

Barrett - School Action Plan - 2024-25 to 2026-27
Principal: Catherine Han

Goal #1	Math - Opportunity 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 rate 59% Hispanic - Pass rate - 38% (opp. gap 19%) EL - Pass rate - 31% (opp. gap 26%) SWD - Pass rate - 28% (opp. gap 29%) Econ. Disadv. - Pass rate - 46% (opp. gap 11%)	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 Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- All student- Increase pass rate from 57% to 71%.
- Black** - Increase pass rate from 59% to at least a 72%.
- Hispanic** - Increase pass rate from 30% to at least a 65%, reducing the gap from 19% to 5%
- EL** - Increase pass rate from 31% to at least a 63%, reducing the gap from 26% to 7%
- SWD** - Increase pass rate from 28% to at least a 62%, reducing the gap from 29% to 8%
- Econ Disadv.** - Increase pass rate from 46% to at least a 67%, reducing the gap from 11% to 4%.

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All student - Increase pass rate from 57% to at least 64%. Black - Increase pass rate from 59% to at least a 65%. Hispanic - Increase pass rate from 38% to at least a 51%, reducing the gap from 19% to 13% EL - Increase pass rate from 31% to at least a 46%, reducing the gap from 26% to 17% SWD - Increase pass rate from 28% to at least a 45%, reducing the gap from 29% to 19% Econ. Disadv. - Increase pass rate from 46% to at least a 56%, reducing the gap from 11% to 8%
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All student- Increase pass rate from 64% to 67%. Black - Increase pass rate from 65% to at least a 69%. Hispanic - Increase pass rate from 51% to at least a 59%, reducing the gap from 13% to 8% EL - Increase pass rate from 46% to at least a 56%, reducing the gap from 18% to 11%. SWD - Increase pass rate from 45% to at least a 55%, reducing the gap from 19% to 12%. Econ. Disadv. - Increase pass rate from 56% to at least a 63%, reducing the gap from 8% to 4%

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**Annual Performance Goal
Year 3 (2026-27)**

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

- All student- Increase pass rate from 67% to 71%.
- Black** - Increase pass rate from 69% to at least a 72%,
- Hispanic** - Increase pass rate from 59% to at least a 65%, reducing the gap from 8% to 5%
- EL** - Increase pass rate from 56% to at least a 63%, reducing the gap from 11% to 7%
- SWD** - Increase pass rate from 55% to at least a 62%, reducing the gap from 12% to 8%
- Econ Disadv.** - Increase pass rate from 63% to at least a 67%, gap remaining at 4%

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) -

S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	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 use all components of the 3 recommended math workshop structures within each unit. 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. 	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> *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. 	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Tier 3 * 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 4-6 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.	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning: *Bridges training for SPED teachers and school based interventionists. *AVMR1 Training for Grade 1 teachers.	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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 (Grade 1-5) Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -Pre/Post Assessments and Exit Tickets -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -Pre/Post Assessments and Exit Tickets -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth (Grade 1-5) Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -Pre/Post Assessments and Exit Tickets -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth (Grade 1-5) Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -Pre/Post Assessments and Exit Tickets -Progress Monitoring Data from Interventions

Goal #2	Reading - Opportunity 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.

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<p align="center">Baseline Data</p>	<p>Spr. 2024 Black - Pass rate 73% (opp. gap 4%) Hispanic - Pass rate - 38% (opp. gap 20%) EL- Pass rate - 29% (opp. gap 29%) SWD- Pass rate - 23% (opp. gap 35%) Econ. Disadv. - Pass rate - 46% (opp. gap 12%)</p>	<p align="center">Identify if goal is required based on state or federal requirements, or other guidelines</p>	
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3 Year Performance Goal

READING SOL

By 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
Black - Increase pass rate from (Spr. 2024 pass rate) 56 % to at least a 66%, reducing the gap from 7% to 0%
Hispanic - Increase pass rate from (Spr. 2024 pass rate)45% to at least a 55%, reducing the gap from 23% to 8%
EL - Increase pass rate from (Spr. 2024 pass rate) 31% to at least a 45%, reducing the gap from 48% to 18 %
SWD - Increase pass rate from (Spr. 2024 pass rate) 24% to at least a 39%, reducing the gap from 44 % to 22%
Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 46% to at least a 55%, reducing the gap from 29 % to 8%

Annual Performance Goals

<p align="center">Annual Performance Goal Year 1 (2024-25)</p>	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All students- Increase pass rate 58% to at least 65%. Black - Increase pass rate from 73% to at least a 76% Hispanic - Increase pass rate from 38% to at least a 51%, reducing the gap from 20% to 14% EL - Increase pass rate from 29% to at least a 45%, reducing the gap from 29% to 19% SWD - Increase pass rate from 23% to at least a 42%, reducing the gap from 35% to 23% Econ. Disadv. - Increase pass rate from 46% to at least a 56%, reducing the gap from 12% to 9%</p>
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<p align="center">Annual Performance Goal Year 2 (2025-26)</p>	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All students-Increase pass rate from 65% to 68% Black - Increase pass rate from 76% to at least a 78%. Hispanic - Increase pass rate from 51% to at least a 59%, reducing the gap from 14% to 9%. EL - Increase pass rate from 45% to at least a 55%, reducing the gap from 20% to 13%. SWD - Increase pass rate from 42% to at least a 53%, reducing the gap from 23% to 15%. Econ. Disadv. - Increase pass rate from 56% to at least a 63%, reducing the gap from 9% to 5%.</p>
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**Annual Performance Goal
Year 3 (2026-27)**

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

- All students** - increase pass rate from 68% to 71%.
- Black** - Increase pass rate from 78% to at least a 80%.
- Hispanic** - Increase pass rate from 59 % to at least a 65%, reducing the gap from 9% to 6%.
- EL** - Increase pass rate from 55% to at least a 63%, reducing the gap from 13% to 9%.
- SWD** - Increase pass rate from 53% to at least a 61%, reducing the gap from 15% to 10%.
- Econ. Disadv.** - Increase pass rate from 63% to at least a 67%, reducing the gap from 5% to 5%.

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) -

S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in K-5 for language comprehension	123	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	123	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	123	ESSA Tier 3: Promising 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.
Professional Learning Build teacher capacity with coaching to analyze formative data in order to shift instruction in response to the data for the needs of the students.	1	ESSA Tier 1: Strong Evidence		Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan Key Performance Indicators	KPI-SAGS-1.2-% of students passing the 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)
School level- VKRP, VALLS (Pre-K-3rd), NWEA Reading Assessment (3rd-5th), DIBELS (4th-5th grade) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- VKRP, VALLS (Pre-K-3rd), NWEA Reading Assessment (3rd-5th), DIBELS (4th-5th grade) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- VKRP, VALLS (Pre-K-3rd), NWEA Reading Assessment (3rd-5th), DIBELS (4th-5th grade) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]

Goal #3	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.		
Baseline Data	2023-2024 Chronic Absenteeism was 15.7%.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, reduce chronic absenteeism to at least 12%.

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, reduced Chronic Absenteeism to at least 14.5%.
Annual Performance Goal Year 2 (2025-26)	By June 2026, reduce Chronic Absenteeism to at least 13%.
Annual Performance Goal Year 3 (2026-27)	By June 2027, reduce Chronic Absenteeism to at least 12%
Strategic Plan Strategies	

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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) -	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.

Action Steps

Action Steps	<u>Title I Schoolwide Component (1-4)</u>	<u>ESSA Evidence Tier (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) and Trusted Adult for each student * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liaison between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12	2,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	1,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning 1) School staff will continue Morning Meeting structures 2) Student Service staff will participating in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.) 3) Provide additional schoolwide and differentiated professional learning to re-establish behavioral and academic expectations schoolwide utilizing Responsive Classroom Approach/Restorative Justice Practices and provide follow up coaching to staff throughout the school year.	4	ESSA Tier 1: Strong Evidence	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan Key Performance Indicators	KPI-SWB-2.1-% of students who are chronically absent overall
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

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Goal #4	Science 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	<p>Spring 2024 Pass Rate - Science SOL Overall - 60% Black-33% Hispanic-47% EL- 35% SWD-29% ED- 47%</p>
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:	
<p>All students will increase their pass rate from 60% to 71%. Black - Increase pass rate from (Spr. 2024 pass rate) 33% to at least a 64%. Hispanic - Increase pass rate from (Spr. 2024 pass rate) 47% to at least a 67% EL - Increase pass rate from (Spr. 2024 pass rate) 35 % to at least a 64%. SWD - Increase pass rate from (Spr. 2024 pass rate) 29% to at least a 63%. Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 47% to at least a 67%,</p>	
Annual Performance Goals	
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>All student - will increase their pass rate from 60% to 64% Black- Increase pass rate from 33% to 48%, reducing the gap from 27% to 16% Hispanic - Increase pass rate from 47% to at least a 57%, reducing the gap from 13 % to 7% EL - Increase pass rate from 35% to at least a 49%, reducing the gap from 25% to 15% SWD - Increase pass rate from 29% to at least a 45%, reducing the gap from 31% to 19% Econ. Disadv. - Increase pass rate from 47% to at least a 57%, reducing the gap from 13% to 7%"</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>All students- Increase pass rate from 64% to 68% Black- Increase pass rate from 48% to 57%, reducing the gap from 16 to 11% Hispanic - Increase pass rate from 57% to at least a 64%, reducing the gap from 7% to 4% EL - Increase pass rate from 49% to at least a 58%, reducing the gap from 15% to 10 % SWD - Increase pass rate from 45% to at least a 55%, reducing the gap from 19% to 12% Econ. Disadv. - Increase pass rate from 57% to at least a 64%, reducing the gap from 7% to 4%</p>

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**Annual Performance Goal
Year 3 (2026-27)**

By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
 All Students- Increase pass rate from 68% to 71%
 Black- Increase pass rate from 57% to 64%, reducing gap from 11% to 7%
Hispanic - Increase pass rate from 64% to at least a 67%, reducing the gap from 4% to 4%
EL - Increase pass rate from 58% to at least a 64%, reducing the gap from 10% to 6%
SWD - Increase pass rate from 55% to at least a 63%, reducing the gap from 13% to 5%
Econ. Disadv. - Increase pass rate from 64% to at least a 67%, reducing the gap from 4% to 4%

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	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Deliver tier 1 instruction in science following the APS Science curriculum. Whole and small group instruction using approved science materials such as STEMScopes, Generation Genius, etc. Hire a 0.6 Science Specialist/Coach to support Tier 1 instruction, planning, and coaching in science instruction for staff. Utilize CFA, pre and post assessments through Mastery Connect to monitor progress.	1,2	ESSA Tier 1: Strong Eviden	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.
Provide targeted instruction using Science curriculum through monthly Content CLTs. Increase alignment and integrated science content through specials, morning meeting, and Project Discovery Exemplary Project to build background knowledge and support vocabulary development.	1,2	ESSA Tier 1: Strong Eviden	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.
Create structured opportunities and provide support to Science CLT's with analyzing Science assessment data using data protocols to inform instructional planning and address mastery of essential standards within the tiered system of support	1	ESSA Tier 1: Strong Eviden	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.
Communicate expectation that written standards, objectives, and anchor charts are written in a visible location in the classroom and accessible to students throughout the lesson	1,2	ESSA Tier 1: Strong Eviden	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.

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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)
School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
Baseline Data	On the Spring 2024YVM Survey, at least 68% of families responded favorable to the question "How well do your student's teacherscollaborate with you to support your students' learning?".	Identify if goal is required based on state or federal requirements, or other guidelines	Title I requirement
3 Year Performance Goal			

By June 2027, maintain at least 90% of APS families will respond favorably on the Spr. 2027 YVM category Partnerships: Family Engagement

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 73% of APS families will respond favorably to the question "How well do your student's teacherscollaborate with you to support your students' learning?". on the Spr. 2025 YVM category Partnerships: Family Engagement

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Annual Performance Goal Year 2 (2025-26)	By June 2026, maintain at least 80% of APS families will respond favorably to the question "How well do your student's teachers collaborate with you to support your students' learning?". on the Spr. 2025 YVM category Partnerships: Family Engagement				
Annual Performance Goal Year 3 (2026-27)	By June 2027, maintain at least 90% of APS families will respond favorably to the question "How well do your student's teachers collaborate with you to support your students' learning?". on the Spr. 2025 YVM category Partnerships: Family Engagement				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	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.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Supporting Student Success) * Under the FACE Checklist we will be SUPPORTING STUDENT SUCCESS by hosting interactive workshops for families about the American school system and key avenues to engage in their child's school/educational setting. * 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.)	1, 3	ESSA: Tier 2: Moderate Evidence	Sept- June, Ongoing	Admin, Community Engagement Coordinator, Bilingual Family Liaison, FACE Committee	Principal & AP will participate with FACE meetings monthly
Action 2 (Welcoming All Families): *Title I: Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as: -integrated meals, child care, and transportation; -multilingual engagement, including translation, varied language of engagement, and/or interpretation; and -flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)"	1, 3	ESSA Tier 1: Strong Evidence	Sept- June, Ongoing	Admin, Community Engagement Coordinator, Bilingual Family Liaison, FACE Committee	Principal & AP will participate with FACE meetings monthly

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<p>Action 3 (Communicating Effectively):</p> <ul style="list-style-type: none"> * 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. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways. 	1, 2	ESSA Tier 3: Promising Evidence	Sept- June, Ongoing	Admin, Community Engagement Coordinator, Bilingual Family Liaison, FACE Committee	Principal & AP will monitor ParentSquare use and participation by family. Provide check in meetings with the Bilingual Family Liaison and Community Engagement Coordinator to check on progress.
<p>Action 4: (Communicating Effectively):</p> <p>"*Title I: Reinforce the foundations of School-Family partnership by</p> <ul style="list-style-type: none"> • collaboratively reviewing our School-Family Partnership Principles with SY23-24 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding • collecting input from our SY23-24 community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year • publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (weekly Principal update, school calendar, etc.) • 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." 	1,2	ESSA Tier 1: Strong Evidence	Sept- June, Ongoing	Admin, Community Engagement Coordinator, Bilingual Family Liaison, FACE Committee	Principal & AP will participate with FACE meetings monthly

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan Key Performance Indicators	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement	
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)
Family Engagement Survey; Attendance Data at Family Events	Family Engagement Survey; Attendance Data at Family Events	Family Engagement Survey; Attendance Data at Family Events		Family Engagement Survey; Attendance Data at Family Events

Goal #6	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	2023-2024 Chronic Absenteeism was 15.7%.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, reduce chronic absenteeism to at least 12%

Annual Performance Goals	
Annual Performance Goal Year 1 (2023-24)	By June 2025, reduced Chronic Absenteeism to at least 14.5%.
Annual Performance Goal Year 2 (2024-25)	By June 2026, reduce Chronic Absenteeism to at least 13%.
Annual Performance Goal Year 3 (2025-26)	By June 2027, reduce Chronic Absenteeism to at least 12%

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) -	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.

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
Form a team of 3-4 to monitor student attendance, communicate the importance of attendance, and determine appropriate interventions	1	ESSA Tier 1: Strong Evidence	Sept-June	Administration, School Social Worker, Counselor, School Psych, Behavior Specialist, Student Support Coordinator	Principal/AP - Weekly meeting with the Student Success team
Meet with Central Office team quarterly	1	ESSA Tier 3: Promising Evidence	Sept-June	Administration, Counselors, Social Worker	Principal/AP - Weekly meeting with the Student Success team

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Establish School-wide Attendance Incentives	2	ESSA Tier 2: Moderate Evidence	Sept-June	Administration, School Social Worker, Counselor, School Psych, Behavior Specialist, Student Support Coordinator	Principal/AP - Weekly meeting with the Student Success team
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Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan Key Performance Indicators	KPI-SWB-2.2-% of students who are chronically absent by school
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

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 promotes ... what? [Say more \(concisely\) here!](#)

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.

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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 (including, 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 (total FTE and position titles --e.g., 2.0 FTE Academic Support Teachers) support ...what? (additional intervention, smaller groups, more instructional time, focus on certain content or populations...). Say more (concisely) here!

The Title I Schoolwide Comprehensive Needs Assessment

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, Spelling, 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](#), [Wellness 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 feedback survey](#), [staff professional learning survey](#), [FACE self-assessment](#), [Leadership for Equity Assessment & Development \(LEAD\) Tool](#), 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](#), [Grade-Level Chairs](#), 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:

- Example: Strengthening math performance for all students, and particularly for English Learners and Students With Disabilities.
- Example: Strengthening school and family connections throughout our school community with a focus on teacher-parent communications and academic partnerships.
- Example: Strengthening attendance for all students and particularly those experiencing chronic absenteeism by promoting a sense of belonging among students, providing opportunities for mentorship, and other supports.