

Randolph - 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%)	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: 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%. 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 76%, reducing the gap to 1%		

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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%

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
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.

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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 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	
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	

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
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)

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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
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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%)	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: 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 1% to 2%			
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: 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%		

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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: 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%				
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
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.
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	
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	

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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		Sept-June, ongoing via daily instruction	Classroom, EL & SPED Teachers, AAC, Title I Instructional Coach, IB Coordinator, and Reading Specialists	
ESSA Tier 1: Strong Evidence					
Progress Monitoring					
Strategic Plan Measures (Dropdown) - 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		
	LGI-SAGS-2.2-Universal Literacy Screener				
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]	

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.

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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
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: <i>(For all ELs, embedded in core instruction)</i> * 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.

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Tier 2 – Targeted Supports: <i>(For ELs showing slower progress based on ACCESS growth targets and literacy assessments)</i> * 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: <i>(For ELs with significant language learning gaps, multiple years below proficiency, or interrupted schooling)</i> * 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
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	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan - Key Performance Indicators	
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determine if goal was achieved		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:	Identify if goal is required based on state or federal requirements, or other guidelines	
	96% of Randolph families responded favorably to the topic: Partnership: Family Engagement		
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		
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) -			

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Action Steps					
Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: -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.

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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	Strategic Plan - Key Performance Indicators	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement			
	LGI-P-2.1-YVM Family - 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			

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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

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
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Principal: Carlos Ramirez

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.
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	

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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		Sept-June, Ongoing	Classroom, EL & SPED Teachers, AAC, IB Coordinator, and Title I Instructional Coach	
ESSA Tier 1: Strong Evidence						
Progress Monitoring						
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)		

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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

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.

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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 (WIDAACCESS) 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 acquisition growth for all English Learners

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

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

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