Barrett - School Action Plan - 2025-26 to 2027-28
Principal: Dr. Gabriela Rivas

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2025 - SOL - Math All students - Pass rate 59% Black - Pass rate 48% (opp. gap 11%) Hispanic - Pass rate 45% (opp. gap 14%) EL- Pass rate 39% (opp. gap 20%) SWD- Pass rate 25% (opp. gap 34%) Econ. Disadv- Pass rate 50% (opp. gap 9%)	**School Performance & Support Alignment** *(Select indicator that the goal addresses)*	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:

All students - Increase pass rate from 59% to 72%.
Black - Increase pass rate from 48% to at least a 68%, reducing the gap from 11% to 4%.
Hispanic - Increase pass rate from 45% to at least a 66%, reducing the gap from 14% to 6%.
EL - Increase pass rate from 39% to at least a 66%, reducing the gap from 20% to 6%.
SWD - Increase pass rate from 25% to at least a 61%, reducing the gap from 34% to 11%. (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
Econ. Disadv. - Increase pass rate from 50% to at least a 69%, reducing the gap from 9% to 3%.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All students - Increase pass rate from 59% to 65%. Black - Increase pass rate from 48% to at least a 57%, reducing the gap from 11% to 8%. Hispanic - Increase pass rate from 45% to at least a 55%, reducing the gap from 14% to 10%. EL - Increase pass rate from 39% to at least a 51%, reducing the gap from 20% to 14%. **SWD - Increase pass rate from 25% to at least a 43%, reducing the gap from 34% to 22%.** Econ. Disadv. - Increase pass rate from 50% to at least a 59%, reducing the gap from 9% to 6%.
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All students - Increase pass rate from 65% to 69%. Black - Increase pass rate from 57% to at least a 64%, reducing gap from 8% to 5%. Hispanic - Increase pass rate from 55% to at least a 63%, reducing the gap from 10% to 6%. EL - Increase pass rate from 51% to at least a 60%, reducing the gap from 14% to 9%. **SWD - Increase pass rate from 43% to at least a 54%, reducing the gap from 22% to 15%.** Econ. Disadv. - Increase pass rate from 59% to at least a 65%, reducing the gap from 6% to 4%.
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All students - Increase pass rate from 69% to 72%. Black - Increase pass rate from 64% to at least a 68%, reducing the gap from 5% to 4%. Hispanic - Increase pass rate from 63% to at least a 66%, reducing the gap from 6% to 6%. EL - Increase pass rate from 60% to at least a 66%, reducing the gap from 9% to 6%. **SWD - Increase pass rate from 54% to at least a 61%, reducing the gap from 15% to 10%.** Econ Disadv. - Increase pass rate from 65% to at least a 69%, reducing the gap from 4% to 3%.

Strategic Plan Strategies

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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.

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

K-5: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. (ESSA Evidence Tier: Tier 1 Strong) https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.
K-5: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.(ESSA Evidence Tier: Tier 1 Strong) https://ies.ed.gov/ncee/WWC/Docs/Pra

Description of EBI
1. Provide students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered.
2. When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations.
3. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools."

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:
APS does not have a systematic program for training Special Education teachers in delivering core instruction in math and classroom management.

The root cause 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.

Implementing the EBI and corresponding action steps will provide systematic instruction to develop students' understanding of mathematical ideas. It will teach clear and concise mathematical language and support students' use of the language to effectively communicate their understanding of mathematical concepts. Implementing a well-chosen set of concrete and semi-concrete representations will also support students' learning of mathematical concepts and procedures.

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 wherever they are supporting students. * Teachers will use all components of the 3 recommended Math Workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.	2 3	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SPED teachers, Math Coach,	Principal & AP will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 1 - Prioritized action steps to support implementation of EBIs for student groups Identified for Targeted Support & Improvement **1) Concrete, Representational, and Abstract (CRA) instruction, aligned to evidence-based instructional (EBI) practices, will be implemented with fidelity within the Math Workshop structure.** **2) CLTs will continue to revisit Barrett's Whole School Math Agreements when unpacking standards to ensure the use of precise mathematical language, aligned to evidence-based instructional (EBI) practices that support academic vocabulary development and oral language.**	1	ESSA Tier 1: Strong Evidence	1) Sept-June 2026 2) Sept-June 2026	Classroom teachers, SPED teachers, Math Coach	Principal, AP, math coach will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for professional learning and coaching on Math Workshop provided by Lempp Educational Consulting. Funds will also be used to pay substitutes for release time to engage in training.	SIG Grant fund

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Tier 2 1) Additional targeted small group 2-5x weekly using research-based programs/strategies, progress monitored and documented. (Including AVMR, Kathy Richardson, Math in Practice, Bridges, IXL (assigned lessons only), and/or Do The Math (as appropriate and by need) 2) 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.	2 3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	1) Interventionists 2)Classroom teachers, EL, SPED teachers, Math Coach,	Principal & AP will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 2 - Prioritized action steps to support implementation of EBIs for student groups Identified for Targeted Support & Improvement **1) Concrete, Representational, and Abstract (CRA) instruction, aligned to evidence-based instructional (EBI) practices, will be implemented with fidelity during targeted Tier 2 small-group instruction within the Math Workshop structure.** **2) Explicit instruction and guided practice of mathematical language, aligned to evidence-based instructional (EBI) practices, will be embedded within Tier 2 groups, with teachers intentionally modeling and reinforcing precise mathematical vocabulary and sentence frames.**	2	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Classroom teachers, EL teachers, Math Coach	Principal, AP, math coach will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for professional learning and coaching on Math Workshop provided by Lempp Educational Consulting. Funds will also be used to pay substitutes for release time to engage in training.	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. (Continue use of evidence-based programs such as Bridges and expand use of AVMR Math Recovery® (by trained AVMR teacher). *Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. *Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	2 3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SPED teachers, Math Coach	Principal, AP will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 3 - Prioritized action steps to support implementation of EBIs for student groups Identified for Targeted Support & Improvement **1) Intensive, individualized instruction aligned to evidence-based instructional (EBI) practices will be implemented with fidelity through Tier 3 small-group or individualized interventions, using research-based programs aligned to EBIs, including intensive instruction with well-chosen concrete and semi-concrete representations and explicit instruction in clear and precise mathematical language, to address significant and persistent skill gaps.**	1	ESSA Tier 1: Strong Evidence	1) March-June 2026	SPED teachers	Principal, AP, math coach will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for professional learning and coaching on Math Workshop provided by Lempp Educational Consulting. Funds will also be used to pay substitutes for release time to engage in training.	SIG Grant Funds
Professional Learning: *Bridges training for SPED teachers and school based interventionists. *Continue and expand AVMR (Math Recovery Training) for Barrett faculty. *Review math agreements at the schoolwide level to establish shared understanding of language, terminology, and key components of the Math Workshop model across all grade levels.	2 4	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SPED teachers, Math Coach,	Principal & AP will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		

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Professional Learning - Prioritized action steps to support implementation of EBIs for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1) Lempp Educational Consulting will partner with school leadership to provide targeted coaching, professional learning, and instructional resources aligned to evidence-based instructional (EBI) practices, strengthening Math Workshop implementation during Tier 1, Tier 2, and Tier 3 instruction and deepening student understanding of mathematical concepts and procedures.** **2) Math coaches will participate in AVMR-2 intervention training.** **3) Educators will participate in a four-part institute focused on designing and implementing effective Specially Designed Instruction (SDI) for K–5 students with disabilities to support implementation of the EBIs in Reading and Math.**	1	ESSA Tier 1: Strong Evidence	1) April 2026 2) March 2026 2) June 2026	Classroom teachers, EL, SPED teachers, Math Coach	1) Principal, AP and Math coaches will monitor the services provided by Lempp Educational consulting to ensure all services outlined in the scope of work are provided. 2) Principal and AP will monitor training completion. 3)Central office will monitor the development of the content academy and staff participation.	Funds for professional learning and coaching on Math Workshop provided by Lempp Educational Consulting. Funds will also be used to pay substitutes for release time to engage in training. Additionally, funds will be used for math coaches to participate on AVMR-2 training. Funds will also be used for professional learning and coaching during the Summer Institute for Specially Designed Instruction.	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 (Grade 1-5) **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -Pre/Post Assessments and Exit Tickets -Progress Monitoring Data from Interventions	**Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -Pre/Post Assessments and Exit Tickets -Progress Monitoring Data from Interventions	**School level-** NWEA - MAP Growth (Grade 1-5) Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -Pre/Post Assessments and Exit Tickets -Progress Monitoring Data from Interventions	**School level-** NWEA - MAP Growth (Grade 1-5) Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -Pre/Post Assessments and Exit Tickets -Progress Monitoring Data from Interventions

Evidence of Implementation (MP1)	Evidence of Implementation (MP2)	Evidence of Implementation (MP3)	Evidence of Implementation (MP4)
1) School leadership team to review CLT agendas regularly to ensure that there is explicit planning to incorporate the Concrete, Representational and Abstract (CRA model) within the Math Workshop structures to support implementation of the EBI (well-chosen set of concrete and semi-concrete representations and clear and concise mathematical language to effectively communicate understanding of mathematical concepts). 2) Leadership team conducts monthly walk throughs to monitor implementation of EBIs in small group instruction.	1) School leadership team to review CLT agendas regularly to ensure that there is explicit planning to incorporate the Concrete, Representational and Abstract (CRA model) within the Math Workshop structures to support implementation of the EBI (well-chosen set of concrete and semi-concrete representations and clear and concise mathematical language to effectively communicate understanding of mathematical concepts). 2) Leadership team conducts monthly walk throughs to monitor implementation of EBIs in small group instruction.	1) School leadership team to review CLT agendas regularly to ensure that there is explicit planning to incorporate the Concrete, Representational and Abstract (CRA model) within the Math Workshop structures to support implementation of the EBI (well-chosen set of concrete and semi-concrete representations and clear and concise mathematical language to effectively communicate understanding of mathematical concepts). 2) Leadership team conducts monthly walk throughs to monitor implementation of EBIs in small group instruction. 3) Leadership team includes data analysis of mid year MAP assessments and mid year Mastery Connect data. Based on data plans for continued intervention will be made.	1) School leadership team to review CLT agendas regularly to ensure that there is explicit planning to incorporate the Concrete, Representational and Abstract (CRA model) within the Math Workshop structures to support implementation of the EBI (well-chosen set of concrete and semi-concrete representations and clear and concise mathematical language to effectively communicate understanding of mathematical concepts). 2) Leadership team conducts monthly walk throughs to monitor implementation of EBIs in small group instruction. 3) Leadership team includes data analysis of end of year MAP assessments and end of year Mastery Connect data. Based on data plans for continued intervention in subsequent school year will be made.

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Goal #2	Reading - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spr. 2025 All students - Pass rate 57% Black - Pass rate 68% (no opportunity gap) Hispanic - Pass rate 39% (opp. gap 18%) EL- Pass rate 32% (opp. gap 25 %) SWD- Pass rate 15% (opp. gap 42%) Econ. Disadv. Pass rate 47% (opp. gap 10%)	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Reading Mastery

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

All students - Increase pass rate from 57% to 71%.
Black - Increase pass rate from (Spr. 2025 pass rate) 68% to at least a 77%, (no gap).
Hispanic - Increase pass rate from (Spr. 2025 pass rate) 39% to at least a 66%, reducing the gap from 18% to 5%.
EL - Increase pass rate from (Spr. 2025 pass rate) 32% to at least a 64%, reducing the gap from 25 % to 7%.
SWD - Increase pass rate from (Spr. 2025 pass rate) 15% to at least a 59%, reducing the gap from 42 % to 12%. (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
Econ. Disadv. - Increase pass rate from (Spr. 2025 pass rate) 47% to at least a 67%, reducing the gap from 10 % to 4%.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All students - Increase pass rate from 57% to 64%. Black - Increase pass rate from 68% to at least a 71% (no gap). Hispanic - Increase pass rate from 39% to at least a 51%, reducing the gap from 18% to 13%. EL - Increase pass rate from 32% to at least a 47%, reducing the gap from 25% to 17%. **SWD - Increase pass rate from 15% to at least a 37%, reducing the gap from 42% to 27%.** Econ. Disadv. - Increase pass rate from 47% to at least a 57%, reducing the gap from 10% to 7%.
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All students - increase pass rate from 64% to 67%. Black - Increase pass rate from 71% to at least a 74% (no gap). Hispanic - Increase pass rate from 51 % to at least a 60%, reducing the gap from 13% to 8%. EL - Increase pass rate from 47% to at least a 57%, reducing the gap from 17% to 11%. **SWD - Increase pass rate from 37% to at least a 50%, reducing the gap from 27% to 17%.** Econ. Disadv. - Increase pass rate from 57% to at least a 64%, reducing the gap from 7% to 4%.
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All students - increase pass rate from 67% to 71%. Black - Increase pass rate from 74% to at least a 77% (no gap). Hispanic - Increase pass rate from 60% to at least a 66%, reducing the gap from 7% to 5%. EL - Increase pass rate from 57% to at least a 64%, reducing the gap from 10% to 17%. **SWD - Increase pass rate from 50% to at least a 59%, reducing the gap from 17% to 12%.** Econ. Disadv. - Increase pass rate from 64% to at least a 67%, reducing the gap from 3% to 3%.

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

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K-3: Teach students to decode words, analyze words, and write and recognize words (ESSA Evidence Tier: Tier 1 Strong) https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28
4-5: Routinely use a set of comprehension-building practices to help students make sense of the text (i.e. word and background knowledge, ask and answer questions, find the main idea, monitor comprehension) (ESSA Evidence Tier: Tier 1 Strong) https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=27

-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:
-Students are receiving Tier 1 instruction in phonics and specialized teachers are providing interventions. There still remains a gap in grade-level phonics mastery.
-APS does not have a systematic program for training Special Education teachers in delivering core instruction in reading and classroom management. When self-contained students are re-entering the classroom, they do not have entry points to access the curriculum.
-In the Tier 1 classroom, all students are not engaging in close reading and reading comprehension activities due to access to text or engagement.

The root causes 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.

Implementing the EBI and corresponding action steps will provide systematic instruction to develop students' foundational reading and comprehension skills. It will explicitly teach decoding, word analysis, and comprehension-building strategies and support students' ability to make meaning from text across grade levels. Implementing consistent, evidence-based reading practices will also support students' access to grade-level text and strengthen their ability to read, understand, and communicate about what they read.

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 Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in K-5 for language comprehension	2 3	1: Strong Evidence 2: Moderate Evidence 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Literacy Coach/Reading Specialist	Principal & AP will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
1) Provide ongoing coaching support on evidence-based phonics instruction and knowledge-building practices in grades K–5 to strengthen implementation of EBIs within the literacy block. **2) Train teachers in grades K–3 on the implementation of supplemental UFLI resources and integrate these resources into Tier 1 instruction to reinforce explicit, systematic foundational skills aligned to EBI practices.** **3) Implement unit-level formative reading comprehension assessments to calibrate instruction, monitor student understanding, and inform flexible small-group instruction aligned to evidence-based comprehension practices.** **4) 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 specially designed instruction with multiple problem types and practice opportunities with visual and verbal supports.**	1 2 3	ESSA Tier 1: Strong Evidence	1) Sept June 2026 2) Jan - June 2026 3) Jan - June 2026 4) Jan - June 2026	Admin, All Teachers, Literacy Coach/Reading Specialist	Principal & AP, Literacy Coach will monitor by conducting walkthroughs and observations and attending CLTs.	-Funds for substitutes for teacher release time on UFLI training days -Funds for instructional materials (UFLI teacher manuals) -Time for literacy coach to receive supplemental curriculum training to support Grades 4-5	SIG Grant fund

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Tier 2: * Lexia recommended usage for structured literacy at student's level * Small group instruction with instructional resources aligned with Virginia Literacy Act & APS Literacy Plan * Use of UFLI for targeted phonics intervetion	1 2 3	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Literacy Coach/Reading Specialist	Principal & AP, Literacy Coach will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
1) Provide structured CLT time for Special Education and English Learner teachers to collaboratively scaffold grade-level curriculum and plan targeted Tier 2 small-group instruction aligned to evidence-based instructional (EBI) practices. **2) Use formative assessment data to identify students for Tier 2 support and to inform flexible small-group formation and targeted reteaching plans aligned to identified skill gaps.** **3) Train and implement UFLI lessons for phonics intervetion** **4) Provide CLT support for the analysis and use of Lexia progress-monitoring data to plan, implement, and adjust Tier 2 small-group interventions aligned to evidence-based literacy practices.** **5) Conduct regular progress monitoring at defined intervals (every 3–4 weeks) to evaluate the effectiveness of Tier 2 instruction and make data-informed adjustments to grouping, intensity, and instructional approach.**	1 2 3	ESSA Tier 1: Strong Evidence	1) Jan June 2026 2) Jan - June 2026 3) Jan - June 2026 4) Jan - June 2026 5) Jan - June 2026	Admin, Literacy Coach/Reading Specialist, EL and SPED Teachers, Classroom Teachers	Principal & AP, Literacy Coach will monitor by conducting walkthroughs and observations and attending CLTs.	-Funds for substitutes for SPED teacher (Grades 3-5) release time on UFLI training days	SIG Grant fund
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	2 3	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, Literacy Coach/Reading Specialist, EL and SPED Teachers, Reading Specialists	Principal & AP, Literacy Coach will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
1) Implement intensive, multisensory structured literacy instruction through Tier 3 small-group or individualized decoding and encoding lessons, providing repeated opportunities for practice delivered by highly qualified staff (e.g., reading specialists or trained interventionists). **2) Conduct frequent progress monitoring at defined intervals (every 3–4 weeks) using validated assessment tools (e.g., VALLSS subtests in grades K–3 or DIBELS Oral Reading Fluency in grades 4–5) to measure student response to intervention.** **3) Review Tier 3 intervention data every 6–8 weeks to evaluate student growth and determine the effectiveness of interventions, including the need to intensify, adjust, or continue instructional supports aligned to evidence-based practices.**	2 3	ESSA Tier 1: Strong Evidence	1) Sept - June 2026 2) Jan - June 2026 3) Sept - June 2026	Reading Specialists, Special Education teachers	Principal & AP, Literacy Coach will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for substitutes for teachers to participate in UFLI professional learning. Funds for supplemental resources (UFLI manuals, magnetic boards)	SIG Grant fund

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Professional Learning Build teacher capacity with job-embedded coaching to analyze formative data in order to shift instruction in response to the data for the needs of the students.	1 4	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Admin, All Teachers, Literacy Coach/Reading Specialist	Principal & AP, Literacy Coach will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Professional Learning - Prioritized action steps to support implementation of EBIs for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1) K–3 general education teachers and K–5 special education teachers who have not received prior training will participate in professional learning on UFLI to strengthen the implementation of evidence-based foundational literacy instruction aligned to EBIs.** **2) The Literacy Coach will provide ongoing instructional coaching by conducting classroom observations and offering feedback focused on the implementation of Tier 1 and Tier 2 evidence-based literacy practices, including phonics, decoding, and comprehension supports.** **3) Educators will participate in a four-part institute focused on designing and implementing effective Specially Designed Instruction (SDI) for K–5 students with disabilities to support implementation of the EBI's in Reading and Math.**	1 4	ESSA Tier 1: Strong Evidence	1) Sept - June 2026 2) Jan - June 2026 3) June-Sept 2026	Admin, Literacy Coach/Reading Specialist, Special Education teachers	1) & 2) Principal, AP and literacy coach will monitor by conducting walkthroughs and observations of intervention sessions. 3) Central office will monitor the development of the content academy and staff participation.	-Funds for K-3 general education teachers to be trained in UFLI. -Funds for K-5 special education teachers to be trained in UFLI -Time for literacy coach to receive supplemental curriculum training to support Grades 4-5 -Funds will also be used for professional learning and coaching during the Summer Institute for Specially Designed Instruction.	SIG Grant fund

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs LGI-SAGS-2.2-Universal Literacy Screener	**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- VKRP (PreK, K), VALLS (Pre-K-5), NWEA Reading Assessment (3rd-5th) **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**School level-** VKRP (PreK, K, VALLS (Pre-K-5th), NWEA Reading Assessment (3rd-5th) **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**School level-** VKRP (PreK, K), VALLS (Pre-K-5th), NWEA Reading Assessment (3rd-5th) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**

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1) School leadership team will regularly review CLT agendas to ensure explicit planning for implementation of evidence-based literacy practices within the literacy block to support EBI implementation, including: -Grades K–3: Explicit, systematic instruction in decoding, word analysis, and writing and recognizing words. -Grades 4–5: Routine use of a set of comprehension-building practices (e.g., building word and background knowledge, asking and answering questions, identifying main ideas, and monitoring comprehension) to support understanding of grade-level text. 2) Leadership team conducts monthly walk throughs to monitor implementation of EBIs in small group instruction.	1) School leadership team will regularly review CLT agendas to ensure explicit planning for implementation of evidence-based literacy practices within the literacy block to support EBI implementation, including: -Grades K–3: Explicit, systematic instruction in decoding, word analysis, and writing and recognizing words. -Grades 4–5: Routine use of a set of comprehension-building practices (e.g., building word and background knowledge, asking and answering questions, identifying main ideas, and monitoring comprehension) to support understanding of grade-level text. 2) Leadership team conducts monthly walk throughs to monitor implementation of EBIs in small group instruction.	1) School leadership team will regularly review CLT agendas to ensure explicit planning for implementation of evidence-based literacy practices within the literacy block to support EBI implementation, including: -Grades K–3: Explicit, systematic instruction in decoding, word analysis, and writing and recognizing words. -Grades 4–5: Routine use of a set of comprehension-building practices (e.g., building word and background knowledge, asking and answering questions, identifying main ideas, and monitoring comprehension) to support understanding of grade-level text. 2) Leadership team conducts monthly walk throughs to monitor implementation of EBIs utilizing the VDOE K-3 and K-12 Walk Through Tool. 3) Leadership team includes data analysis of mid year MAP assessments and plans for continued intervention.	1) School leadership team will regularly review CLT agendas to ensure explicit planning for implementation of evidence-based literacy practices within the literacy block to support EBI implementation, including: -Grades K–3: Explicit, systematic instruction in decoding, word analysis, and writing and recognizing words. -Grades 4–5: Routine use of a set of comprehension-building practices (e.g., building word and background knowledge, asking and answering questions, identifying main ideas, and monitoring comprehension) to support understanding of grade-level text. 2) Leadership team conducts monthly walk throughs to monitor implementation of EBIs in small group instruction. 3) Leadership team includes data analysis of end of year MAP assessments and plans for continued intervention.

Goal #3	Chronic Absenteeism		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
Baseline Data	2024-2025 Chronic Absenteeism was 14.3%	**Identify if goal is required based on state or federal requirements, or other guidelines**	
3 Year Performance Goal			
By June 2028, reduce Chronic Absenteeism to at least 10%			

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, reduce Chronic Absenteeism to at least 13%.
Annual Performance Goal Year 2 (2026-27)	By June 2027, reduce Chronic Absenteeism to at least 12%
Annual Performance Goal Year 3 (2027-28)	By June 2028, reduce Chronic Absenteeism to at least 10%
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.
Action Steps	

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Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) and Trusted Adult for each student * Deliver daily explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liaison between school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices (Inclusive Welcoming, Engaging Strategies, Intentional Closing) at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12	2,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness * Incorporate a team focus on attendance supports	1,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning 1) School staff will continue Morning Meeting structures 2) Student Service staff will continue to develop expertise on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.) 3) Provide additional schoolwide and differentiated professional learning to re-establish behavioral and academic expectations schoolwide utilizing Responsive Classroom Approach/Restorative Justice Practices and provide follow up coaching to staff throughout the school year	4	ESSA Tier 1: Strong Evidence	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan Key Performance Indicators	KPI-SWB-2.1-% of students who are chronically absent overall

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Science - Opportunity Gaps- SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	**Spring 2025 Pass Rate - Science SOL** **All students** - 64% **Black**-80% (no opportunity gap) **Hispanic**-47% (opp. gap 17%) **EL**- 24% (opp. gap 40%) **SWD**-33% (opp. gap 31%) **Econ. Disadv.**- 53% (opp. gap 11%)	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

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

All students - increase their pass rate from 64% to 74%.
Black - Increase pass rate from (Spr. 2025 pass rate) 80% to at least a 85% (no gap).
Hispanic - Increase pass rate from (Spr. 2025 pass rate) 47% to at least a 67%.
EL - Increase pass rate from (Spr. 2025 pass rate) 24 % to at least a 61%.
SWD - Increase pass rate from (Spr. 2025 pass rate) 33% to at least a 64%.
Econ. Disadv. - Increase pass rate from (Spr. 2025 pass rate) 53% to at least a 68%.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **All students** - Increase pass rate from 64% to 68%. **Black-** Increase pass rate from 80% to 82%, no gap. **Hispanic** - Increase pass rate from 47% to at least a 57%, reducing the gap from 17% to 11%. **EL** - Increase pass rate from 24% to at least a 42%, reducing the gap from 40% to 25%. **SWD** - Increase pass rate from 33% to at least a 48%, reducing the gap from 31% to 20%. **Econ. Disadv.** - Increase pass rate from 53% to at least a 61%, reducing the gap from 11% to 7%.
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **All Students** - Increase pass rate from 68% to 71%. **Black**- Increase pass rate from 82% to 84%, no gap. **Hispanic** - Increase pass rate from 57% to at least a 64%, reducing the gap from 11% to 7%. **EL** - Increase pass rate from 42% to at least a 53%, reducing the gap from 26% to 17%. **SWD** - Increase pass rate from 48% to at least a 57%, reducing the gap from 20% to 14%. **Econ. Disadv**. - Increase pass rate from 61% to at least a 65%, reducing the gap from 7% to 6%.
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students- Increase pass rate from 71% to 74%. Black- Increase pass rate from 84% to 85%, no gap. Hispanic - Increase pass rate from 64% to at least a 67%, reducing the gap from 7% to 7%. EL - Increase pass rate from 53% to at least a 61%, reducing the gap from 18% to 13%. SWD - Increase pass rate from 57% to at least a 64%, reducing the gap from 14% to 10%. Econ. Disadv. - Increase pass rate from 65% to at least a 68%, reducing the gap from 6% to 5%.
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Deliver tier 1 instruction in science following the APS Science curriculum. Whole and small group instruction using approved science materials such as STEMScopes, Generation Genius, hands on exploration through experiments and projects, interactive notebooks. Hire a 0.5 Science Specialist/Coach to support Tier 1 instruction, planning, and coaching in science instruction for staff. Utilize common formative assessments, post-assessments through Mastery Connect to monitor progress.	1,2	ESSA Tier 1: Strong Eviden	Sept-June, Ongoing	Admin, All Staff	Principal & AP will support with Instructional Support, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Provide targeted instruction using Science curriculum through monthly Content CLTs. Increase alignment and integrated science content through specials, morning meeting, and Project Discovery to build background knowledge and support vocabulary development.	1,2	ESSA Tier 1: Strong Eviden	Sept-June, Ongoing	Admin, All Staff	Principal & AP will support with Instructional Support, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Create structured opportunities and provide support to Science CLTs with analyzing Science assessment data using data protocols to inform instructional planning and address mastery of essential standards within the tiered system of support.	1	ESSA Tier 1: Strong Eviden	Sept-June, Ongoing	Admin, All Staff	Principal & AP will support with Instructional Support, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Articulate and employ principles of visible learning with, for example: * written standards, objectives, and anchor charts in a visible location in the classroom and accessible to students throughout the lesson. * supporting students in setting personalized learning goals. * writing using scientific and academic conventions. *using project-based learning, hands on exploration, interactive notebooks, opportunities for inquiry, experiences through field trips, guest speakers.	1,2	ESSA Tier 1: Strong Eviden	Sept-June, Ongoing	Admin, All Staff	Principal & AP will support with Instructional Support, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

Progress Monitoring

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

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

Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
Baseline Data	On the Spring 2025 YVM Survey - 97% of families responded favorably to questions in the Family Engagement category.	**Identify if goal is required based on state or federal requirements, or other guidelines**	Title I requirement

3 Year Performance Goal

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

Annual Performance Goals

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Annual Performance Goal Year 1 (2025-26)	By June 2026, maintain at least 95% of APS families will respond favorably on the Spr. 2026 YVM category Partnerships: Family Engagement
Annual Performance Goal Year 2 (2026-27)	By June 2027, maintain at least 95% of APS families will respond favorably on the Spr. 2027 YVM category Partnerships: Family Engagement
Annual Performance Goal Year 3 (2027-28)	By June 2028, maintain at least 95% of APS families will respond favorably on the Spr. 2028 YVM category Partnerships: Family Engagement
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Supporting Student Success) * Co-create a school year engagement calendar with stakeholders aligned with the Dual Capacity-Building Framework for School Family Partnerships * Host interactive workshops for families about the school system and key avenues to engage in their child's school/educational setting. * Host monthly parent workshops/information/training sessions that directly support student success (i.e., sessions that support academic achievement in the priority areas listed in the school action plan.)	1, 3	ESSA: Tier 2: Moderate Evidence	Sept- June, Ongoing	Admin, Community Engagement Coordinator, Bilingual Family Liaison, FACE Committee	Principal & AP will participate with FACE meetings monthly
Action 2 (Welcoming All Families): *Title I: Survey this year's families to continue to increase accessibility and reduce identified barriers to engagement utilizing strategies and resources, such as: -integrated meals, child care, and transportation; -multilingual engagement, including translation, varied language of engagement, and/or interpretation; and -flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)	1, 3	ESSA Tier 1: Strong Evidence	Sept- June, Ongoing	Admin, Community Engagement Coordinator, Bilingual Family Liaison, FACE Committee	Principal & AP will participate with FACE meetings monthly
Action 3: (Communicating Effectively): *Title I: Reinforce the foundations of our Title I School-Family Partnership by: • seeking input from our families, staff, and community on this plan. • collecting input from our community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year. • collaboratively reviewing our School-Family Partnership Principles with families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding. • publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (Principal weekly email and school calendar). • designing opportunities for timely information sharing, input and collaboration in articulating school priorities, two-way communication about child's learning and learning opportunities, home-based strategies for student success that center the student experience and coordination with in-school learning, and connection to resources.	1,2	ESSA Tier 1: Strong Evidence	Sept- June, Ongoing	Admin, Community Engagement Coordinator, Bilingual Family Liaison, FACE Committee	Principal & AP will participate with FACE meetings monthly

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Progress Monitoring			
Strategic Plan Measures - To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	**Strategic Plan Key Performance Indicators**	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
Family Engagement Survey; Attendance Data at Family Events	Family Engagement Survey; Attendance Data at Family Events	Family Engagement Survey; Attendance Data at Family Events	Family Engagement Survey; Attendance Data at Family Events

Goal #6	English Learner Progress
Strategic Plan Goal Area	Student Academic Growth and Success
Strategic Plan Performance Objectives	
Baseline Data	2024-25 (preliminary) - 43.5% of English Learners demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment

3 Year Performance Goal

By 2028, at least 60% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By 2026, at least 50% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment.
Annual Performance Goal Year 2 (2026-27)	By 2027, at least 55% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment.
Annual Performance Goal Year 3 (2027-28)	By 2028, at least 60% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment.

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-3.2-Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Co-Teaching and Collaborative Planning Implement evidence-based, high-leverage co-teaching models (e.g., team teaching, parallel teaching) between EL teachers and content-area teachers, ensuring lessons are aligned with both language and content objectives. Focus on providing differentiated support through weekly collaborative planning to discuss strategies, use scaffolding, and create opportunities for peer interaction using Kagan structures.	3	ESSA Tier 1: Strong Evidence	ongoing	Admin, All Teachers, EL Coach	Walkthrough observations, student participation data sheets, teacher anecdotal notes
Quality Interactions and Extended Communication Use structures for cooperative, engaged learning that foster extended communication moves (i. e., Kagan structures; e.g., “Tell me more” or “How do you know?”) and peer interactions to practice academic language. Focus on ensuring oral language development through small group activities, pair work, and peer learning, giving EL students frequent opportunities to speak, listen, and use academic language in context.	3	ESSA Tier 1: Strong Evidence	ongoing	Admin, All Teachers, EL Coach	Walkthrough observations, student participation data sheets, teacher anecdotal notes

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Targeted Small Group Instruction Regularly collect and analyze data using progress monitoring tools based on the WIDA ACCESS 2.0 to track English language development in particular in the speaking and writing domains. EL student progress will be reviewed during CLT meetings, and instructional adjustments will be made based on the data to meet individual student needs.	1,3	ESSA Tier 1: Strong Evidence	ongoing	Admin, All Teachers, EL Coach	Quarterly data review meetings, CLT meetings every 2 weeks
Professional Learning Provide professional learning on evidenced-based writing instruction based on the science of learning. Ensure that teachers integrate writing as a tool for language development in science. Focus on using sentence frames, graphic organizers, and explicit writing strategies to support EL students' writing using scientific and academic conventions. Provide sustained, job-embedded professional learning through ongoing coaching to ensure effective implementation and continued support for teachers.	3	ESSA Tier 1: Strong Evidence	Initial training (Sept - December) Ongoing job-embedded training	Admin, EL Teachers, EL Coach, Science Coach	Professional learning sign-ins, student writing samples, coaching logs

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	**Strategic Plan Key Performance Indicators**	
Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
	Grade level:K-5 Content: ELA/Science will be assessed using: WIDA Language Charts and Formal Language Samples	WIDA ACCESS administration	Grade level:K-5 Content: ELA/Science will be assessed using: WIDA Language Charts and Formal Language S

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

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

Foundational Practices

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

Implementation of evidence-based (ESSA Tier 1) Arlington Tiered System of Support (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 CLT connections in ELA, Math, and Science, provides expanded or common opportunities for small group instruction or specialist interventions, that it ensures every student's day begins strong with Responsive Classroom practices.

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

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

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

Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level, such as Kindergarten Night and Middle School Nights.

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

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

The Title I Schoolwide Comprehensive Needs Assessment

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

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

• Formative and summative student academic performance data from measures such as those specified in the APS Division Literacy Plan (Virginia Language & Literacy Screener (VALLS) K-5, NWEA MAP Growth Reading Gr 3-5, APS Mathematics assessments including Virginia Kindergarten Readiness Program PreK-K, NWEA Math Growth Gr1-5, APS Math Unit pre-assessments and exit tickets; APS Quarterly and End-of-Unit Science Assessment series; common formative assessments; as well as Reading, Spelling, and Mathematics intervention progress monitoring

• English language proficiency data (WIDA ACCESS)

• Data that speak to Social Emotional Learning such as attendance, discipline, and results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey.

• Instructional Personnel and Licensure Report (IPAL)

• Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and instructional coach reflections.

• Community engagement, experience, and perception data such as the Your Voice Matters surveys for students, families, and staff, family engagement activity self-assessment, and the Title I School-Family Partnership Survey.

The Arlington Public Schools 2024-2030 Strategic Plan, APS Teaching and Learning Framework, and district and school context also guide the work.

Multiple stakeholders participated in the comprehensive needs assessment process including all of those listed as responsible parties above, administrators, instructional staff spanning grade levels and specialties, and family and community members through established school learning teams and working groups such as the PTA, School Leadership Team, Instructional Coaching Team, Mental Health Team, and grade-level Collaborative Learning Teams.

Based on the results of the analyses conducted as part of the school's comprehensive needs assessment, focal areas for continuous improvement in the coming year (as detailed in the table above) include:

Strengthening academic performance for all students, and particularly for English Learners, Students With Disabilities and Black students.

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

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