Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

Goal #1	Math - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	**Spring 2025 - SOL - Math** **Overall** - Pass 64% **Hispanic** - Pass 47.6% (opp. gap 16.4%) **EL** - Pass 46% (opp. gap 18%) **SWD** - Pass 25% (opp. gap 39%) **Econ**. Disadv - Pass 47.5% (opp. gap 16.5%)	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Math Mastery

3 Year Performance Goal

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

Hispanic - Increase pass rate from 48% to at least 68%, reducing the gap from 16% to 6%
EL - Increase pass rate from 46% to at least 67%, reducing the gap from 18% to 7%
SWD - Increase pass rate from 25% to at least 61%, reducing the gap from 39% to 12% (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
Econ. Disadv. - Increase pass rate from 38% to at least 68%, reducing the gap from 16% to 6%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic** - Increase pass rate from 48% to at least 57%, reducing the gap from 16% to 10% **EL** - Increase pass rate from 46% to at least 56%, reducing the gap from 18% to 12% **SWD - Increase pass rate from 25% to at least 43%, reducing the gap from 39% to 25%** **Econ. Disadv.** - Increase pass rate from 38% to at least 57%, reducing the gap from 16% to 10%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic** - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7% **EL** - Increase pass rate from 56% to at least 63%, reducing the gap from 12% to 8% **SWD - Increase pass rate from 43% to at least 54%, reducing the gap from 25% to 17%** **Econ. Disadv.** - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic** - Increase pass rate from 64% to at least 68%, reducing the gap from 7% to 6% **EL** - Increase pass rate from 63% to at least 67%, reducing the gap from 8% to 7% **SWD - Increase pass rate from 54% to at least 61%, reducing the gap from 17% to 12%** **Econ. Disadv.** - Increase pass rate from 64% to at least 68%, reducing the gap from 7% to 6%

Evidenced Based Intervention (EBI)
Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades
Recommendation 1: **K-5**- Provide systematic instruction during intervention to develop student understanding of mathematical ideas (Highest Evidence Tier: Tier 1, Strong)
https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=12

Description: Effective interventions review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. This requires a systematic approach to developing intervention materials and resources so that students are taught and able to practice linking previously learned and foundational concepts to new learning.

During intervention, teachers should regularly present a variety of problems with just-in-time scaffolds that provide visual and verbal supports. To support students who are at risk for mathematics difficulties, teachers should also begin by using accessible numbers and build incrementally. Students will recieve immediate, supportive feedback to address any misunderstandings.

Rationale:
During the needs assessment process, the team reviewed multiple sources of performance data for the student groups that were identified for targeted support and improvement. The root cause(s) identified include:
*Many teachers need modeling and coaching to strengthen their skills effectively using data to plan for targeted interventions
To support students who are at risk for mathematics difficulties, during effective interventions teachers must review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures.

The root cause(s) listed above directly informs to the aligned EBI practice with strong evidence.

Intended Outcomes
Describe how student outcomes will improve as a result implementing the evidence-based strategy.

As a result of providing systematic instruction during intervention, students will dvelop an understanding of mathematical ideas. Systematic instruction will include visual and verbal supports and immediate, supportive feedback to address misunderstandings. As a result, student outcomes will improve by:
1) Students will strengthen their foundational mathematical understandings as evidenced by formative and summative assessments
2) Students who are at risk in mathematics, including students with disabilities, who scored in "below basic" will advance to at least "basic" performance range and the overall % pass of students passing the end of year math SOL will also increase.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation	Cost Elements (Resources needed)	Funding Source
Tier 1: * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. * Every student will regularly meet with the teacher in targeted small group. Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		

Barcroft - School Action Plan - 2025-26 to 2027-28 Principal: Judy Apostolico-Buck							
Tier 1 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) K-5 teacher use quarterly planning to sequence instruction so that the mathematics students are learning builds incrementally.** **2) K-5 teachers use data from Tier 1 instruction to plan reteaching, to meet the needs of learners and address gaps in conceptual understanding to include, but not limited to, early numeracy.** **3) Co-teaching model used for the SPED co-taught class with built in co-planning time to ensure that Tier 1 instruction is planned in line with EBI practices that include providing students with access to multiple problem types with visual and verbal supports.** **4) Within the core instructional block, every student will regularly meet with a teacher in a targeted small group. The small groups will embed specially designed instruction to provide opportunities to link previously learned/foundational concepts to new learning.** **5) K-1 use the Number Relationships Assessment and/or AVMR 1 Assessments to monitor student progress on grade-level standards.** **6) K-1 teachers use the AVMR 1 program in K-1 and other resources to support students daily in small groups during Tier 1 instruction.**	1	ESSA Tier 1: Strong Evidence	1) Sept-June 2026 2) Sept-June 2026 3) Sept-June 2026 4) Sept-June 2026 5) BOY, MOY, EOY 2025-26 6) Sept-June 2026	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP, with support with Instructional Support, Math, SPED & EL Office, will monitor by conducting walkthroughs, small group planning documents, and observations and attending CLTs.	Substitutes for release time for teachers to participate in AVMR 1 training; funds for AVMR 1 kits	SIG Grant Funds
Tier 2: * Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Math in Practice, Bridges, IXL, and/or Do The Math (as appropriate and by need) * Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (essential 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.	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach			
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **Gr. 2-5 students who score between the 1st and 10th percentiles on the beginning and/or middle of year MAP Growth Assessment for Math will receive the following:** **1) Gr. 2 use the Number Relationships Assessment and/or AVMR 1 Assessments to monitor student progress on grade-level standards.** **2) Teachers use the AVMR 1 program in gr. 2 and other resources to support students daily in small groups.** **3) Gr. 3-5 will use Bridges diagonstics to target instruction based on student math needs**	3	ESSA Tier 2: Moderate Evid	1) Nov-May 2026 2) Nov-May 2026 3) Nov-May 2026	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP, with support with Instructional Support, Math, SPED & EL Office, will monitor by conducting walkthroughs and observations and attending CLTs.	Substitutes for release time for teachers to participate in AVMR 1 training; funds for AVMR 1 kits	SIG Grant Funds
Tier 3: * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, AVMR/Integrow (by trained Math Recovery teacher) * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach			

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Teachers of self-contained special education students in Gr. 3-5 will use the Number Relationships Assessment and/or AVMR 1 Assessments to monitor student progress on individualized education goals and progress on foundational skills.** **2) Teachers of self-contained special education students in Gr. 3-5 will use the AVMR 1 program. AVMR will ground instruction in models to build students' conceptual understanding.**	2	ESSA Tier 2: Moderate Evidence	1) Mar-June 2026 2) Mar-June 2026	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP, with support with Instructional Support, Math, SPED & EL Office, will monitor by conducting walkthroughs and observations and attending CLTs.	Substitutes for release time for teachers to participate in AVMR 1 training; funds for AVMR 1 kits	SIG Grant Funds
Professional Learning: Hattie high-leverage influences (i.e., feedback, help-seeking, self-reported grades)	**2**	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles		
Professional Learning- Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Grades K-5 special education teachers and instructional assistants will participate in the AVMR 1 training**	2	ESSA Tier 2: Moderate Evid	1) March-April 2026	K-5 Special Education teachers and instructional assistants	Principal will monitor training completion	Substitutes for release time for teachers to participate in AVMR 1 training; funds for AVMR 1 kits	SIG Grant Funds

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	**Strategic Plan Key Performance Indicators**	KPI-SAGS-1.4-% of students passing the Math SOL

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Walkthroughs	**Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions -Walkthroughs	**School level** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions Walkthroughs	**School level-** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions Walkthroughs
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

School leadership team will co-create CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention. School leadership team to conduct monthly walkthroughs to monitor math interventions during small group instruction and use of immediate supportive feedback to students and ensure alignment with EBI practices and review data in leadership team Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team will co-create CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention. School leadership team to conduct monthly walkthroughs to monitor math interventions during small group instruction and use of immediate supportive feedback to students and ensure alignment with EBI practices and review data in leadership team Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team will co-create CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention. School leadership team to conduct monthly walkthroughs to monitor math interventions during small group instruction and use of immediate supportive feedback to students and ensure alignment with EBI practices and review data in leadership team Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team will co-create CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention. School leadership team to conduct monthly walkthroughs to monitor math interventions during small group instruction and use of immediate supportive feedback to students and ensure alignment with EBI practices and review data in leadership team Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.

Goal #2 Reading - Proficiency Gaps - SOL

Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL - Reading Overall Pass 68% Hispanic - 50% (18% gap) EL - 33% (35% gap) SWD - 23% (45% gap) Econ. Disadv - 59% (9% gap) **Spring 2025** - SOL - Reading Overall Pass 60% Hispanic - 41% (19% gap) EL -31% (29% gap) SWD -28% (32% gap) Econ. Disadv - 45.6% (14% gap)	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Reading Mastery

3 Year Performance Goal

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

Hispanic - Increase pass rate from 41% to at least 65%, reducing the gap from to 20% to 7%
EL - Increase pass rate from 32% to at least 64%, reducing the gap from 29% to 8% AND at least 62% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking)
SWD - Increase pass rate from 23% to at least 62%, reducing the gap from 33% to 9% (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
Econ. Disadv. - Increase pass rate from 46% to at least 67%, reducing the gap from 15% to 5%

Annual Performance Goals

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic -** Increase pass rate from 41% to at least 53%, reducing the gap from 20% to 12% **EL -** Increase pass rate from 32% to at least 47%, reducing the gap from 29% to 18% AND at least 62% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking) **SWD - Increase pass rate from 28% to at least 45%, reducing the gap from 33% to 20%** **Econ. Disadv. -** Increase pass rate from 46% to at least 56%, reducing the gap from 15% to 9%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic -** Increase pass rate from 53% to at least 61%, reducing the gap from 12% to 8% **EL -** Increase pass rate from 47% to at least 57%, reducing the gap from 18% to 12% AND at least 66% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking) **SWD - Increase pass rate from 45% to at least 55%, reducing the gap from 20% to 13%** **Econ. Disadv. -** Increase pass rate from 56% to at least 63%, reducing the gap from 9% to 5%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic -** Increase pass rate from 61% to at least 65%, reducing the gap from to 7% **EL -** Increase pass rate from 57% to at least 64%, reducing the gap from 12% to 8% AND at least 70% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking) **SWD - Increase pass rate from 55% to at least 62%, reducing the gap from 13% to 9%** **Econ. Disadv. -** Increase pass rate from 63% to at least 67%, reducing the gap from 5%

Evidenced Based Intervention (EBI)
Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.

K-3: Teach students to decode words, analyze words, and write and recognize words (Highest Evidence Tier: Tier 1, Strong).
1. Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
2. Instruct students in common sound–spelling patterns.
3. Have students read decodable words in isolation and in text.
4. Teach regular and irregular high-frequency words so that students can recognize them efficiently.
https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

Rationale: Explicit instruction in decoding, word analysis, and word recognition is an evidence-based intervention because it directly targets foundational reading skills necessary for accurate word reading, fluency, vocabulary development, and comprehension.

During the needs assessment process, the team reviewed multiple sources of performance data for the student groups identified for targeted support and improvement. The root cause identified was:
Teachers need additional training and modeling to provide appropriate scaffolding for SWD's. Refining skills on scaffolding will allow for productive struggle to foster active learning and ensure access to the curriculum.

4-5: Provide purposeful fluency-building activities to help students read effortlessly (Highest Evidence Tier: Tier 1, Strong).
1. Provide a purpose for each repeated reading.
2. Focus some instructional time on reading with prosody.
https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=19

Rationale: Fluency is essential for comprehension and academic success because automatic word reading frees cognitive resources for meaning-making. Research confirms that structured oral reading practices improve fluency outcomes.

During the needs assessment process, the team reviewed multiple sources of performance data for the student groups identified for targeted support and improvement. The root cause identified was teachers need to plan to explicitly incorporate fluency building activities that will support students reading grade-level text during the core instructional block.

The root causes listed above directly inform the aligned EBI practice with strong evidence.

Intended Outcomes
Describe how student outcomes will improve as a result implementing the evidence-based strategy.

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

Grades K-3: As a result of teachers receiving professional learning to support planning and dellivering explicit instruction and intervention for decoding/encoding students will:
1) Become more fluent in their reading and writing of grade level phonics skills
2) Be better prepared to read familiar and unfamiliar words in isolation and in connected texts
3) Be able to recognize regular and irregular high frequency words in their reading
4) Be better prepared to read to learn in the upper grades

Grades 4-5: As a result of teachers rountinely providing purposeful fluency-building activities, students at risk for reading difficulties, including students with disabilities, will:
1) Increase their oral reading fluency;
2) Improve comprehension of text;
3) Student who are at risk in reading, including students with disabilities, who scored in "below basic" will advance to at least "basic" performance range and the overall % pass of students passing the end of year reading SOL will also increase.

Strategic Plan Strategies

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	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation	Cost Elements (Resources needed)	Funding Source
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or UFLI) * Implement CKLA in K-5 for language comprehension	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 1 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Implement consistent fluency instruction at grades 4-5 (Six-Minute Solution) to ensure that students receive instruction in reading with prosody and time in text to increase comprehension that is aligned with EBI practices** **2) Co-teaching model used for inclusion SPED co-taught classes with embedded co-planning time to design tier 1 instruction that includes specially designed instruction, aligned with EBI practices, to meet the individual needs of students with disabilities.** **3) Two phonics blocks for Kindergarten in addition to small group instruction** **4) Daily small group phonics instruction for all K-2 students**	2	ESSA Tier 2: Moderate Evidence	1) Sept 2025 - June 2026 2) Sept 2025 - June 2026 3) Sept 2025 - June 2026 4) Sept 2025 - June 2026	Classroom teachers, special education teachers	Principal, AP, and literacy coach will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for instructional planning outside of contract hours to support implementation of the EBIs	SIG Grant fund
Tier 2: * Lexia recommended usage for structured literacy at students level	2	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist			

Barcroft - School Action Plan - 2025-26 to 2027-28 Principal: Judy Apostolico-Buck							
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Students identified for intervention (MAP achievement percentile of 0-19) in grades 3 through 5 will receive intervention (S.P.I.R.E. or 95% Comprehension) aligned with EBI practices from literacy interventionist, 4x a week for 35 minutes** **2) Progress monitoring every 2-3 weeks** **3) UFLI intervention and re-teach**	2	ESSA Tier 2: Moderate Evidence	1) Nov 2025 - May 2026 2) Nov 2025 - May 2026 3) Nov 2025 - May 2026	Classroom teachers, special education teachers, literacy interventionist	Principal, AP, and literacy coach will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for instructional planning outside of contract hours to support implementation of the EBIs Funds for S.P.I.R.E. training and coaching from EPS (external provider) to build teacher capacity Funds for substitutes for teacher release time to participate in S.P.I.R.E training	SIG Grant fund
Tier 3: * S.P.I.R.E. literacy intervention * UFLI * 95% Comprehension	2	ESSA Tier 3: Promising Evidence	Sept 2025 - June 2026, ongoing	Admin, All Teachers, Reading Specialist			
Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) UFLI provided in small group by special education, English Learner or Literacy specialist in addition to core ELA block** **2) Students receive a reading plan who are identified as high risk on BOY VALLSS (K-2) or Below Basic or Basic on Reading SOL in the year prior (4-5). The intervention is a systematic, explicit intervention focused on multisyllabic decoding and/or comprehension strategies 30 minutes a day, 5 days a week. Interventionists will consistently provide students with opportunities to ask and answer questions to better understand the text they read; teach students a routine for determining the gist of a short section of text; and teach students to monitor their comprehension as they read.** **3) Students receiving a reading intervention will be progress monitored every 3 weeks using VALLSS subtests (K-3) or DIBELS tasks (4-5)** **4) Interventions will be monitored every 6-8 weeks (sooner if evidence of growth or lack of it) to determine its level of success. Student data will be used to identify if the intervention should be continued or if adjustments need to be made to the frequency, intensity or intervention.**	2	ESSA Tier 2: Moderate Evider	1) November 2025 - May 2026 2) November 2025 - May 2026 3) November 2025 - May 2026 4) November 2025 - May 2026	Principal, teachers, tutors	Principal, AP, and tutoring coordinator will monitor by conducting walkthroughs of after school sessions and analyzing classroom data	Funds for substitutes for 3rd - 5th special education teachers to be trained in UFLI to provide explicit phonics intervention aligned with EBI practices	SIG Grant fund
Professional Learning Consider menu of options based on teacher experience/needs with focus on Science of Reading: phonics, fluency, comprehension; Multisyllable Routine for teachers	2	ESSA Tier 2: Moderate Evidence	Sept 2025 - June 2026, ongoing	Admin, All Teachers, Reading Specialist			

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

Professional Learning- Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Gr. 3-5 SPED teachers will be trained in UFLI and participate in coaching cycle with the reading coach related to support implementation of the EBI's and effective reading intervention** **2) Co-teaching pairs will attend a Specially Designed Instruction Summer Institute to enhance skills and provide planning time for specially designed instruction supporting EBI practices in literacy skills**	2	ESSA Tier 2: Moderate Evidence	1) Sept 2025 - June 2026 2) June 2026	Principal, AP, special edcuation teachers, literacy coaches	Principal and AP will monitor by conducting walkthroughs and observations of intervention sessions	Funds for substitutes for 3rd - 5th grade SPED teachers to be trained in UFLI for interventions Funds for Gr. 3-5 SPED teachers to receive coaching by TNTP related to specially designed instruction and EBI practices for reading comprehension in grades 3-5 Pay outside of contract time for co-teaching pairs to attend a summer institute on specially designed instruction	SIG grant funds

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- VALLSS and NWEA **Teacher/CLT/Grade** -End of Unit (CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets)	**Teacher/CLT/Grade**- End of Unit (CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -WIDA Language Charts -Formal Language Samples	**School level-** VALLSS and NWEA WIDA ACCESS (English Learners) **Teacher/CLT/Grade**- End of Unit (CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -Quarterly Assessment	**School level-** VALLSS and NWEA **Teacher/CLT/Grade**- End of Unit(CKLA and/or 95% via MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -NWEA for taught standards -WIDA Language Charts -Formal Language Samples
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

1) Leadership team includes monthly data review of progress monitoring data from interventions & small groups on CLT agenda. 2) Leadership team includes monthly data review of progress monitoring data from fluency during CLT meetings. 3) Leadership team conducts monthly walk throughs of tier 1 phonics instruction/fluency-building activities aligned with EBI practices and reviews data in leadership team meetings to assess the fidelity of implementation.	1) Leadership team includes monthly data review of progress monitoring data from interventions & small groups on CLT agenda. 2) Leadership team includes monthly data review of progress monitoring data from fluency during CLT meetings. 3) Leadership team conducts monthly walk throughs of tier 1 phonics instruction/fluency-building activity aligned with EBI practices and reviews data in leadership team meetings to assess the fidelity of implementation.	1) Leadership team includes monthly data review of progress monitoring data from interventions & small groups on CLT agenda. 2) Leadership team includes monthly data review of progress monitoring data from fluency during CLT meetings. 3) Leadership team conducts monthly walk throughs of tier 1 phonics instruction/fluency-building activites aligned with EBI practices utilizing VDOE Walk Through Tools and reviews data in leadership team meetings to assess the fidelity of implementation. 4) Leadership team conducts data analysis of mid year MAP and VALLSS assessments and plans for continued intervention.	1) Leadership team includes monthly data review of progress monitoring data from small groups/interventions during CLT meetings. 2) Leadership team includes monthly data review of progress monitoring data from fluency during CLT meetings. 3) Leadership team conducts monthly walk throughs of tier 1 phonics instruction and fluency-building activites aligned with EBI practices and reviews data in leadership team meetings to assess the fidelity of implementation .

Goal #3	Social, Emotional, and Mental Health		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	2025 YVM -60% favorable response to the question "During the last month, did you ever feel so stressed that you stopped doing some ofyour daily activities?" -67% favorable response to the question "I often worry about not having enough to eat during the school week."	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By Spring 2028:
-at least 72% favorable response to the question "During the last month, did you ever feel so stressed that you stopped doing some ofyour daily activities?"
-at least 80% favorable response to the question "I often worry about not having enough to eat during the school week."

Annual Performance Goals

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

Strategic Plan Strategies

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

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

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

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan Key Performance Indicators	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
-# families connected to community resources -# families participating in Mobile Market	-# families connected to community resources -# families participating in Mobile Market	-# families connected to community resources -# families participating in Mobile Market -MOY Student Survey	Spring 2025 YVM -# families participating in Mobile Market

Goal #4	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-3-By 2030, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Baseline Data	Spring 2025 93% favorable response on student and family engagement on a school-based survey.	Identify if goal is required based on state or federal requirements, or other guidelines	

3 Year Performance Goal

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

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

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

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Welcoming All Families Review the components in the FACE Checklist, select at least one component/section and identify two-three practices to focus on during the SY24/25. * Our school addresses barriers to communication (from APS FACE checklist) * Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as: * Integrated meals, child care, and transportation; * Multilingual engagement, including translation, varied language of engagement, and/or interpretation; and * Flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day).	1,2	ESSA Tier 4: Demonstrates a Rationale	Sept- June, ongoing	All Staff	Principal & AP will monitor through check-in Bilingual Family Specialists, review of multilingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

Communicating Effectively * Utilize ParentSquare as a tool to support staff to engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways. * Staff is available and open and accessible (from APS FACE checklist) * Reinforce the foundations of School-Family partnership by * collaboratively reviewing our School-Family Partnership Principles with SY24-25 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding * collecting input from our SY24-25 community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year * publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (weekly Principal update, school calendar, etc.) * designing opportunities for timely information sharing, input and collaboration in articulating school priorities, two-way communication about child's learning and learning opportunities, home-based strategies for student success that center the student experience and coordination with in-school learning, and connection to resources.	1,2	ESSA Tier 4: Demonstrates a Rationale	Sept- June, ongoing	Admin, Bilingual Family Specialists, Coaching Team	Principal & AP will monitor through check-in Bilingual Family Specialists, review of multilingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums
Supporting Student Success * Host at least four parent workshops/information/training sessions that directly support student success (i.e., sessions that support academic achievement in the priority areas listed in the school action plan.) * Staff makes sure all families are informed about what their childrenare learning and doing in class (from APS FACE checklist)	2,4	ESSA Tier 4: Demonstrates a Rationale	Sept- June, ongoing		Principal & AP will monitor through check-in Bilingual Family Specialists, review of multilingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Er	**Strategic Plan Key Performance Indicators**	KPI-P-2.1-# families who completed YVM

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	FACE Checklist	Focus Groups	YVM

Goal #5	Science SOL
Strategic Plan Goal Area	Student Academic Growth & Success
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

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

3 Year Performance Goal

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

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

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Science SOL will be reduced by the following tiered goal: **Hispanic** - Increase pass rate from 33% to at least 48%, reducing the gap from 21% to 14% **EL** - Increase pass rate from 17% to at least 38%, reducing the gap from 37% to 23% **SWD** - Increase pass rate from 27% to at least 44%, reducing the gap from 27% to 18% **Econ. Disadv.** - Increase pass rate from 38% to at least 51%, reducing the gap from 16% to 11%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Science SOL will be reduced by the following tiered goal: **Hispanic** - Increase pass rate from 48% to at least 57%, reducing the gap from 14% to 8% **EL** - Increase pass rate from 38% to at least 51%, reducing the gap from 23% to 14% **SWD** - Increase pass rate from 44% to at least 55%, reducing the gap from 18% to 11% **Econ. Disadv.** - Increase pass rate from 51% to at least 59%, reducing the gap from 11% to 6%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Science SOL will be reduced by the following tiered goal: **Hispanic** - Increase pass rate from 57% to at least 64%, reducing the gap from 8% to 5% **EL** - Increase pass rate from 51% to at least 59%, reducing the gap from 14% to 9% **SWD** - Increase pass rate from 55% to at least 62%, reducing the gap from 10% to 17% **Econ. Disadv.** - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 3%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

Tier 1 * Implement science curriculum using district-wide adopted resources. * Complete 3rd grade science performance assessments, as required by VDOE. * Follow science curriculum pacing guides.	2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	Principal & APs with support with the APS Science and English Learner Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Implement monthly science CLTs	2,3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
Tier 3 Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance.	2,3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
Professional Learning * Participate in 5th grade CLT with 3 other Title I schools, focus on implementing hands-on learning activities at least one time/week * Developing exit tickets that align with the SOL (standards, rigor)	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.4-Science SOLs	**Strategic Plan Key Performance Indicators**	KPI-SAGS-1.5-% of students passing the Science SOL

Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **Teacher/CLT/Grade** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	**School wide** Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **Teacher/CLT/Grade** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	**School wide** Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **Teacher/CLT/Grade** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	**School wide** Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **Teacher/CLT/Grade** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Arlington Public Schools Integrated Title I Schoolwide Program Design and School Action Plan

This plan, as part of the APS Progressive Planning Model, serves as the APS School Action Plan addressing Virginia Standards of Quality and Arlington School Board policy and also as the annual revision of the Title I Schoolwide Program Design and Action Plan: our school community's plan to collaboratively build on our successes and continue to strive for continuous improvement, accelerated learning, and excellence for all students. We ground the work in the foundations listed in the narrative below. In the table above, we detail the focal actions that we plan to engage intensely with this school year and the annual progress we aim to make towards our multiyear goals as we continue to walk in APS' Mission to "ensure all students learn and excel in high-quality, safe, and supportive schools", in alignment with the APS Strategic Plan to realize the APS Vision to "provide a world-class education where every student develops the skills and knowledge to be a responsible global citizen and graduates college- or career-ready". Every focal strategy selected for inclusion in our plans for the year ahead is motivated by a commitment to equitable and engaging practices that support each student in our school.

Foundational Practices

Barcroft - School Action Plan - 2025-26 to 2027-28
Principal: Judy Apostolico-Buck

The focal strategies for this school year listed above are built on the foundation of continuing use of evidence-based reform strategies already established as effective practice in our school community, such as:

Implementation of evidence-based (ESSA Tier 1) Arlington Tiered System of Support (Instructional Support), including:
- Cultural identity as a Professional Learning Community (PLC)
- Structure of regularly meeting Collaborative Learning Teams (CLT)
- Continuous cycle of data-informed decision-making and responsive planning for instruction and for schoolwide program design

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

Social-emotional learning support for staff and students, including:
- A consistent framework that provides resources and supports to address the whole child and help every student to be social-emotionally successful.
- Aligned with the research organized into the CASEL model of Social and Emotional Learning, our school's foundational framework is Responsive Classroom (ESSA Evidence Tier 3) and we also implement Zones of Regulation (ESSA Evidence Tier 4).
- Differentiated supports aligned with the APS Social-Emotional Learning Reference Guide.

Professional learning to improve student learning experiences and outcomes, including opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices aligned with those APS has embraced as a school system.

Family engagement founded in the PTA National Standards for Family-School Partnerships and the Dual Capacity-Building Framework for Family-School Partnerships and codified in the APS Family and Community Engagement (FACE) Policy and Policy Implementation Procedures (both At A Glance).

Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level.

District-level coordination of services for students experiencing homelessness and students in foster care.

Strategic utilization of a variety of resources including local and supplemental funds (including, for example, Title I, Part A) to support the work of the school, the schoolwide program, and the school action plan.

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

The Title I Schoolwide Comprehensive Needs Assessment

A comprehensive needs assessment is conducted of the entire school that is based on student achievement in relation to the Virginia Standards of Learning (SOL) and other key indicators. This systematic effort is integrated throughout the school year, regularly revisited, involves multiple stakeholders, and is accomplished through a variety of information-gathering techniques in order to acquire an accurate and thorough picture of individual student needs as well as the strengths and challenges of the school community. A summary of data analyses is included here. The analyses of these data guide the identification and prioritization of reform strategies that the school will implement to improve instruction for all students, as detailed in this plan.

In conducting the needs assessment, student performance on Reading, Mathematics, and Science SOL assessments was analyzed via multiple methods, including, for example, overall as a school, in comparison to Arlington Public Schools and Virginia peers, disaggregated by grade level, and disaggregated by student reporting groups identified by the United States Department of Education (US ED) and the Virginia Department of Education (VDOE). A summary of this information is available to the public in the School Quality Profile for Barcroft Elementary, for the district, and for the Commonwealth. SOL assessment data from Spring 2025 and the prior 2 years were analyzed as foundational data and additional quantitative and qualitative data analyses from other sources were used to develop a robust and well-rounded assessment of continuing and emerging needs. Additional data points analyzed during the process include: