

**Randolph - School Action Plan - 2024-25 to 2026-27**  
**Principal: Carlos Ramirez**

<b>Goal #1</b>	<b>Math - Proficiency Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	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%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
<b>Hispanic</b> - Increase pass rate from 56% to at least 70%, reducing the gap from 5% to 4% <b>EL</b> - Increase pass rate from 65% to 69%, reducing the gap from 7% to 6% <b>SWD</b> - Increase pass rate from 54% to 62%, reducing the gap from 18% to 13%. <b>Econ. Disadv.</b> - Increase pass rate from 69% to at least 72%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Hispanic</b> - Increase pass rate from 56% to at least a 63%, reducing the gap from 9% to 5% <b>EL</b> - Increase pass rate from 50% to at least 59%, reducing the gap from 15% to 10% <b>SWD</b> - Increase pass rate from 26% to at least 43%, reducing the gap from 39% to 25% <b>Econ. Disadv.</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 3%		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Hispanic</b> - Increase pass rate from 63% to at least 67%, from 6% to 5% <b>EL</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 10% to 7% <b>SWD</b> - Increase pass rate from 43% to at least 54%, reducing the gap from 26% to 17% <b>Econ. Disadv.</b> - Increase pass rate from 65% to at least 69%, reducing the gap from 4% to 3%		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Hispanic</b> - Increase pass rate from 67% to at least 70%, reducing the gap from 5% to 4% <b>EL</b> - Increase pass rate from 65% to 69%, reducing the gap from 7% to 6% <b>SWD</b> - Increase pass rate from 54% to 62%, reducing the gap from 18% to 13%. <b>Econ. Disadv.</b> - Increase pass rate from 69% to at least 72%		

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### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	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.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	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	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * 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.
<b>Tier 2</b> *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	
<b>Tier 3</b> * 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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<b>Professional Learning:</b> - 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**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	LGI-SAGS-1.3-Math SOLs	<b>Strategic Plan - Key Performance Indicators</b>	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)
<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -Mastery Connect for unit assessments -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>Teacher/CLT/Grade</b> -Mastery Connect for unit assessments -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>School level</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -Mastery Connect for unit assessments -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -Mastery Connect for unit assessments -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions

<b>Goal #2</b>	<b>Reading - SOL</b>
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success
<b>Strategic Plan Performance Objectives</b>	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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<b>Baseline Data</b>	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%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
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%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 70% to at least 73% <b>Hispanic</b> - Increase pass rate from 45% to at least 55%, reducing the gap from 13% to 9% <b>EL</b> - Increase pass rate from 36% to at least 49%, reducing the gap from 22% to 15% <b>SWD</b> - Increase pass rate from 18% to at least 39%, reducing the gap from 40% to 26% <b>Econ. Disadv.</b> - Increase pass rate from 51% to at least 59%, reducing the gap from 7% to 4%		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 73% to at least 76% <b>Hispanic</b> - Increase pass rate from 55% to at least 63%, reducing the gap from 10% to 6% <b>EL</b> - Increase pass rate from 49% to at least 58%, reducing the gap from 16% to 10% <b>SWD</b> - Increase pass rate from 39% to at least 51%, reducing the gap from 26% to 17% <b>Econ. Disadv.</b> - Increase pass rate from 59% to at least 66%, reducing the gap from 6% to 2%		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 76% to at least 78% <b>Hispanic</b> - Increase pass rate from 63% to at least 66%, reducing the gap from 5% to 5% <b>EL</b> - Increase pass rate from 58% to at least 65%, reducing the gap from 10% to 6% <b>SWD</b> - Increase pass rate from 51% to at least 60%, reducing the gap from 17% to 12% <b>Econ. Disadv.</b> - Increase pass rate from 66% to at least a 69%, reducing the gap from 2% to 2%		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	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.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	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	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	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	
<b>Professional Learning</b> * 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

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	LGI-SAGS-1.1-Reading SOLs	<b>Strategic Plan - Key Performance Indicators</b>	KPI-SAGS-1.2-% of students passing the Reading SOL
	LGI-SAGS-2.2-Universal Literacy Screener		

<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
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<b>School level-</b> VALLS K-3 and NWEA MAP Growth  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	<b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	<b>School level-</b> VALLS K-3 and NWEA MAP Growth  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	<b>School level</b> VALLS K-3 and NWEA MAP Growth  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
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<b>Goal #3</b>		<b>Student Well-Being</b>	
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
<b>Baseline Data</b>	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%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
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 " <b>Student Well-Being: Social, Emotional, and Mental Health</b> " 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> "			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, 4th and 5th graders will increase their favorable response on the YVM survey from 51% to 65% in the the category " <b>Student Well-Being: Social, Emotional, and Mental Health</b> " 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> "		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, 4th and 5th graders will increase their favorable response on the YVM survey from 65% to 75% in the the category " <b>Student Well-Being: Social, Emotional, and Mental Health</b> " 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> "		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, 4th and 5th graders will increase their favorable response on the YVM survey from 75% to 90% in the the category " <b>Student Well-Being: Social, Emotional, and Mental Health</b> " 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> "		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	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		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	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		
<b>Action Steps</b>			

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Action Steps	<u>Title I Schoolwide Component (1-4)</u>	<u>ESSA Evidence Tier (1-4)</u>	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	
<b>Professional Learning</b> * 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**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	<b>Strategic Plan - Key Performance Indicators</b>	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

<b>Goal #4</b>		<b>Partnerships</b>			
<b>Strategic Plan Goal Area</b>	Partnerships				
<b>Strategic Plan Performance Objectives</b>	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.				
<b>Baseline Data</b>	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?"	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>			
<b>3 Year Performance Goal</b>					
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?"					
<b>Annual Performance Goals</b>					
<b>Annual Performance Goal Year 1 (2024-25)</b>	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?)				
<b>Annual Performance Goal Year 2 (2025-26)</b>	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?)				
<b>Annual Performance Goal Year 3 (2026-27)</b>	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?)				
<b>Strategic Plan Strategies</b>					
<b>Strategic Plan Strategies- PRIMARY</b>	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.				
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>					
<b>Action Steps</b>					
<b>Action Steps</b>	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>



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<p>Tier 1</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Provide literacy-rich experiences and opportunities to students and families (through the book room, library resources, etc.)</li> <li>-Provide numeracy-rich experiences and opportunities to students and families (through Math Night, etc.)</li> <li>-Provide science-based experiences and opportunities to students and families (through Family Science Night, etc)</li> </ul>	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"> <li>-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.</li> <li>-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"> <li>--EL services and communication platforms (ParentVue vs ParentSquare)</li> <li>--School Action Plan</li> <li>--Reading Plans (what are they, who gets one, how are they written, what instruction will students receive and when, how is progress monitored)</li> <li>--Report Cards (how to access, how to read, how to interpret)</li> <li>--Advanced Academic (services and supports)</li> <li>--Standardized Assessments for ELA and Math</li> <li>--SpEd Process (services and supports, Parent Resource Center)</li> <li>--SOLs (what are they, what do they look like, how are my students are preparing, what can I do to help)</li> <li>--Student Safety and SEL: modeling respectful language and interactions with others                   <ul style="list-style-type: none"> <li>*Vaping / Substance Abuse</li> <li>*Cell phone etiquette in upper grades</li> </ul> </li> </ul> </li> </ul>	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"> <li>-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.</li> <li>-Partner with the Arlington Community Foundation to provide enrichment opportunities for students that support their learning in core subjects.</li> <li>-Partner with the Children's Science Center to provide science-based learning opportunities for students and families to support their learning in science.</li> </ul>	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><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>* Provide staff with training opportunities on how to support partnerships with families on how to support learning at home.</li> </ul>	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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<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	LGI-P-3.1-% strategic partnerships providing services aligned to APS Strategic Plan	<b>Strategic Plan - Key Performance Indicators</b>	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
	LGI-P-2.1-YVM Family - Partnerships: Family Engagement		
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
Exit Tickets	Exit Tickets	Exit Tickets	Exit Tickets

<b>Goal #5</b>	<b>Student Well-Being</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	SY 2023-24 - Chronic Absenteeism: 15.78%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2027, Chronic Absenteeism will be reduced from 15.78% to 11%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, Chronic Absenteeism will be reduced to at least 14%		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, Chronic Absenteeism will be reduced to at least 12%		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, Chronic Absenteeism will be reduced to at least 10%		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	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.		

**Randolph - School Action Plan - 2024-25 to 2026-27**  
**Principal: Carlos Ramirez**

**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><b>Tier 1</b> -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><b>Tier 2</b> -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><b>Tier 3</b> -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><b>Professional Learning</b> * 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

**Progress Monitoring**

## Randolph - School Action Plan - 2024-25 to 2026-27

### Principal: Carlos Ramirez

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	LGI-SWB-2.1-Attendance Data	<b>Strategic Plan - Key Performance Indicators</b>	KPI-SWB-2.1-% of students who are chronically absent overall
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
Monthly Review of Attendance	Monthly Review of Attendance	Monthly Review of Attendance	Monthly Review of Attendance

### 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, 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 an outstanding education where every student develops the skills and knowledge to become successful, college- or career-ready graduates and responsible global citizens". 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

Universal master schedule that promotes collaboration among members of each grade-level team by having common planning time Monday thru Friday, which will result in enhanced student support

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).
- 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. Provide voice and choice to staff on their professional learning in areas where there are no mandated professional learning.

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.

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.

For example, supplemental Title I staffing of 0.3 reading specialist, 0.5 academic support teacher, and 1.0 math coach to support additional interventions in Tiers 2 and 3, small group instruction in Tiers 1 and 2, and SEL support for all student groups with a focus on English Learners, Black, Hispanic, Student with Disabilities, and Economically Disadvantaged.

### The Title I Schoolwide Comprehensive Needs Assessment

## Randolph - School Action Plan - 2024-25 to 2026-27

### Principal: Carlos Ramirez

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

In conducting the needs assessment, student performance on Reading, Mathematics, and Science SOL assessments was analyzed via multiple methods, including, for example, overall as a school, in comparison to Arlington Public Schools and Virginia peers, disaggregated by grade level, and disaggregated by student reporting groups identified by the United States Department of Education (US ED) and the Virginia Department of Education (VDOE). A summary of this information is available to the public in the [School Quality Profile for the school](#), for the [district](#), and for the [Commonwealth](#). SOL assessment data from Spring 2023 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-3, DIBELS (upper grades as needed), NWEA MAP Growth Reading Gr3-5, Lexia Core 5 for PreK-5, Phonics Survey for Diagnostics, Phonological Awareness Screener, APS Quarterly Reading Assessment series), [APS Mathematics assessments](#) including Early Mathematics Assessment System (EMAS) PreK-K, NWEA Math Growth Gr1-5, as well as Quarterly Science Assessment series, common formative assessments, common unit assessments, and Reading and Mathematics intervention progress monitoring.
- English language proficiency data (WIDAACCESS)
- Data that speak to Social Emotional Learning such as attendance, discipline, results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey and Responsive Classroom implementation self-assessment.
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and Pedagogical Team (instructional coaches CLT).
- Community engagement, experience, and perception data such as the Your Voice Matters survey, parent event exit tickets, staff feedback survey, staff professional learning survey, FACE self-assessment, Leadership for Equity Assessment & Development (LEAD) Tool, and the Title I School-Family Partnership Survey.

The [Arlington Public Schools 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, school pedagogical team, grade-level representatives, 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 Hispanic, English Learners, Students With Disabilities, and Economically Disadvantaged.
- Strengthening reading performance for all students, and particularly for Black, Hispanic, English Learners, Students With Disabilities, and Economically Disadvantaged.
- \* Strengthening student well-being: Social, Emotional, and Mental Health for all students, and particularly for ELs (WIDA 1, 2, 3) in upper grades
- Strengthening school and family connections throughout our school community with a focus on teacher-parent communications and academic partnerships
- 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.