of resources and supports available at Wakefield. 	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Bilingual Family Specialist, Teachers, parent rep</p> <p>Director of Counseling wlll monitor implementation through check-ins with staff responsible for action step</p>

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<p>Family Instructional Supports</p> <ul style="list-style-type: none"> -Wakefield FACE team will review engagement data from the Your Voice Matters (YVM) survey and parent focus groups to assess community needs and utilize this data to develop action steps that help remove barriers to learning. -Wakefield team will ensure all families have access to learning about post-secondary opportunities and leverage community based organizations to support families 	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Bilingual Family Specialist, Teachers, parent rep</p> <p>Director of Counseling will monitor implementation through check-ins with staff responsible for action step</p>	
<p>School Discipline Supports</p> <ul style="list-style-type: none"> -Administrators hold annual meetings by grade level with students to review behavioral expectations and supports available to students both academic and social-emotional. -Students participate in regular lessons in a classroom setting to promote development of Social-Emotional Competencies with emphasis on self-management skills -Establish a program to orient new students -Communicate clear expectations to staff around daily, routine practices, that strengthen relationships between students and staff (e.g. admin, counselors, student service staff greeting students as they enter/leave building and engage throughout the day during transitions, staff greeting students at the door at the start of each class, etc.) -Staff will engage in review of entire student body and identify students with whom they have established a trusting relationship (End of 2nd Qtr) -Restorative Practices for conflict resolution as alternatives to suspension. 	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Dean, Attendance Specialist</p> <p>Principal will monitor implementation through check-ins with staff responsible for action step</p>	
<p>Attendance Supports</p> <ul style="list-style-type: none"> -Meet with families of students who are chronically absent, individually or in groups, to strengthen relationships, identify barriers to school attendance, importance of regular attendance and resources and supports available for students and families -Wakefield leadership team regularly reviews attendance data and organizes activities to recognize students who have improved attendance (e.g. sporting events, field trips) -Bilingual Family Specialist, Social Workers, Substance Abuse Counselors, Counselors, In-School Suspension Coordinator, Community in Schools staff will continue to work directly with students and families to connect them with resources to meet identified needs (e.g. housing, food, transportation). -Ongoing communication with Arlington Juvenile Court system for interventions and supports. 	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Dean, Attendance Specialist</p> <p>Principal & Director of Counseling will monitor implementation through check-ins with staff responsible for action step</p>	
<p>Strategic Plan Measures - To determine if goal was achieved</p>	<p>LGI-SWB-2.1-Attendance Data</p>	<p>Strategic Plan Key Performance Indicators</p>	<p>KPI-SWB-2.2-% of students who are chronically absent by school</p>

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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 reports	Attendance reports	Attendance reports	Attendance reports

Goal #6	Science - Proficiency Gaps		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	SY 2023-2024 - Science SOL- pass rates Black - 50% (Gap 11%) Hispanic - 51% (Gap 10%) EL - 31% (Gap 30%) SWD - 37% (Gap 24%) Econ. Disadv. - 53% (Gap 8%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, opportunity gaps on the SCIENCE SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Black - Increase pass rate from 50% to at least 69%, reducing the gap from 9% to 3%
- Hispanic - Increase pass rate from 48% to at least 69%, reducing the gap from 11% to 3%
- EL - Increase pass rate from 25% to at least 63%, reducing the gap from 34% to 9%
- SWD - Increase pass rate from 33% to at least 65%, reducing the gap from 26% to 7%
- Econ. Disadv. - Increase pass rate from 45% to at least 68%, reducing the gap from 14% to 4%

Annual Performance Goals

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Annual Performance Goal Year 1 (2024-25)	<p>By June 2025, opportunity gaps on the SCIENCE SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 50% to at least 59%, reducing the gap from 9% to 7% Hispanic - Increase pass rate from 48% to at least 57%, reducing the gap from 11% to 8% EL - Increase pass rate from 25% to at least 43%, reducing the gap from 34% to 22% SWD - Increase pass rate from 33% to at least 48%, reducing the gap from 26% to 18% Econ. Disadv. - Increase pass rate from 45% to at least 55%, reducing the gap from 14% to 10%</p>
Annual Performance Goal Year 2 (2025-26)	<p>By June 2026, opportunity gaps on the SCIENCE SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 3% Hispanic - Increase pass rate from 59% to at least 66%, reducing the gap from 6% to 2% EL - Increase pass rate from 46% to at least 56%, reducing the gap from 19% to 12% SWD - Increase pass rate from 50% to at least 59%, reducing the gap from 15% to 9% Econ. Disadv. - Increase pass rate from 61% to at least 65%, reducing the gap from 4% to 3%</p>
Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, opportunity gaps on the SCIENCE SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 65% to at least 69%, remaining at 3% Hispanic - Increase pass rate from 66% to at least 69%, reducing the gap from 2% to 3% EL - Increase pass rate from 56% to at least 63%, reducing the gap from 12% to 9% SWD - Increase pass rate from 59% to at least 65%, reducing the gap from 9% to 7% Econ. Disadv. - Increase pass rate from 65% to at least 68%, reducing the gap from 3% to 4%</p>

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement science curriculum using district-wide adopted resources. * Provide laboratory investigation in each unit. * All Intensified HS Science courses complete an independent research project.	Sept-June, Ongoing	Admin, All Staff	

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Tier 2 * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Participate in weekly Science CLT.		Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with ATSS, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 *Collaborate with Secondary Science Specialist in CLT to review learning needs of students and targeted supports including reteaching core concepts and supplementary resources		Sept-June, Ongoing	Admin, All Staff	
Progress Monitoring				
Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.4-Science SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.5-% of students passing the Science 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)	
Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	