

Barcroft - School Action Plan - 2023-24 to 2025-26
Principal: Judy Apostolico-Buck

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - Math Hispanic - Pass 52% (opp. gap 15%) EL - Pass 41% (opp. gap 26%) SWD - Pass 25% (opp. gap 42%) Econ. Disadv - Pass 57% (opp. gap 10%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
MATH SOL By 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 (Spr. 2023 pass rate) 52% to at least 68%, reducing the gap from 15% to 8% EL - Increase pass rate from (Spr. 2023 pass rate) 41% to at least 65%, reducing the gap from 26% to 11% SWD - Increase pass rate from (Spr. 2023 pass rate) 25% to at least 61%, reducing the gap from 42% to 15% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 57% to at least 71%, reducing the gap from 10% to 5%"			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 52% to at least 60%, reducing the gap from 15% to 10% EL - Increase pass rate from 41% to at least 53%, reducing the gap from 26% to 18% SWD - Increase pass rate from 25% to at least 43%, reducing the gap from 42% to 28% Econ Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 10% to 7% "		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 60% to at least 64%, reducing the gap from 10% to 9% EL - Increase pass rate from 53% to at least 61%, reducing the gap from 18% to 13% SWD - Increase pass rate from 43% to at least 54%, reducing the gap from 28% to 20% Econ. Disadv. - Increase pass rate from 64% to at least 67%, reducing the gap from 7% to 6%"		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 9% to 8% EL - Increase pass rate from 61% to at least 65%, reducing the gap from 13% to 11% SWD - Increase pass rate from 54% to at least 61%, reducing the gap from 20% to 15% Econ. Disadv. - Increase pass rate from 67% to at least 71%, reducing the gap from 6% to 5%"</p>				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.				
Action Steps					
Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT 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. * Incorporate RichTasks/M2/M3 (embedded in curriculum documents) at least once per unit. During first quarter incorporate a rich task each week. * Carry out walkthroughs to ensure of 3 math workshop structures implemented with fidelity."	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) * Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall."	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

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<p>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, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * 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."</p>	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p>Professional Learning: * Math Recovery for 1st grade team MAP (NWEA) assessment Rich tasks Oral language development</p>	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

Progress Monitoring

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

Goal #2

Reading - Opportunity Gaps - SOL

Strategic Plan Goal Area	Student Success
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.

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Baseline Data	<p>Spring 2023 - SOL - Reading Pass % (% gap)</p> <p>Hispanic - 52% (16% gap) EL - 40% (28% gap) SWD - 22% (46% gap) Econ. Disadv - 59% (9% gap)</p>	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>READING SOL By 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from (Spr. 2023 pass rate) 52% to at least 69%, reducing the gap from 16% to 7% EL - Increase pass rate from (Spr. 2023 pass rate)% to at least 64%, reducing the gap from 28% to 12% SWD - Increase pass rate from (Spr. 2023 pass rate)% to at least 61%, reducing the gap from 46% to 16% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate)% to at least 72%, reducing the gap from 9% to 5%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 52% to at least 60%, reducing the gap from 16% to 11% EL - Increase pass rate from 40% to at least 52%, reducing the gap from 28% to 19% SWD - Increase pass rate from 22% to at least 41%, reducing the gap from 46% to 30% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 9% to 6%</p>		
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 60% to at least 66%, reducing the gap from 11% to 8% EL - Increase pass rate from 52% to at least 50%, reducing the gap from 19% to 14% SWD - Increase pass rate from 41% to at least 53%, reducing the gap from 30% to 21% Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 6% to 5%</p>		
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 66% to at least 69%, reducing the gap from 8% to 7% EL - Increase pass rate from 60% to at least 64%, reducing the gap from 14% to 12% SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 21% to 16% Econ. Disadv. - Increase pass rate from 69% to at least 72%, reducing the gap to 5%</p>		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		

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Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	2	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning Consider menu of options based on teacher experience/needs with focus on Science of Reading: phonics, fluency, comprehension; Multisyllable Routine for teachers Lexia English	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	Reading SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level-DIBELS Teacher/CLT/Grade-End of Unit (CKLA, 95% on MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -VGA for taught standards (depending on date of administration) -VGA beginning of year	Teacher/CLT/Grade-End of Unit (CKLA, 95% on MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -VGA for taught standards (depending on date of administration)	School level-DIBELS Teacher/CLT/Grade-End of Unit (CKLA, 95% on MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -VGA for taught standards (depending on date of administration) -Quarterly Assessment	School level-DIBELS Teacher/CLT/Grade-End of Unit (CKLA, 95% on MasteryConnect/paper) -Monthly common assessments (SOL quick checks/exit tickets) -VGA for taught standards

Goal #3

Chronic Absenteeism

Strategic Plan Goal Area	Student Well-Being
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.

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Baseline Data	2022-23- Chronic Absenteeism rate was 15.15%	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 - School Quality Indicator for Chronic Absenteeism		
3 Year Performance Goal					
By 2026, reduce chronic absenteeism to at least 9%					
Annual Performance Goals					
Annual Performance Goal Year 1 (2023-24)	By June 2024, reduce chronic absenteeism to at least 13%				
Annual Performance Goal Year 2 (2024-25)	By June 2025, reduce chronic absenteeism to at least 11%				
Annual Performance Goal Year 3 (2025-26)	By June 2026, reduce chronic absenteeism to at least 9%				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -					
Action Steps					
Action Steps	<u>Title I Schoolwide Component (1-4)</u>	<u>ESSA Evidence Tier (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Work collaboratively with Office of Student Support to implement strategies			Sept-June, Ongoing	Principal Assistant Principal	Principal & AP will monitor by ensuring participation on the APS Attendance Summit and implementing agreed upon strategies
Action 2 - Frequent communications to Barcroft community about the importance of attendance			Sept-June, Ongoing	Principal Assistant Principal Family Liasion	Principal & AP will monitor by planning strategic communications and review of messages
Action 3 - Targeted outreach and family engagement of students who are chronically absent			Sept-June, Ongoing	Principal Assistant Principal Social worker Community-in-Schools Liasion	Principal & AP will monitor through check-ins with social worker and community-in-schools liasion and contact logs

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Action 4 - Individualized attendance plans with incentives and rewards (for students with chronic absenteeism)			1-2) August for initial training, Sept-June, Ongoing	Principal Assistant Principal Social worker Registrar	Principal & AP will monitor by reviewing student attendance plans and cross-referencing attendance reports to ensure all students in need of a plan have a plan
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Progress Monitoring

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

Goal #4	Student Well-Being
Strategic Plan Goal Area	Student Well-Being
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.
Baseline Data	On the 2022 YVM survey 48% of students responded favorably to Student Well-Being: social, emotional, and mental health. 21% of students often feel sad and 17% of students feel so stressed or overwhelmed that they are not able to participate in regular activities.
	Identify if goal is required based on state or federal requirements, or other guidelines
3 Year Performance Goal	
By 2026, at least 75% of students in 4th and 5th grades will respond favorably on the survey category student well-being; social, emotional, and mental health.	
Annual Performance Goals	
Annual Performance Goal Year 1 (2023-24)	On the 2024 biannual YVM survey, at least 70% of students in 4th and 5th grades will respond favorably on the survey category student well-being; social, emotional, and mental health.
Annual Performance Goal Year 2 (2024-25)	On the 2025 school based survey, at least 72% of students in 4th and 5th grades will respond favorably on the survey category student well-being; social, emotional, and mental health.
Annual Performance Goal Year 3 (2025-26)	On the 2026 biannual YVM survey, at least 75% of students in 4th and 5th grades will respond favorably on the survey category student well-being; social, emotional, and mental health.
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.

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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
Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12 * Create consistent time in the school schedule to meet SEL explicit instruction * Utilize data: SEL survey, attendance, discipline, and academic data to drive goals and instruction	4		Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and reallationship skills utilize Zones of Regulation.	4		Sept-June, Ongoing	Admin, All Staff	
"Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and reallationship skills utilize Zones of Regulation	4		Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participating in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)			1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	
Progress Monitoring					
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and		Results of Progress (End of Year)	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)	

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SEL Survey	School Survey	SEL Survey	YVM
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Goal #5		Partnerships			
Strategic Plan Goal Area	Partnerships				
Strategic Plan Performance Objectives	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.				
Baseline Data	90% 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					
By June 2026, maintain at least 90% favorable response on student and family engagement on a school-based survey.					
Annual Performance Goals					
Annual Performance Goal Year 1 (2023-24)	By June 2024, on the YVM survey, at least 90% of Barcroft families will respond favorably on student and family engagement partnerships.				
Annual Performance Goal Year 2 (2024-25)	By June 2025, maintain at least 90% favorable response on student and family engagement on a school-based survey.				
Annual Performance Goal Year 3 (2025-26)	By June 2026, on the YVM survey, maintain at least 90% favorable response on student and family engagement				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -					
Action Steps					
Action Steps	<u>Title I Schoolwide Component (1-4)</u>	<u>ESSA Evidence Tier (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation

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<p>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 SY23/24. * Our school addresses barriers to communication (from APS FACE checklist)</p> <p>* 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).</p>	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 multi-lingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums
<p>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 SY23-24 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding * collecting input from our SY23-24 community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year * 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.</p>	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 multi-lingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums
<p>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 kids are learning and doing in class (from APS FACE checklist) "</p>	2,4	ESSA Tier 4: Demonstrates a Rationale	Sept- June, ongoing		Principal & AP will monitor through check-in Bilingual Family Specialists, review of multi-lingual communications, and ensuring engagement opportunities are offered at a variety of times and mediums

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Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	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 #6	Science SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL Pass % (% gap) Hispanic - 35% (21% gap) EL - 18% (83% gap) SWD - 25% (31 % gap) Econ. Disadv. - 44% (12% gap)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, Science SOL			
Hispanic - Increase pass rate from (Spr. 2023 pass rate) 35% to at least 64%, reducing the gap from 21% to 6% EL - Increase pass rate from (Spr. 2023 pass rate) 18% to at least 60%, reducing the gap from 38% to 11% SWD - Increase pass rate from (Spr. 2023 pass rate) 25% to at least 61%, reducing the gap from 31% to 9% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 44% to at least 66%, reducing the gap from 12% to 5%			
Annual Performance Goals			

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Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Science SOL will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 35% to at least 49%, reducing the gap from 21% to 15% EL - Increase pass rate from 18% to at least 39%, reducing the gap from 38% to 25% SWD - Increase pass rate from 25% to at least 43%, reducing the gap from 31% to 21% Econ. Disadv. - Increase pass rate from 44% to at least 54%, reducing the gap from 12% to 9%</p>
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Science SOL will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 49% to at least 58%, reducing the gap from 15% to 9% EL - Increase pass rate from 39% to at least 51%, reducing the gap from 25% to 16% SWD - Increase pass rate from 45% to at least 54%, reducing the gap from 21% to 13% Econ. Disadv. - Increase pass rate from 54% to at least 62%, reducing the gap from 9% to 5%</p>
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Science SOL will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 58% to at least 64%, reducing the gap from 9% to 6% EL - Increase pass rate from 51% to at least 60%, reducing the gap from 16% to 11% SWD - Increase pass rate from 54% to at least 61%, reducing the gap from 13% to 9% Econ. Disadv. - Increase pass rate from 62% to at least 68%, reducing the gap from 5% to 5%</p>

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.

Action Steps

Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
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 will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending
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	

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<p>Tier 3 Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance.</p>	2,3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	Observations and attending CLTs.
<p>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)</p>	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	

Progress Monitoring

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