

Wakefield - School Action Plan - 2023-24 to 2025-26

Principal: Peter Balas

Wakefield - School Action Plan - 2023-24 to 2025-26			
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Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - Math Black - Pass % (opp. gap 11%) Hispanic - Pass 77% (opp. gap 2%) EL - Pass 69% (opp. gap 10%) SWD - Pass 70% (opp. gap 9%) Econ. Disadv - Pass 73% (opp. gap 6%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 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 68% to at least a 77%, reducing the gap from 11% to 8% Hispanic - Increase pass rate from 77% to at least a 83%, reducing the gap from 2% to 1% EL - Increase pass rate from 69% to at least a 77%, reducing the gap from 10% to 7% SWD - Increase pass rate from 70% to at least a 78%, reducing the gap from 9% to 7% Econ Disadv. - Increase pass rate from 73% to at least a 80%, reducing the gap from 6% to 4%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 68 to at least 71%, reducing the gap from 11% to 10% Hispanic - Increase pass rate from 77% to at least 79%, gap remains at 2% EL - Increase pass rate from 69% to at least 72%, reducing the gap from 10% to 9% SWD - Increase pass rate from 70% to at least 73%, reducing the gap from 9% to 8% Econ. Disadv. - Increase pass rate from 73% to at least 76%, reducing the gap from 6% to 5%		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 71% to at least 74%, reducing the gap from 10% to 9% Hispanic - Increase pass rate from 79% to at least 81%, gaps remain at 2% EL - Increase pass rate from 72% to at least 75%, reducing the gap from 9% to 8% SWD - Increase pass rate from 73% to at least 76%, reducing the gap from 8% to 7% Econ. Disadv. - Increase pass rate from 76% to at least 78%, gap remains at 5%		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 74% to at least a 77%, reducing the gap from 9 to 8%</p> <p>Hispanic - Increase pass rate from 81% to at least a 83%, reducing the gap from 2% to 1%</p> <p>EL - Increase pass rate from 75% to at least a 77%, reducing the gap from 8% to 7%</p> <p>SWD - Increase pass rate from 76% to at least a 78%, gap remains at 7%</p> <p>Econ Disadv. - Increase pass rate from 78% to at least a 80%, reducing the gap from 5% to 4%</p>
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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-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will begin to use math workshop structures within each unit. * Every student will be required to meet regularly with the teacher in targeted small group. * Targeted groups are differentiated to meet each student's 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.
<p>Tier 2</p> <ul style="list-style-type: none"> * 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,	

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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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	Results of Progress (End of Year)	Math SOL	
M-SS-3- Math SOLs			
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 -VGA -SOL Quick Checks	Teacher/CLT/Grade -SOL Quick Checks	School level NWEA - MAP Growth (Alg 1 Only) Teacher/CLT/Grade -VGA -SOL Quick Checks	School level- NWEA - MAP Growth (Alg 1 Only) Teacher/CLT/Grade -SOL Quick Checks

Goal #2	Reading - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - English Black - Pass 72% (opp. gap 9%) Hispanic - Pass 76% (opp. gap 5%) EL - Pass 43% (opp. gap 38%) SWD - Pass 54% (opp. gap 27%) Econ. Disadv - Pass 72% (opp. gap 9%)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 performance rating for VDOE school quality indicator English: Achievement Gaps
	3 Year Performance Goal		

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By June 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 72% to at least 80%, reducing the gap from 9% to 7%
- Hispanic** - Increase pass rate from 76% to at least 83%, reducing the gap from 5% to 4%
- EL** - Increase pass rate from 43% to at least 65%, reducing the gap from 38% to 21%
- SWD** - Increase pass rate from 54% to at least 69%, reducing the gap from 27% to 17%
- Econ. Disadv.** - Increase pass rate from 72% to at least 08%, reducing the gap from 9% to 7%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 72% to at least 75%, reducing the gap from 9% to 8% Hispanic - Increase pass rate from 76% to at least 78%, gap remains at 5% EL - Increase pass rate from 43% to at least 54%, reducing the gap from 38% to 29% SWD - Increase pass rate from 54% to at least 62%, reducing the gap from 27% to 21% Econ. Disadv. - Increase pass rate from 72% to at least 75%, reducing the gap from 9% to 8%
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 75% to at least 77%, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 78% to at least 81%, reducing the gap from 5% to 4% EL - Increase pass rate from 54% to at least 62%, reducing the gap from 29% to 23% SWD - Increase pass rate from 62% to at least 65%, reducing the gap from 21% to 19% Econ. Disadv. - Increase pass rate from 75% to at least 77%, reducing the gap from 8% to 7%
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 77% to at least 80%, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 81% to at least 83%, gap remains at 4% EL - Increase pass rate from 62% to at least 65%, reducing the gap from 23% to 21% SWD - Increase pass rate from 65% to at least 69%, reducing the gap from 20% to 17% Econ. Disadv. - Increase pass rate from 77% to at least 08%, reducing the gap from 8% to 7%

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) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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<p>Tier 1:</p> <ul style="list-style-type: none"> * 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 	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.
<p>Tier 2:</p> <ul style="list-style-type: none"> * Teach a routine to determine the gist of the texts-PACT * Utilize Lexia-Build students decoding skills to read complex multisyllabic words, grammar, comp. 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<p>Tier 3:</p> <ul style="list-style-type: none"> * multisyllabic word decoding routines * Immersive Reader, ed tech access for read aloud/translations 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<p>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.</p>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

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)
<p>School level- NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient)</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -VGA for taught standards -Writing performance task embedded in curriculum</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum</p>	<p>School level- -NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient) -Gr. 11 Benchmark Assessment</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -VGA for taught standards -Writing performance task embedded in curriculum</p>	<p>School level NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient)</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -VGA for taught standards -Writing performance task embedded in curriculum</p>

Goal #3	Student Well-Being
Strategic Plan Goal Area	Student Well-Being

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Strategic Plan Performance Objectives	PO-SWB-1-Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase.		
Baseline Data	SY 2022-23 Overall - Total number of suspensions = 223 Black (18% of school population) - 34% of suspensions Hispanic (45% of school population) - 52% of suspensions EL (24% of school population) - 37% of suspensions SWD (17% of school population) - 37% of suspensions	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>By 2026, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</p> <p>Overall - Total number of suspensions will be reduced by 10% annually from 223 to 162 Black (18% of school population) - Reduce % of suspensions from 34% to 24% Hispanic (45% of school population) - Reduce % of suspensions from 52% to 45% EL (24% of school population) - Reduce % of suspensions from 37% to 27% SWD (17% of school population) - Reduce % of suspensions from 37% to 27%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</p> <p>Overall - Total number of suspensions will be reduced by 10% from 223 to 200 Black (18% of school population) - Reduce % of suspensions from 34% to 30% Hispanic (45% of school population) - Reduce % of suspensions from 52% to 49% EL (24% of school population) - Reduce % of suspensions from 37% to 33% SWD (17% of school population) - Reduce % of suspensions from 37% to 33%</p>		
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</p> <p>Overall - Total number of suspensions will be reduced by 10% from 200 to 180 Black (18% of school population) - Reduce % of suspensions from 30% to 27% Hispanic (45% of school population) - Reduce % of suspensions from 49% to 47% EL (24% of school population) - Reduce % of suspensions from 33% to 30% SWD (17% of school population) - Reduce % of suspensions from 33% to 30%</p>		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</p> <p>Overall - Total number of suspensions will be reduced by 10% from 180 to 162 Black (18% of school population) - Reduce % of suspensions from 27% to 24% Hispanic (45% of school population) - Reduce % of suspensions from 47% to 45% EL (24% of school population) - Reduce % of suspensions from 30% to 27% SWD (17% of school population) - Reduce % of suspensions from 30% to 27%</p>
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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (Second Step, Ruler, or RC) * Deliver 30 minutes twice a week 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	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 * Provide targeted interventions (Restorative Circles, Pro-active meetings with admin to begin the year) to students who received multiple suspensions during the 2022-23 school year * Ongoing progress monitoring throughout 2023-24 school year and identification of students for targeted interventions * Refer students to the school-based mental and behavioral health team	Sept-June, Ongoing	Admin, All Staff	
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.	Sept-June, Ongoing	Admin, All Staff	
Professional Learning: Community Circle training during PreService for all staff. Community Circles for students on Tuesdays and Community Circles for instructional leadership team monthly during ILT meetings.	1-2) August for initial traning, Sept- June, Ongoing	Admin, School leadership team	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-5- Suspension rates	Results of Progress (End of Year)	Suspension 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)

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Discipline Dashboard	Discipline Dashboard	Discipline Dashboard	Discipline Dashboard
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Goal #4	Inclusion		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.		
Baseline Data	SY 2022-23 56% 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 2026, at least 73% 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 (2023-24)	By June 2024, at least 63% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 68% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 73% 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-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
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 oppourtunies.	September	Counseling Office and Admin	Attend meetings between Counseling Office, SPED department chair, and Admin to determine and finalize CRFs. Frequent check-ins

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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 beginning of the year.	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

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-6- % of time SPED students spend in GenEd environments	Results of Progress (End of Year)	LRE 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)
LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard

Goal #5	Chronic Absenteeism		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
Baseline Data	SY 2022-23 27.63% of students were chronically absent	Identify if goal is required based on state or federal requirements, or other guidelines	Level 3 performance rating for VDOE school quality indicator Chronic Absenteeism
3 Year Performance Goal			
By June 2026, reduce chronic absenteeism to at least 15%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, reduce chronic absenteeism to at least 24%		

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Annual Performance Goal Year 2 (2024-25)	By June 2025, reduce chronic absenteeism to at least 20%		
Annual Performance Goal Year 3 (2025-26)	By June 2026, reduce chronic absenteeism to at least 15%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Weekly Attendance email /Text stating how many days individual students have missed home to Family. (After 5 Total)	Sept- June, ongoing	AP's, Dean, Attendance Specllist	Principal & APs, and Directors will monitor monthly the effectiveness and overall school attendance of the plan.
Contact families of chronically absent students to personally invite them to school events (Back to school night/ Open Houses)	Sept- June, ongoing	AP's, Dean, Attendance Specllist	Principal & APs, and Directors will monitor monthly the effectiveness and overall school attendance of the plan.
Home Visit or Parent Meeting for students who pass 13 all day absences	Sept- June, ongoing	AP's, Dean, Attendance Specllist	Principal & APs, and Directors will monitor monthly the effectiveness and overall school attendance of the plan.
Have students who are chronically absent enroll in a club or activity at school, gain a trusted adult, or a peer mentor.	Sept- June, ongoing	AP's, Dean, Attendance Specllist	Principal & APs, and Directors will monitor monthly the effectiveness and overall school attendance of the plan.
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-14- Attendance	Results of Progress (End of Year)	Attendance
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	Attendance reports	Attendance reports	Attendance reports

Goal #6	Science - Opportunity Gaps
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Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	SY 2022-23 - Science SOL- pass rates Black - 50% (Gap 9%) Hispanic - 48% (Gap 11%) EL - 25% (Gap 34%) SWD - 33% (Gap 26%) Econ. Disadv. - 45% (Gap 14%)	Identify if goal is required based on state or federal requirements, or other guidelines	
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 50% to at least 69%, reducing the gap from 9% to 3%
- Hispanic - Increase pass rate from 48% to at least 68%, reducing the gap from 11% to 4%
- EL - Increase pass rate from 25% to at least 61%, reducing the gap from 34% to 10%
- SWD - Increase pass rate from 33% to at least 64%, reducing the gap from 26% to 8%
- Econ. Disadv. - Increase pass rate from 45% to at least 66%, reducing the gap from 14% to 6%

Annual Performance Goals	
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the SCIENCE SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 50% to at least 59%, reducing the gap from 9% to 7% Hispanic - Increase pass rate from 48% to at least 57%, reducing the gap from 11% to 8% EL - Increase pass rate from 25% to at least 43%, reducing the gap from 34% to 22% SWD - Increase pass rate from 33% to at least 48%, reducing the gap from 26% to 18% Econ. Disadv. - Increase pass rate from 45% to at least 55%, reducing the gap from 14% to 10%
Annual Performance Goal Year 2 (2024-25)	By June 2025, 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 6% to 4% Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 8% to 5% EL - Increase pass rate from 43% to at least 54%, reducing the gap from 22% to 15% SWD - Increase pass rate from 48% to at least 57%, reducing the gap from 17% to 12% Econ. Disadv. - Increase pass rate from 56% to at least 63%, 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 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 4% to 3%
- Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 5% to 4%
- EL - Increase pass rate from 54% to at least 61%, reducing the gap from 15% to 10%
- SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 12% to 8%
- Econ. Disadv. - Increase pass rate from 63% to at least 66%, gap remains at 6%

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) -**

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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.	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.
Tier 2 * Complete unit 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	
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	Sept-June, Ongoing	Admin, All Staff	

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)
Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment