

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

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

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

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

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

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY

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

Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -

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

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will 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. 	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> *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. 	123	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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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)					

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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 Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension	123	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	123	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	123	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning Build teacher capacity with coaching to analyze formative data in order to shift instruction in response to the data for the needs of the students.	1	ESSA Tier 1: Strong Evidence		Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Progress Monitoring					
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	Reading SOL		
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)		

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<p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>School level DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards</p>
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Goal #3	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	<p>On the Spring 2022 YVM Survey in the Self-Efficacy category, students scored 50% overall. The percentage breakdown per grade level was: 3rd grade (59%), 4th grade (42%), and 5th grade (46%).</p> <p>On the Spring 2023 SEL Survey in the Self-Efficacy category, students scored 88% overall. This attributed to a 33 percentage point increase. The breakdown per grade level was: 3rd (90%), 4th (85%), and 5th (89%). While this survey was similar to the YVM survey,</p> <p>it was used to monitor student's SEL during a year where the YVM was not administered to students. Even with the significant gains across all groups (all groups had at least 80% favorable responses), our Hispanic and Black student populations still lagged behind their peers by 10 percentage points or more (84% and 80% respectively) when compared to their white peers. There were no statistically significant differences between other gap group areas.</p>	<p>Identify if goal is required based on state or federal requirements, or other guidelines</p>	
3 Year Performance Goal			
By 2026, at least 70% of students will indicate favorable responses			

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

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

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

Goal #5	

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

Strategic Plan Strategies

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	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Action 1 (Supporting Student Success)</p> <p>* Under the FACE Checklist we will be SUPPORTING STUDENT SUCCESS by hosting interactive workshops for families about the American school system and key avenues to engage in their child's school/educational setting.</p> <p>* Host at least four parent workshops/information/training sessions that directly support student success (i.e., sessions that support academic achievement in the priority areas listed in the school action plan.)</p>	1, 3	ESSA: Tier 2: Moderate Evidence	Sept- June, Ongoing	Admin, Community Engagement Coordinator, Bilingual Family Liaison, FACE Committee	Principal & AP will participate with FACE meetings monthly
<p>Action 2 (Welcoming All Families):</p> <p>*Title I: Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as:</p> <ul style="list-style-type: none"> -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				

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(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.

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3 Year Performance Goal

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

Annual Performance Goals

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

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

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

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

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

By June 2026, reduce absenteeism to at least 9%

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Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-14- Attendance	Results of Progress (End of Year)	