



ARLINGTON PUBLIC SCHOOLS TITLE I SCHOOLWIDE PROGRAM DESIGN & SCHOOL ACTION PLAN: 2022-2023

Randolph Elementary School

Carlos Ramirez

School Name: _____ School Principal: _____

This Action Plan, as part of the APS Progressive Planning Model, serves as the APS School Action Plan addressing Standards of Quality and School Board policy and also as the Title I Schoolwide Program Plan: our school community’s plan to collaboratively build on our successes and continue to strive for continuous improvement and [accelerated learning for all students](#). We ground the work in the foundations listed in the narrative below. In the table, we detail the focal actions that we plan to engage intensely with this school year and the progress we aim to make towards our goals as we continue to walk in APS’ Mission to “ensure all students learn and thrive in safe, healthy, and supportive learning environments”, in alignment with the [APS Strategic Plan](#) to realize the APS Vision to “be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures”. Every focal strategy selected for inclusion in our plans for the year ahead is motivated by our commitment to equitable and engaging practices that support each student in our school.

Strategic Plan Goal Area	Strategic Plan Performance Objectives	School Performance Goals	Strategic Plan Strategies	School Actions	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline for Actions	Responsible Parties (Be Specific)	Strategic Plan Measures	Baseline Data
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By the end of the 2022-23 school year, 1)All Student pass rate will increase to 63% on the Reading SOL 2)opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Hispanic, EL, Econ. Disadv.) -at least a 10% gap reduction for any reporting group with a gap between 20-40% on the baseline measure (SWD) 3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, Black, White)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	--Daily tier 1 instruction in reading and writing using Amplify Core Knowledge Language Arts --Daily targeted tier 2 instruction - CLT's will review assessment data, identify topics in need of reteaching and students in need of Tier 2/3 interventions -Identify students at risk to participate in Young Scholars -Offer PL opportunities to EL and SpEd teachers on Literacy Foundations for English Learners as part of a book club to better equip them in the understanding of how students learn to read	1, 2	1	Ongoing, Daily instruction from September to June	Classroom, EL, SPED, Teachers, Reading Specialists, RTG	M-SS-1- Reading SOLs	41% of ALL students in grades 3-5 scored Below Basic on the 2021-2022 Reading SOL

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Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	By May 2023, at least 90% of students who scored in the Intensive, Strategic, or Core on the beginning of year DIBELS will demonstrate at least one year of growth. In addition, at least 90% of students who scored in Core^ on the beginning of year DIBELS will remain in Core^ on the end of year DIBELS.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	--Daily Tier 1 phonics instruction --Daily Tier 2 instruction targeted student needs identified by the CORE Phonics Diagnostic Assessment --Offer PL opportunities to EL and SpEd teachers on Literacy Foundations for English Learners as part of a book club to better equip them in the understanding of how students learn to read	1, 3	1	Ongoing, Daily lessons from September to June	Classroom, EL, SPED, Teachers, Reading Specialists, RTG	M-SS-9- DIBELS	38% of students in grades K-5 were identified in the intensive support level and 14% in the strategic support level on 2022 BOY DIBELS.
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	By May 2023, at least 90% of grade 1-5 students who scored in the below basic, basic, or proficient on the beginning of year Math Inventory will demonstrate at least one year of growth as defined on the Math Inventory growth charts. In addition, at least 90% of students who scored in advanced on the beginning of year Math Inventory will remain in advanced on the end of year Math Inventory	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Utilize math workshop structures and research-based curriculum resources during daily instruction. Additionally, a math interventionist will be supporting identified students in grades 2-5 with targeted instruction 4 days a week using research-based programs. -Offer Saturday Math Workshop Academies in the fall and spring to train staff on best practices in teaching math	1, 3	1	Ongoing, Daily lessons from September to May	Classroom, EL, SPED, Teachers, Math Coach, RTG, Math Interventionist	M-SS-6- Universal Math Screener	Grades 1-5 Altogether: --56% of students in Grades 1-5 scored Below Basic in the Fall administration of Math Inventory --27% of students in Grades 1-5 scored Basic in the Fall administration of Math Inventory.

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	<p>By the end of the 2022-23 school year,</p> <p>1)All Student pass rate will increase to 68% on the Math SOL</p> <p>2)opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Hispanic, EL, Econ. Disadv.) -at least a 10% gap reduction for any reporting group with a gap between 20-40% on the baseline measure (SWD)</p> <p>3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Asian, Black, White)</p>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	<p>Utilize math workshop structures and research-based curriculum resources during daily instruction. Additionally, a math interventionist will be supporting identified students in grades 2-5 with targeted instruction 4 days a week using research-based programs.</p> <p>-Offer Saturday Math Workshop Academies in the fall and spring to train staff on best practices in teaching math</p> <p>--Identify students at risk to participate in Young Scholars</p>	1, 2	1	Ongoing, Daily lessons based on the math workshop framework from September to May	Admin, Math Coach, Math Interventionist, Gen Ed teachers, EL, SpEd, and RTG	M-SS-3- Math SOLs	36.5% of ALL students in grades 3-5 scored Below Basic on the 2021-2022 Math SOL

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	<p>By the end of the 2022-23 school year,</p> <p>1)All Student pass rate will increase to 58% on the Science SOL</p> <p>2)opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 6% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Hispanic, Econ. Disadv.) -at least a 10% gap reduction for any reporting group with a gap between 20-40% on the baseline measure (SWD, EL)</p> <p>3) all reporting groups who scored above the school pass rate for ALL Students will demonstrate accelerated growth relative to statewide peers. (Black)</p>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	<p>--Develop targeted lesson plans to teach each science unit with differentiated instruction for identified students based on their unit assessments</p> <p>--Provide small group targeted instruction based on unit assessment results (benchmark monitoring via Mastery Connect)</p> <p>--Provide after-school support to identified students to acquire science concepts</p> <p>--Provide transdisciplinary opportunities to embed science concepts in specials classes, such as Spanish, Music, Art, Library, etc.</p>	1, 2	1	Oct. - June	Admin, GenEd teachers, EL teachers, SpEd teachers, specials teachers, IB Coordinator, Science specialist	M-SS-4- Science SOLs	5th Grade Science SOL: 53% pass rate
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By May 2023, 4th and 5th graders will increase their favorable response on the YVM survey from 68% to 85% for the question: "Is there at least one adult in your school who checks in with you to see how things are going at school?"	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	Staff at school will be assigned students to establish a mentor relationship with and check-in on at least three times a month with identified students. Staff are being encouraged to refer to students with an asset-based mindset so that we can all know students by their name and strengths. Additionally, we have hired a 0.5 Behavior Support Specialist using Title I funds to provide both students and teachers support with expected and unexpected behaviors, train and coach	1, 4	2	Oct. - June	counselor, Admin, behavior support specialist, and SEL coordinator	M-SWB-1- YVM Student: Students feel supported	YVM survey response

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				teachers in Responsive Classroom, create behavior charts and propose behavior interventions for students who need extra SEL support, and support families, as well.						
Partnerships	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.	By May 2024, at least 90% of Randolph families will respond favorably on the 2024 YVM Survey: Partnerships: Family Engagement. In addition, by Spring 2023, families in Grades 3-5 will respond 5 percent points more favorably (from 80 to 85%) in terms of partnerships and family engagement based on the question from the YVM survey "how well does your child's teachers partner with you to support your child's learning?"	S-P-3-Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports.	<p>-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.</p> <p>-Provide opportunities for families to learn about multiple ways they can support learning at home via Inquiry Lunch Chats, Curriculum Night, Literacy and Numeracy Nights, Science Night, Coffee with the Principal (inviting the math coach, reading specialists, and other coaches) to show parents how to support literacy and numeracy at home.</p> <p>-Partner with non-profit organizations such as Hope for Tomorrow, Arlington Community Theater, Arlington Soccer Association, LCI, etc. to provide students with after-school enrichment, encouragement, reading and math support, as well as behavior and character building support to students in K-5</p> <p>-Enhance opportunities for families to access school events by offering flexible scheduling, child care, and refreshments</p>	1, 4	2	Oct. - June	Admin, FACE Coordinator, Math Coach, Reading Specialists, RTG, and science and social studies leads, and GenEd teachers	M-P-3- YVM Family: Engagement	YVM 2022 results of 80% favorable response in "how well does your child's teachers partner with you to support your child's learning?"

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Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	On the 2024 YVM Survey, at least 60% of Randolph families will respond favorably on the 2024 YVM Survey: Engaged Workforce: Professional Learning. In addition, by May 2023, at least 80% of T-scale staff will respond favorably to a locally-administered survey on their satisfaction with PL opportunities offered throughout the year	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.	-Provide voice and choice through Academic Choice during PL opportunities (formerly known as staff meetings) -Provide opportunities for additional PL opportunities on Saturdays and evenings	1	3	Oct. - June	Admin, and members of pedagogical team	M-EW-6- YVM Staff: Engagement Results	YVM 2022 results of 70% of favorable responses in terms of voice and choice in professional learning
Student Success	PO-OE-1-Organizational operations will continuously improve their effectiveness as measured by identified KPIs.	IB PYP: Every planner has an international and action connection in the curriculum.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	--Embed the ATLs (thinking, research, social, self-management, and communication) into curriculum and instruction. --Leadership will work with CLTs to ensure every planner has an updated overview that includes international connections using global contexts and at least one action connection.	1, 3	1	Sep - June	IB Coordinator, Admin, all T-scale	M-SS-18- Subject Specific Formative Assessment	Grade-level planners in BOY
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	IB PYP: Every grade level has at least one complete unit planner with a completed reflection each quarter.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	--Provide learning, planning, data analysis, and reflection opportunities to each grade-level team --Leadership will work with CLTs to ensure every planner has an updated overview that includes international connections using global contexts and a completed reflection by quarter.	1, 3	1	Sep - June	IB Coordinator, Admin, all T-scale	M-SS-18- Subject Specific Formative Assessment	Grade-level planner reflections from EOY in SY2021-22

Foundational Practices

The focal strategies for this school year listed in the table 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
- Universal master schedule that promotes collaborative planning for all teachers assigned to each grade level
- Social-emotional learning support for staff and students. For example:
 - All staff will participate in the Trauma-Sensitive Schools course prior to 2020-2021. Staff new to APS will participate in the online course by December of this year.
 - A consistent framework that provides resources and supports to address the whole child and help every student 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). To further meet the needs of our students, we integrate use of Responsive Classroom (ESSA Evidence Tier 1) and other tools as needed: see the [APS Social-Emotional Learning Reference Guide](#).
- District-level coordination of services for students experiencing homelessness and students in foster care.
- Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level.
- 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 as described in the [APS Professional Learning Framework](#).
- 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](#)).
- Supplemental Title I staffing (1.8 Title I Reading Teacher, 0.9 Title I Academic Support Teacher) to support specialized reading instruction and mathematics, as well as social-emotional learning.

The Title I Schoolwide Comprehensive Needs Assessment

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

In conducting the needs assessment, student performance on Reading, Mathematics, and Science SOL assessments was analyzed via multiple methods, including, for example, overall as a school, in comparison to Arlington Public Schools and Virginia peers, disaggregated by grade level, and disaggregated by student reporting groups identified by the United States Department of Education (US ED) and the Virginia Department of Education (VDOE). A summary of this information is available to the public in the *School Quality Profile* for the school, for the district, and for the Commonwealth, which are located at <https://schoolquality.virginia.gov/schools/randolph-elementary>. SOL assessment data from Spring 2022 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 DIBELS, APS Quarterly Math Assessment series, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, Reading, Spelling, and Mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to Social Emotional Learning and the Whole Child such as attendance, discipline, results from the new (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey, Responsive Classroom implementation self-assessment, Wellness assessment, an analysis of 2021-2022 student and family virtual check-in data, progress monitoring data and office disciplinary referrals.

- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and the instructional coaches CLT
- Community engagement, experience, and perception data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey, FACE self-assessment, Leadership for Equity Assessment & Development (LEAD) Tool, and the Title I School-Family Partnership Survey.

The [Arlington Public Schools 2018-2024 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 School Advisory Committee, School Leadership Team, Grade-Level Chairs, 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 further detailed in the table above) will include:

- Strengthening math and reading performance for all students, and particularly for English Learners and Students With Disabilities.