

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

Principal: Dr. Gabriela Rivas

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 2025 - SOL - Math All students - Pass rate 59% Black - Pass rate 48% (opp. gap 11%) Hispanic - Pass rate 45% (opp. gap 14%) EL - Pass rate - 39% (opp. gap 20%) SWD - Pass rate - 25% (opp. gap 34%) Econ. Disadv. - Pass rate - 50% (opp. gap 9%)	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:

All students- Increase pass rate from 59% to 72%.

Black - Increase pass rate from 48% to at least a 68% reducing the gap from 11% to 4%

Hispanic - Increase pass rate from 45% to at least a 66%, reducing the gap from 14% to 6%

EL - Increase pass rate from 39% to at least a 66%, reducing the gap from 20% to 6%

SWD - Increase pass rate from 25% to at least a 61%, reducing the gap from 34% to 11%

Econ Disadv. - Increase pass rate from 50% to at least a 69%, reducing the gap from 9% to 3%.

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: All students - Increase pass rate from 59% to 65%. Black - Increase pass rate from 48% to at least a 57%, reducing the gap from 11% to 8% Hispanic - Increase pass rate from 45% to at least a 55%, reducing the gap from 14% to 10% EL - Increase pass rate from 39% to at least a 51%, reducing the gap from 20% to 14%. SWD - Increase pass rate from 25% to at least a 43%, reducing the gap from 34% to 22%. Econ. Disadv. - Increase pass rate from 50% to at least a 59%, reducing the gap from 9% to 6%
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: All student- Increase pass rate from 65% to 69%. Black - Increase pass rate from 57% to at least a 64%, reducing gap from 8% to 5% Hispanic - Increase pass rate from 55% to at least a 63%, reducing the gap from 10% to 6% EL - Increase pass rate from 51% to at least a 60%, reducing the gap from 14% to 9% SWD - Increase pass rate from 43% to at least a 54%, reducing the gap from 22% to 15% Econ Disadv. - Increase pass rate from 59% to at least a 65%, reducing the gap from 6% to 4%

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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:

All student- Increase pass rate from 69% to 72%.
 Black - Increase pass rate from 64% to at least a 68%, reducing the gap from 5% to 4%
 Hispanic - Increase pass rate from 63% to at least a 66%, reducing the gap from 6% to 6%
 EL - Increase pass rate from 60% to at least a 66%, reducing the gap from 9% to 6%
 SWD - Increase pass rate from 54% to at least a 61%, reducing the gap from 15% to 10%
 Econ Disadv. - Increase pass rate from 65% to at least a 69%, reducing the gap from 4% 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-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 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.	2 3	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.
Tier 2 *Additional targeted small group 2-5x weekly using research-based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, IXL (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.	2 3	ESSA Tier 2: Moderate 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. (Continue use of evidence-based programs such as Bridges and expand use of AVMR Math Recovery® (by trained AVMR teacher). *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.		2 3	ESSA Tier 2: Moderate 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. *Continue and expand AVMR (Math Recovery Training) for Barrett faculty. *Review math agreements at the schoolwide level to establish shared understanding of language, terminology, and key components of the math workshop model across all grade levels.		2 4	ESSA Tier 2: Moderate 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	

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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.		
Baseline Data	Spr. 2025 All students - Pass rate 57% Black - Pass rate 68% (no opportunity gap) Hispanic - Pass rate 39% (opp. gap 18%) EL - Pass rate 32% (opp. gap 25 %) SWD - Pass rate 15% (opp. gap 42%) Econ. Disadv Pass rate 47% (opp. gap 10%)	Identify if goal is required based on state or federal requirements, or other guidelines	
READING SOL By 2028, 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 57% to 71%. Black - Increase pass rate from (Spr. 2025 pass rate) 68% to at least a 77%, (no gap) Hispanic - Increase pass rate from (Spr. 2025 pass rate) 39% to at least a 66%, reducing the gap from 18% to 5% EL - Increase pass rate from (Spr. 2025 pass rate) 32% to at least a 64%, reducing the gap from 25 % to 7% SWD - Increase pass rate from (Spr. 2025 pass rate) 15% to at least a 59%, reducing the gap from 42 % to 12% Econ. Disadv. - Increase pass rate from (Spr. 2025 pass rate) 47% to at least a 67%, reducing the gap from 10 % to 4%			
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: All students -Increase pass rate from 57% to 64% Black - Increase pass rate from 68% to at least a 71% (no gap). Hispanic - Increase pass rate from 39% to at least a 51%, reducing the gap from 18% to 13%. EL - Increase pass rate from 32% to at least a 47%, reducing the gap from 25% to 17%. SWD - Increase pass rate from 15% to at least a 37%, reducing the gap from 42% to 27%. Econ. Disadv. - Increase pass rate from 47% to at least a 57%, reducing the gap from 10% to 7%.		
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: All students - increase pass rate from 64% to 67%. Black - Increase pass rate from 71% to at least a 74% (no gap) Hispanic - Increase pass rate from 51 % to at least a 60%, reducing the gap from 13% to 8%. EL - Increase pass rate from 47% to at least a 57%, reducing the gap from 17% to 11%. SWD - Increase pass rate from 37% to at least a 50%, reducing the gap from 27% to 17%. Econ. Disadv. - Increase pass rate from 57% to at least a 64%, reducing the gap from 7% to 4%.		

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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:

All students - increase pass rate from 67% to 71%.
 Black - Increase pass rate from 74% to at least a 77% (no gap)
 Hispanic - Increase pass rate from 60% to at least a 66%, reducing the gap from 7% to 5%.
 EL - Increase pass rate from 57% to at least a 64%, reducing the gap from 10% to 17%.
 SWD - Increase pass rate from 50% to at least a 59%, reducing the gap from 17% to 12%.
 Econ. Disadv. - Increase pass rate from 64% to at least a 67%, reducing the gap from 3% 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-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	<u>Title I Schoolwide Component (1-4)</u>	<u>ESSA Evidence Tier (1-4)</u>	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	2	1: Strong Evidence 2: Moderate Evidence 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.
Tier 2: * Lexia recommended usage for structured literacy at student's level * Small group instruction with instructional resources aligned with Virginia Literacy Act & APS Literacy Plan	2 3	1: Strong Evidence 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.
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	2 3	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 job-embedded coaching to analyze formative data in order to shift instruction in response to the data for the needs of the students.	1 4	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	Strategic Plan Key Performance Indicators	KPI-SAGS-1.2-% of students passing the Reading SOL
	LGI-SAGS-2.2-Universal Literacy Screener		
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 (PreK, K), VALLS (Pre-K-5), NWEA Reading Assessment (3rd-5th) 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 (PreK, K, VALLS (Pre-K-5th), NWEA Reading Assessment (3rd-5th) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- VKRP (PreK, K), VALLS (Pre-K-5th), NWEA Reading Assessment (3rd-5th) 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	2024-2025 Chronic Absenteeism was 14.3%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, reduce Chronic Absenteeism to at least 10%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, reduce Chronic Absenteeism to at least 13%.
Annual Performance Goal Year 2 (2026-27)	By June 2027, reduce Chronic Absenteeism to at least 12%
Annual Performance Goal Year 3 (2027-28)	By June 2028, reduce Chronic Absenteeism to at least 10%
Strategic Plan Strategies	

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	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- PRIMARY					
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	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) and Trusted Adult for each student * Deliver daily 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 school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices (Inclusive Welcoming, Engaging Strategies, Intentional Closing) 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. * Incorporate a team focus on attendance supports	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 continue to deveop expertise 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 - 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 2025 Pass Rate - Science SOL All students - 64% Black -80% (no opportunity gap) Hispanic -47% (opp. gap 17%) EL - 24% (opp. gap 40%) SWD -33% (opp. gap 31%) Econ Disadv - 53% (opp. gap 11%)	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 (aggregated for all grade levels) will be reduced by the following tiered goal: All students will increase their pass rate from 64% to 74%. Black - Increase pass rate from (Spr. 2025 pass rate) 80% to at least a 85% (no gap) Hispanic - Increase pass rate from (Spr. 2025 pass rate) 47% to at least a 67% EL - Increase pass rate from (Spr. 2025 pass rate) 24 % to at least a 61%. SWD - Increase pass rate from (Spr. 2025 pass rate) 33% to at least a 64%. Econ. Disadv. - Increase pass rate from (Spr. 2025 pass rate) 53% to at least a 68%,			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, 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 64% to 68% Black- Increase pass rate from 80% to 82%, no gap Hispanic - Increase pass rate from 47% to at least a 57%, reducing the gap from 17% to 11% EL - Increase pass rate from 24% to at least a 42%, reducing the gap from 40% to 25% SWD - Increase pass rate from 33% to at least a 48%, reducing the gap from 31% to 20% Econ. Disadv. - Increase pass rate from 53% to at least a 61%, reducing the gap from 11% to 7%		
Annual Performance Goal Year 2 (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 82% to 84%, no gap Hispanic - Increase pass rate from 57% to at least a 64%, reducing the gap from 11% to 7% EL - Increase pass rate from 42% to at least a 53%, reducing the gap from 26% to 17% SWD - Increase pass rate from 48% to at least a 57%, reducing the gap from 20% to 14% Econ. Disadv. - Increase pass rate from 61% to at least a 65%, reducing the gap from 7% to 6%		

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Annual Performance Goal Year 3 (2027-28)

By June 2028, 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 71% to 74%
 Black- Increase pass rate from 84% to 85%, no gap
 Hispanic - Increase pass rate from 64% to at least a 67%, reducing the gap from 7% to 7%
 EL - Increase pass rate from 53% to at least a 61%, reducing the gap from 18% to 13%
 SWD - Increase pass rate from 57% to at least a 64%, reducing the gap from 14% to 10%
 Econ. Disadv. - Increase pass rate from 65% to at least a 68%, reducing the gap from 6% 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) -

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, hands on exploration through experiments and projects, interactive notebooks. Hire a 0.5 Science Specialist/Coach to support Tier 1 instruction, planning, and coaching in science instruction for staff. Utilize common formative assessments, 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 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 CLTs 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.
Articulate and employ principles of visible learning with, for example: * written standards, objectives, and anchor charts in a visible location in the classroom and accessible to students throughout the lesson. * supporting students in setting personalized learning goals. * writing using scientific and academic conventions. *using project-based learning, hands on exploration, interactive notebooks, opportunities for inquiry, experiences through field trips, guest speakers.	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.

Progress Monitoring

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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 level 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 2025 YVM Survey - 97% of families responded favorably to questions in the Family Engagement category.	Identify if goal is required based on state or federal requirements, or other guidelines	Title I requirement
3 Year Performance Goal			

By June 2028, maintain at least 95% of APS families will respond favorably on the Spr. 2027 YVM category Partnerships: Family Engagement

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, maintain at least 95% of APS families will respond favorably on the Spr. 2026 YVM category Partnerships: Family Engagement
Annual Performance Goal Year 2 (2026-27)	By June 2027, maintain at least 95% of APS families will respond favorably on the Spr. 2027 YVM category Partnerships: Family Engagement
Annual Performance Goal Year 3 (2027-28)	By June 2028, maintain at least 95% of APS families will respond favorably on the Spr. 2028 YVM category Partnerships: Family Engagement

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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) * Co-create a school year engagement calendar with stakeholders aligned with the Dual Capacity-Building Framework for School Family Partnerships * Host interactive workshops for families about the school system and key avenues to engage in their child's school/educational setting. * Host monthly 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: Survey this year's families to continue to increase accessibility and reduce identified 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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Action 3: (Communicating Effectively): *Title I: Reinforce the foundations of our Title I School-Family Partnership by: • seeking input from our families, staff, and community on this plan. • collecting input from our community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year. • collaboratively reviewing our School-Family Partnership Principles with families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding. • publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (Principal weekly email and school calendar). • 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
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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	English Learner Progress		
Strategic Plan Goal Area	Student Academic Growth and Success		
Strategic Plan Performance Objectives			
Baseline Data	2024-25 (preliminary) - 43.5% of English Learners demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment		
3 Year Performance Goal			
By 2028, at least 60% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment			
Annual Performance Goals			

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Annual Performance Goal Year 1 (2025-26)	By 2026, at least 50% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment				
Annual Performance Goal Year 2 (2026-27)	By 2027, at least 55% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment				
Annual Performance Goal Year 3 (2027-28)	By 2028, at least 60% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	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.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-3.2-Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.				
Action Steps					
Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Co-Teaching and Collaborative Planning Implement evidence-based, high-leverage co-teaching models (e.g., team teaching, parallel teaching) between EL teachers and content-area teachers, ensuring lessons are aligned with both language and content objectives. Focus on providing differentiated support through weekly collaborative planning to discuss strategies, use scaffolding, and create opportunities for peer interaction using Kagan structures.	3	ESSA Tier 1: Strong Evidence	ongoing	Admin, All Teachers, EL Coach	Walkthrough observations, student participation data sheets, teacher anecdotal notes
Quality Interactions and Extended Communication Use structures for cooperative, engaged learning that foster extended communication moves (i.e., Kagan structures; e.g., “Tell me more” or “How do you know?”) and peer interactions to practice academic language. Focus on ensuring oral language development through small group activities, pair work, and peer learning, giving EL students frequent opportunities to speak, listen, and use academic language in context.	3	ESSA Tier 1: Strong Evidence	ongoing	Admin, All Teachers, EL Coach	Walkthrough observations, student participation data sheets, teacher anecdotal notes
Targeted Small Group Instruction Regularly collect and analyze data using progress monitoring tools based on the WIDA ACCESS 2.0 to track English language development in particular in the speaking and writing domains. EL student progress will be reviewed during CLT meetings, and instructional adjustments will be made based on the data to meet individual student needs.	1,3	ESSA Tier 1: Strong Evidence	ongoing	Admin, All Teachers, EL Coach	Quarterly data review meetings, CLT meetings every 2 weeks
Professional Learning Provide professional learning on evidenced-based writing instruction based on the science of learning. Ensure that teachers integrate writing as a tool for language development in science. Focus on using sentence frames, graphic organizers, and explicit writing strategies to support EL students' writing using scientific and academic conventions. Provide sustained, job-embedded professional learning through ongoing coaching to ensure effective implementation and continued support for teachers.	3	ESSA Tier 1: Strong Evidence	Initial training (Sept - December) Ongoing job-embedded training	Admin, EL Teachers, EL Coach, Science Coach	Professional learning sign-ins, student writing samples, coaching logs

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Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan Key Performance 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)
	Grade level:K-5 Content: ELA/Science will be assessed using: WIDA Language Charts and Formal Language Samples	WIDA ACCESS administration	Grade level:K-5 Content: ELA/Science will be assessed using: WIDA Language Charts and Formal Language S

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

Universal schoolwide academic schedule that promotes CLT connections in ELA, Math, and Science, provides expanded or common opportunities for small group instruction or specialist interventions, that it ensures every students' day begins strong with Responsive Classroom practices.

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, such as Kindergarten Night and Middle School Nights.

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.

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Our Supplemental Title I staffing of 3.1 FTE (1.0 Title Math Coach, 0.2 Title 1 Reading Teacher, 0.7 Academic Support Teacher, 0.2 Title 1 School Counselor, 1.0 Title Dean of Students.)

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 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) K-5, NWEA MAP Growth Reading Gr 3-5, [APS Mathematics assessments](#) including Virginia Kindergarten Readiness Program 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 (WIDA ACCESS)
- Data that speak to Social Emotional Learning such as attendance, discipline, and results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey.
- 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, family engagement activity 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 Coaching Team, Mental Health 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 academic performance for all students, and particularly for English Learners, Students With Disabilities and Black students.

Strengthening school and family connections throughout our school community with a focus on proactive teacher-parent communications and academic partnerships, for all students and particularly historically marginalized groups.

Continue to support SEL and attendance for all students and particularly those experiencing crisis and/or chronic absenteeism.