

Barcroft - School Action Plan - 2025-26 to 2027-28

Principal: Judy Apostolico-Buck

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 2025 - SOL - Math Overall - Pass 64% Hispanic - Pass 47.6% (opp. gap 16.4%) EL - Pass 46% (opp. gap 18%) SWD - Pass 25% (opp. gap 39%) Econ. Disadv. - Pass 47.5% (opp. gap 16.5%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Hispanic - Increase pass rate from 48% to at least 68%, reducing the gap from 16% to 6%
EL - Increase pass rate from 46% to at least 67%, reducing the gap from 18% to 7%
SWD - Increase pass rate from 25% to at least 61%, reducing the gap from 39% to 12%
Econ. Disadv. - Increase pass rate from 38% to at least 68%, reducing the gap from 16% to 6%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 48% to at least 57%, reducing the gap from 16% to 10% EL - Increase pass rate from 46% to at least 56%, reducing the gap from 18% to 12% SWD - Increase pass rate from 25% to at least 43%, reducing the gap from 39% to 25% Econ. Disadv. - Increase pass rate from 38% to at least 57%, reducing the gap from 16% to 10%
Annual Performance Goal Year 2 (2026-27)	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 64%, reducing the gap from 11% to 7% EL - Increase pass rate from 56% to at least 63%, reducing the gap from 12% to 8% SWD - Increase pass rate from 43% to at least 54%, reducing the gap from 25% to 17% Econ. Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7%

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Annual Performance Goal Year 3 (2027-28)

By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 7% to 6%

EL - Increase pass rate from 63% to at least 67%, reducing the gap from 8% to 7%

SWD - Increase pass rate from 54% to at least 61%, reducing the gap from 17% to 12%

Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 7% to 6%

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 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 where ever 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. * Carry out walkthroughs to ensure of 3 math workshop structures implemented with fidelity.	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Math in Practice, Bridges, IXL, 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.d	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

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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) * 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.		2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Professional Learning: Oral language development Hattie high leverage influences		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						
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 Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Walkthroughs	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions -Walkthroughs		School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions Walkthroughs		School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions Walkthroughs	

Goal #2

Reading - 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.

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Baseline Data	Spring 2024 - SOL - Reading Overall Pass 68% Hispanic - 50% (18% gap) EL - 33% (35% gap) SWD - 23% (45% gap) Econ. Disadv - 59% (9% gap) Spring 2025 - SOL - Reading Overall Pass 60% Hispanic - 41% (19% gap) EL - 31% (29% gap) SWD - 28% (32% gap) Econ. Disadv - 45.6% (14% gap)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Hispanic - Increase pass rate from 41% to at least 65%, reducing the gap from 20% to 7%

EL - Increase pass rate from 32% to at least 64%, reducing the gap from 29% to 8% AND at least 62% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking)

SWD - Increase pass rate from 23% to at least 62%, reducing the gap from 33% to 9%

Econ. Disadv. - Increase pass rate from 46% to at least 67%, reducing the gap from 15% to 5%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 41% to at least 53%, reducing the gap from 20% to 12% EL - Increase pass rate from 32% to at least 47%, reducing the gap from 29% to 18% AND at least 62% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking) SWD - Increase pass rate from 28% to at least 45%, reducing the gap from 33% to 20% Econ. Disadv. - Increase pass rate from 46% to at least 56%, reducing the gap from 15% to 9%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 53% to at least 61%, reducing the gap from 12% to 8% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 18% to 12% AND at least 66% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking) SWD - Increase pass rate from 45% to at least 55%, reducing the gap from 20% to 13% Econ. Disadv. - Increase pass rate from 56% to at least 63%, reducing the gap from 9% to 5%

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Annual Performance Goal Year 3 (2027-28)

By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Hispanic - Increase pass rate from 61% to at least 65%, reducing the gap from 4% to 7%

EL - Increase pass rate from 57% to at least 64%, reducing the gap from 7% to 8% AND at least 70% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking)

SWD - Increase pass rate from 55% to at least 62%, reducing the gap from 7% to 9%

Econ. Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 4% to 5%

Strategic Plan Strategies

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
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or UFLI) * Implement CKLA in K-5 for language comprehension	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.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	2	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
Professional Learning Consider menu of options based on teacher experience/needs with focus on Science of Reading: phonics, fluency, comprehension; Multisyllable Routine for teachers Lexia English	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	

Progress Monitoring

Strategic Plan Measures - To determine	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance	KPI-SAGS-1.2-% of students passing the Reading SOL
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if goal was achieved		Indicators	
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- VALLSS and NWEA Teacher/CLT/Grade -End of Unit (CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets)	Teacher/CLT/Grade- End of Unit (CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -WIDA Language Charts -Formal Language Samples	School level- VALLSS and NWEA WIDA ACCESS (English Learners) Teacher/CLT/Grade- End of Unit (CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -Quarterly Assessment	School level- VALLSS and NWEA Teacher/CLT/Grade- End of Unit(CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -NWEA for taught standards -WIDA Language Charts -Formal Language Samples
Goal #3	Social, Emotional, and Mental Health		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	2025 YVM -60% favorable response to the question "During the last month, did you ever feel so stressed that you stopped doing some ofyour daily activities?" -67% favorable response to the question "I often worry about not having enough to eat during the school week."	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By Spring 2028: -at least 72% favorable response to the question "During the last month, did you ever feel so stressed that you stopped doing some ofyour daily activities?" -at least 80% favorable response to the question "I often worry about not having enough to eat during the school week."			

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Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By Spring 2026: -at least 64% favorable response to the question "During the last month, did you ever feel so stressed that you stopped doing some of your daily activities?" -at least 70% favorable response to the question "I often worry about not having enough to eat during the school week."
Annual Performance Goal Year 2 (2026-27)	By Spring 2027: -at least 68% favorable response to the question "During the last month, did you ever feel so stressed that you stopped doing some of your daily activities?" -at least 75% favorable response to the question "I often worry about not having enough to eat during the school week."
Annual Performance Goal Year 3 (2027-28)	By Spring 2028: -at least 72% favorable response to the question "During the last month, did you ever feel so stressed that you stopped doing some of your daily activities?" -at least 80% favorable response to the question "I often worry about not having enough to eat during the school week."

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	<u>Title I Schoolwide Component (1-4)</u>	<u>ESSA Evidence Tier (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
The Barcroft Student Support team will teach one strategy each month to support student self-regulation. This will include morning meeting activities and visuals	1	ESSA Tier 2: Moderate Evidence	Sept-June, Ongoing	Principal Assistant Principal	
Each student space will include a "calming corner" for students to use as needed.	2	ESSA Tier 2: Moderate Evidence	Sept-June, Ongoing	Principal Assistant Principal Family Liaison	
The Barcroft Student Support team will connect families to food resources in the community and maintain a log of families needing and receiving food assistance.	2,3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, Ongoing	Principal Assistant Principal Social worker Community-in-Schools Liaison	
The Barcroft Student Support team will re-initiate the weekend food backpack program providing food to students over the weekends.	4	ESSA Tier 1: Strong Evidence	1-2) August for initial training, Sept-June, Ongoing	Principal Assistant Principal Social worker Registrar	

Progress Monitoring

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Strategic Plan Measures - To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan Key Performance Indicators	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th	
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)
-# families connected to community resources -# families participating in Mobile Market	-# families connected to community resources -# families participating in Mobile Market	-# families connected to community resources -# families participating in Mobile Market -MOY Student Survey		Spring 2025 YVM -# families participating in Mobile Market

Goal #4	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	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.		
Baseline Data	Spring 2025 93% favorable response on student and family engagement on a school-based survey.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, on the YVM survey, maintain a 90% or higher favorable response rate to the category Partnerships:Family Engagement.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, on the YVM survey, maintain a 90% or higher favorable response rate to the category Partnerships: Family Engagement
Annual Performance Goal Year 2 (2026-27)	By June 2027, on the YVM survey, maintain a 90% or higher favorable response rate to the category Partnerships: Family Engagement
Annual Performance Goal Year 3 (2027-28)	By June 2028, on the YVM survey, maintain a 90% or higher favorable response rate to the category Partnerships: Family Engagement
Strategic Plan Strategies	

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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
Welcoming All Families 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. * Our school addresses barriers to communication (from APS FACE checklist) * 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).	1,2	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

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Communicating Effectively * 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. * Staff is available and open and accessible (from APS FACE checklist) * Reinforce the foundations of School-Family partnership by 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 * 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 * 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 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
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 children 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
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-2.1-# families who completed YVM		

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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)
	FACE Checklist	Focus Groups	YVM

Goal #5	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	Spring 2025 - SOL Overall Pass 54% Hispanic - 32.5% (21.5% gap) EL - 17% (37% gap) SWD - 27% (27% gap) Econ. Disadv. - 38% (16% gap)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, opportunity gaps on the Science SOL will be reduced by the following tiered goal:

Hispanic - Increase pass rate from 33% to at least 64%, reducing the gap from 21% to 5%
EL - Increase pass rate from 17% to at least 59%, reducing the gap from 37% to 9%
SWD - Increase pass rate from 27% to at least 62%, reducing the gap from 27% to 17%
Econ. Disadv. - Increase pass rate from 38% to at least 65%, reducing the gap from 16% to 3%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Science SOL will be reduced by the following tiered goal: Hispanic - Increase pass rate from 33% to at least 48%, reducing the gap from 21% to 14% EL - Increase pass rate from 17% to at least 38%, reducing the gap from 37% to 23% SWD - Increase pass rate from 27% to at least 44%, reducing the gap from 27% to 18% Econ. Disadv. - Increase pass rate from 38% to at least 51%, reducing the gap from 16% to 11%

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Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Science SOL will be reduced by the following tiered goal: Hispanic - Increase pass rate from 48% to at least 57%, reducing the gap from 14% to 8% EL - Increase pass rate from 38% to at least 51%, reducing the gap from 23% to 14% SWD - Increase pass rate from 44% to at least 55%, reducing the gap from 18% to 11% Econ. Disadv. - Increase pass rate from 51% to at least 59%, reducing the gap from 11% to 6%				
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Science SOL will be reduced by the following tiered goal: Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 8% to 5% EL - Increase pass rate from 51% to at least 59%, reducing the gap from 14% to 9% SWD - Increase pass rate from 55% to at least 62%, reducing the gap from 10% to 17% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 3%				
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-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
Tier 1 * 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 with support with the APS Science and English Learner Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * 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	
Tier 3 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	

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Professional Learning * 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	
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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)	

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 above, 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 a world-class education where every student develops the skills and knowledge to be a responsible global citizen and graduates college- or career-ready". 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

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Universal schoolwide academic schedule that promotes common planning time for English Learner, Special Education teachers and grade level teachers to engage in weekly meetings as a professional learning community; scheduled time for differentiated small group instruction in both reading and mathematics; maximizes ability for math coach and reading specialists to work with every grade level and ensures that every students' day begins with a strong Responsive Classroom Morning Meeting.

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) and we also implement Zones of Regulation (ESSA Evidence Tier 4).
- 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 (including, for example, Title I, Part A) to support the work of the school, the schoolwide program, and the school action plan.

Our Supplemental Title I staffing of 2.15 FTE (0.65 FTE Title I Reading Teacher, 1.0 FTE Title I Math Academic Support, and 0.5 Title I Academic Support Teacher,) provide additional intervention as well as coaching to teachers in tier 1 and tier 2 classroom instruction.

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 Barcroft Elementary](#), for the [district](#), and for the [Commonwealth](#). SOL assessment data from Spring 2025 and the prior 2 years 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) 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 Math Unit Pre-Assessments and exit tickets; APS Quarterly and End-of-Unit Science Assessment series; common formative assessments; as well as Reading, Spelling, and Mathematics intervention progress monitoring
- English language proficiency data (WIDAACCESS)
- Data that speak to Social Emotional Learning such as attendance, discipline, and results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey. Monthly SEL focus strategies with lessons and home connection which provide qualitative feedback about needs.
- Instructional Personnel and Licensure Report (IPAL)
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and instructional coach reflections.
- Community engagement, experience, and perception data such as the Your Voice Matters surveys for students, families, and staff, 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, Instructional Support Team, and Grade-Level Collaborative Learning Teams.

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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, reading and science performance for all students, and particularly for English Learners, Hispanic Students and Students With Disabilities.

Strengthening school and family connections throughout our school community with a focus on teacher-parent communications and academic partnerships.

Strengthening student social, emotional and mental health.