

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

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 - SOL  All - Pass 66% Black - Pass 71% Hispanic - Pass 59% (opp. gap 7%) EL - Pass 58% (opp. gap 8%) SWD - Pass 33% (opp. gap 33%) Econ. Disadv - Pass 64% (opp. gap 3%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<p><b>MATH SOL</b>            By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 76% to at least 78%            Hispanic - Increase pass rate from 69% to at least 72%            EL - Increase pass rate from 69% to at least a 72%            SWD - Increase pass rate from 57% to 64%, reducing the gap from 16% to 12%.            Econ. Disadv. - Increase pass rate from 70% to at least 73%</p>			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  <b>Black</b> - Increase pass rate from 71% to at least 73% <b>Hispanic</b> - Increase pass rate from 59% to at least a 66%, reducing the gap from 7% to 4% <b>EL</b> - Increase pass rate from 58% to at least 66%, reducing the gap from 8% to 4% <b>SWD</b> - Increase pass rate from 33% to at least 47%, reducing the gap from 33% to 23% <b>Econ. Disadv.</b> - Increase pass rate from 63% to at least 70%, reducing the gap from 3% to 0%		
<b>Annual Performance Goal Year 2 (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>Black</b> - Increase pass rate from 73% to at least 76% <b>Hispanic</b> - Increase pass rate from 66% to at least 69%, from 4% to 0% <b>EL</b> - Increase pass rate from 66% to at least 69%, reducing the gap from 4% to 0% <b>SWD</b> - Increase pass rate from 47% to at least 57%, reducing the gap from 22% to 16% <b>Econ. Disadv.</b> - Increase pass rate from 70% to at least 73%		

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<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>Black</b> - Increase pass rate from 76% to at least 78%  <b>Hispanic</b> - Increase pass rate from 69% to at least 72%  <b>EL</b> - Increase pass rate from 69 % to at least a 72%  <b>SWD</b> - Increase pass rate from 57% to 64%, reducing the gap from 16% to 12%.  <b>Econ. Disadv.</b> - Increase pass rate from 70% to at least 73%</p>
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#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.

#### 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
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li>* 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 group.</li> <li>* Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</li> </ul>	1, 2, 3, 4	1, 2, 3, 4	Ongoing, Daily instruction from September to June	Classroom, EL & SPED Teachers, Math Coaches, RTG, and Math Interventionist	<ul style="list-style-type: none"> <li>-Principal &amp; 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.</li> <li>-ATSS, Math, SPED &amp; EL Supervisors will monitor by conducting walkthroughs and observations and attending CLTs.</li> </ul>

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<p><b>Tier 2</b>          *Additional targeted small group 2-5x weekly using research 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 (power standards), to address students still scoring in Below Basic and Basic quantile ranges. 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.</p>	1, 2, 3, 4	1, 2, 3, 4	Ongoing, Daily instruction from September to June	Classroom, EL & SPED Teachers, Math Coaches, RTG, and Math Interventionist	<p>-Principal &amp; 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 &amp; EL Supervisors will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p><b>Tier 3</b>          * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery® (by trained Math Recovery teacher), Kathy Richardson)          * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.</p>	1, 2, 3, 4	1, 2, 3, 4	Ongoing, Daily instruction from September to June	Classroom, EL & SPED Teachers, Math Coaches, RTG, and Math Interventionist	<p>-Principal &amp; 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 &amp; EL Supervisors will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p><b>Professional Learning:</b>          - Math Recovery for 1st grade team          - Math Workshop Content Academy for math educators          -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 power standards and embed critical spiral reviews into menu of choices for students</p>	1, 2, 3, 4	1, 2, 3, 4	Ongoing, Daily instruction from September to June	Classroom, EL & SPED Teachers, Math Coaches, RTG, and Math Interventionist	<p>-Principal &amp; 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 &amp; EL Supervisors will monitor by conducting walkthroughs and observations and attending CLTs.</p>

### Progress Monitoring

<p><b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b></p>	M-SS-3- Math SOLs	<p><b>Results of Progress (End of Year)</b></p>	Math SOL
<p><b>Evidence of Progress toward Annual Goal (MP1)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP2)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP3)</b></p>	<p><b>Evidence of Progress toward Annual Goal (MP4)</b></p>

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<b>School level-</b> NWEA - MAP Growth  <b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	<b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -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> -District Benchmarks [Mastery Connect] -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> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions
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<b>Goal #2</b>	<b>Reading - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 - SOL - Reading  All - Pass 56% Black - Pass 64% Hispanic - Pass 44% (opp. gap 11%) EL - Pass 38% (opp. gap 17%) SWD - Pass 24% (opp. gap 32%) Econ. Disadv - Pass 53% (opp. gap 2%)	<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 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%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, 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 64% to at least 67% <b>Hispanic</b> - Increase pass rate from 44% to at least 55%, reducing the gap from 11% to 7% <b>EL</b> - Increase pass rate from 38% to at least 51%, reducing the gap from 17% to 11% <b>SWD</b> - Increase pass rate from 23% to at least 42%, reducing the gap from 32% to 20% <b>Econ. Disadv.</b> - Increase pass rate from 53% to at least 61%, reducing the gap from 2% to 1%		

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<b>Annual Performance Goal Year 2 (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 67% to at least 70% <b>Hispanic</b> - Increase pass rate from 55% to at least 44%, reducing the gap from 7% to 4% <b>EL</b> - Increase pass rate from 51% to at least 59%, reducing the gap from 12% to 6% <b>SWD</b> - Increase pass rate from 42% to at least 53%, reducing the gap from 20% to 12% <b>Econ. Disadv.</b> - Increase pass rate from 61% to at least 65%, reducing the gap from 2% to 1%				
<b>Annual Performance Goal Year 3 (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>Hispanic</b> - Increase pass rate from 62% to at least 66%, reducing the gap from 4% to 0% <b>EL</b> - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 4% <b>SWD</b> - Increase pass rate from 53% to at least 61%, reducing the gap from 12% to 9% <b>Econ. Disadv.</b> - Increase pass rate from 65% to at least a 69%, reducing the gap from 1% to 0%				
Strategic Plan Strategies					
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.				
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	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: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension	1, 2, 3, 4	1, 2, 3, 4	Sept-June, ongoing	Classroom, EL & SPED Teachers, 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, and SpEd leads by conducting walkthroughs and observations and attending CLTs. -ELA, SPED & EL Supervisors will monitor 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	1, 2, 3, 4	Sept-June, ongoing	Classroom, EL & SPED Teachers, Reading Specialists	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	1, 2, 3, 4	1, 2, 3, 4	Sept-June, ongoing	Classroom, EL & SPED Teachers, 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	1, 2, 3, 4	1, 2, 3, 4	Sept-June, ongoing	Classroom, EL & SPED Teachers, Reading Specialists	
Progress Monitoring					
<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-1- Reading SOLs	<b>Results of Progress (End of Year)</b>	Reading SOL		

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

<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-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	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?"	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, at least 90% of the students in 4th and 5th grade will be able to favorably respond to the questions: "Is there at least one adult in your school who checks in with you to see how things are going at school?"			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, 4th and 5th graders will increase their favorable response on the YVM survey from 68% to 75% for the question: "Is there at least one adult in your school who checks in with you to see how things are going at school?"		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, 4th and 5th graders will increase their favorable response on the YVM survey from 75% to 85% for the question: "Is there at least one adult in your school who checks in with you to see how things are going at school?"		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, 4th and 5th graders will increase their favorable response on the YVM survey from 75% to 90% for the question: "Is there at least one adult in your school who checks in with you to see how things are going at school?"		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		
<b>Action Steps</b>			

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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 * 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 * Practice mindfulness techniques with students during the day (in the classroom, in the cafeteria, etc.)			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.) * Host 2 vertical morning meetings a month to foster a greater learning community (K-5) * Train staff on mindfulness techniques to implement with students			1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	

**Progress Monitoring**

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-3- YVM Student: School Climate	Results of Progress (End of Year)	Spring 2024 YVM & Spring 2026 YVM	
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)
SEL Survey	School Survey (based on YVM Question)	SEL Survey		YVM

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<b>Goal #4</b>	<b>Partnerships</b>				
<b>Strategic Plan Goal Area</b>	Partnerships				
<b>Strategic Plan Performance Objectives</b>	PO-P-1-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 2022 YVM, 80% 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 2026, 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 (2023-24)</b>	By May 2024, at least 85% of Randolph families will respond favorably on the 2024 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 2 (2024-25)</b>	By May 2025, at least 88% of Randolph families will respond favorably on the 2024 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 (2025-26)</b>	By May 2024, at least 90% of Randolph families will respond favorably on the 2024 Your Voice Matters 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-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.				
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-P-3-Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports.				
<b>Action Steps</b>					
<b>Action Steps</b>	<a href="#"><u>Title I Schoolwide Component (1-4)</u></a>	<a href="#"><u>ESSA Evidence Tier (1-4)</u></a>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
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.)	1, 4	2	Sept. - June	Admin, FACE Coordinator, Math Coach, Reading Specialists, RTG, science and social studies leads, GenEd teachers, 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 2024.



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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.	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.
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.	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**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-P-3- YVM Family: Engagement	<b>Results of Progress (End of Year)</b>	YVM
<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	YVM

<b>Goal #5</b>	<b>Science SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	<b>Spring 2023 - SOL</b>  All Students - 55% (opp. gap 36%) Black - Pass 55% (opp. gap 3%) Hispanic - Pass 43% (opp. gap 10%) EL - Pass 37% (opp. gap 16%) SWD - Pass 35% (opp. gap 18%) Econ. Disadv - Pass 53% (opp. gap 0%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

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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

<b>Annual Performance Goal Year 1 (2023-24)</b>	<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"> <li>All students - Increase pass rate from 55% to 61%</li> <li>Black - Increase pass rate from 50% to at least 59%, reducing the gap from 3% to 2%</li> <li>Hispanic - Increase pass rate from 43% to at least 54%, reducing the gap from 10% to 7%</li> <li>EL - Increase pass rate from 37% to at least 50%, reducing the gap from 16% to 11%</li> <li>SWD - Increase pass rate from 35% to at least 49%, reducing the gap from 18% to 12%</li> <li>Econ. Disadv. - Increase pass rate from 53% to at least 61%, reducing the gap from 0% to 0%</li> </ul>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<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"> <li>All students - Increase pass rate from 61% to 65%</li> <li>Black - Increase pass rate from 59% to at least 65%, reducing the gap from 1% to 0%</li> <li>Hispanic - Increase pass rate from 54% to at least 62%, reducing the gap from 7% to 3%</li> <li>EL - Increase pass rate from 50 to at least 59%, reducing the gap from 11% to 6%</li> <li>SWD - Increase pass rate from 49% to at least 58%, reducing the gap from 12% to 7%</li> <li>Econ. Disadv. - Increase pass rate from 61% to at least 65%</li> </ul>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<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"> <li>All students - Increase pass rate from 65% to 69%</li> <li>Black - Increase pass rate from 65% to 69%</li> <li>Hispanic - Increase pass rate from 62% to at least 66%, reducing the gap from 3% to 0%</li> <li>EL - Increase pass rate from 59% to at least 65%, reducing the gap from 6% to 3%</li> <li>SWD - Increase pass rate from 58% to at least 65%, reducing the gap from 7% to 4%</li> <li>Econ. Disadv. - Increase pass rate from 65% to at least a 69%</li> </ul>

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	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	<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 * 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	
<b>Professional Learning:</b> - 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)		

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

<b>Goal #6</b>		<b>Student Well-Being</b>			
<b>Strategic Plan Goal Area</b>	Student Well-Being				
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.				
<b>Baseline Data</b>	2022-23 -Chronic Absenteeism - 21.76%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 performance rating for VDOE school quality indicator Chronic Absenteeism		
<b>3 Year Performance Goal</b>					
By 2026, Chronic Absenteeism will be reduced from 21.76% to 15%					
<b>Annual Performance Goals</b>					
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, Chronic Absenteeism will be reduced to at least 19%				
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, Chronic Absenteeism will be reduced to at least 17%				
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, Chronic Absenteeism will be reduced to at least 15%				
<b>Strategic Plan Strategies</b>					
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.				
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.				
<b>Action Steps</b>					
<b>Action Steps</b>	<b>TITLE I SCHOOLWIDE COMPONENT (1-4)</b>	<b>ESSA EVIDENCE TIER (1-4)</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<b>Tier 1</b> -Provide supports to families whose child is constantly absent to ensure they bring them to school every day. Find out what's their deterrent from bringing their children to school every day.	1,4	ESSA Tier 2: Moderate 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.

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<p><b>Tier 2</b>          -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 in school on a daily basis</p>	1,4	ESSA Tier 2: Moderate 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 consistently absent.</p>	1,4	ESSA Tier 2: Moderate 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.

**Progress Monitoring**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-14- Attendance	<b>Results of Progress (End of Year)</b>	Attendance data
<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