

Randolph - School Action Plan - 2024-25 to 2026-27
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 2024 - SOL Hispanic - Pass 56% (opp. gap 9%) EL - Pass 50% (opp. gap 15%) SWD - Pass 26% (opp. gap 39%) Econ. Disadv - Pass 59% (opp. gap 6%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
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 56% to at least 70%, reducing the gap from 5% to 4% EL - Increase pass rate from 65% to 69%, reducing the gap from 7% to 6% SWD - Increase pass rate from 54% to 62%, reducing the gap from 18% to 13%. Econ. Disadv. - Increase pass rate from 69% to at least 72%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 56% to at least a 63%, reducing the gap from 9% to 5% EL - Increase pass rate from 50% to at least 59%, reducing the gap from 15% to 10% SWD - Increase pass rate from 26% to at least 43%, reducing the gap from 39% to 25% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 3%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 63% to at least 67%, from 6% to 5% EL - Increase pass rate from 59% to at least 65%, reducing the gap from 10% to 7% SWD - Increase pass rate from 43% to at least 54%, reducing the gap from 26% to 17% Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 4% to 3%		
Annual Performance Goal Year 3 (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 67% to at least 70%, reducing the gap from 5% to 4% EL - Increase pass rate from 65% to 69%, reducing the gap from 7% to 6% SWD - Increase pass rate from 54% to 62%, reducing the gap from 18% to 13%. Econ. Disadv. - Increase pass rate from 69% to at least 72%		

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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 opportunities for EL and SpEd teachers to collaborate with Math Coaches or grade-level CLT wherever they are supporting students. * 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.	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 ATSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside math coaches, EL leads, and SpEd leads by conducting walkthroughs and observations and attending CLTs. -ATSS, Math, SPED & EL Supervisors will support progress monitoring by conducting walkthroughs and observations and attending CLTs.
Tier 2 *Additional targeted small group instruction 2-5x weekly using evidence-based programs/strategies, progress monitored and documented, including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and SpEd teachers to target identified needs. *Identify target areas (essential standards) to address students scoring below the 40th percentile in NWEA MAP. *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.	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 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.	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Ongoing, Daily instruction from September to June	Classroom, EL & SPED Teachers, Math Coaches, RTG, and Math Interventionist	

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Professional Learning: - Math Recovery 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	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	
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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)
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

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.

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Baseline Data	Spring 2024 - SOL - Reading Black - Pass 70% Hispanic - Pass 45% (opp. gap 13%) EL - Pass 36% (opp. gap 22%) SWD - Pass 18% (opp. gap 40%) Econ. Disadv - Pass 51% (opp. gap 7%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
READING SOL By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 45% to at least 66%, reducing the gap from 13% to 5% EL - Increase pass rate from 36% to at least 65%, reducing the gap from 22% to 6% SWD - Increase pass rate from 18% to at least 60%, reducing the gap from 40% to 12% Econ. Disadv. - Increase pass rate from 51% to at least a 69%, reducing the gap from 7% to 2%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 70% to at least 73% Hispanic - Increase pass rate from 45% to at least 55%, reducing the gap from 13% to 9% EL - Increase pass rate from 36% to at least 49%, reducing the gap from 22% to 15% SWD - Increase pass rate from 18% to at least 39%, reducing the gap from 40% to 26% Econ. Disadv. - Increase pass rate from 51% to at least 59%, reducing the gap from 7% to 4%		
Annual Performance Goal Year 2 (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 73% to at least 76% Hispanic - Increase pass rate from 55% to at least 63%, reducing the gap from 10% to 6% EL - Increase pass rate from 49% to at least 58%, reducing the gap from 16% to 10% SWD - Increase pass rate from 39% to at least 51%, reducing the gap from 26% to 17% Econ. Disadv. - Increase pass rate from 59% to at least 66%, reducing the gap from 6% to 2%		
Annual Performance Goal Year 3 (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 76% to at least 78% Hispanic - Increase pass rate from 63% to at least 66%, reducing the gap from 5% to 5% EL - Increase pass rate from 58% to at least 65%, reducing the gap from 10% to 6% SWD - Increase pass rate from 51% to at least 60%, reducing the gap from 17% to 12% Econ. Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 2% to 2%		
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.		

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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: * 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 ATSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside ATSS, reading specialists, EL leads, AAC, and SpEd leads by conducting walkthroughs and observations and attending CLTs. -ELA, SPED & EL Supervisors will support progress monitoring by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	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	
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	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, ongoing via daily instruction	Classroom, EL & SPED Teachers, AAC, and Reading Specialists	

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)

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School level- VALLS K-3 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-3 and NWEA MAP Growth Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level VALLS K-3 and NWEA MAP Growth Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
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Goal #3		Student Well-Being	
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	In the spring of 2024 YVM, 51% of 4th and 5th grade students combined responded favorably in the category: Student Well-Being: Social, Emotional, and Mental Health ELs - WIDA 2 (46%) ELs - WIDA 3 (45%) 4th grade (46%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, at least 90% of the students in 4th and 5th grade combined will be able to favorably respond in the the category " Student Well-Being: Social, Emotional, and Mental Health " under these questions, " <i>Did you talk to an adult in school if you had feelings of personal stress, anxiety, or sadness?</i> " and " <i>How often did you feel so stressed that you were not able to participate in regular activities?</i> "			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, 4th and 5th graders will increase their favorable response on the YVM survey from 51% to 65% in the the category " Student Well-Being: Social, Emotional, and Mental Health " under these questions, " <i>Did you talk to an adult in school if you had feelings of personal stress, anxiety, or sadness?</i> " and " <i>How often did you feel so stressed that you were not able to participate in regular activities?</i> "		
Annual Performance Goal Year 2 (2025-26)	By June 2026, 4th and 5th graders will increase their favorable response on the YVM survey from 65% to 75% in the the category " Student Well-Being: Social, Emotional, and Mental Health " under these questions, " <i>Did you talk to an adult in school if you had feelings of personal stress, anxiety, or sadness?</i> " and " <i>How often did you feel so stressed that you were not able to participate in regular activities?</i> "		
Annual Performance Goal Year 3 (2026-27)	By June 2027, 4th and 5th graders will increase their favorable response on the YVM survey from 75% to 90% in the the category " Student Well-Being: Social, Emotional, and Mental Health " under these questions, " <i>Did you talk to an adult in school if you had feelings of personal stress, anxiety, or sadness?</i> " and " <i>How often did you feel so stressed that you were not able to participate in regular activities?</i> "		
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			

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Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Strengthen the mental health team to review data and determine student needs and interventions * Have SEL Lead act as a liaison between our school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Hold IB-learner-profile-infused vertical morning meetings once a month for students to be able to identify trusted adults in the building, learn coping skills to manage emotions, and strengthen their sense of belonging to the school community.	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support by monitoring tiered implementation and conducting walkthroughs, observations, and attending all CLTs.
Tier 2 * In mental health CLTs, review students of concern and assign interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and relationship skills utilize an evidence-based practice/curriculum such as Zones of Regulation * To address anxiety through self-management, social awareness, and relationship skills utilize an evidence-based practice/curriculum such as Coping Cat or C.A.T. Project	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Establish a mentor program to pair up staff with identified students who need additional SEL support * Practice mindfulness techniques with students during the day (in the classroom, in the cafeteria, etc.)	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	
Professional Learning * School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings * Student Service staff will participating in training on the Tier 2 & 3 interventions (i.e. Zones of Regulation, etc.) * Provide training on how to support vertical morning meetings once a month to foster a greater learning community (K-5) * Train staff on mindfulness techniques to implement with students	1, 2, 3, 4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, All Staff	
Progress Monitoring					
Strategic Plan Measures (Dropdown) - 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	

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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 Survey (based on YVM Questions)		YVM

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	In 2024 YVM, 87% of Randolph families responded favorably to the question "How well do your child's teachers partner with you to support your child's learning?"	Identify if goal is required based on state or federal requirements, or other guidelines			
3 Year Performance Goal					
By 2027, at least 90% of Randolph families will respond favorably to the YVM question, "How well do your child's teachers partner with you to support your child's learning?"					
Annual Performance Goals					
Annual Performance Goal Year 1 (2024-25)	By May 2025, at least 88% of Randolph families will respond favorably on a local survey (Partnerships: Family Engagement--How well do your child's teachers partner with you to support your child's learning?)				
Annual Performance Goal Year 2 (2025-26)	By May 2026, at least 89% of Randolph families will respond favorably on the 2026 Your Voice Matters Survey (Partnerships: Family Engagement--How well do your child's teachers partner with you to support your child's learning?)				
Annual Performance Goal Year 3 (2026-27)	By May 2027, at least 90% of Randolph families will respond favorably on a local survey (Partnerships: Family Engagement--How well do your child's teachers partner with you to support your child's learning?)				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -					
Action Steps					
Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation

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<p>Tier 1</p> <ul style="list-style-type: none"> -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.
<p>Tier 2</p> <ul style="list-style-type: none"> -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: <ul style="list-style-type: none"> --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) --Report Cards (how to access, how to read, how to interpret) --Advanced Academic (services and supports) --Standardized Assessments for ELA and Math --SpEd 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 <ul style="list-style-type: none"> *Vaping / Substance Abuse *Cell phone etiquette in upper grades 	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.
<p>Tier 3</p> <ul style="list-style-type: none"> -Partner with non-profit organizations such as Hope for Tomorrow and 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. 	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.
<p>Professional Learning</p> <ul style="list-style-type: none"> * Provide staff with training opportunities on how to support partnerships with families on how 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

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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	Exit Tickets	Exit Tickets	Exit Tickets

Goal #5		Student Well-Being	
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
Baseline Data	SY 2023-24 - Chronic Absenteeism: 15.78%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2027, Chronic Absenteeism will be reduced from 15.78% to 11%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, Chronic Absenteeism will be reduced to at least 14%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, Chronic Absenteeism will be reduced to at least 12%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, Chronic Absenteeism will be reduced to at least 10%		
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.		

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1 -Provide supports to families whose student is chronically absent, determine root causes for the absences, and provide appropriate support.</p>	1,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, FACE Coordinator, social worker, counselor	Principal and AP will monitor attendance by looking at absentee reports every week during the Mental health CLT in order to identify students who have been absent each week, establish trends, and plan to connect with families and provide supports to improve their child's attendance, as needed.
<p>Tier 2 -Encourage families to bring their child to school every day by providing them with research-based practices that support establishing routines favorable to students attending school daily and punctually.</p>	1,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, FACE Coordinator, social worker, counselor	Principal and AP will monitor attendance by looking at absentee reports every week during the Mental health CLT in order to identify students who have been absent each week, establish trends, and plan to connect with families and provide supports to improve their child's attendance, as needed.
<p>Tier 3 -Partner with non-profit organizations such as Hope for Tomorrow, Aspire, Extended Day, to provide before- and after-school support to families whose children are chronically absent.</p>	1,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, FACE Coordinator, social worker, counselor	Principal and AP will monitor attendance by looking at absentee reports every week during the Mental health CLT in order to identify students who have been absent each week, establish trends, and plan to connect with families and provide supports to improve their child's attendance, as needed. Connect with the organizations to ensure that identified students are also attending the after-school programs.
<p>Professional Learning * Provide staff with training opportunities on how to support students and families on how to improve attendance rates.</p>	1,4	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, FACE Coordinator, social worker, counselor, All Staff	Administration and all staff

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Principal: Carlos Ramirez

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan - Key Performance Indicators	KPI-SWB-2.1-% of students who are chronically absent overall
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)
Monthly Review of Attendance	Monthly Review of Attendance	Monthly Review of Attendance	Monthly Review of Attendance