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Randolph - School Action Plan - 2023-24 to 2025-26
Principal: Carlos Ramirez

<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick</p>		
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Principal: Carlos Ramirez

Annual Performance Goal Year 2 (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 67% to at least 70% Hispanic - Increase pass rate from 55% to at least 44%, reducing the gap from 7% to 4% EL - Increase pass rate from 51% to at least 59%, reducing the gap from 12% to 6% SWD - Increase pass rate from 42% to at least 53%, reducing the gap from 20% to 12% Econ. Disadv. - Increase pass rate from 61% to at least 65%, reducing the gap from 2% to 1%				
Annual Performance Goal Year 3 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 62% to at least 66%, reducing the gap from 4% to 0% EL - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 4% SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 12% to 9% Econ. Disadv. - Increase pass rate from 65% to at least a 69%, reducing the gap from 1% to 0%				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.				
Action Steps					
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:					

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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 level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	School level DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards

Goal #3		Student Well-Being	
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
Baseline Data	In the spring 2022 YVM, 68% of 4th and 5th grade students responded favorably to the question: "Is there at least one adult in your school who checks in with you to see how things are going at school?"	Identify if goal is required based on state or federal requirements, or other	

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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 * Establish a mental health team to review data and determine student needs and interventions * Identify SEL Lead who will 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 * Administer SEL survey in the fall and spring to all students grades 3-5 * Hold vertical morning meetings twice a month for students to be able to identify additional trusted adults in the building and develop their sense of belonging to the school community.			Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending 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			Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Establish a mentor program to pair up staff with identified students who need additional SEL support					

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<p>Tier 2 -Provide opportunities for families to learn about multiple ways they can support learning at home via Lunch Chats, Literacy and Numeracy Night to show parents how to support literacy and numeracy at home.</p>	1,4	2	Sept. - June	Admin, FACE Coordinator, Math Coach, Reading Specialists, RTG, and science and social studies leads, and GenEd teachers	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 -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.</p>	1,4	2	Sept. - June	Admin, FACE Coordinator, Math Coach, Reading Specialists, RTG, and science and social studies leads, and GenEd teachers	Principal and AP by monitoring the implementation of both programs to ensure that families and students are getting the support they need.

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	TM-P-3-N YVM
Evidence of Progress toward Annual Goal			

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SCIENCE SOL

By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- All students - Increase pass rate from 65% to 69%
- Black - Increase pass rate from 65% to 69%
- Hispanic - Increase pass rate from 62% to at least 66%, reducing the gap from 3% to 0%
- EL - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 3%
- SWD - Increase pass rate from 58% to at least 65%, reducing the gap from 7% to 4%
- Econ. Disadv. - Increase pass rate from 65% to at least a 69%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> All students - Increase pass rate from 55% to 61% Black - Increase pass rate from 50% to at least 59%, reducing the gap from 3% to 2% Hispanic - Increase pass rate from 43% to at least 54%, reducing the gap from 10% to 7% EL - Increase pass rate from 37% to at least 50%, reducing the gap from 16% to 11% SWD - Increase pass rate from 35% to at least 49%, reducing the gap from 18% to 12% Econ. Disadv. - Increase pass rate from 53% to at least 61%, reducing the gap from 0% to 0%
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> All students - Increase pass rate from 61% to 65% Black - Increase pass rate from 59% to at least 65%, reducing the gap from 1% to 0% Hispanic - Increase pass rate from 54% to at least 62%, reducing the gap from 7% to 3% EL - Increase pass rate from 50 to at least 59%, reducing the gap from 11% to 6% SWD - Increase pass rate from 49% to at least 58%, reducing the gap from 12% to 7% Econ. Disadv. - Increase pass rate from 61% to at least 65%
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> All students - Increase pass rate from 65% to 69% Black - Increase pass rate from 65% to 69% Hispanic - Increase pass rate from 62% to at least 66%, reducing the gap from 3% to 0% EL - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 3% SWD - Increase pass rate from 58% to at least 65%, reducing the gap from 7% to 4% Econ. Disadv. - Increase pass rate from 65% to at least a 69%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
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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
Tier 1 * Implement science curriculum using district-wide adopted resources. * Complete 3rd grade science performance assessments, as required by VDOE. * Follow science curriculum pacing guides. * Implement focused lessons based on science SOLs with EL and RTG support	1, 2, 3, 4	1, 2, 3, 4	Sept-June, ongoing	Classroom, EL, and RTG	-Principal & AP will support and monitor ATSS process, Tier 1, 2, and 3 instruction, and progress monitor data alongside ATSS, EL leads, and Science lead by conducting walkthroughs and observations and attending CLTs. -ELA, Science & EL Supervisors will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Implement monthly science CLTs	1, 2, 3, 4	1, 2, 3, 4	Sept-June, ongoing	Classroom, EL, and RTG	
Tier 3 *Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance. *Provide after-school science club learning opportunities for identified students	1, 2, 3, 4	1, 2, 3, 4	Sept-June, ongoing	Classroom, EL, and RTG	
Professional Learning: - Science resources *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 targeted small group instruction based on power standards and embed critical spiral reviews into weekly lessons	1, 2, 3, 4	1, 2, 3, 4	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
Progress Monitoring					
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-4- Science SOLs	Results of Progress (End of Year)	Science SOL		
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)		
School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)		



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<p>Tier 2 -Provide opportunities for families to feel motivated to bring their child to school every day and provide support on how to overcome barriers in their family life that prevent students from being</p>					