

Oakridge - School Action Plan - 2025-2026 to 2027-28

Principal: Lynne Wright

Goal #1	Math - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spr. 2025 SOL. - All students - 75% -Black - 70% pass -Hispanic - 54% pass -SWD- 31% pass -English Learners - 51% pass -Econ. Disadv. - 58% pass -Asian - 64% pass -Gifted Math - 72% pass advance rate (5 year high)	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 Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Increase the pass rate for Asian from 64% to at least a 74%, reducing the current gap from 11% to 8%
- Increase the pass rate for Black from 70% to at least a 78%, reducing the current gap from 5% to 4%
- Increase the pass rate for Hispanic from 54% to at least a 69%, reducing the current gap from 21% to 13%
- Increase the pass rate for EL from 51% to at least a 69%, reducing the current gap from 24% to 13%
- Increase the pass rate for SWD from 31% to at least a 63%, reducing the current gap from 44% to 19%
- Increase the pass rate for ED from 58% to at least a 71%, reducing the current gap from 17% to 11%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -Increase the pass rate for Asian from 64% to at least a 68%, reducing the current gap from 11% to 10% -Increase the pass rate for Black from 70% to at least a 73%, reducing the gap to 5% -Increase the pass rate for Hispanic from 54% to at least a 62%, reducing the current gap from 21% to 16% -Increase the pass rate for EL from 51% to at least a 59%, reducing the current gap from 24% to 18% -Increase the pass rate for SWD from 31% to at least a 46%, reducing the current gap from 44% to 31% -Increase the pass rate for ED from 58% to at least a 65%, reducing the current gap from 17% to 13%
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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: -Increase the pass rate for Asian from 68% to at least a 71%, reducing the current gap from 10% to 9% -Increase the pass rate for Black from 73% to at least a 76%, reducing the current gap from 5% to 4% -Increase the pass rate for Hispanic from 62% to at least a 65%, reducing the current gap from 16% to 14% -Increase the pass rate for EL from 59% to at least a 66%, reducing the current gap from 19% to 14% -Increase the pass rate for SWD from 46% to at least a 56%, reducing the current gap from 32% to 24% -Increase the pass rate for ED from 65% to at least a 68%, reducing the current gap from 13% to 12%		
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: -Increase the pass rate for Asian from 71% to at least a 74%, reducing the current gap from 9% to 8% -Increase the pass rate for Black from 76% to at least a 78%, reducing the current gap to 4% -Increase the pass rate for Hispanic from 65% to at least a 69%, reducing the current gap from 15% to 13% -Increase the pass rate for EL from 66% to at least a 69%, reducing the current gap from 14% to 13% -Increase the pass rate for SWD from 56% to at least a 63%, reducing the current gap from 24% to 19% -Increase the pass rate for ED from 68% to at least a 71%, reducing the current gap from 12% to 11%		
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	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students’ needs. Provide just-in-time support to help students access grade level curriculum.	Sept - June, ongoing	Principal, AP, Math Coach, CLT, Teachers	Principal & AP will support

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Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, IXL (assigned lessons only) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring below the 20 percentile on MAP Growth.Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.		Sept - June, ongoing	Principal, AP, Math Coach, CLT, Teachers, Math Interventionist	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * Progress monitoring every 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.		Sept - June, ongoing	Principal, AP, Math Coach, CLT, Teachers, Math Interventionist	
Professional Learning: "Build teacher capacity through: -Coaching to support implementation of instructional practices and data analysis -Structures to support development of collective efficacy within the CLT/Grade Level"		Sept - June, ongoing	Principal, AP, Math Coach, CLT, Teachers	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles
Progress Monitoring				
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math SOL	
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)	
School level- NWEA - MAP Growth: Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth: Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Gr 3-5 SOL Tests Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	

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Goal #2	Reading - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
Baseline Data	Spr. 2024 SOL -Overall - 70% -Black - 63% pass -Hispanic - 43% pass -SWD- 34% pass -English Learners - 34% pass -Econ. Disadv. - 51% pass -Gifted (English) - 42% pass advanced	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 Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Increase the pass rate for Black from 63% to at least a 73%, reducing the current gap from 7% to 5%
- Increase the pass rate for Hispanic from 43% to at least a 65%, reducing the current gap from 27% to 13%
- Increase the pass rate for EL from 34% to at least a 64%, reducing the current gap from 36% to 14%
- Increase the pass rate for SWD from 34% to at least a 64%, reducing the current gap from 36% to 14%
- Increase the pass rate for ED from 51% to at least a 69%, reducing the current gap from 19% to 9%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -Increase the pass rate for Black from 63% to at least a 67%, reducing the current gap from 7% to 6% -Increase the pass rate for Hispanic from 43% to at least a 54%, reducing the gap from 27% to 19%. -Increase the pass rate for EL from 34% to at least a 48%, reducing the current gap from 36% to 25%. -Increase the pass rate for SWD from 34% to at least a 48%, reducing the gap from 36% to 25% -Increase the pass rate for ED from 51% to at least a 59%, reducing the gap from 19% to 14% -Increase the pass advanced for Gifted (English) from 42% to at least a 47%

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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: -Increase the pass rate for Black from 67% to at least a 70%, reducing the current gap to 6% -Increase the pass rate for Hispanic from 54% to at least a 62%, reducing the current gap from 9% to 14% -Increase the pass rate for EL from 48% to at least a 57%, reducing the current gap from 25% to 18% -Increase the pass rate for SWD from 48% to at least a 57%, reducing the current gap from 25% to 18% -Increase the pass rate for ED from 59% to at least a 66%, reducing the current gap from 14% to 10% -Increase the pass advanced for Gifted (English) from 47% to at least a 50%		
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: -Increase the pass rate for Black from 70% to at least a 73%, reducing the current gap from 6% to 5% -Increase the pass rate for Hispanic from 62% to at least a 65%, reducing the current gap from 14% to 13% -Increase the pass rate for EL from 57% to at least a 64%, reducing the current gap from 19% to 14% -Increase the pass rate for SWD from 57% to at least a 64%, reducing the current gap from 19% to 14% -Increase the pass rate for ED from 66% to at least a 69%, reducing the current gap from 10% to 9% -Increase the pass advanced for Gifted (English) from 50% to at least a 52%		
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	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 Instruction: -Implement systematic core phonics (Foundations in Grades K-3) with fidelity -Implement CKLA in K-5 for language comprehension and writing instruction	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP with support from ELA, MTSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
Tier 2 Instruction: -Lexia Core 5 & Lexia Power Up recommended usage for structured literacy at students level -Consistent small group instruction based on student need -Use of decodable texts in grades K-5 -Lexia English for EL 1 and EL 2 based on need	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP with support from ELA, MTSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's

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Tier 3 Intervention: -Utilize explicit, systematic phonics interventions (UFLI & Lexia Teacher-led lessons) -Explicit and systematic literacy lessons to support oral reading fluency and reading comprehension -Multisensory decoding/encoding lessons; repeated opportunities for practice	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP with support from ELA, MTSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
Build teacher capacity through: -Coaching to support implementation of instructional practices and data analysis -Structures to support development of collective efficacy within the CLT/Grade Level -New teachers participate in county-wide training for core instruction (Foundations, CKLA, Lexia, UFLI)	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP - weekly coaching check-ins, collaborating with weekly CLT's

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.2-% of students passing the Reading SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- Gr K - 5 VALLSS Gr 3-5 NWEA MAP Teacher/CLT/Grade- -Quick checks, End of Unit assessments [Mastery Connect]	School level- Gr K - 5 VALLSS Gr 3-5 NWEA MAP Teacher/CLT/Grade- -Quick checks, End of Unit assessments [Mastery Connect]	School level- Gr K - 5 VALLSS Gr 3-5 NWEA MAP Teacher/CLT/Grade- -Quick checks, End of Unit assessments [Mastery Connect]	School level- K-5 VALLSS 3-5 NWEA MAP 3-5 SOL Teacher/CLT/Grade- -Quick checks, End of Unit assessments [Maste

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Goal #3 Student Well-Being: Social, Emotional, Mental Health

Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	Spring 2025 79% responded favorably to the category: Student Well-Being: Social, Emotional, Mental Health	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2028, at least 85% of students will respond favorably to the category: Student Well-Being: Social, Emotional, Mental Health			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By 2026, at least 81% of students will respond favorably to the category: Student Well-Being: Social, Emotional, Mental Health		
Annual Performance Goal Year 2 (2026-27)	By 2027, at least 83% of students will respond favorably to the category: Student Well-Being: Social, Emotional, Mental Health		
Annual Performance Goal Year 3 (2027-28)	By 2028, at least 85% of students will respond favorably to the category: Student Well-Being: Social, Emotional, Mental Health		
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) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Teachers implement SEL curricular resource (Second Step). Deliver 20-30 minutes daily of SEL instruction. Weekly SEL skill focus throughout the year (announcements, Morning Meeting focus). SEL Lead will act as a liaison between Oakridge and central office. Administer SEL survey to all students grades 3-5. School counselors teach additional bi-weekly SEL lessons using Harmony Academy curriculum and ensure all students in grades K-5 can identify a trusted adult.	Sept-June, Ongoing	Administrators, Behavior Specialist, Counselors, Psychologist, Social Worker	Principal, AP will support-

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School-based mental and behavioral health team meet weekly to review students of concern and assign interventions for which data is collected to determine effectiveness. Team includes administrator, counselors, social workers, behavior specialist, student support coordinator and school psychologist.	Sept-June, Ongoing	Admin, Student Support Staff, School leadership team	will monitor by conducting walkthroughs and observations and attending CLTs.
Student support team will identify students who require additional SEL support and provide small group/individual interventions (including Unstuck and On Target, Everyday Speech, Bounce Back). Weekly lunch bunches offered to strengthen trusted relationships and connection to school.	Sept-June, Ongoing	Admin, Student Support Staff, School leadership team	

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan Key Performance Indicators	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th
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-based Survey (based on YVM Questions)		Spring 2026 YVM

Goal #4	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
Baseline Data	On the 2025 YVM, 86% favorable on Family Engagement	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2028 YVM survey, maintain at least 90% of the families at our school responding favorably on Partnerships: Family engagement.			

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Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	On the 2026 YVM survey, at least 88% of the families at our school will respond favorably on Partnerships: Family engagement.
Annual Performance Goal Year 2 (2026-27)	On the 2027 YVM survey, at least 90% of the families at our school will respond favorably on Partnerships: Family engagement.
Annual Performance Goal Year 3 (2027-28)	On the 2028 YVM survey, maintain at least 90% of the families at our school responding favorably on 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	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) * Oakridge will focus on creating a welcoming, inviting culture through: ensuring parents of all backgrounds are engaged in planning school activities and events, interpreters are available for meetings and events, and parents are invited and encouraged to join their student(s) for lunch.	Sept- June, ongoing	Admin, School leadership team	Principal and AP check-ins with community members
Action 2 (Communicating Effectively): * Utilize ParentSquare as a tool to support staff to engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.	Sept- June, ongoing	Admin, School leadership team	Principal and AP check-ins with community members
Action 3 (Connecting Family Engagement to Learning): * Schoolwide events including, but not limited to: STEAM Night, Poetry Night, Career Day, etc. * Weekly newsletter with information for family extensions to learning * Partner with AHC and military to hold outreach events with the community	Sept- June, ongoing	Admin, School leadership team	Principal and AP check-ins with community members

Progress Monitoring

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Strategic Plan Measures To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan Key Performance Indicators	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	Oakridge Community Survey		Spring 2026 YVM

Goal #5	Workplace Climate- Providing meaningful feedback		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
Baseline Data	2025 YVM Workplace Climate - 71% favorable response to the question "I received meaningful performance feedback from my supervisor about my work"	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2028 YVM survey,, at least 80% of staff at our school will respond favorably to the question: "I received meaningful performance feedback from my supervisor about my work"			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	On the 2026 YVM survey,, at least 75% of staff at our school will respond favorably to the question: "I received meaningful performance feedback from my supervisor about my work"		
Annual Performance Goal Year 2 (2026-27)	On the 2027 YVM survey,, at least 78% of staff at our school will respond favorably to the question: "I received meaningful performance feedback from my supervisor about my work"		
Annual Performance Goal Year 3 (2027-28)	On the 2028 YVM survey,, at least 80% of staff at our school will respond favorably to the question: "I received meaningful performance feedback from my supervisor about my work"		
Strategic Plan Strategies			

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Strategic Plan Strategies- PRIMARY	S-SCW-2.5-Develop systems to gather feedback from teachers and staff to inform continuous improvement efforts.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Increase informal walkthroughs with short, written or verbal follow-ups. Use quick notes or a digital tool (e.g., Google Forms or email templates) to provide immediate feedback.	Sept-June	Admin	Principal and Asst. Principal
Align feedback to each teacher's professional development goals, instructional style, and experience level. Acknowledge individual strengths and progress to foster motivation. Highlight instructional successes during staff meetings or newsletters. Reinstate virtual compliment box.	Sept-June	Instructional Lead Teacher	Principal and Asst. Principal bi-weekly lead teacher meetings
The administrative team will work together to assess and look for opportunities to align feedback to formal evaluations.	Sept-June	Admin	Weekly leadership team meetings

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SCW-2.1-YVM Staff: Workplace Climate	Strategic Plan Key Performance Indicators	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate
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)
	Staff Survey		YVM