

**Barrett - School Action Plan - 2023-24 to 2025-26**  
**Principal: Catherine Han**

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 - SOL - Math  Black - Pass rate 30% (opp. gap 28%) Hispanic - Pass rate - 47% (opp. gap 11%) EL- Pass rate - 37% (opp. gap 21%) SWD- Pass rate - 24% (opp. gap 34%) Econ. Disadv- Pass rate - 47% (opp. gap 11%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 performance rating in VDOE School Quality Indicator: Math (Achievement Gaps)
<b>3 Year Performance Goal</b>			
MATH SOL By 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from (Spr. 2023 pass rate) 20% to at least a 62%, reducing the gap from 28% to 10% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 47% to at least a 68%, reducing the gap from 11% to 3% EL - Increase pass rate from (Spr. 2023 pass rate) 37% to at least a 66%, reducing the gap from 21% to 8% SWD - Increase pass rate from (Spr. 2023 pass rate) 24% to at least a 60%, reducing the gap from 34% to 13% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 47% to at least a 67%, reducing the gap from 11% to 3%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, 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 58% to at least 65% Black - Increase pass rate from 30% to at least a 44%, reducing the gap from 28 % to 19% Hispanic - Increase pass rate from 47% to at least a 60%, reducing the gap from 11% to 8% EL - Increase pass rate from 37% to at least a 49%, reducing the gap from 21% to 14% SWD - Increase pass rate from 24% to at least a 39%, reducing the gap from 34% to 22% Econ. Disadv. - Increase pass rate from 47% to at least a 56%, reducing the gap from 11% to 8%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  All student- Increase pass rate from 66% to 69%. Black - Increase pass rate from 44 % to at least a 55 %, reducing the gap from 22% to 15% Hispanic - Increase pass rate from 60% to at least a 66%, reducing the gap from 6% to 5% EL - Increase pass rate from 49% to at least a 58%, reducing the gap from 17% to 11%. SWD - Increase pass rate from 39% to at least a 51%, reducing the gap from 27% to 18%. Econ. Disadv. - Increase pass rate from 56% to at least a 66%, reducing the gap from 10% to 6%		

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**Annual Performance Goal  
Year 3 (2025-26)**

By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- All student- Increase pass rate from 69% to 72%.
- Black - Increase pass rate from 55% to at least a 62%, reducing the gap from 14% to 10 %
- Hispanic - Increase pass rate from 66% to at least a 68%, reducing the gap from 5% to 3%
- EL - Increase pass rate from 58% to at least a 66%, reducing the gap from 11% to 8%
- SWD - Increase pass rate from 51% to at least a 60%, reducing the gap from 18% to 13%
- Econ Disadv. - Increase pass rate from 66% to at least a 67%, reducing the gap from 6% to 3%

#### Strategic Plan Strategies

**Strategic Plan Strategies- PRIMARY**

S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

**Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -**

S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

#### Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	<a href="#">ESSA EVIDENCE TIER (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li>* 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.</li> <li>* Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</li> </ul>	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>*Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need)</li> <li>*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.</li> </ul>	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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<p><b>Tier 3</b>          * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson)          * Progress monitoring every 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.</p>	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p><b>Professional Learning:</b>          *Bridges training for SPED teachers and school based interventionists.          *AVMR1 Training for Grade 1 teachers.</p>	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

**Progress Monitoring**

<p><b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b></p>	M-SS-3- Math SOLs	<p><b>Results of Progress (End of Year)</b></p>	Math SOL		
<p><b>Evidence of Progress toward Annual Goal (MP1)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP2)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP3)</b></p>		<p><b>Evidence of Progress toward Annual Goal (MP4)</b></p>	
<p><b>School level-</b> NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b>          -District Benchmarks [Mastery Connect]          -SOL Quick Checks (Just in time Quick Checks)          -Progress Monitoring Data from Interventions</p>	<p><b>Teacher/CLT/Grade</b>          -District Benchmarks [Mastery Connect]          -SOL Quick Checks (Just in time Quick Checks)          -Progress Monitoring Data from Interventions</p>	<p><b>School level</b> NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b>          -District Benchmarks [Mastery Connect]          -SOL Quick Checks (Just in time Quick Checks)          -Progress Monitoring Data from Interventions</p>		<p><b>School level-</b> NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b>          -District Benchmarks [Mastery Connect]          -SOL Quick Checks (Just in time Quick Checks)          Progress Monitoring Data from Interventions"</p>	

<p align="center"><b>Goal #2</b></p>	<p align="center"><b>Reading - Opportunity Gaps - SOL</b></p>			
<p><b>Strategic Plan Goal Area</b></p>	Student Success			
<p><b>Strategic Plan Performance Objectives</b></p>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.			
<p><b>Baseline Data</b></p>	<p>Spr. 2023</p> <p>Black - Pass rate 56% (opp. gap 4%)          Hispanic - Pass rate - 45% (opp. gap 15%)          EL- Pass rate - 31% (opp. gap 29%)          SWD- Pass rate - 24% (opp. gap 36%)          Econ. Disadv- Pass rate - 46% (opp. gap 14%)</p>	<p align="center"><b>Identify if goal is required based on state or federal requirements, or other guidelines</b></p>		

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### 3 Year Performance Goal

#### READING SOL

By 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Black - Increase pass rate from (Spr. 2023 pass rate) 56 % to at least a 66%, reducing the gap from 7% to 0%
- Hispanic - Increase pass rate from (Spr. 2023 pass rate) 45% to at least a 55%, reducing the gap from 23% to 8%
- EL - Increase pass rate from (Spr. 2023 pass rate) 31% to at least a 45%, reducing the gap from 48% to 18 %
- SWD - Increase pass rate from (Spr. 2023 pass rate) 24% to at least a 39%, reducing the gap from 44 % to 22%
- Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 46% to at least a 55%, reducing the gap from 29 % to 8%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All students- Increase pass rate 60% to at least 66%.            Black - Increase pass rate from 56% to at least a 66%, reducing the gap from 4 % to 1%            Hispanic - Increase pass rate from 45% to at least a 55%, reducing the gap from 15% to 9%            EL - Increase pass rate from 31% to at least a 45%, reducing the gap from 29% to 18%            SWD - Increase pass rate from 24% to at least a 39%, reducing the gap from 36% to 22%            Econ. Disadv. - Increase pass rate from 46% to at least a 55%, reducing the gap from 14% to 8% "</p>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All students-Increase pass rate from 66% to 69%            Black - Increase pass rate from 66 % to at least a 69 %, eliminating the gap.            Hispanic - Increase pass rate from 55 % to at least a 62 %, reducing the gap from 11 % to 7%.            EL - Increase pass rate from 45% to at least a 55%, reducing the gap from 21% to 14%.            SWD - Increase pass rate from 39 % to at least a 51%, reducing the gap from 27% to 18%.            Econ. Disadv. - Increase pass rate from 55% to at least a 62%, reducing the gap from 11% to 7%.</p>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All students increase pass rate from 69% to 72%.            Black - Increase pass rate from 69% to at least a 72%, eliminating the gap.            Hispanic - Increase pass rate from 62 % to at least a 66%, reducing the gap from 7% to 6%.            EL - Increase pass rate from 55% to at least a 63%, reducing the gap from 14% to 10%.            SWD - Increase pass rate from 51% to at least a 60%, reducing the gap from 18% to 13%.            Econ. Disadv. - Increase pass rate from 62% to at least a 66%, reducing the gap from 7% to 6%.</p>

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -					
Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	<a href="#">ESSA EVIDENCE TIER (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension	123	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	123	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	123	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Professional Learning</b> Build teacher capacity with coaching to analyze formative data in order to shift instruction in response to the data for the needs of the students.	1	ESSA Tier 1: Strong Evidence		Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Progress Monitoring					
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	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)		

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<b>School level-</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>School level-</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	<b>School level</b> DIBELS  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards
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<b>Goal #3</b>		<b>Student Well-Being</b>	
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	<p>On the Spring 2022 YVM Survey in the Self-Efficacy category, students scored 50% overall. The percentage breakdown per grade level was: 3rd grade (59%), 4th grade (42%), and 5th grade (46%).</p> <p>On the Spring 2023 SEL Survey in the Self-Efficacy category, students scored 88% overall. This attributed to a 33 percentage point increase. The breakdown per grade level was: 3rd (90%), 4th (85%), and 5th (89%). While this survey was similar to the YVM survey,</p> <p>it was used to monitor student's SEL during a year where the YVM was not administered to students. Even with the significant gains across all groups (all groups had at least 80% favorable responses), our Hispanic and Black student populations still lagged behind their peers by 10 percentage points or more (84% and 80% respectively) when compared to their white peers. There were no statistically significant differences between other gap group areas.</p>	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, at least 70% of students will indicate favorable responses for Self-Efficacy on the 2026 YVM Survey			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, at least 60% of students will indicate favorable responses for Self-Efficacy on the 2024 YVM Survey		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, on a school based survey, at least 65% of students will indicate favorable responses on questions from the Self-Efficacy category of YVM		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, at least 70% of students will indicate favorable responses for Self-Efficacy on the 2026 YVM Survey		
<b>Strategic Plan Strategies</b>			

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<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.				
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>					
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) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12	2,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	1,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	1,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Professional Learning</b> 1) School staff will continue Morning Meeting structures 2) Student Service staff will participating in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.) 3) Provide additional schoolwide and differentiated professional learning to re-establish behavioral and academic expectations schoolwide utilizing Responsive Classroom Approach/Restorative Justice Practices and provide follow up coaching to staff throughout the school year.	4	ESSA Tier 1: Strong Evidence	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Progress Monitoring					
<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	<b>Results of Progress (End of Year)</b>		Spring 2024 YVM & Spring 2026 YVM	
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>		<b>Evidence of Progress toward Annual Goal (MP4)</b>	

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SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM
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Goal #4	Science SOL		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 Pass Rate - Science SOL  Overall - 70% Black-75% Hispanic-65% EL- 46% swd-18% ED- 54%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
3 Year Performance Goal			
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 (Spr. 2023 pass rate) 80% to at least a 82%. Hispanic - Increase pass rate from (Spr. 2023 pass rate) 69% to at least a 72%, reducing the gap from 7 % to 6% EL - Increase pass rate from (Spr. 2023 pass rate) 63% to at least a 69%, reducing the gap from 10% to 9% SWD - Increase pass rate from (Spr. 2023 pass rate) 51% to at least a 60%, reducing the gap from 25% to 19% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 66% to at least a 68%, reducing the gap from 10% to 9%			
Annual Performance Goals			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  All student - will increase their pass rate from 69% to 73%  Hispanic - Increase pass rate from (Spr. 2023 pass rate) 61% to at least a 66%, reducing the gap from 8 % to 7% EL - Increase pass rate from (Spr. 2023 pass rate) 46% to at least a 56%, reducing the gap from 23% to 16% SWD - Increase pass rate from (Spr. 2023 pass rate) 17% to at least a 39%, reducing the gap from 52% to 34% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 54% to at least a 61%, reducing the gap from 16% to 11%"		



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<b>Annual Performance Goal Year 2 (2024-25)</b>	<p>By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from (Spr. 2023 pass rate) 66% to at least a 69%, reducing the gap from 7 % to 6%            EL - Increase pass rate from (Spr. 2023 pass rate) 56% to at least a 63%, reducing the gap from 17% to 13 %            SWD - Increase pass rate from (Spr. 2023 pass rate) 39% to at least a 51%, reducing the gap from 34% to 24%            Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 61% to at least a 66%, reducing the gap from 12% to 11 %</p>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from (Spr. 2023 pass rate) 69% to at least a 72%, reducing the gap from 7 % to 6%            EL - Increase pass rate from (Spr. 2023 pass rate) 66% to at least a 67%, reducing the gap from 10% to 9%            SWD - Increase pass rate from (Spr. 2023 pass rate) 51% to at least a 60%, reducing the gap from 25% to 19%            Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 66% to at least a 68%, reducing the gap from 10% to 9%</p>

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

#### Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Deliver tier 1 instruction in science following the APS Science curriculum. Whole and small group instruction using approved science materials such as STEMscopes, Generation Genius, etc. Hire a 0.6 Science Specialist/Coach to support Tier 1 instruction, planning, and coaching in science instruction for staff. Utilize CFA, pre and post assessments through Mastery Connect to monitor progress.	1,2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with ATSS, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Provide targeted instruction using Science curriculum through monthly Content CLTs. Increase alignment and integrated science content through specials, morning meeting, and Project Discovery Exemplary Project to build background knowledge and support vocabulary development.	1,2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with ATSS, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Create structured opportunities and provide support to Science CLT's with analyzing Science assessment data using data protocols to inform instructional planning and address mastery of essential standards within the tiered system of support	1	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with ATSS, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Communicate expectation that written standards, objectives, and anchor charts are written in a visible location in the classroom and accessible to students throughout the lesson	1,2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with ATSS, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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#### Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-4- Science SOLs	Results of Progress (End of Year)	Science SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]  Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]  Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]  Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]  Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #5	Partnerships		
<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
<b>Baseline Data</b>	Based on 2023 Spring Family Survey, 20% of families selected "extremely well" on how well their child's teacher partners with them to support their learning and 61% responded "quite well". Additionally 19% responded extremely well when asked how well teachers and staff communicate with parents and 59% selected "quite well".	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Title 1 requirement
<b>3 Year Performance Goal</b>			
By 2026, at least 90% of APS families will indicate that teacher and family partnerships and school to home communication fell in the "quite well" or "extremely well" in the home and school partnership category on the YVM survey.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, at least 90% of APS families will respond favorably on the Spr. 2024 YVM category Partnerships: Family Engagement		

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### Principal: Catherine Han

<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, on a school-based survey, maintain at least 90% of APS families responding favorably to questions based on the YVM category Partnerships: Family Engagement
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, maintain at least 90% of APS families will respond favorably on the Spr. 2026 YVM category Partnerships: Family Engagement

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Action 1 (Supporting Student Success)</p> <p>* Under the FACE Checklist we will be SUPPORTING STUDENT SUCCESS by hosting interactive workshops for families about the American school system and key avenues to engage in their child's school/educational setting.</p> <p>* 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.)</p>	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
<p>Action 2 (Welcoming All Families):</p> <p>*Title I: Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as:</p> <ul style="list-style-type: none"> <li>-integrated meals, child care, and transportation;</li> <li>-multilingual engagement, including translation, varied language of engagement, and/or interpretation; and</li> <li>-flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)"</li> </ul>	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

## Barrett - School Action Plan - 2023-24 to 2025-26

### Principal: Catherine Han

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

#### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-P-3- YVM Family: Engagement	<b>Results of Progress (End of Year)</b>	YVM
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
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

<b>Goal #6</b>	<b>Chronic Absenteeism</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	2022-2023 Chronic Absenteeism was 15.25%.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 VDOE School Quality Indicator

## Barrett - School Action Plan - 2023-24 to 2025-26

### Principal: Catherine Han

#### 3 Year Performance Goal

By June 2026, reduce absenteeism to at least 9%.

#### Annual Performance Goals

**Annual Performance Goal  
Year 1 (2023-24)**

By June 2024, reduced Chronic Absenteeism to at least 13%.

**Annual Performance Goal  
Year 2 (2024-25)**

By June 2025, reduce Chronic Absenteeism to at least 11%.

**Annual Performance Goal  
Year 3 (2025-26)**

By June 2026, reduce absenteeism to at least 9%

#### Strategic Plan Strategies

**Strategic Plan Strategies- PRIMARY**

S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.

**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
Form a team of 3-4 to monitor student attendance, communicate the importance of attendance, and determine appropriate interventions	1	ESSA Tier 1: Strong Evidence	Sept-June	Administration, School Social Worker, Counselor, School Psych, Behavior Specialist, Student Support Coordinator	Principal/AP - Weekly meeting with the Student Success team
Meet with Central Office team quarterly	1	ESSA Tier 3: Promising Evidence	Sept-June	Administration, Counselors, Social Worker	Principal/AP - Weekly meeting with the Student Success team
Establish School-wide Attendance Incentives	2	ESSA Tier 2: Moderate Evidence	Sept-June	Administration, School Social Worker, Counselor, School Psych, Behavior Specialist, Student Support Coordinator	Principal/AP - Weekly meeting with the Student Success team

#### Progress Monitoring

**Barrett - School Action Plan - 2023-24 to 2025-26**  
**Principal: Catherine Han**

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-14- Attendance	Results of Progress (End of Year)	Attendance Data
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Monthly Review of Attendance Data	Monthly Review of Attendance Data	Monthly Review of Attendance Data	Monthly Review of Attendance Data