

**Barcroft - School Action Plan - 2024-25 to 2026-27**  
**Principal: Judy Apostolico-Buck**

<b>Goal #1</b>	<b>Math - Proficiency Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	<b>Spring 2024 - SOL - Math</b> <b>Overall - 71%</b> <b>Hispanic - Pass 57% (opp. gap 14%)</b> <b>EL - Pass 46% (opp. gap 25%)</b> <b>SWD - Pass 23% (opp. gap 48%)</b> <b>Econ. Disadv - Pass 65% (opp. gap 6%)</b>	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

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

- Hispanic** - Increase pass rate from 57% to at least 71%, reducing the gap from 14% to 8%
- EL** - Increase pass rate from 46% to at least 67%, reducing the gap from 25% to 12%
- SWD** - Increase pass rate from 23% to at least 61%, reducing the gap from 48% to 18%
- Econ. Disadv.** - Increase pass rate from 65% to at least 74%, reducing the gap from 6% to 4%

<b>Annual Performance Goals</b>	
<b>Annual Performance Goal Year 1 (2024-25)</b>	<p>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> <li><b>Hispanic</b> - Increase pass rate from 57% to at least 64%, reducing the gap from 14% to 10%</li> <li><b>EL</b> - Increase pass rate from 46% to at least 56%, reducing the gap from 25% to 18%</li> <li><b>SWD</b> - Increase pass rate from 23% to at least 42%, reducing the gap from 48% to 32%</li> <li><b>Econ Disadv.</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 6% to 5%</li> </ul>
<b>Annual Performance Goal Year 2 (2025-26)</b>	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> <li><b>Hispanic</b> - Increase pass rate from 64% to at least 67%, reducing the gap from 10% to 9%</li> <li><b>EL</b> - Increase pass rate from 56% to at least 68%, reducing the gap from 18% to 13%</li> <li><b>SWD</b> - Increase pass rate from 42% to at least 53%, reducing the gap from 32% to 23%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 69% to at least 72%, reducing the gap from 5% to 5%</li> </ul>

## Barcroft - School Action Plan - 2024-25 to 2026-27

### Principal: Judy Apostolico-Buck

<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Hispanic</b> - Increase pass rate from 67% to at least 71%, reducing the gap from 10% to 8%</p> <p><b>EL</b> - Increase pass rate from 63% to at least 67%, reducing the gap from 14% to 12%</p> <p><b>SWD</b> - Increase pass rate from 53% to at least 61%, reducing the gap from 24% to 18%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 72% to at least 74%, reducing the gap from 5% to 4%</p>
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#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	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.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### Action Steps

Action Steps	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation
<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students.</li> <li>* Teacher will use all components of the 3 recommended math workshop structures within each unit.</li> <li>* Every student will regularly meet with 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.</li> <li>* Incorporate RichTasks/M2/M3 (embedded in curriculum documents) at least once per unit. During first quarter incorporate a rich task each week.</li> <li>* Carry out walkthroughs to ensure of 3 math workshop structures implemented with fidelity.</li> </ul>	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support

**Barcroft - School Action Plan - 2024-25 to 2026-27**  
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<p><b>Tier 2:</b>          * Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need)          * 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.</p>	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p><b>Tier 3:</b>          * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson)          * 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.</p>	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p><b>Professional Learning:</b>          * Math Recovery for 1st grade team          MAP (NWEA) assessment          Rich tasks          Oral language development</p>	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles

**Progress Monitoring**

<p><b>Strategic Plan Measures - To determine if goal was achieved</b></p>	LGI-SAGS-1.3-Math SOLs	<p><b>Strategic Plan Key Performance Indicators</b></p>	KPI-SAGS-1.4-% of students passing the Math SOL
<p><b>Evidence of Progress toward Annual Goal (MP1)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP2)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP3)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP4)</b></p>

## Barcroft - School Action Plan - 2024-25 to 2026-27

### Principal: Judy Apostolico-Buck

<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>School level</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions
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<b>Goal #2</b>	
<b>Reading - Proficiency Gaps - SOL</b>	
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success
<b>Strategic Plan Performance Objectives</b>	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.
<b>Baseline Data</b>	Spring 2024 - SOL - Reading Pass 68%  Hispanic - 50% (18% gap) EL - 33% (35% gap) SWD - 23% (45% gap) Econ. Disadv - 59% (9% gap)
<b>3 Year Performance Goal</b>	
READING SOL By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:	
<b>Hispanic</b> - Increase pass rate from 50% to at least 65%, reducing the gap from 18% to 9% <b>EL</b> - Increase pass rate from 33% to at least 57%, reducing the gap from 35% to 17% <b>SWD</b> - Increase pass rate from 23% to at least 53%, reducing the gap from 45% to 21% <b>Econ. Disadv.</b> - Increase pass rate from 59% to at least 69%, reducing the gap from 9% to 5%	
<b>Annual Performance Goals</b>	
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
<b>Hispanic</b> - Increase pass rate from 50% to at least 59%, reducing the gap from 18% to 12% <b>EL</b> - Increase pass rate from 33% to at least 48%, reducing the gap from 35% to 24% <b>SWD</b> - Increase pass rate from 23% to at least 42%, reducing the gap from 45% to 30% <b>Econ. Disadv.</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 9% to 6%	

## Barcroft - School Action Plan - 2024-25 to 2026-27

### Principal: Judy Apostolico-Buck

<b>Annual Performance Goal Year 2 (2025-26)</b>	<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><b>Hispanic</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 12% to 9%</p> <p><b>EL</b> - Increase pass rate from 48% to at least 57%, reducing the gap from 23% to 17%</p> <p><b>SWD</b> - Increase pass rate from 42% to at least 53%, reducing the gap from 29% to 21%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 6% to 5%</p>
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<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Hispanic</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 9% to 8%</p> <p><b>EL</b> - Increase pass rate from 57% to at least 64%, reducing the gap from 17% to 13%</p> <p><b>SWD</b> - Increase pass rate from 53% to at least 61%, reducing the gap from 21% to 16%</p> <p><b>Econ. Disadv.</b> - Increase pass rate from 69% to at least 72%, reducing the gap from 5% to 5%</p>
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#### Strategic Plan Strategies

<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	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.
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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
<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>* Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations)</li> <li>* Implement CKLA in K-5 for language comprehension</li> </ul>	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.
<p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>* Lexia recommended usage for structured literacy at students level</li> <li>* Lexia English for EL 1 and EL 2</li> </ul>	2	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
<p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li>* Structured literacy lessons in addition to core ELA block</li> <li>* Multisensory decoding/encoding lessons; repeated opportunities for practice</li> </ul>	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
<p><b>Professional Learning</b></p> <p>Consider menu of options based on teacher experience/needs with focus on Science of Reading: phonics, fluency, comprehension; Multisyllable Routine for teachers Lexia English</p>	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	

#### Progress Monitoring

**Barcroft - School Action Plan - 2024-25 to 2026-27**  
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<b>Strategic Plan Measures - To determine if goal was achieved</b>	LGI-SAGS-1.1-Reading SOLs	<b>Strategic Plan Key Performance Indicators</b>	KPI-SAGS-1.2-% of students passing the Reading 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>
<b>School level-</b> VALLSS and NWEA  <b>Teacher/CLT/Grade</b> -End of Unit (CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets)	<b>Teacher/CLT/Grade-</b> End of Unit (CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets)	<b>School level-</b> VALLSS and NWEA  <b>Teacher/CLT/Grade-</b> End of Unit (CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -Quarterly Assessment	<b>School level-</b> VALLSS and NWEA  <b>Teacher/CLT/Grade-</b> End of Unit(CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -NWEA for taught standards

<b>Goal #3</b>	<b>Chronic Absenteeism</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	2023-24 - Chronic Absenteeism rate was 13.7%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, reduce chronic absenteeism to at least 9%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, reduce chronic absenteeism to at least 12%		

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<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, reduce chronic absenteeism to at least 10.5%				
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, reduce chronic absenteeism to at least 9%				
<b>Strategic Plan Strategies</b>					
<b>Strategic Plan Strategies- PRIMARY</b>	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.				
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>					
<b>Action Steps</b>					
<b>Action Steps</b>	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Action 1 - Work collaboratively with Office of Student Support to implement strategies		1 ESSA Tier 2: Moderate Evidence	Sept-June, Ongoing	Principal Assistant Principal	Principal & AP will monitor by ensuring participation on the APS Attendance Summit and implementing agreed upon strategies
Action 2 - Frequent communications to Barcroft community about the importance of attendance		2 ESSA Tier 2: Moderate Evidence	Sept-June, Ongoing	Principal Assistant Principal Family Liaison	Principal & AP will monitor by planning strategic communications and review of messages
Action 3 - Targeted outreach and family engagement of students who are chronically absent beginning when a student has 10 absences for any reason	2,3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, Ongoing	Principal Assistant Principal Social worker Community-in-Schools Liaison	Principal & AP will monitor through check-ins with social worker and community-in-schools liaison and contact logs
Action 4 - Individualized attendance plans with incentives and rewards (for students with chronic absenteeism)		4 ESSA Tier 1: Strong Evidence	1-2) August for initial training, Sept-June, Ongoing	Principal Assistant Principal Social worker Registrar	Principal & AP will monitor by reviewing student attendance plans and cross-referencing attendance reports to ensure all students in need of a plan have a plan
<b>Progress Monitoring</b>					
<b>Strategic Plan Measures - To determine</b>	LGI-SWB-2.1-Attendance Data	<b>Strategic Plan Key Performance</b>		KPI-SWB-2.2-% of students who are chronically absent by school	

**Barcroft - School Action Plan - 2024-25 to 2026-27**  
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<b>if goal was achieved</b>		<b>Indicators</b>	
<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>
Attendance Data	Attendance Data	Attendance Data	Attendance Data

<b>Goal #4</b>	<b>Partnerships</b>		
<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-3-By 2030, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
<b>Baseline Data</b>	84% favorable response on student and family engagement on a school-based survey.	<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, maintain at least 90% favorable response on student and family engagement on a school-based survey.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, on the YVM survey, at least 86% of Barcroft families will respond favorably on student and family engagement partnerships.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, on the YVM survey, at least 88% of Barcroft families will respond favorably on student and family engagement partnerships.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, on the YVM survey, at least 90% of Barcroft families will respond favorably on student and family engagement partnerships.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.		
<b>Action Steps</b>			



**Barcroft - School Action Plan - 2024-25 to 2026-27**  
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<b>Action Steps</b>	<u><a href="#">Title I Schoolwide Component (1-4)</a></u>	<u><a href="#">ESSA Evidence Tier (1-4)</a></u>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<p>Welcoming All Families</p> <p>Review the components in the FACE Checklist, select at least one component/section and identify two-three practices to focus on during the SY24/25.</p> <ul style="list-style-type: none"> <li>* Our school addresses barriers to communication (from APS FACE checklist)</li> <li>* Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as:               <ul style="list-style-type: none"> <li>* Integrated meals, child care, and transportation;</li> <li>* Multilingual engagement, including translation, varied language of engagement, and/or interpretation; and</li> <li>* Flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day).</li> </ul> </li> </ul>	1,2	ESSA Tier 4: Demonstrates a Rationale	Sept- June, ongoing	All Staff	Principal & AP will monitor through check-in Bilingual Family Specialists, review of multilingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums
<p>Communicating Effectively</p> <ul style="list-style-type: none"> <li>* Utilize ParentSquare as a tool to support staff to engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education.</li> <li>* Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis.</li> <li>* Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.</li> <li>* Staff is available and open and accessible (from APS FACE checklist)</li> <li>* Reinforce the foundations of School-Family partnership by               <ul style="list-style-type: none"> <li>* collaboratively reviewing our School-Family Partnership Principles with SY24-25 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding</li> <li>* collecting input from our SY24-25 community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year</li> <li>* publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (weekly Principal update, school calendar, etc.)</li> <li>* 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.</li> </ul> </li> </ul>	1,2	ESSA Tier 4: Demonstrates a Rationale	Sept- June, ongoing	Admin, Bilingual Family Specialists, Coaching Team	Principal & AP will monitor through check-in Bilingual Family Specialists, review of multilingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums

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Supporting Student Success * Host at least four parent workshops/information/training sessions that directly support student success (i.e., sessions that support academic achievement in the priority areas listed in the school action plan.) * Staff makes sure all families are informed about what their kids are learning and doing in class (from APS FACE checklist)	2,4	ESSA Tier 4: Demonstrates a Rationale	Sept- June, ongoing		Principal & AP will monitor through check-in Bilingual Family Specialists, review of multilingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums
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**Progress Monitoring**

<b>Strategic Plan Measures - To determine if goal was achieved</b>	LGI-P-2.1-YVM Family - Partnerships: Family E	<b>Strategic Plan Key Performance Indicators</b>	KPI-P-2.1-# families who completed YVM		
<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>	
	FACE Checklist	Focus Groups		YVM	

<b>Goal #5</b>	<b>Science SOL</b>				
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success				
<b>Strategic Plan Performance Objectives</b>	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.				
<b>Baseline Data</b>	<b>Spring 2024 - SOL</b> <b>Pass 79%</b> <b>Hispanic - 70% (9% gap)</b> <b>EL - 45% (34% gap)</b> <b>SWD - 13% (66% gap)</b> <b>Econ. Disadv. - 75% (4% gap)</b>	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>			
<b>3 Year Performance Goal</b>					

# Barcroft - School Action Plan - 2024-25 to 2026-27

## Principal: Judy Apostolico-Buck

By June 2027, opportunity gaps on the Science SOL will be reduced by the following tiered goal:

- Hispanic** - Increase pass rate from 70% to at least 78%, reducing the gap from 9% to 7%
- EL** - Increase pass rate from 45% to at least 66%, reducing the gap from 34% to 18%
- SWD** - Increase pass rate from 13% to at least 58%, reducing the gap from 66% to 26%
- Econ. Disadv.** - Increase pass rate from 75% to at least 82%, reducing the gap from 4% to 3%

Annual Performance Goals	
<b>Annual Performance Goal Year 1 (2024-25)</b>	<p>By June 2025, opportunity gaps on the Science SOL will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> <li><b>Hispanic</b> - Increase pass rate from 70% to at least 73%, reducing the gap from 9% to 8%</li> <li><b>EL</b> - Increase pass rate from 45% to at least 55%, reducing the gap from 34% to 26%</li> <li><b>SWD</b> - Increase pass rate from 13% to at least 36%, reducing the gap from 66% to 45%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 75% to at least 78%, reducing the gap to 4%</li> </ul>
<b>Annual Performance Goal Year 2 (2025-26)</b>	<p>By June 2026, opportunity gaps on the Science SOL will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> <li><b>Hispanic</b> - Increase pass rate from 73% to at least 76%, reducing the gap from 8% to 7%</li> <li><b>EL</b> - Increase pass rate from 55% to at least 63%, reducing the gap from 26% to 20%</li> <li><b>SWD</b> - Increase pass rate from 36% to at least 50%, reducing the gap from 45% to 33%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 78% to at least 80%, reducing the gap to 3%</li> </ul>
<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, opportunity gaps on the Science SOL will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> <li><b>Hispanic</b> - Increase pass rate from 76% to at least 78%, reducing the gap from 7% to 7%</li> <li><b>EL</b> - Increase pass rate from 63% to at least 66%, reducing the gap from 20% to 18%</li> <li><b>SWD</b> - Increase pass rate from 50% to at least 58%, reducing the gap from 33% to 26%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 80% to at least 82%, reducing the gap to 3%</li> </ul>

Strategic Plan Strategies	
<b>Strategic Plan Strategies- PRIMARY</b>	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.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.

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

**Barcroft - School Action Plan - 2024-25 to 2026-27**  
**Principal: Judy Apostolico-Buck**

<b>Tier 1</b> * Implement science curriculum using district-wide adopted resources. * Complete 3rd grade science performance assessments, as required by VDOE. * Follow science curriculum pacing guides.	2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2</b> * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Implement monthly science CLTs	2,3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
<b>Tier 3</b> Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance.	2,3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
<b>Professional Learning</b> * Participate in 5th grade CLT with 3 other Title I schools, focus on implementing hands-on learning activities at least one time/week * Developing exit tickets that align with the SOL (standards, rigor)	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	

**Progress Monitoring**

<b>Strategic Plan Measures - To determine if goal was achieved</b>	LGI-SAGS-1.4-Science SOLs	<b>Strategic Plan Key Performance Indicators</b>	KPI-SAGS-1.5-% of students passing the Science 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>	

## Barcroft - School Action Plan - 2024-25 to 2026-27

### Principal: Judy Apostolico-Buck

<p><b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p><b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p><b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p><b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>
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### Arlington Public Schools Integrated Title I Schoolwide Program Design and School Action Plan

This plan, as part of the APS Progressive Planning Model, serves as the [APS School Action Plan](#) addressing Virginia Standards of Quality and Arlington School Board policy and also as the annual revision of the [Title I Schoolwide Program Design and Action Plan](#); our school community's plan to collaboratively build on our successes and continue to strive for continuous improvement, accelerated learning, and excellence for all students. We ground the work in the foundations listed in the narrative below. In the table, we detail the focal actions that we plan to engage intensely with this school year and the annual progress we aim to make towards our multiyear goals as we continue to walk in APS' Mission to "ensure all students learn and excel in high-quality, safe, and supportive schools", in alignment with the [APS Strategic Plan](#) to realize the APS Vision to "provide an outstanding education where every student develops the skills and knowledge to become successful, college- or career-ready graduates and responsible global citizens". Every focal strategy selected for inclusion in our plans for the year ahead is motivated by a commitment to equitable and engaging practices that support each student in our school.

### Foundational Practices

The focal strategies for this school year listed above are built on the foundation of continuing use of evidence-based reform strategies already established as effective practice in our school community, such as:

- Implementation of evidence-based (ESSA Tier 1) Arlington Tiered System of Support (ATSS), including:
  - Cultural identity as a Professional Learning Community (PLC)
  - Structure of regularly meeting Collaborative Learning Teams (CLT)
  - Continuous cycle of data-informed decision-making and responsive planning for instruction and for schoolwide program design
- Universal master schedule that maximizes instructional blocks for literacy and mathematics and minimizes transitions. Promotes content expertise within grade level teams. Provides common planning time for grade level, special education and english learner teachers on a team
- Social-emotional learning support for staff and students, including:
  - A consistent framework that provides resources and supports to address the whole child and help every student to be social-emotionally successful.
  - Aligned with the research organized into the [CASEL model of Social and Emotional Learning](#), our school's foundational framework is Responsive Classroom (ESSA Evidence Tier 3).
  - Differentiated supports aligned with the [APS Social-Emotional Learning Reference Guide](#).
- Professional learning to improve student learning experiences and outcomes, including opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices aligned with those APS has embraced as a school system.
- Family engagement founded in the PTA [National Standards for Family-School Partnerships](#) and the [Dual Capacity-Building Framework for Family-School Partnerships](#) and codified in the [APS Family and Community Engagement \(FACE\) Policy](#) and [Policy Implementation Procedures](#) (both [At A Glance](#)).
- Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level.
- District-level coordination of services for students experiencing homelessness and students in foster care.
- Strategic utilization of a variety of resources including local and supplemental funds (for example, Title I, Part A ) to support the work of the school, the schoolwide program, and the school action plan.
  - For example, supplemental Title I staffing of three FTE positions for: 1.0 Title 1 Reading specialist, 1.5 Title 1 Academic Support and 0.5 Title 1 Math coach to support tier 2 and 3 intervention in mathematics and reading across all grade levels support

### The Title I Schoolwide Comprehensive Needs Assessment

# Barcroft - School Action Plan - 2024-25 to 2026-27

## Principal: Judy Apostolico-Buck

A comprehensive needs assessment is conducted of the entire school that is based on student achievement in relation to the Virginia Standards of Learning (SOL) and other key indicators. This systematic effort is integrated throughout the school year, regularly revisited, involves multiple stakeholders, and is accomplished through a variety of information-gathering techniques in order to acquire an accurate and thorough picture of individual student needs as well as the strengths and challenges of the school community. A summary of data analyses is included here. The analyses of these data guide the identification and prioritization of reform strategies that the school will implement to improve instruction for all students, as detailed in this plan.

In conducting the needs assessment, student performance on Reading, Mathematics, and Science SOL assessments was analyzed via multiple methods, including, for example, overall as a school, in comparison to Arlington Public Schools and Virginia peers, disaggregated by grade level, and disaggregated by student reporting groups identified by the United States Department of Education (US ED) and the Virginia Department of Education (VDOE). A summary of this information is available to the public in the [School Quality Profile for the school](#), for the [district](#), and for the [Commonwealth](#). SOL assessment data from Spring 2023 were analyzed as foundational data and additional quantitative and qualitative data analyses from other sources were used to develop a robust and well-rounded assessment of continuing and emerging needs. Additional data points analyzed during the process include:

- Formative and summative student academic performance data from measures such as those specified in the [APS Division Literacy Plan](#) (Virginia Language & Literacy Screener (VALLS) K-3, DIBELS Gr1-5, NWEA MAP Growth Reading Gr3-5, Lexia Core 5 for PreK-5, Phonics Survey for Diagnostics, Phonological Awareness Screener, APS Quarterly Reading Assessment series), [APS Mathematics assessments](#) including Early Mathematics Assessment System (EMAS) PreK-K, NWEA Math Growth Gr1-5, APS Quarterly Math Assessment series, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, Reading, and Mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to Social Emotional Learning such as attendance, discipline, results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey, Responsive Classroom implementation self-assessment,
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and the instructional coaches CLT
- Community engagement, experience, and perception data such as the Your Voice Matters survey, staff professional learning survey, FACE self-assessment, and the Title I School-Family Partnership Survey.

The [Arlington Public Schools 2024-2030 Strategic Plan](#), [APS Teaching and Learning Framework](#), and [district and school context](#) also guide the work.

Multiple stakeholders participated in the comprehensive needs assessment process including all of those listed as responsible parties above, administrators, instructional staff spanning grade levels and specialties, and family and community members through established school learning teams and working groups such as the PTA, School Leadership Team, and Grade-Level Collaborative Learning Teams.

Based on the results of the analyses conducted as part of the school's comprehensive needs assessment, focal areas for continuous improvement in the coming year (as detailed in the table above) include:

Strengthening math performance for all students, and particularly English Learners and Students With Disabilities.

Strengthening reading performance for all students and particularly students who are Economically Disadvantaged and Students with Disabilities.

Strengthening attendance for all students and particularly those experiencing chronic absenteeism by promoting a sense of belonging among students, frequent check-in with a trusted adult, individualized attendance plans and other supports.