Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

Goal #1	Math - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2025 - SOL All students- 62% **Hispanic** - Pass 50% (gap 12%) **EL** - Pass 50% (gap 12%) **SWD** - Pass 23% (gap 39%) **Econ. Disadv** - Pass 61% (gap 1%)	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Math Mastery

3 Year Performance Goal

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

Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap by 4%
EL - Increase pass rate from 65% to at least 69%, reducing the gap by 4%
SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 16% to 11%. (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
Econ. Disadv. - Increase pass rate from 68% to at least 72%, reducing the gap by 1%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic** - Increase pass rate from 50% to at least 59%, from 12% to 7% **EL** - Increase pass rate from 50% to at least 59%, reducing the gap from 12% to 7% **SWD - Increase pass rate from 23% to at least 42%, reducing the gap from 39% to 24%** **Econ. Disadv**. - Increase pass rate from 61% to at least 65%, reducing the gap to 1%
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic -** Increase pass rate from 59% to at least 65%, reducing the gap from 7% to 4% **EL** - Increase pass rate from 59% to at least 65%, reducing the gap from 7% to 4% **SWD - Increase pass rate from 42% to at least 53%, reducing the gap from 24% to 16%.** **Econ. Disadv**. - Increase pass rate from 65% to at least 768%, reducing the gap to 1%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic** - Increase pass rate from 65% to at least 69%, reducing the gap to 4% **EL** - Increase pass rate from 65% to at least 69%, reducing the gap to 4% **SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 16% to 11%.** **Econ. Disadv.** - Increase pass rate from 68% to at least 72%, reducing the gap to 1%

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

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

K-5 - Provide systematic instruction during the intervention to develop student understanding of mathematical ideas
https://ies.ed.gov/ncee/WWC/PracticeGuide/26

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:
-Teachers need training and coaching to help hone their skills with effectively planning and facilitating small group instruction in a highly differentiated manner

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

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

During intervention, teachers should regularly present a variety of problems that require students to discriminate among problem types. To support students who are at risk for mathematics difficulties, teachers should also begin by using accessible numbers and build incrementally. Students will also require visual and verbal supports throughout instruction.

Rationale: To support students who are at risk for mathematics difficulties, during effective interventions teachers must review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. This requires teachers to:
1) Have a systematic approach to developing intervention materials and resources so that students are taught and able to practice linking previously learned and foundational concepts to new learning.
2) Regularly present a variety of problems that require students to discriminate among problem types.
3) Use accessible numbers and build incrementally.
4) Provide students with visual and verbal supports throughout instruction.

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

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

Strategic Plan Strategies

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

Action Steps

Action Steps	**Title I Schoolwide Component (1-4)**	**ESSA Evidence Tier (1-4)**	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**	**Cost Elements** (Resources needed)	**Funding Source**

Randolph Elementary - School Action Plan - 2025-26 to 2027-28 Principal: Carlos Ramirez							
Tier 1 * Implement Mathematics curriculum utilizing county-provided curriculum and curricular resources. * Provide common planning time and opportunities for EL and SpEd teachers to collaborate with Math Coaches or grade-level CLT wherever they are supporting students in a co-teaching model. * Teachers will use all components of the 3 recommended Math Workshop structures within each unit. Every student will regularly meet with their teacher in targeted small groups. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time and evidence-based support to help students access grade level curriculum. * Departmentalize math instruction in 4th and 5th grade in response to students' needs and historical academic achievement to increase instructional depth and maximize teacher collaboration	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	Classroom, EL & SPED Teachers, Math Coaches, AAC, and Math Interventionist	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside math coaches, EL lead, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.		
Tier 1 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Concrete, Representational and Abstract (CRA model) will be implemented with fidelity within the K-5 Math Workshop structures. Co-teaching model used for the SPED co-taught class with built in co-planning time to ensure that Tier 1 instruction is planned in line with EBI practices that include providing students with access to multiple problem types, with visual and verbal supports.** **2) K-5 teachers use data from Tier 1 instruction to plan for reteaching, to meet the needs of learners and address gaps in conceptual understanding to include, but not limited to, early numeracy.** **3) K-1 use the Number Relationships Assessment and/or AVMR 1 and 2 Assessments to monitor student progress on grade-level standards.** **4) K-1 teachers use the AVMR 1 and 2 program in K-1 and other resources to support students daily in small groups during Tier 1 instruction.**	1	ESSA Tier 1: Strong Evidence	1) Sept-June 2026 2) Sept-June 2026 3) BOY, MOY, EOY 2025-26 4) Sept-June 2026	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP, with support with MTSS, Math, SPED & EL Office, will monitor by conducting walkthroughs and observations and attending CLTs.	Substitutes for release time for teachers to participate in either AVMR 1 and 2 training; funds for AVMR 1 and 2 kits.	SIG Grant Funds
Tier 2 *Additional targeted small group instruction 5 times weekly using evidence-based programs/strategies, progress monitored and documented, including Kathy Richardson, Math in Practice, Bridges, iXL (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning for co-teaching with EL and SpEd teachers to target identified student needs. *Identify target areas (essential standards) to address students scoring below the 40th percentile in NWEA MAP. *Ensure that ELs and SWDs 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.	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	Classroom, EL & SPED Teachers, Math Coaches, AAC, and Math Interventionist			
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Additional targeted small group 2-5x weekly using research based programs/strategies (Bridges, AVMR), aligned with EBI practices for intervention, progress monitored and documented.** **2) Implementation of a progress monitoring document for each teacher to keep data on small groups**	2	ESSA Tier 1: Strong Evidence	1) Sept - June 2026 2) Oct - June 2026	Classroom teachers, special education teachers, math coach	Principal, AP, math coach will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for substitutes for embedded quarterly planning days for general education and special education teacher	SIG Grant funds

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

Tier 3 * In addition to the regular math block, intensive one-on-one or very small group instruction 4-5x weekly using evidence-based programs/strategies, progress monitored and documented (Bridges, Do the Math, Math Recovery® (by trained Math Recovery teachers), Kathy Richardson) * 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.	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	Classroom, EL & SPED Teachers, Math Coaches, AAC, and Math Interventionist			
Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies (Bridges, AVMR) that align with EBI practices and are progress monitored and documented.**	2	ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June 2026	Special education teachers, math coach	Principal, AP, math coach will monitor by conducting walkthroughs during small group and interventions	Funds to pay 3rd - 5th special education teachers outside of contract hours to be trained in AVMR math intervention	SIG Grant funds
Professional Learning: - Math Recovery refresher sessions for Kindergarten, 1st and 2nd grade teams - Math Workshop Content Academy for math educators as needed - Math content-based professional learning opportunities for EL and SpEd teachers - Provide opportunities for math educators to learn new and refine strategies to teach the Mathematics Standards of Learning - Provide teams with a planning day each quarter to learn and think through instructional strategies for all learners, allow instructional coaches to plan for CLTs and to plan for small group instruction and interventions based on essential standards and embed critical spiral reviews into menu of choices for students - Provide teachers with coaching cycles on the creation and execution of SMART goals that closely align with the instructional areas of focus: classroom community, engagement with content, academic discourse, specially designed instruction [scaffolds, supports, and extensions], evidence of student learning and effective feedback	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	Classroom, EL & SPED Teachers, Math Coaches, AAC, Title Instructional Coach, IB Coordinator, and Math Interventionist			
Professional Learning - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Teachers will participate in coaching cycles, led by math coaches, on intentional small group activities that include EBI practices related to visual and verbal supports and access to a variety of question types** **2) K-5 special education, EL, instructional aides, and general education teachers who have not received AVMR intervention training will participate in virtual training** **3) Co-teaching pairs will attend a specially designed instruction summer institute to enhance skills and provide planning time for specially designed instruction that aligns with EBI practices and individual student needs** **4) K-5 special education, EL, instructional aides, and general education teachers who have not received Math Workshop training will receive from Lempp Educational Consulting 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	ESSA Tier 1: Strong Evidence	1) March-April 2026	K-5 Special Education teachers and instructional assistants	Principal will monitor training completion	Substitutes for release time for teachers to participate in AVMR 1 and 2 training; funds for AVMR 1 and 2 kits	SIG Grant Funds

Progress Monitoring

Strategic Plan Measures (Dropdown) - 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
	LGI-SAGS-2.1-Universal Math Screener		KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on NWEA Map Growth

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth **Teacher/CLT/Grade** -Mastery Connect for unit assessments -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**Teacher/CLT/Grade** -Mastery Connect for unit assessments -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level** NWEA - MAP Growth **Teacher/CLT/Grade** -Mastery Connect for unit assessments -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level-** NWEA - MAP Growth **Teacher/CLT/Grade** -Mastery Connect for unit assessments -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**
1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) School leadership team to review all CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention.	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 3) School leadership team to review all CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of mathematical ideas and that is aligned with the EBI practices for effective math intervention.	1) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 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) Leadership team includes data review of progress monitoring data from interventions & small groups on CLT agenda every third week 2) Leadership team conducts monthly walk throughs to monitor math interventions and ensure alignment with EBI practices and reviews data in leadership team meetings 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.

Goal #2	Reading - 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 - Reading All Students - 54% **Black** - Pass 56% **Hispanic** - Pass 41% (gap 13%) **EL** - Pass 36% (gap 19%) **SWD** - Pass 25% (gap 39%) **Econ. Disadv** - Pass 47% (gap 7%)	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Reading Mastery

3 Year Performance Goal

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

Black - Increase pass rate from 67% to at least 70%
Hispanic - Increase pass rate from 61% to at least 65%, reducing the gap to 4%
EL - Increase pass rate from 58% to at least 65%, reducing the gap from 7% to 4%
SWD - Increase pass rate from 54% to at least 61%, reducing the gap from 11% to 7% (Year 1 of identification for targeted support and improvement (TSI). First identified in SY 2024-25)
Econ. Disadv. - Increase pass rate from 64% to at least 67%, reducing the gap from 1% to 2%

Annual Performance Goals

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

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: **Black** - Increase pass rate from 56% to at least 63% **Hispanic** - Increase pass rate from 41% to at least 53%, reducing the gap from 13% to 9% **EL** - Increase pass rate from 36% to at least 49%, reducing the gap from 18% to 12% **SWD - Increase pass rate from 25% to at least 43%, reducing the gap from 29% to 19%** **Econ. Disadv.** - Increase pass rate from 47% to at least 57%, reducing the gap from 7% to 5%
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: **Black** - Increase pass rate from 63% to at least 67% **Hispanic** - Increase pass rate from 53% to at least 61%, reducing the gap from 9% to 5% **EL** - Increase pass rate from 49% to at least 58%, reducing the gap from 13% to 7% **SWD - Increase pass rate from 43% to at least 54%, reducing the gap from 19% to 12%** **Econ. Disadv.** - Increase pass rate from 57% to at least 64%, reducing the gap from 5% to 2%
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: **Black** - Increase pass rate from 67% to at least 70% **Hispanic** - Increase pass rate from 61% to at least 65%, reducing the gap to 4% **EL** - Increase pass rate from 58% to at least 65%, reducing the gap from 7% to 4% **SWD - Increase pass rate from 54% to at least 61%, reducing the gap from 11% to 7%** **Econ. Disadv.** - Increase pass rate from 64% to at least 67%, reducing the gap from 2% to 1%

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

T**each students to decode words, analyze words, and write and recognize words. (Tier 1 - Strong Evidence)**
https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28
Teaching students to decode words, analyze word parts, and write and recognize words strengthens foundational reading skills by increasing their exposure to sound–spelling patterns and meaningful word parts, enabling them to recognize both familiar and unfamiliar words with greater accuracy and independence. As students build this automaticity, their overall reading comprehension improves because they can focus more on meaning and less on figuring out individual words. This EBI directly addresses the root cause—an inefficient professional development model—by providing a clear, research-aligned focus for training, helping educators better understand and use instructional materials, and supporting more effective coaching on how to implement specially designed instruction (SDI) for diverse learners. Through consistent and targeted professional learning around these foundational skills, teachers can apply best practices with greater confidence and fidelity, ultimately leading to stronger student outcomes.

Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1 - Strong Evidence)
https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=27
Routinely teaching a set of comprehension-building practices helps students with reading difficulties become more purposeful and strategic readers by learning how to determine the meaning of text, monitor their understanding, and engage in structured questioning. Because these students often rush through reading or become frustrated, explicit instruction in asking and answering question types—such as right there, think and search, and author and me—provides them with concrete tools to make sense of both familiar and unfamiliar passages. Implementing these routines in small-group intervention not only strengthens comprehension but also directly addresses the root cause: gaps in professional development around effective instructional practices. By aligning training, materials-use guidance, and coaching to these evidence-based routines, educators build a clearer understanding of how to deliver high-quality, specially designed instruction (SDI) for diverse learners.

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

EBI 1- Providing students with explicit instruction in these skills in the lower grades will prepare them to be successful in reading and answering questions about both known and unknown passages in connected text and on assessments. Studies also show that providing this instruction to students at risk for reading disabilities in small group and one on one settings supports them in learning how to be efficient and fluent readers.

EBI 2- Build students' world and word knowledge so they can make sense of the text. : Consistently provide students with opportunities to ask and answer questions to better understand the text they read. Teach students a routine for determining the gist of a short section of text. Teach students to monitor their comprehension as 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

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

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: * Rigorous implementation of evidence-based systematic Core Phonics instruction in K-3 with fidelity (95% Core Phonics) * Strengthen the implementation of CKLA in K-5 for language comprehension * Incorporate culturally responsive books for read alouds that align with the IB learner profiles of each month	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, ongoing via daily instruction	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside reading specialists, EL lead, AAC, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.		
1. Professional learning and implementation of comprenehsion building practices utilizing get the gist, ask/answer questions, write about texts. **2. Strategic ELA block that incorporates phonics, CKLA, and small group instruction** **3. Utilize decodable text resources (e.g. UFLI Phonics) aligned to core phonics curriculum on a daily basis during phonics block** **4. Teach students to decode words, analyze word parts, and write and recognize words.** **5. 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.** **6. Quarterly data chats to inform small-group instruction**	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	1) Sept-June 2026 2) Sept-June 2026 3) Sept-June 2026 4) Sept-June 2026 5) Sept-June 2026 6) Sept-June 2026	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside reading specialists, EL lead, AAC, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.	Funds for professional learning and coaching on phonics instruction; substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	CLSD Grant
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia Power Up for 5th graders and UFLI acceleration plan	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, ongoing via daily instruction	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside reading specialists, EL lead, AAC, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.		
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups identified for Targeted Support & Improvement **1. Use of VALLSS, MAPS and other data sources to create small group intervention for explicit instruction in deficit skill** **2. Co-teaching strategies relating to small group station teaching model of coteaching - utilizing multiple teachers to provide in class interventions with decoding and comprehension instruction.** **3. UFli acceleration and intervention plans implementation** **4. Building students decoding skills in upper grades with approved phonics resource. (multisyllabic routines, sonday system)**	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	1) Sept-June 2026 2) Sept-June 2026 3) Sept-June 2026 4) Sept-June 2026	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside reading specialists, EL lead, AAC, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.	Funds for professional learning and coaching on phonics instruction; substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	CLSD Grant

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

Tier 3: * Evidence-based, rigorous and targeted structured literacy lessons in addition to core ELA block * Evidence-based, rigorous, and targeted multisensory decoding/encoding lessons; repeated opportunities for practice	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, ongoing via daily instruction	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside reading specialists, EL lead, AAC, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.		
Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1. Multisensory decoding/encoding lessons; repeated opportunities for practice (UFLI)** **2. Train and implement the phonics resource of the Sonday System for students with decoding needs based on performance data(grade 4 and 5)** **3. 4-5 times a week Small group targeted instruction by an interventionist/reading coach and special education teachers**	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	1) Feb-June 2026 2) Feb-June 2026 3) Sept-June 2026	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside reading specialists, EL lead, AAC, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.	Funds for professional learning and coaching on phonics instruction; substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	CLSD Grant
Professional Learning * Provide teams with a planning day each quarter to think through instructional strategies for all learners, allow instructional coaches to plan for CLTs and to plan for small group instruction and interventions based on power standards * Provide opportunities for literacy (reading and writing) educators to learn new and refine strategies to teach the English Language Arts Standards of Learning * Provide opportunities for new staff to learn about the Virginia Literacy Plan * Provide ongoing professional learning opportunities for literacy educators to learn about University of Florida Literacy Institute (UFLI) intervention program ***** Provide teachers with coaching cycles on the creation and execution of SMART goals that closely align with the instructional areas of focus: classroom community, engagement with content, academic discourse, specially designed instruction [scaffolds, supports, and extensions], evidence of student learning and effective feedback	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, ongoing via daily instruction	Classroom, EL & SPED Teachers, AAC, Title I Instructional Coach, IB Coordinator, and Reading Specialists	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside reading specialists, EL lead, AAC, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.		
Professional Learning - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1. Professional learning on Sonday system with coaching and implementation support with systematic decoding instruction to build student knowledge of reading multisyllabic words. This PL is provided through the CLSD grant award.** **2. TNTP service provider will coach and support comprehensive literacy system at the school to include schoolwide data analysis, walk throughs and specialist consulting for admin, leadership team, as well as teacher facing training and coaching on implementation of EBIs in all tiers of instruction. This PL is provided through the CLSD grant award .** **3. Special education training on structured literacy small group planning with co-teaching structures.**	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	1) Feb-June 2026 2) Feb-June 2026 3) Sept-June 2026	Classroom, EL & SPED Teachers, AAC, Title I Instructional Coach, IB Coordinator, and Reading Specialists	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside reading specialists, EL lead, AAC, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.	Funds for professional learning and coaching on phonics instruction; substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	CLSD Grant

Progress Monitoring

Strategic Plan Measures (Dropdown) - To	LGI-SAGS-1.1-Reading SOLs	**Strategic Plan - Key Performance Indicators**	KPI-SAGS-1.2-% of students passing the Reading SOL

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	**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)
School level- VALLS K-5 and NWEA MAP Growth **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-** VALLS K-5 and NWEA MAP Growth **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**School level** VALLS K-5 and NWEA MAP Growth **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)
1. Observations and walk through forms; 2. CLT agendas from grade levels 3. Progress monitoring of student reading plans and mastery connect unit assessments	1. Observations and walk through forms; 2. CLT agendas from grade levels 3. Progress monitoring of student reading plans and mastery connect unit assessments	1. classroom and small group observations 2. UFLI fidelity checklist 3. 95% feedback form 4. CLT agenda for co-planning and instructional small groups 5. Progress monitoring and assessment trackers for unit assessments and interventions 6.Leadership team conducts monthly walk throughs to monitor implementation of EBIs utilizing the VDOE K-3 and K-12 Walk Through Tool.	1. Observations and walk through forms; 2. CLT agendas from grade levels 3. Progress monitoring of student reading plans and mastery connect unit assessments

Goal #3	English Learner Progress		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	Spring 2025 - ACCESS 2.0 46.3% of English Learners demonstrated expected progress toward English Language proficiency on the WIDA ACCESS assessment	**Identify if goal is required based on state or federal requirements, or other guidelines**	

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 51% 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 56% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

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-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.2-Identify and train school and division staff on: (a)Evidence-based universal SEL curriculum that includes opportunities for student-student and student-staff dialogue and discussion, (b) Evidence-based social-emotional and behavioral interventions

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 - Universal Supports: *(For all ELs, embedded in core instruction)* * Integrate Language Objectives in Every Lesson * Teachers post and reference clear, student-friendly language objectives daily (speaking, listening, reading, writing). * Provide sentence frames and word banks to support academic discourse. * Select texts, problems, and examples that reflect EL students' cultures and backgrounds. * Embed explicit SEL moments into core lessons—e.g., partner talk norms, reflective check-ins, and collaborative protocols. * Use of 95% Core Phonics and Lexia Core 5 and Power Up 5 times a week	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	Principal & AP will support and monitor MTSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside reading specialists, EL lead, AAC, Title I Instructional Coach, IB Coordinator, and SpEd lead by conducting walkthroughs and observations of co-teaching and supporting CLTs.
Tier 2 – Targeted Supports: *(For ELs showing slower progress based on ACCESS growth targets and literacy assessments)* * Small Group Language Development Sessions (Lexia Core 5 and Lexia Power Up 5 times a week for 20 minutes in addition to Tier 1 instruction) * EL teachers pull targeted groups 2–4 times per week for direct instruction on specific language domains (e.g., academic vocabulary, writing structures). * Targeted Academic Language Interventions (focused on discourse) * Family Engagement for Language Learning at Home * Host bilingual workshops for families on supporting oral language, reading in home language, and navigating school systems. * Provide take-home materials in multiple languages to reinforce vocabulary and comprehension. * Assign peer language partners for collaborative work. * Incorporate culturally affirming practices to reduce affective filter and increase participation.	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	
Tier 3 – Intensive Supports: *(For ELs with significant language learning gaps, multiple years below proficiency, or interrupted schooling)* * Daily Intensive Language Support (UFLI) * One-on-one or very small group sessions focused on priority domains (e.g., oral fluency, academic writing). * Wraparound Services * Coordinate with school counselors, social workers, and community agencies to address barriers to learning (attendance, trauma, mobility). * Data-Driven adjustments to small group instructions every 4–6 Weeks * Review progress on formative assessments, adjust strategies, and provide additional interventions as needed.	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

Professional Learning * Collaborative Planning Time for EL & Content Teachers * Establish co-planning routines between EL teachers and grade-level/content teachers to align content and language supports. * Provide PL on integrating explicit vocabulary and language scaffolds into core instruction. * Monthly CLT Check-Ins: Review EL progress data and adjust supports. * Quarterly Data Meetings: Compare ACCESS domain scores, formative data, and classroom performance. * Annual Reflection: Evaluate against yearly target, identify successful practices, and scale them. * Provide teachers with coaching cycles on the creation and execution of SMART goals that closely align with the instructional areas of focus: classroom community, engagement with content, academic discourse, specially designed instruction [scaffolds, supports, and extensions], evidence of student learning and effective feedback	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Classroom, EL & SPED Teachers, AAC, Title I Instruction Coach, IB Coordinator, and Reading Specialists	

Progress Monitoring

Strategic Plan Measures (Dropdown) - 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)
Progress monitoring tool in language development; e.g. formative language assessments (oral language tasks, quick writes)	Progress monitoring tool in language development; e.g. formative language assessments (oral language tasks, quick writes) WIDA Language Charts	WIDA ACCESS administration	Progress monitoring tool in language development; e.g. formative language assessments (oral language tasks, quick writes) WIDA Language Charts

Goal #4	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-3-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	2025 Your Voice Matters Survey: 96% of Randolph families responded favorably to the topic: Partnership: Family Engagement	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

On the Spring 2028 YVM, maintain at least 90% of Randolph families responding favorably on all questions in Partnerships: Family Engagement

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	On the Spring 2026 YVM, maintain at least 90% of Randolph families responding favorably on all questions in Partnerships: Family Engagement
Annual Performance Goal Year 2 (2026-27)	On the Spring 2027 YVM, maintain at least 90% of Randolph families responding favorably on all questions in Partnerships: Family Engagement

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

Annual Performance Goal Year 3 (2027-28)	On the Spring 2028 YVM, maintain at least 90% of Randolph families responding favorably on all questions in Partnerships: Family Engagement
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	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.
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: -Enhance P-T conference formats to ensure that teachers show parents BOY and MY results and explain how support is provided at school and how parents can support at home. -Provide literacy-rich experiences and opportunities to students and families (through the book room, library resources, etc.) -Provide numeracy-rich experiences and opportunities to students and families (through Math Night, etc.) -Provide science-based experiences and opportunities to students and families (through Family Science Night, etc)	1, 4	ESSA Tier 1: Strong Evidence	Sept. - June	Admin, FACE Coordinator, Math Coaches, Reading Specialists, AAC, Science Lead, GenEd teachers, BFS, and librarian.	Principal and AP by analyzing data from exit tickets after each event, debriefing with staff, and noting changes or improvements for the next event. Analyze data from YVM survey.
Tier 2: -Provide opportunities for families to learn about multiple ways they can support learning at home via literacy, numeracy, and science events to show parents how to support literacy and numeracy at home. -Provide support via the Bilingual Family Specialist to families to establish effective communication between home and school (parents and teachers) and by holding parent workshops once a month based on topics of interest to families and teachers, such as: *EL services and communication platforms (ParentVue vs ParentSquare) *School Action Plan *Reading Plans (what are they, who gets one, how are they written, what instruction will students receive and when, how is progress monitored) *Progress Reports (how to access, how to read, how to interpret) *Advanced Academics (services and supports) * Standardized Assessments for ELA, Math, and Science * SpEd identification process (services and supports, Parent Resource Center) * SOLs (what are they, what do they look like, how are my students are preparing, what can I do to help) * Student Safety and SEL: modeling respectful language and interactions with others	1,4	ESSA Tier 1: Strong Evidence	Sept. - June	Admin, FACE Coordinator, Math Coaches, Reading Specialists, AAC, Science Lead, GenEd teachers, BFS, and librarian.	Principal and AP by analyzing data from exit tickets after each event, debriefing with staff, and noting changes or improvements for the next event.
Tier 3: -Partner with non-profit organizations such as Aspire to provide students with encouragement, reading and math support, as well as behavior and character building, as these organizations maintain an effective communication with families. -Partner with the Arlington Community Foundation to provide enrichment opportunities for students that support their learning in core subjects. -Partner with the Children's Science Center to provide science-based learning opportunities for students and families to support their learning in science. -Partner with Edu Futuro to provide supports to families in need of wraparound services	1,4	ESSA Tier 1: Strong Evidence	Sept. - June	Admin, FACE Coordinator, Math Coaches, Reading Specialists, AAC, Science Lead, GenEd teachers, BFS and librarian.	Principal and AP by monitoring the implementation of both programs to ensure that families and students are getting the support they need.

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

Professional Learning * Provide staff with training opportunities on how to build partnerships with families to support learning at home.	1,4	ESSA Tier 1: Strong Evidence	Sept. - June	Admin, FACE Coordinator, Math Coaches, Reading Specialists, AAC, Science Lead, GenEd teachers, BFS and librarian.	Administration, All Staff

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	LGI-P-3.1-% strategic partnerships providing services aligned to APS Strategic Plan LGI-P-2.1-YVM Family - Partnerships: Family Er	**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)
Exit Tickets from FACE events	Exit Tickets from FACE events	Exit Tickets from FACE events	Exit Tickets from FACE events

Goal #5	Science		
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 - Science All Students: 46% **Black** - 43% (Gap 3%) **Hispanic** - 30% (Gap 16%) **EL** - 21% (Gap 15%) **SWD** - 7% (39%) **Econ Disadv** - 21% (25%)	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

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

Black - Increase pass rate from 62% to at least 65%, reducing the gap to 1%
Hispanic - Increase pass rate from 56% to at least 63%, reducing the gap from 7% to 4%
EL - Increase pass rate from 52% to at least 60%, reducing the gap from 11% to 6%
SWD - Increase pass rate from 48% to at least 57%, reducing the gap from 15% to 10%
Econ. Disadv. - Increase pass rate from 57% to at least 62%, reducing the gap from 6% to 3%

Annual Performance Goals

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

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: **Black** - Increase pass rate from 43% to at least 54%, reducing the gap from 3% to 2% **Hispanic** - Increase pass rate from 30% to at least 46%, reducing the gap from 16% to 10% **EL** - Increase pass rate from 21% to at least 41%, reducing the gap from 25% to 15% **SWD** - Increase pass rate from 7% to at least 33%, reducing the gap from 39% to 23% **Econ. Disadv.** - Increase pass rate from 32% to at least 47%, reducing the gap from 14% to 9%
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: **Black** - Increase pass rate from 54% to at least 62%, reducing the gap from 2% to 1% **Hispanic** - Increase pass rate from 46% to at least 56%, reducing the gap from 10% to 7% **EL** - Increase pass rate from 41% to at least 52%, reducing the gap from 15% to 11% **SWD** - Increase pass rate from 33% to at least 48%, reducing the gap from 23% to 15% **Econ. Disadv.** - Increase pass rate from 47% to at least 57%, reducing the gap from 9% 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: **Black** - Increase pass rate from 62% to at least 65%, reducing the gap to 1% **Hispanic** - Increase pass rate from 56% to at least 63%, reducing the gap from 7% to 4% **EL** - Increase pass rate from 52% to at least 60%, reducing the gap from 11% to 6% **SWD** - Increase pass rate from 48% to at least 57%, reducing the gap from 15% to 10% **Econ. Disadv.** - Increase pass rate from 57% to at least 62%, reducing the gap from 6% to 3%
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) -	

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 – Core Instruction for All Students: * Purpose: Strengthen high-quality, grade-level science instruction for all students while embedding literacy, language, and engagement strategies. * Curriculum Alignment: Ensure all science lessons are tightly aligned with Virginia SOLs and pacing guides. * High-Yield Strategies: Implement hands-on, phenomenon-based learning and inquiry-based practices in every science unit. * Language Supports in Core Instruction: Embed structured academic discourse, vocabulary scaffolds, and visuals for all students (benefiting ELs and SWDs especially). * Assessment Literacy: Use common formative assessments every 3–4 weeks; collaboratively review results in CLTs to adjust instruction. * Student Engagement: Integrate project-based learning, real-world problem solving, and science journals in grades K–5. * Attendance Integration: Track and address science learning gaps caused by absences	1,2,3,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Classroom, EL & SPED Teachers, AAC, and Title I Instructional Coach	Principal & AP will support and monitor Tier 1, 2, and 3 instruction, and progress monitor data alongside GenEd teachers, EL leads, AAC, IB Coordinator, Title I Instructional Coach, and SpEd leads by conducting walkthroughs and observations of co-teaching and supporting CLTs.

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

Tier 2 – Targeted Supports for Identified Groups: * Purpose: Provide small-group, targeted instruction to students in the lowest quartile or who are not on track to meet the annual performance goals. * Data-Driven Small Groups: Schedule intervention blocks for science skills and concepts that show the greatest gaps (e.g., interpreting data tables, experimental design, vocabulary mastery). * Co-Teaching & Collaboration: Pair EL teachers and special educators with classroom teachers during science blocks for targeted scaffolds. * Just-in-Time Supports: Pre-teach and re-teach key concepts and vocabulary 1–2 weeks before a unit begins. * Culturally Responsive Examples: Incorporate examples and phenomena relevant to students' backgrounds. * Progress Monitoring: Use quick checks bi-weekly to track progress for targeted groups.	1,2,3,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Classroom, EL & SPED Teachers, AAC, and Title I Instructional Coach	
Tier 3 – Intensive & Individualized Interventions: * Purpose: Address significant learning gaps for SWDs, long-term ELs, and students with chronic absenteeism. * Targeted Tutoring: Provide after-school or push-in tutoring with a focus on upcoming and missed content. * Learning Recovery: Develop individualized plans for students who missed core content due to absenteeism, integrating science with literacy/math supports. * Family Engagement for Science Learning: Host bilingual "Science at Home" workshops where families learn how to support hands-on learning with everyday materials. * Assistive Technology for Science: Use text-to-speech, interactive simulations, and virtual labs for SWDs and struggling readers.	1,2,3,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Classroom, EL & SPED Teachers, AAC, and Title I Instructional Coach	
Professional Learning: Quarter 1 – Building the Foundation * Topic: Inquiry-Based Science Instruction & Phenomena-Driven Lessons * Focus: How to design engaging lessons aligned with SOLs that build conceptual understanding. * Audience: All teachers, EL, SPED, instructional assistants. * Format: Whole-group training + model lessons. Quarter 2 – Embedding Language & Literacy into Science * Topic: Science Academic Language & Discourse Strategies * Focus: Vocabulary development, sentence frames, speaking/listening protocols. * Audience: All teachers; EL & SPED co-facilitation. * Format: CLT-integrated workshops with classroom modeling. Quarter 3 – Data-Driven Science Instruction * Topic: Using Formative Assessment to Drive Instruction * Focus: Analyzing student work, identifying misconceptions, and planning targeted supports. * Audience: CLT teams. * Format: Data dives during PLC time with follow-up coaching. Quarter 4 – Science Equity & Engagement * Topic: Culturally Relevant & Accessible Science Learning * Focus: Selecting phenomena, real-world applications, and strategies that connect with diverse learners. * Audience: CLT teams * Format: Collaborative planning sessions + peer observation rounds. Coaching -- Provide teachers with coaching cycles on the creation and execution of SMART goals that closely align with the instructional areas of focus: classroom community, engagement with content, academic discourse, specially designed instruction [scaffolds, supports, and extensions], evidence of student learning and effective feedback	1,2,3,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Classroom, EL & SPED Teachers, AAC, IB Coordinator, and Title I Instructional Coach	
Progress Monitoring					

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	**Strategic Plan - Key Performance Indicators**	KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually mee

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Unit Progress Monitoring (Mastery Connect)	Unit Progress Monitoring (Mastery Connect) and Benchmark Assessment	Unit Progress Monitoring (Mastery Connect)	Unit Progress Monitoring (Mastery Connect)

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 (ATSS), 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

Our universal academic schedule is designed to promote collaboration, equity, and deep learning across all grade levels. The schedule ensures that:
-Collaborative Learning Team (CLT) Connections are prioritized in ELA, Math, and Science, aligning instructional time with shared planning and collaborative analysis of student learning.
-Equitable Access to Support is embedded through expanded opportunities for small-group instruction, specialist interventions, and enrichment, ensuring that every learner receives the right level of challenge and support.
-A Strong Start to the Day is guaranteed through Responsive Classroom Morning Meetings, building community, reinforcing social-emotional learning, and setting a positive tone for academic success.
-Departmentalization in Upper Grades allows for deeper subject-area expertise and continuity of instruction, preparing students for the transition to middle school while promoting teacher specialization.
-Balanced Learning Experiences are protected by including common planning times, specials, and integrated learning blocks that emphasize inquiry, creativity, and student agency.
This structure not only maximizes instructional time but also reflects our school's commitment to belonging, engagement, and academic excellence for all learners.

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.
-Enrollment Assistance: A dedicated school registrar provides personalized guidance for families through the registration process, ensuring paperwork, placement, and required services are clearly communicated and accessible.
-Bilingual Family Liaison: A bilingual liaison partners with families to remove language barriers, support home-school communication, and connect parents with district and community resources.
-Family Orientation & Transition Activities: Families are engaged through kindergarten orientation sessions, welcome events, and staggered entry days to ensure children feel comfortable and prepared for school routines.
-Collaborative Coordination: District and school leaders work together to align enrollment timelines, outreach efforts, and readiness supports to ensure consistency for all families across the system.
-Individualized Supports: For students with unique needs, targeted supports such as early intervention referrals, translation services, and social-emotional readiness activities are provided to ensure a strong foundation for school success.

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

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

Our Supplemental Title I staffing of 2.0 FTE (1.0 FTE Title I Instructional Coach, 0.8 FTE Title I Math Coach, and 0.2 Title I Reading Teacher) provide additional intervention as well as coaching to teachers in tier 1 and tier 2 classroom instruction.

The Title I Schoolwide Comprehensive Needs Assessment

Randolph Elementary - School Action Plan - 2025-26 to 2027-28
Principal: Carlos Ramirez

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, Lexia Core 5 for Grades 1-4 and Lexia Power Up for Grade 5); APS Mathematics assessments including VKRP for PreK-K, NWEA Math Growth Gr 1-5, 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) and quarterly progress monitoring tools

• 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 coaching cycles, walk-through observations, Instructional Rounds, Classroom Assessment Scoring System (CLASS) observations in all PreK classrooms, and instructional coach reflections.

• Community engagement, experience, and perception data such as the Your Voice Matters surveys for students, families, and staff, FACE 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, CLT Facilitators and Coaches 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 math performance for all students, and particularly for English Learners, Students With Disabilities, Hispanic, and Economically Disadvantaged

Sustaining school and family connections throughout our school community with a focus on teacher-parent communications and academic partnerships.

Strengthening language acquision growth for all English Learners

Strengthening science performance for all students, particularly for English Learners, Students with Disabilities, Black, Hispanic, and Economically Disvantaged

Strengthening reading performance for all students, particularly for English Learners, Students with Disabilities, Black, Hispanic, and Economically Disvantaged

Strengthening attendance for all students and particulalry those experiencing chronic absenteeism by promoting a sense of belonging among students, providing opportunities for mentorship, and other supports.