

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

Principal: Peter Balas

Goal #1	Math - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2025 - SOL - Math Black - Pass 73% (opp. gap 7%) Hispanic - Pass 74% (opp. gap 4%) EL - Pass 66% (opp. gap 11%) SWD - Pass 76% (opp. gap 11%) Econ. Disadv - Pass 69% (opp. gap 8%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 76% to at least a 78%, gap remains the same 6% Hispanic - Increase pass rate from 79% to at least a 81%, gap remains the same 3% EL - Increase pass rate from 72% to at least a 75%, reducing the gap from 10% to 9% SWD - Increase pass rate from 72% to at least a 75%, reducing the gap from 10% to 9% Econ Disadv. - Increase pass rate from 75% to at least a 77%, gap remains at 7%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 70% to at least 73%, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 74% to at least 77%, the gap remains the same 4% EL - Increase pass rate from 66% to at least 69%, reducing the gap from 12% to 11% SWD - Increase pass rate from 76% to at least 78%, reducing the gap from 12% to 11% Econ. Disadv. - Increase pass rate from 69% to at least 72%, the gap from 9% to 8%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 73% to at least a 76%, reducing the gap from 7% to 6% Hispanic - Increase pass rate from 77% to at least a 79%, gap remains the same 3% EL - Increase pass rate from 69% to at least a 72%, reducing the gap from 11% to 10% SWD - Increase pass rate from 69% to at least a 72%, reducing the gap from 11% to 10% Econ Disadv. - Increase pass rate from 72% to at least a 75%, reducing the gap from 8% to 7%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 76% to at least a 78%, gap remains the same 6% Hispanic - Increase pass rate from 79% to at least a 81%, gap remains the same 3% EL - Increase pass rate from 72% to at least a 75%, reducing the gap from 10% to 9% SWD - Increase pass rate from 72% to at least a 75%, reducing the gap from 10% to 9% Econ Disadv. - Increase pass rate from 75% to at least a 77%, gap remains at 7%		

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Strategic Plan Strategies

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

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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 begin to use math workshop structures within each unit. * Every student will begin to meet regularly meet the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. * Provide just-in-time support to help students access grade level curriculum. *CLTs meet regularly to identify student needs, and review curriculum to include more critical thinking, reasoning, and differentiation	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Collaborative planning including EL and SpEd teachers to target identified needs. * Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. * Ensure that students have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress. *CLTs meet regularly to review data regarding student improvement on material and address weaknesses and disparities. Use grading for equity to address disparities in student performance.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	
Tier 3 * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities. * Use very straight-forward, explicit Instruction by breaking down mathematical concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently. *CLTs and Math coach plan formal study groups for struggling students during Warriors Period	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	
Professional Learning: Members of CLTs observe each other's classes and discuss in CLT meetings. The purpose of the observations is to learn from each others strengths and provide peer feedback in order to enhance teaching practices. Teachers will work collaboratively with the Math Academics Office to obtain high quality instructional materials to deliver the APS curriculum and assessments aligned to the VDOE standards for that course, with an emphasis on differentiation to meet the needs of all learners. Wakefield Admin team will continue to conduct instructional walkthroughs with Central Office staff.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	

Progress Monitoring

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Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth (Alg 1 only) Teacher/CLT/Grade -SOL Quick Checks	Teacher/CLT/Grade -SOL Quick Checks	School level NWEA - MAP Growth (Alg 1 Only) Teacher/CLT/Grade -SOL Quick Checks	School level- NWEA - MAP Growth (Alg 1 Only) Math SOL Teacher/CLT/Grade -SOL Quick Checks

Goal #2	Reading - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2025 - SOL - English Black - Pass 82% Hispanic - Pass 72% EL - Pass 45% SWD - Pass 68% Econ. Disadv - Pass 75%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 85% to at least 87% Hispanic - Increase pass rate from 77% to at least 80%, reducing the gap from 8% to 7% EL - Increase pass rate from 56% to at least 66%, reducing the gap from 22% to 20% SWD - Increase pass rate from 74% to at least 74%, reducing the gap from 11% to 9% Econ. Disadv. - Increase pass rate from 80% to at least 82%, reducing the gap from 5% to 4%			
Annual Performance Goals			

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Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 82% to at least 84% Hispanic - Increase pass rate from 72% to atleast 75%, reducing the gap from 9% to 8% EL - Increase pass rate from 45% to at least 55%, reducing the gap from 36% to 28% SWD - Increase pass rate from 68% to at least 71%, reducing the gap from 13% to 12% Econ. Disadv. - Increase pass rate from 75% to at least 78%, reducing the gap from 6% to 5%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 84% to at least 85% Hispanic - Increase pass rate from 75% to at least 77%, reducing the gap from 8% to 7% EL - Increase pass rate from 55% to at least 63%, reducing the gap from 28% to 22% SWD - Increase pass rate from 71% to at least 74%, reducing the gap from 12% to 11% Econ. Disadv. - Increase pass rate from 78% to at least 80%, gap remains at 5%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 85% to at least 87% Hispanic - Increase pass rate from 77% to at least 80%, reducing the gap from 8% to 7% EL - Increase pass rate from 56% to at least 66%, reducing the gap from 22% to 20% SWD - Increase pass rate from 74% to at least 74%, reducing the gap from 11% to 9% Econ. Disadv. - Increase pass rate from 80% to at least 82%, reducing the gap from 5% to 4%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Utilize an explicit vocabulary routine to teach new words essential to the shared text-PACT strategy * Utilize strategies from Aspire Training and Staff Development in adolescent reading * CLT meeting as well as co-teachers monthly to ensure curriculum alignment with the support of secondary ELA specialist. * Implement APS curriculum and align with VDOE standards.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by
Tier 2: * Teach a routine to determine the gist of the texts-PACT * Utilize Lexia-Build students decoding skills to read complex multisyllabic words, grammar, comp. * CLT meeting with co-teachers monthly to ensure differentiation to meet students needs (SPED and EL) with the support of secondary ELA, EL and SPED specialist. * Implement APS curriculum and align with VDOE standards.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

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Tier 3: * Multisyllabic word decoding routines * Immersive Reader, ed tech access for read aloud/translations. * CLT meeting with co-teachers monthly to ensure scaffolding to meet students needs (SPED and EL) with the support of secondary ELA, EL and SPED specialist. * Implement APS curriculum and align with VDOE standards.		Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	conducting walkthroughs and observations and attending CLTs.
Professional Learning: ELA teachers to participate in NWEA - MAP, Aspire, and ATSS professional learning throughout the school year - pre-service, teacher professional learning days, and county-wide trainings. Learning of best practices during CLTs. Teachers will work collaboratively with the English and English Learners Academics Office to obtain high quality instructional materials to deliver the APS curriculum and assessments aligned to the VDOE standards for that course, with an emphasis on differentiation to meet the needs of all learners.		Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Progress Monitoring				
Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.2-% of students passing the Reading SOL	
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 for ELA (BOY in 9th and 10th grade, only MOY & EOY if below proficient on BOY; Gr. 11-12 continue in upper grades if below proficient) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	School level- -NWEA MAP Growth for ELA (BOY in 9th and 10th grade, only MOY & EOY if below proficient on BOY; Gr. 11-12 continue in upper grades if below proficient) -Gr. 11 Benchmark Assessment Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	School level NWEA MAP Growth for ELA (BOY in 9th and 10th grade, only MOY & EOY if below proficient on BOY; Gr. 11-12 continue in upper grades if below proficient) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	

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Goal #3		Ready For Life / 3E Framework			
Strategic Plan Goal Area		Student Academic Growth & Success			
Strategic Plan Performance Objectives		PO-SAGS-4-By 2030, at least 95% students in the graduation cohort will meet at least one of the College, Career, Civic Readiness Indicators (CCCRI)			
Baseline Data		2024-2025 - 76% in students in the 2025 Cohort met at least one of the criteria in the Ready For Life/3E Readiness Framework	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal					
By June 2028, at least 88% in students in the 2028 cohort will meet at least one of the criteria in the Ready For Life/3E Readiness Framework					
Annual Performance Goals					
Annual Performance Goal Year 1 (2025-26)		By June 2026, at least 80% in students in the 2026 cohort will meet at least one of the criteria in the Ready For Life/3E Readiness Framework			
Annual Performance Goal Year 2 (2026-27)		By June 2027, at least 84% in students in the 2027 cohort will meet at least one of the criteria in the Ready For Life/3E Readiness Framework			
Annual Performance Goal Year 3 (2027-28)		By June 2028, at least 88% in students in the 2028 cohort will meet at least one of the criteria in the Ready For Life/3E Readiness Framework			
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY		S-SAGS-4.3-Expand APS accessibility strategies of intensified classes, Advanced Placement, IB, DE, and career and technical classes for all schools and student groups.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -					
Action Steps					
Action Steps			Timeline	Responsible & Accountable	Monitoring for Implementation
Work with CTE office on a HQ WBL or service learning opportunity (Amazon internship and externship experience)			Sept-June, Ongoing	Admin, All Staff	Director of Counseling, Student Testing Coordinator, Principal & APs
Review schedules of Cohort of 2026 to ensure students have are enrolled in an AP, DE, or CTE (if haven't received credit in years past) and closely monitor to ensure course success.			Sept-June, Ongoing	Admin, All Staff	
Administer alternative credentialing assessments (ASVAB)			Sept-June, Ongoing	Admin, All Staff	
Professional Learning: Teachers will work collaboratively with the Student Services Office to obtain high quality instructional materials to deliver the APS curriculum and assessments aligned to the VDOE standards for that course, with an emphasis on differentiation to meet the needs of all learners.			1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	

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Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-4.1-CCCRI completion data	Strategic Plan Key Performance Indicators	KPI-SAGS-4.1-% of students in the graduation cohort who achieved CCCRI
	LGI-SAGS-4.2-% of students achieving each CCCRI indicator		
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)
APS Insights, Synergy and Counseling case records	APS Insights, Synergy and Counseling case records	APS Insights, Synergy and Counseling case records	APS Insights, Synergy and Counseling case records

Goal #4		Inclusion	
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
Baseline Data	SY 2024-25 79% of SWD spent at least 80% of the school day in a general education setting	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2028, at least 88% of students with disabilities will spend 80% or more of their school day in a general education setting			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 81% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 84% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 88% of students with disabilities will spend 80% or more of their school day in a general education setting		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-3.2-Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.		
Action Steps			

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Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation
Start by looking at the the CRFs for next school year in the Fall and discuss possible inclusion opportunities.		September	Counseling Office and Admin	Attend meetings between Counseling Office, SPED department chair, and Admin to determine and finalize CRFs. Frequent check-ins
At IEP meetings, more discussion on co-taught classes and inclusion opportunities.		Ongoing	Case Carriers, Admin, department chair of SPED, LEAs	Admin observations of IEP meetings
Start identifying students that have one self-contained class in order to potentially increase their co-taught hours/classes for next year.		Throughout the year, identify students at the	Case Carriers, department chair of SPED, LEAs	Admin frequent check-in meeting with the SPED department chair and Case Carriers of these students
Continue attending middle school IEP meetings to discuss co-taught classes and inclusion opportunities for high school.		Throughout the year.	Department chair of SPED	Admin has debriefing meetings about incoming contentious IEP meetings
Ensure that Service Hours align with the student's individual needs		Throughout the year.	LEAs, SSC, Admin of SPED	Pulling reports of number of students with self-contained and co-taught service hours throughout the school year.
Ensure that students are receiving their appropriate accommodations and IEP goal data is being collected.		Throughout the year.	Admin Team, Case Carriers, LEA, SSC	Admin attending IEP meetings, providing feedback, and collaborating with Case Carriers; data shared with Admin from the Case Carriers.
Progress Monitoring				
Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	Strategic Plan Key Performance Indicators		KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)	
LRE Dashboard - APS Insights, Weekly IEP Reports	LRE Dashboard - APS Insights, Weekly IEP Reports	LRE Dashboard - APS Insights, Weekly IEP Reports	LRE Dashboard - APS Insights, Weekly IEP Reports	

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Goal #5		Chronic Absenteeism			
Strategic Plan Goal Area		Student Well-Being			
Strategic Plan Performance Objectives		PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.			
Baseline Data		SY 2024-25 22.65% of students were chronically absent (APS) ___ (VDOE) will find out in September	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal					
By June 2028, reduce chronic abseentism to at least 17%					
Annual Performance Goals					
Annual Performance Goal Year 1 (2025-26)		By June 2026, reduce chronic abseentism to at least 19.5%			
Annual Performance Goal Year 2 (2026-27)		By June 2027, reduce chronic abseentism to at least 18%			
Annual Performance Goal Year 3 (2027-28)		By June 2028, reduce chronic abseentism to at least 17%			
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY		S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -					
Action Steps					
Action Steps			Timeline	Responsible & Accountable	Monitoring for Implementation
Hold regular meetings: monthly Accreditation meetings, bi-weekly Attendance Team meetings, and monthly Syphax support check-ins to track chronic absenteeism trends. Use APS Insight, Synergy reports (e.g., ATP402), and mail merge tools for accurate and timely data on at-risk students. Ensure accurate record keeping through residency/address verification, prompt withdrawal after 15 consecutive absences, and correction of attendance errors from substitutes or testing days.)			Sept- June, ongoing	Principal, Assistant Principal (AP's), Dean, Attendance Specialist	Principal will monitor implementation through weekly check-ins with staff responsible for action step
Implement proactive communication: weekly-to-monthly ParentSquare messages, multilingual letters, and direct phone calls for EL and at-risk students. Engage families through home visits (Edu-Futuro), EL conferences, and parent representation on the Attendance Team.			Sept- June, ongoing	Principal, Assistant Principal, Dean, Attendance Specialist	AP's and Director of Counseling will monitor implementation through review of correspondence and checks
Continue and expand recognition for good attendance: perfect attendance awards, graduation cords, "Battle of the Bells," block party, and parking space raffles. Link privileges (e.g., off-campus lunch for juniors) to attendance benchmarks.			Sept- June, ongoing	Principal, Assistant Principal, Dean, Attendance Specialist	AP's and Director of Counseling will monitor implementation through check-in meetings with staff responsible for action step

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Tier 1: Continue Flexible Instructional Time (FIT) with both in-person and QR code tracking, quarterly attendance letters in home languages, ParentSquare messaging, and school-wide attendance incentives (certificates, bulletin boards, off-campus privileges, graduation cords). Tier 2: Maintain Edu-Futuro partnerships, EL-focused outreach, and targeted interventions from counselors and social workers. Tier 3: Explore alternative placements for students with persistent absenteeism.		Sept- June, ongoing	Principal, Assistant Principal, Dean, Attendance Specialist	AP's and Director of Counseling will monitor implementation by maintaining a document to track the participation of students who are chronically absent
Professional Learning: Teachers will work collaboratively with the Student Support Office to obtain high quality instructional materials to deliver the APS curriculum and assessments aligned to the VDOE standards for that course, with an emphasis on differentiation to meet the needs of all learners. Assign T-scale staff to support after-school FIT and Community in Schools programming to increase credit recovery opportunities. Train substitutes and all staff on accurate attendance-taking practices. Coordinate with partners (Edu-Futuro, Communities in Schools, APS departments) for case management and intervention alignment.		Sept- June, ongoing	Principal, Assistant Principal, Dean, Attendance Specialist	
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)	
Attendance reports via Synergy and APS Insights	Attendance reports via Synergy and APS Insights	Attendance reports via Synergy and APS Insights	Attendance reports via Synergy and APS Insights	

Goal #6	Science - Proficiency Gaps		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	SY 2024-2025 - Science SOL- pass rates Black - 59% (Gap 5%) Hispanic - 52% (Gap 12%) EL - 35% (Gap 29%) SWD - 48% (Gap 16%) Econ. Disadv. - 55% (Gap 9%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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

Black - Increase pass rate from 69% to at least 72%, remaining at 2%
 Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 7% to 6%
 EL - Increase pass rate from 58% to at least 64%, reducing the gap from 13% to 9%
 SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 7% to 6%
 Econ. Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 5% to 4%

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:		
	Black - Increase pass rate from 59% to at least 65%, reducing the gap from 5% to 2%		
	Hispanic - Increase pass rate from 52% to at least 60%, reducing the gap from 12% to 7%		
	EL - Increase pass rate from 35% to at least 49%, reducing the gap from 29% to 19%		
	SWD - Increase pass rate from 48% 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 SCIENCE SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	Black - Increase pass rate from 65% to at least 69%, reducing the gap from 3% to 2%		
	Hispanic - Increase pass rate from 60% to at least 64%, reducing the gap from 8% to 7%		
	EL - Increase pass rate from 49% to at least 58%, reducing the gap from 19% to 13%		
	SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7%		
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:		
	Black - Increase pass rate from 69% to at least 72%, remaining at 2%		
	Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 7% to 6%		
	EL - Increase pass rate from 58% to at least 64%, reducing the gap from 13% to 9%		
	SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 7% to 6%		
Econ. Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 5% 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	Timeline	Responsible & Accountable	Monitoring for Implementation

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Tier 1 - Implement science curriculum using district-wide adopted resources. - Provide laboratory investigation in each unit. - All Intensified HS Science courses complete an independent research project. - Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students, focused on sub groups	Sept-June, Ongoing	Admin, All Staff	
Tier 2 - Complete unit benchmark assessments. - Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students, especially ELs and SWDs - Participate in weekly Biology CLT. - Follow science curriculum pacing guide to align with benchmark assessments.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 - Collaborate with Secondary Science Specialist in CLT to review learning needs of students and targeted supports including reteaching core concepts and supplementary resources - Complete unit benchmark assessments. - Follow science curriculum pacing guide to align with benchmark assessments. - Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. - Participate in weekly Science CLT.	Sept-June, Ongoing	Admin, All Staff	
Professional Learning: Teachers will work collaboratively with the Science Academics Office to obtain high quality instructional materials to deliver the APS curriculum and assessments aligned to the VDOE standards for that course, with an emphasis on differentiation to meet the needs of all learners. Members of CLTs observe each other's classes and discuss in CLT meetings. The purpose of the observations is to learn from each others strengths and provide peer feedback in order to enhance teaching practices.	Sept-June, Ongoing	Admin, All Staff	Principal & APs, Science, 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-1.4-Science SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.5-% of students passing the Science SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment, CLT Data Reviews, SMART Goals, progress monitoring for special populations (EL and SWD), Walkthroughs with Science Office	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment, CLT Data Reviews, SMART Goals, progress monitoring for special populations (EL and SWD), Walkthroughs with Science Office	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment, CLT Data Reviews, SMART Goals, progress monitoring for special populations (EL and SWD), Walkthroughs with Science Office	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment, CLT Data Reviews, SMART Goals, progress monitoring for special populations (EL and SWD), Walkthroughs with Science Office

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

Principal: Peter Balas

Goal #7	WIDA ACCESS		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	SY 2025-2026 EL Progress (ACCESS): 52.3% demonstrated expected progress toward English language proficiency on the WIDA ACCESS assessment.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, 64% of English Learners will demonstrate expected progress toward English language proficiency on the WIDA ACCESS assessment.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, 60% of English Learners will demonstrate expected progress toward English language proficiency on the WIDA ACCESS assessment.
Annual Performance Goal Year 2 (2026-27)	By June 2027, 62% of English Learners will demonstrate expected progress toward English language proficiency on the WIDA ACCESS assessment.
Annual Performance Goal Year 3 (2027-28)	By June 2028, 64% 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-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. * CLT meeting as well as co-teachers monthly to ensure curriculum alignment with the support of secondary EL specialist. * Implement EL curriculum using district-wide adopted resources and align with VDOE standards. * Provide just-in-time support to help students access grade level curriculum. * Teachers will participate in coteaching PD to support instruction in all 4 domains with the support of OEL and OSPED. * New teachers will participate in PD all year to support instruction with the support of OEL.	Sept-June, Ongoing	Admin, All Staff	

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

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Tier 2 * Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction. CLT meeting with co-teachers monthly to ensure differentiation to meet students needs (SPED and EL) with the support of secondary ELA, EL and SPED specialist. Targeted groups are differentiated to meet each students' needs. * Implement EL curriculum using district-wide adopted resources and align with VDOE standards. * Teachers will participate in coteaching PD to support instruction in all 4 domains with the support of OEL and OSPED. * New teachers will participate in PD all year to support instruction with the support of OEL.		Sept-June, Ongoing	Admin, All Staff	Principal & APs, OEL
Tier 3 * Integrate culturally relevant concepts and practices into all levels of school interactions. * Multisyllabic word decoding routines * Targeted groups are differentiated to meet each students' needs. * Immersive Reader, ed tech access for read aloud/translations. * Teachers will participate in coteaching PD to support instruction in all 4 domains with the support of OEL and OSPED. * New teachers will participate in PD all year to support instruction with the support of OEL.		Sept-June, Ongoing	Admin, All Staff	
Professional Learning: Teachers will work collaboratively with the English Learners Office to obtain high quality instructional materials to deliver the APS curriculum and assessments aligned to the VDOE standards for that course, with an emphasis on differentiation to meet the needs of all learners. Members of CLTs observe each other's classes and discuss in CLT meetings. The purpose of the observations is to learn from each others strengths and provide peer feedback in order to enhance teaching practices. They will also participate in a school year long PD to support instruction in all 4 domains.		Sept-June, Ongoing	Admin, All Staff	
Progress Monitoring				
Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan Key Performance Indicators	KPI-SAGS-2.2-% of middle school and Gr. 9 students annually meeting defined growth targets in reading on the NWEA MAP Growth	
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- Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	School level- Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum -WIDA Language Rubrics	School level- Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum -WIDA ACCESS	School level- Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum -WIDA Language Rubrics	