RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2024-2025

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Must include an administrator, professional staff, service staff, a parent representative, and a school partnership representative		
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Mission & Core Beliefs

Randolph County Schools' purpose is to prepare today's learners for tomorrow's demands.

We believe:
1. All students can achieve high expectations through quality teaching and active engagement.
2. Students and staff must be prepared as life-long learners in a global society.
3. Schools must provide safe environments focused on building relational capacity.
4. Schools, families, and communities must develop supportive partnerships.
5. Effective leadership is essential for creating high-performing schools.

Demographic Data

On the lines below, list the Demographic Data Sources reviewed. In the box at the bottom of the page, note data trends, their root causes, and the impact they have on the student population and the school community.

Demographic Data Sources

1.	Zoom WV
2.	Homeless / Foster Care Data
3.	WVEIS Enrollment Reports
4.	Culture and Climate Surveys
5.	Parent Involvement Logs
6.	School & Title I Surveys
7.	SAT Referral Data
8.	Promotion - Retention Data
9.	Counselor and Developmental Guidance Logs

Demographic Data Needs Assessment Summary (Trends, Root Causes, Impact & Next Steps)

ALL DEMOGRAPHICS -

The 2023-2024 RCS student population was 3,493 students enrolled. This is a significant decrease from last year and continuing the historic declining trends. Though we are a large county in regard to land mass, our population is sparsely distributed throughout the rural landscape. As such, our enrollment accounts for less than 2% of the state's total student population. The school system's enrollment has been steadily declining for the last decade reflecting a loss of over 500 students. This downward trend can be attributed to several factors. As the county's general population has also declined during this time frame, a natural decrease in student enrollment has resulted.

Families are leaving both the county and state in record numbers due to limited economic opportunities. The primary solution to address the trend in declining student enrollment is to actively recruit those students who still live in the county but are enrolled in alternate educational programs.

LOW SES DEMOGRAPHICS -

The Low SES population has remained fairly steady over the last decade with 1,948 students currently listed in this category or 55.15%. This is a significant increase since last year when 51% of our students were listed in this category. Prior to this year, our percentage of Low SES had remained steady over the last five years, only varying by 1 or 2 percentage points from year to year. This year's percentage is above the state average and reflective of the continuing loss of economic opportunities in both the region and the state. The number is also reflective of the county's continuing struggle with the opioid epidemic and the resulting number of students being raised by someone other than a parent as a result of incarceration or loss of parental rights. Numerous services and programs are provided to these students and their families through the county's Parent Engagement Specialist, the Third Grade Success Act grant, school social workers, and Communities in Schools staff.

SWD DEMOGRAPHICS –

Randolph County School District currently has 858 students who receive special education services. This is approximately 25 percent of our student population. The largest disability category is specific learning disability, which follows the statewide trend. The number of students receiving special education services in West Virginia is slightly higher than other states nationwide with Randolph County being higher than the state and national average. This discrepancy in the identification of students could be related to outside factors such as poor nutrition, the opioid crisis, traumatic experiences, and the learning loss associated with the COVID-19 pandemic. Randolph County Schools uses West Virginia Multi-tiered Systems of Support for all students demonstrating the need for interventions to discover learning strategies that will help students be successful.

HOMELESS/FOSTER DEMOGRAPHICS -

2024 WVEIS data shows 326 of our student population as homeless, with the majority of this group "doubled up".   This is an increase of 80 from last year. One hundred ten students are in Foster care. With an EOY student population of 3493 students, this subgroup makes up 12% of the student population. This number has shown a rising trend for the last five years. Root causes include the ongoing opioid epidemic and its disruptions to the family, high poverty, and few economic opportunities. To assist these students a number of interventions have been put in place such as funds provided by the McKinney-Vento Homeless Assistance Act; partnering with the Family Resource Center, Valley Health Care Medical and Behavioral, and Youth Health Services; increasing counseling services; and the addition of school-based social workers and Communities In Schools programs.

LEP DEMOGRAPHICS -

The EL population in the county has always been very low, but even this subgroup has shown a decrease in enrollment in the last decade, declining from approximately 20 to 25 students five years ago to 5 to 8 students on average over the last two years, with 6 students currently identified and receiving services. This is lower than the state average but on par with other rural counties in the region. Randolph County is not frequently a draw for immigrant families as there are few economic advantages here and few EL community resources available outside of what is offered to their students within the school system. A possible solution to this problem would be to partner with the local college to coordinate more support for foreign families outside of the school system. The county's EL teacher already provides some services to these families on a volunteer basis, but not at the caliber

that a higher education facility would be able to offer. Though our LEP enrollment is low, several of the students in this subgroup have come to us directly from their home countries and with zero English-speaking ability. This has proven to be a challenge with our limited availability of services.

ROOT CAUSES & PROACTIVE ACTIONS DEMOGRAPHICS-

Population changes have been influenced by the pandemic, the opioid epidemic, and limited economic opportunities. All subgroup populations (SWD, Low SES and Homeless) outside of LEP have shown increases since the spring of 2020. The noted root cause data indicates a need for increased homeless supports, PBIS supports, and access to family resources for both social-emotional and academic support. This will be achieved through increased social work programs within the schools, the implementation of PBIS program structures, the development of a social-emotional county-wide framework with the adoption of Capturing Kids' Hearts, implementation of services and programs provided by Title I staff, and increased parent and family engagement activities focusing on supporting student success and achievement. Each year a minimum of four Parent and Family Engagement sessions will be held at each elementary school in the county along with multiple county-wide sessions. Activities will be aimed at helping families to support academic success, manage behavior, navigate the virtual world, guide programmatic transitions, and complete homework. Our schools' grandparent programs, which are designed to help grandparents navigate the school and legal system, will also be expanded. This program is overseen by the Title I Parent Engagement Specialist who will work with local agencies to increase services sub-populations. According to the annual Title I Family Survey, the Parent and Family Engagement sessions with the most attendees and the highest feedback ratings were the grandparent, social-emotional/behavior, and homework sessions. These were the most requested future sessions as well. Looking to the future, as Randolph County was identified as a High Intensity Drug Trafficking Area, we will implement our third year of having three PRO-Officers to serve our schools. These officers will help to address many of the root causes noted here, all of which have a negative impact on students social-emotional well-being.

ELA Academic Data
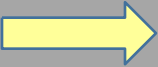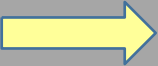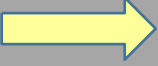On the lines below list the ELA Data Sources reviewed.

ELA Data Sources

1.	Benchmark Assessments and Progress Monitoring Results
2.	GSA Reports
3.	IMA Reports
4.	Intervention Logs
5.	ELPA 21 and EL Reports
6.	SAT Data
7.	Promotion - Retention Data
8.	Extended Learning Data
9.	Credit Recovery Reports
10.	Literacy Coaching Reports
11.	Walk-through data
12.	PLC Reports
13.	Title I Surveys

RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2024-2025

ELA Academic Data

In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.

ELA Improvement Strategy Currently in Place		Description of Success of Strategy
1. **TIERED SYSTEM OF SUPPORT** Three times a year, teachers, interventionists, and administrators meet to analyze student achievement data from multiple sources and collaboratively, review progress, modify goals, and create action plans to address noted deficiencies in both teaching and learning.		1. This process is designed to identify and eliminate areas of concern in both learning and teaching. Through it we have had much success with identifying and implementing student interventions. However, we still need to work on improving core instruction through professional development and coaching focused on the Science of Reading. Substitute shortages have made successful implementation of this system more difficult in recent years, as there is no effective means to schedule a full day of collaborative planning time.
2. **INTERVENTION SOFTWARE PROGRAMS** i-Ready is used for both diagnostics and intervention resources. Grades 9-11 use Khan Academy and resources within their adopted curriculums in preparation for SAT and in intervention. The intervention activities students complete in the programs are based directly on their individual needs as identified by the diagnostics and their progress through their instructional pathways.		2. Those schools and teachers who have made using the programs a priority and worked to achieve a successful implementation have shown greater gains than those who have not. We have also worked with schools individually to solve any scheduling problems they were having in successfully implementing the use of these programs. At the district and school administrative level, we need to work with those schools and teachers who have very low lesson passage rates due to limited usage.
3. **EXTENDED LEARNING OPPORTUNITIES** A variety of Extended Learning Opportunities are offered at all schools throughout the county including Extended Day, Extended Year/Summer SOLE, Project Isaac, Credit Recovery, and Mobile Feed and Read to help bridge learning gaps, and provide access to needed resources.		3. Extended Learning Opportunities continue to operate with spring Extended Day and summer Extended Year programs for all students in grades K-12. The Mobile Feed and Read also continues to operate. We have had much success with each of these programs as those who regularly participate show improved classroom and standardized performance. Students who participate in Summer SOLE maintain or gain on their benchmark assessments. Instruction in these programs will be based in the Science of Reading.

ELA Needs Assessment Summary

ALL ELA -

The county's ELA benchmark performance currently reflects 50% proficiency (I-Ready K-5) and 45% proficiency (IXL 6-12) according to EOY Benchmark Assessment data. K-5 i-Ready proficiency is up from 19% proficiency at the beginning of the year but only 1 percentage point higher than the proficiency rate for the previous year. Proficiency is higher in the primary grades but decreases in the intermediate grades as students' knowledge gaps increase. However, both formative and summative assessment results have indicated pockets of growth. This can be attributed to an abundance of training provided on the Science of Reading, improving student engagement, addressing pre-requisite standards, utilizing just-in-time teaching and high-yield instructional strategies, and more focused data analysis. These practices will continue along with the increase in offering remediation and enrichment outside of school via tutoring and summer instructional programs.

LOW SES ELA -

The Low SES subgroup, which currently comprises 55% of the overall population, had an ELA GSA proficiency average of 33%, which is 10% lower than the county's overall average. However, this subgroup has shown a proficiency increase of 5% since last year and now exceeds the state average by 7%. Low proficiency is a continuing trend for this subgroup and is reflective of the fact that students in this subgroup frequently face several other compounding factors including chronic truancy, lack of educational resources outside of the school setting, and the prevalence of trauma within the home resulting in behavior and/or social-emotional issues. These students are also more likely to cross into the Students with Disabilities subgroup. The increase in proficiency is indicative of the fact that the students classified as Low SES have been targeted for both after-school tutoring and summer enrichment programs to help close their achievement gaps. Low SES students and families have also been targeted for services through our social workers, Communities in Schools coordinators, parent engagement staff, and the Third Grade Success Act grant to help address all the aforementioned issues.

SWD ELA -

The proficiency rates in ELA for students with disabilities fall below the state-established target. The rate of proficiency for these students has fluctuated over the last several years. These students' proficiency in i-Ready and IXL is not comparable to their GSA proficiency as the programs do not provide the level of accommodation available in the summative assessment. The district has provided computer-assisted interventions, the use of interim assessments, scheduled data review/PLC's, provided professional development on research-based instructional strategies, and is working with an ELA Instructional Coach to provide support for students. During the 2023-2024 school year, students with disabilities continued to receive instruction via Winsor Learning, an Orton Gillingham-based program focusing on phonics and reading.

HOMELESS/FOSTER ELA –

Currently, 12% of the students in RCS qualify as homeless or are in the foster care system. Scores in this group have remained consistently below the county and state averages but have risen slightly in the last two years. Overall county ELA proficiency is at 33% while Homeless proficiency is at 26%. Causes for a proficiency below the county average are attributable to the trauma often associated with homelessness as well as the lack of educational resources and ongoing effects of the opioid epidemic. These students have been targeted for after school tutoring and summer learning opportunities in addition to other academic interventions and credit recovery options.

LEP ELA –

As these are Limited English students, several of whom enrolled in our county speaking zero English, none have achieved mastery in ELA on the GSA. I-Ready performance is better as much of the program is available in Spanish (the primary language spoken by our EL students). The students struggle more with writing and comprehension than they do with listening and speaking. These skills are being emphasized through immersive literature and intensive vocabulary instruction by both the EL teacher and the classroom teacher.

ROOT CAUSES AND PROACTIVE ACTIONS ELA –

The data suggests we have weaknesses in instructional practices and meeting the needs of subgroups. In addition to providing interventions and just-in-time teaching to help close learning gaps, we will continue to make adjustments to Universal/Core instruction to ensure it is based on the Science of Reading. We will implement an Accelerated Learning Framework designed to improve Universal/Core instruction while strategically targeting weaknesses. We will streamline our professional development and place emphasis on SOR and increasing student engagement through high-yield instructional strategies to ensure we provide grade-level content to all students via Just-In-Time supports. This will also help to ensure successful academic transitions from one grade or programmatic level to the next. We will also provide coaching and guided school and county PLCs. At the district level, we will put county-wide structures in place (scheduling practices, professional development sessions, data check meetings, and resource databases) to guide schools through the Accelerated Learning Framework. The Elementary Literacy Specialist will help address some of our literacy achievement gaps and improve our literacy instruction. Finally, we will update the format of our Curriculum, Instruction, and Assessment/ALF team meetings where we will analyze both Core/Universal and subgroup data and make instructional decisions accordingly. Extended Day and Extended Year (Summer SOLE) will both target learning gaps in ELA with priority being given to students who do not meet grade-level standards with special emphasis on targeting those students within subgroup populations (SWD, Low SES, Homeless).

Math Academic Data
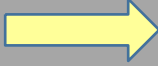On the lines below list the Math Data Sources reviewed.

Math Data Sources

1.	Benchmark Assessments and Progress Monitoring Results
2.	GSA Reports
3.	IMA Reports
4.	Intervention Logs
5.	ELPA 21 and EL Reports
6.	SAT Data
7.	Promotion - Retention Data
8.	Extended Learning Data
9.	Credit Recovery Reports
10.	Math Curriculum Specialist Coaching Reports
11.	Walk-through Data

12.	PLC Reports
13.	Title I Surveys

Math Academic Data

In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.

Math Improvement Strategy Currently in Place		Description of Success of Strategy
1. **TIERED SYSTEM OF SUPPORT** A minimum of three times a year, teachers, interventionists, and administrators meet to analyze student achievement data from multiple sources and collaboratively create action plans, review progress, and modify goals and action steps to address noted deficiencies in both teaching and learning.	→	1. We have had much success with identifying and implementing student interventions. However, we are still working to improve Universal/Core instruction through professional development and coaching. In addition, some elementary teachers are not as comfortable providing math interventions as they are reading interventions. We have continued to provide training in both areas including training focused on developing Numeracy.
2. **INTERVENTION SOFTWARE PROGRAMS** **i**-Ready is used for both diagnostics and intervention resources. Grades 9-11 use Khan Academy and resources within their adopted curriculums in preparation for SAT and in intervention. The intervention activities students complete in the programs are based directly on their individual needs as identified by the diagnostics and their progress through their instructional pathways.	→	2. Those schools and teachers who have made using the programs a priority and worked to achieve a successful implementation have shown greater gains than those who have not. We have also worked with schools individually to solve any scheduling problems they were having in successfully implementing the use of these programs. At the district and school administrative level, we need to work with those schools and teachers who have very low lesson passage rates due to limited usage.
3. **EXTENDED LEARNING OPPORTUNITIES** A variety of Extended Learning Opportunities are offered at schools throughout the county including Extended Day, Extended Year, Project Isaac, Credit Recovery, Virtual School, Summer SOLE and Mobile Feed and Read to help bridge learning gaps, and provide access to needed resources.	→	3. Extended Learning Opportunities continue to operate with spring Extended Day and summer Extended Year programs for all students in grades K-12. The Mobile Feed and Read also continues to operate. We have had much success with each of these programs as those who regularly participate show improved classroom and standardized performance. Students who participate in Summer SOLE maintain or gain on their benchmark assessments. Instruction in these programs will be based in developing numeracy.

Math Needs Assessment Summary

Summarize the Math data results below noting the root causes and what strategies will start, stop, or continue.

ALL MATH –

The county's math performance currently reflects 45% proficiency according to K-5 elementary i-Ready Benchmark Assessments and 39% proficiency according to 6-12 secondary IXL Benchmark Assessments. This is up from 9% proficiency at the beginning of the year but only 2 percentage points higher than the proficiency rate for the previous year. Unfortunately, performance at all grade levels is below the state average. However, both formative and summative assessment results have indicated increased growth. This can be attributed to the return to face-to-face instruction and an abundance of training provided on improving student engagement, addressing pre-requisite standards, and utilizing just-in-time teaching and high-yield instructional strategies. These practices will continue along with the increase in offering remediation and enrichment outside of school via tutoring and summer instructional programs

LOW SES MATH –

Students classified as Low SES have a current GSA proficiency of 25%, 10 percent lower than the county's overall average. However, this is an increase of 6% since last year and the same as the state average for this subgroup. This proficiency level is part of a rising trend for this group. Despite these increases, low overall proficiency is a continuing trend for this subgroup and is reflective of the fact that students in this classification frequently face several other compounding factors including chronic truancy, lack of educational resources outside of the school setting, and the prevalence of trauma within the home resulting in behavior and/or social-emotional issues. These students are also more likely to cross into the Students with Disabilities subgroup. The increased proficiency of this group can be attributed to the fact that students classified as Low SES have been targeted for both after-school tutoring and summer enrichment programs to help close their achievement gaps. Low SES students and families have also been targeted for services through our social workers, Communities in Schools coordinators, parent engagement staff, and the Third Grade Success Act grant to help address the aforementioned issues.

SWD MATH -

The proficiency rates in math for students with disabilities fall below the state-established targets for all students. There was a decrease in the level of proficiency from the 2021-2022 compared with the results from the 2022-2023 school year. Over the last few years, we have seen progress in mathematics in both formative and summative assessments. (Students with disabilities score higher on i-Ready and IXL platforms, as they do not require as many testing accommodations in this subject area.) The district has been working with a math coach for approximately 5 years. In addition, the county continues to provide professional development on research-based strategies, PLCs/data review, and the use of interim assessments.

HOMELESS/FOSTER MATH –

Scores for the 12% of students identified as Homeless/ Foster remain low with 23% proficiency. As stated in previous sections, these students are adversely affected by the trauma of homelessness, lack of resources, and the stability that comes with an established residence. To assist with social and emotional growth, school counselors and school social workers work with the students, and outside agencies with whom RCS is partnered such as Valley Health Care and Youth Health Service come into the schools to provide services. Academically the students are offered after-school tutoring, as well as summer learning opportunities and options for credit recovery during the school year and summer. A graduation coach has been hired to work with students who are in danger of falling behind their cohort group.

LEP MATH –

Though the LEP subgroup is not large enough for the State to officially track GSA trends, these students perform better in Math than they do in ELA. This is because the test can be translated into their home language, unlike the ELA assessment. This is typical of historical trend data for this group. Both the EL teacher and the classroom teacher support the LEP students in mathematics with an intensive focus on math vocabulary and real-world problem-solving.
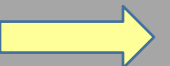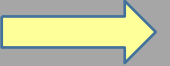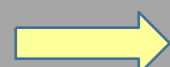
ROOT CAUSES AND PROACTIVE ACTIONS MATH –

The data suggests we have weaknesses in instructional practices and meeting the needs of subgroups. These weaknesses increase as you progress through the programmatic levels. In addition to providing interventions and just-in-time teaching to help close learning gaps, we will continue to make adjustments to Universal/Core instruction to ensure we are helping students develop numeracy. We will implement an Accelerated Learning Framework designed to improve Universal/Core instruction while strategically targeting weaknesses. We will streamline our professional development and place emphasis on numeracy and increasing student engagement through high-yield instructional strategies to ensure we provide grade-level content to all students via Just-In-Time supports. This will also help to ensure successful academic transitions from one grade or programmatic level to the next. We will also provide coaching and guided school and county PLCs. At the district level, we will put county-wide structures in place (scheduling practices, professional development sessions, data check meetings, and resource databases) to guide schools through the Accelerated Learning Framework. The Math Specialists will help address some of our math achievement gaps and improve our mathematics instruction. Finally, we will update the format of our Curriculum, Instruction, and Assessment/ALF team meetings where we will analyze both Core/Universal and subgroup data and make instructional decisions accordingly. Extended Day and Extended Year (Summer SOLE) will both target learning gaps in math with priority being given to students who do not meet grade-level standards with special emphasis on targeting those students within subgroup populations (SWD, Low SES, Homeless).

ELL Academic Data		
*Must only be completed if you have ELL students enrolled.		
In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.		

ELL Improvement Strategy Currently in Place		Description of Success of Strategy
1. **MULTIPLE PRESENTATION MEDIUMS** Information is presented orally, with a translation device, in print, via pictures and graphic organizers, and with the use of manipulatives.	→	1. This has helped to increase not only the students' academic performance, but also their listening and speaking proficiency as oral language is reinforced with imagery, tactile and kinesthetic clues.
2. **INTENSIVE VOCABULARY INSTRUCTION** Vocabulary acquisition is the number one priority of our EL teacher. This instruction starts with basic object identification and progresses through abstract concepts such as verb tense and conjugation.	→	2. This strategy has been tremendously successful. Students with the greatest improvement in vocabulary skills have shown the largest gains on the ELPA 21, as understanding the vocabulary is the key to speaking the language.
3. **STAFF COLLABORATION** The EL teacher collaborates with the students' teachers and parents.	→	3. The EL teacher regularly collaborates with classroom teachers and families. Students whose parents participate in her community language program show more gains, as practice is reinforced at home.

EL Needs Assessment Summary

Summarize the ELL data results below noting the root causes and what strategies will start, stop, or continue.

None of the county's EL population achieved a rating of Proficient on the ELPA 21. This is lower than the previous year but indicative of the fact that in the last two years, we have enrolled several students directly from their home countries, and as such, they did not speak any English. (Elkins is not usually the first stop in America for our EL students.) To address this, the EL teacher and her classroom partners have heavily emphasized vocabulary instruction and immersive language. Typically, it is our youngest students (K-2) who do not achieve Proficiency, as all language is new at that time, not just the second language. Our certified teacher is retiring, and the likelihood of filling the position with another certified teacher does not look promising given the current teacher shortage, the highly specialized nature of the field, and the very limited opportunities for the EL population in our area. This could negatively impact our EL program. However, we will provide numerous professional development opportunities offered via Marshall in partnership with WVDE if we must hire a non-certified teacher.

High School Graduation and Student Success Data

On the lines below list the High School Graduation and Student Success Data Sources reviewed.

High School Graduation and Student Success Data Sources

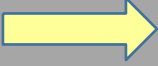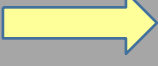|	
1.	Zoom WV Data
2.	WVEIS Reports
3.	Promotion - Retention Data
4.	Extended Learning Data
5.	Credit Recovery Reports
6.	ELPA 21 and EL Reports

*GPS Notes: This section is only to be completed by high schools.

High School Graduation and Student Success Data

In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.

Graduation & Success Strategy Currently in Place		Description of Success of Strategy

#			#	
1.	**CREDIT RECOVERY, OPTIONS PATHWAY, VIRTUAL SCHOOL COMMUNITIES IN SCHOOLS and SPONSORED PROGRAMS** These programs provide alternative completion methods to students struggling to succeed in the traditional setting and help to improve our graduation rate.	→	1.	RCS is expected to have approximately 60 students eligible for credit recovery during the Summer of 2024. These credits ran the gamut of classes across the core disciplines and included some necessary electives. Five students enrolled in the rigorous Pathways Options program through the Randolph Technical Center successfully completed all requirements to receive their diplomas, thus also increasing the number of students able to graduate with their graduation cohort.
2.	**ADVISOR/ADVISEE PERIOD** This "class" meets daily and provides a designated time for intervention activities through the WVTSS program and completion of PEP Plan activities to keep students on track for graduation.	→	2.	This program has been very successful at the secondary level, as prior to the implementation of this period, little designated time was provided for these activities. As high school students aren't organized by teams like middle school students or self-contained like our elementary classrooms, this time assures that these activities are provided for all students. The Advisor system has had a positive impact on improved graduation rates.
3.	**EXTENDED LEARNING OPPORTUNITIES** Tutoring is provided after-school throughout the year. In addition, enrichment, intervention, and credit recovery opportunities are offered during the summer recess.	→	3.	To help students stay on track with earning graduation credits, secondary schools offer extended learning opportunities/after-school tutoring in core subject areas in addition to credit recovery options.

High School Graduation and Student Success Needs Assessment Summary

Summarize the Graduation and Student Success data results below noting the root causes and what strategies will start, stop, or continue.

ALL GRADUATION RATE –

The graduation rates for the 4 secondary schools in Randolph County for the 2023-2024 school year are as follows: Elkins High School – 98%; Tygarts Valley High School – 98%; Harman School – 100% Pickens School – 100%. Five RCS students graduated by completing the Options Pathways program at the Randolph Technical Center. The Technical Center also had 75 Completers (students who have taken 4 prescribed courses in a concentration), 227 Concentrators (students who have taken 2 or more CTE classes), and 432 Participants (students who have taken at least 1 CTE class)

LOW SES GRADUATION RATE –

Many Low SES students wanting/needing to enter the workforce frequently put them in danger of not graduating. This was especially true during the pandemic years. However, this subgroup has shown a consistent trend increase from 88% in 2015-2016 to over 90% at present. This group did exhibit more difficulty fulfilling course

requirements during the pandemic as they struggled with a lack of resources and assistance during remote and/or blended learning when looking at both the four-year graduates and the five-year, the graduation rate for Low SES students decreased from 91% as a combined total to 88%.

SWD GRADUATION RATE –

During the 2021-2022 school year, there was a significant decrease in the graduation rate (72.97) of students with disabilities as compared to the two previous years. This decrease in graduation rate could have been attributed to the COVID-19 pandemic as many students gained employment during the shutdown and failed to return to school. Credit recovery opportunities have been made available as well. Special education case managers work with students in identifying transition activities as well as providing opportunities for students to work with Division of Rehabilitation Services to develop a plan for graduation and post-graduation employment training or higher education opportunities. The current graduation rate for this subgroup has decreased from 89% to 86%.

HOMELESS/FOSTER GRADUATION RATE -

Often homeless students and those in the foster care system face increased hurdles toward graduation. Unfortunately, these students are currently graduating at a rate below those in the general population. Randolph County has shown a consistent increase in the graduation rate but has remained consistent at around 94%. The homeless population currently has a graduation rate of 83% and the foster care student population also has a graduation rate currently at 70%. This data does show a slight decrease from the previous year. Ongoing struggles with families that are affected by the persistent opioid crisis, and the consistent concerns over where to sleep, along with pressure to enter the work force are all factors affecting the graduation rate for this subgroup, but interventions are in place. The McKinney-Vento Homeless Assistance Act allows for purchases of needed supplies and essentials necessary for successful attendance and graduation.

LEP GRADUATION RATE –
For the 2023-2024 school year, there were no graduating Seniors in the LEP Program. Most LEP students score proficient well prior to their year of graduation, many achieving proficiency prior to entering middle school or high school. It is also hard to track whether those who have achieved proficiency go on to graduate as many in this transient population move before their graduation year.

ROOT CAUSES AND PROACTIVE ACTIONS GRADUATION RATE –

Aggressive implementation of credit recovery options and after-school tutoring has allowed for many of those students in danger of failing to catch up and rejoin their cohort groups and successfully move onward to graduation. Options that allow for seniors who completed the majority of the twenty-six credits needed in Randolph County for graduation to opt-out for half of the day for work has also helped to keep Low SES students on track. The opt-out process requires a detailed screening by the school counselor and principal before the option to opt-out can be granted.

Attendance & Behavior Data
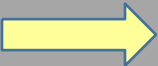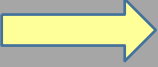On the lines below list the Attendance & Behavior Data Sources reviewed.

Attendance & Behavior Data Sources
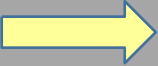
1.	Zoom WV Reports
2.	SAT Data
3.	Homeless / Foster Care Data
4.	Social Work, Counselor, and Developmental Guidance Reports
5.	WVEIS Reports
6.	PBIS Program Data
7.	Culture and Climate Surveys
8.	Title I Surveys
9.	Intervention Logs

Attendance & Behavior Data

In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.

Attendance & Behavior Strategy Currently in Place		Description of Success of Strategy
1. **BEHAVIOR INTERVENTION AND SOCIAL SERVICES** RCS has expanded its social-emotional / behavior resources with the addition of more social workers, Communities In Schools programs, the adoption of a county-wide SEL program, and partnerships with support agencies.		1. In the last five years, we have seen a vast increase in the number of students living in trauma, which impacts their emotional well-being. By hiring a behavior interventionist and multiple social workers, we have been able to provide students, teachers, and families with direct support for emotional and behavioral health. Though valuable and necessary, traditional developmental guidance programs cannot meet the needs of these students. The behavior interventionist and social workers are also able to collaborate with local agencies to provide services. The CISSC has worked closely with counselors as well as with administration to help address behavioral issues.
2. **ATTENDANCE & TRUANCY DIVERSION PROGRAMS** RCS has continued collaboration with the county juvenile probation program as part of the WVTSS Multi-tiered system of support and also incorporated counseling interventions. The newly hired Family Engagement Specialist also addresses attendance issues. Communities in Schools programs also help to address these issues.		2. Students and families exhibiting chronic truancy participate in the truancy diversion program to solve the problem before taking it to court. In addition, schools intervene early in an attempt to prevent (as opposed to react to) truancy issues. This early intervention helps to identify underlying factors that could be a factor in causing the truancy. The program also pairs families with support services to help solve those underlying issues. Truancy diversion is also supported by activities, supplies and services funded by the Reclaim WV Grant. The

				CISSC have worked collaboratively with administration and family outreach to reduce truancy and other attendance issues.
3.	**STUDENT SUCCESS SERVICE PARTNERSHIPS** Partnerships with community, nonprofit, and business organizations have been formed to provide services to at-risk students that may eliminate impediments to regular attendance.	⟹	3.	We have recently increased the services we have available to "at-risk" students and their families via community partnerships. This will be especially important in the wake of the pandemic. These services include partnerships with Valley Health Care, the Family Resource Network, Davis and Elkins College Upward Bound, the Randolph County Sheriff's Office and PRO officers, and the Healthy Grand Families program. Our schools also offer after school tutoring and mentor programs. Our Alternative Learning Center functions as a Youth Reporting Center in cooperation with the local judicial system to offer probation, counseling, tutoring and mental health support.

Attendance & Behavior Needs Assessment Summary

Summarize the Attendance & Behavior data results below noting the root causes and what strategies will start, stop, or continue.

ALL ATTENDANCE -

The overall attendance rate for Randolph County Schools is 92.89%. This has been increasing for the last five years. However, trend data must be looked at objectively as it was very difficult to accurately track attendance during the remote instruction and blended learning model utilized during the pandemic. Unfortunately, remote and blended instruction did seem to exaggerate poor attendance patterns in those who already struggled with chronic truancy. The students have been referred to the truancy diversion program.

LOW SES ATTENDANCE –

This subgroup has an Average Year-To-Date attendance of 92.11%, with a 26.90% Chronically Absent percentage. This compares to the non-Low SES subgroup with 94.49% YTD percentage and a 14.57 Chronically Absent percentage. This can be attributed to a myriad of factors that impact families living in poverty including poor nutrition, lack of affordable health care, lack of childcare resulting in older siblings missing school to take care of younger siblings, and an increased prevalence of trauma in the home. Numerous truancy diversion services and programs are provided to these students and their families through the county's Parent Engagement Specialist, the Campaign for Grade-Level Reading grant, school social workers and the county's truancy diversion officer.

SWD ATTENDANCE -

Students with Disabilities have an average attendance rate of 93.23% and a 20.15 chronically absent percentage. In comparison, the non-IEP subgroup has a 93.10% YTD percentage and a 21.67 chronically absent percentage. This data has remained consistent over the past couple of years. Many students in the population who have severe disabilities are more likely to miss school due to health complications related to their mental or physical health. This subgroup's highest percentage of absences have

occurred in our secondary classrooms and at our Alternative Learning Center. Center. As these students continue to struggle over the course of their education, their willingness to attend and participate wains.

HOMELESS/FOSTER ATTENDANCE -

Current attendance data shows 83 of the 326 students (25%) identified Homeless as chronically absent. Thirty-seven percent (122 students) have attendance concerns "needing attention."   Twenty-five percent of students in Foster Care are identified as Chronically absent, and 34% of the students in Foster Care have attendance concerns needing to be addressed. This number is higher than the previous years, as Covid and the implementation of a blended-learning model resulted in much greater absenteeism in all groups. This group struggles with many factors that impact attendance including poverty, childcare, transportation, illness, and sometimes even judicial proceedings.

LEP ATTENDANCE -

Traditionally, the county's EL population has had the highest attendance rate of any subgroup. In fact, their ADA has historically exceeded the rate of the county as a whole. This year, however, 33% of the LEP students are listed as Chronically Absent. Unfortunately, this number is deceptive as the subgroup is so small that one student can skew the results. That was the case this year when one of our students moved out of the country without telling the school, which continued to count her absent. The rest of the subgroup's attendance exceeded the county average.

BEHAVIOR DATA

ALL BEHAVIOR -

The WVEIS Discipline data for the 2023-24 school year shows 3,760 incidents. This number combines all severity levels (1-4).   This is an increase from the 2022-23 year with a total of 2,399 incidents and 2,966 incidents in the 2021-2022 school year. This year's data reflects an increase of 1,361 incidents from last year. Capturing Kids' Hearts program, which is statistically proven to improve student behavior and school relationships, is in its second year of implementation throughout all county schools. A much greater emphasis on social-emotional learning is now a goal of all schools. School social workers have also been added to the emotional support team. Careful attention by counselors, social workers, and administrators to the development of the Comprehensive School Counseling Plan (CSCP) is in place. All counselors and social workers have been trained in the use of ZoomWV-E to assist in the development of the Multi-Tiered System of Support (MTSS). Also, the addition of PRO officers in the secondary buildings focuses on student behavior needs.

LOW SES BEHAVIOR –

Behavior infractions are more common in the Low SES subgroup with 70% (2,563 incidents) of all reported incidents (3,644) involving one or more students classified in this subgroup. This is up two percentage points from the previous school year. However, when you consider that over half of our student population falls into this subgroup, it is likely that any data will show higher numbers for this group. Behavior infractions are a continuing trend that can be attributed to a variety of compounding factors including the prevalence of trauma in the home, the increased rate of social-emotional struggles, the widespread occurrences of substance use and abuse, and the tendency for

students to use misbehavior as a means for gaining attention. Numerous truancy diversion services and programs are provided to these students and their families through the county's Parent Engagement Specialist, the Campaign for Grade-Level Reading grant, school social workers, and the county's truancy diversion officer. ⌑

SWD BEHAVIOR -

This subgroup population recorded 1,409 of the county's 3,760 behavior incidents during the 2023-24 school year. This shows an increase when compared to last year's data of   1253 of the county's 3635 behavior incidents accounting for 24% of referrals. Referrals for this subgroup have been on the rise for the last several years. As a county, we are seeing an increase in out-of-school suspensions due to the nature of the behaviors occurring in this student population. To address behaviors, the district is working with a behavior intervention specialist, social workers, and applied behavior analysis professionals.

HOMELESS/FOSTER BEHAVIOR -

During the 2023-24 school year, 586 of the 3,760 discipline incidents involved students categorized as homeless. Fifty of the 3,760 incidents involved students in Foster Care. This subgroup often falls into several other subgroupings including Low SES and Students with Disabilities. As previously discussed, those groups face numerous compounding factors that often negatively impact their behavior, most falling under the general umbrella of families living in trauma. This is no different for the Homeless/Foster classification. The Capturing Kids' Hearts programs has already had a positive impact on this subgroup as indicated by responses to student surveys.

LEP BEHAVIOR -

The current EL population had one behavior infraction. Again, this is indicative of the high value these families place on education. In addition, the majority of the cultures represented in this population come from authoritarian countries. This respect for authority transfers to the students' behavior in the American classroom as well. Outside of the one infraction that disproportionately skewed the previous year's data (given the very small number of students in this classification), this trend is common for this subgroup.

ROOT CAUSES AND PROACTIVE ACTIONS ATTENDANCE AND BEHAVIOR –

As previously noted, it has been difficult to isolate trend patterns in attendance over the last three years as during the course of the pandemic there was not a 100% accurate way for RCS to track attendance. However, we are slowly seeing our numbers return to pre-Covid averages. Schools have created school-level committees to address attendance needs and successes. There is a county-level committee in place to collaborate on State attendance initiatives.

Some increases in attendance and behavior incidents in subpopulations began during the pandemic, such as the increase in emotional outbursts, substance abuse, and the increased likelihood of staying home even when not sick as truancy consequences were limited. Probable reasons for the overall decline in disciplinary incidents recorded in WVEIS are related to the increased emphasis on Social Emotional Learning (SEL), the addition of school social workers, in-school behavior plans such as PAX, PBS, and the introduction of APL and Kagan strategies as part of the Accelerated Learner Framework (ALF). Randolph County Schools has also partnered with outside agencies such as Valley Health Care Behavior and Medical with the inclusion of in-school clinics and therapy, Youth Health Services in-school therapy services, and a close working relationship with juvenile probation. Also, students being back into full-time in-person attendance has released much of the stress of the past two years.

Educator Effectiveness Data

On the lines below, list the Educator Effectiveness Data Sources reviewed. In the box at the bottom of the page, note data trends, their root causes, and the impact they have on the student population and the school community.

Educator Effectiveness Data Sources

1.	Teacher certification records including out-of-field authorizations and alternative certifications
2.	Areas of need as identified by open positions or those filled by teachers lacking the appropriate certification or Clinical Teachers of Record
3.	Observations, evaluations, and coaching reports
4.	Professional Development reports with specific evidence of services provided to new and/or struggling teachers
5.	Retention rates
6.	Teacher attendance rates
7.	Walk-through data

Educator Effectiveness Needs Assessment Summary

Summarize the Educator Effectiveness data results below noting the root causes and what strategies will start, stop, or continue

ALL EDUCATOR EFFECTIVENESS –

Randolph County Schools currently employs 259 teachers. Our staff could be considered young as we have had many retirements in the last five years and the open positions have been filled by brand new teachers. (Eleven of our new hires last year were first year educators). As such, our teacher's average years of experience falls in the 1 to 5 years range. According to the West Virginia Educator Evaluation system data for the county, 39 or our teachers are in the Initial Progression of 1 to 3 years' experience, 18 are in the Intermediate Progression of 4 to 5 years' experience, and 202 are in the Advanced Progression of 6 plus years of experience. The majority of our staff evaluations are in the Emerging and Accomplished categories.

ROOT CAUSES AND PROACTIVE ACTIONS EDUCATOR EFFECTIVENESS –

Like all counties across the state and districts across the nation, we are currently dealing with a teacher shortage. Last year we had nine positions left unfilled. The most difficult positions to fill are in the areas of Math and Special Education. This is frequently due to the very specialized and advanced nature of the coursework and the amount of paperwork and mandates that accompany specialized positions. To combat shortages, we have implemented several recruitment practices including participating in the Teacher in Residence programs with institutions of higher education, collaborating with local colleges' teacher preparation departments, employing teacher preparation liaisons, and exploring alternative routes leading to teacher certification.

To address lack of experience, our Literacy and Math coaches have created Accelerated Learning teams that provide weekly and monthly collaborative support and professional development sessions to both new and experienced teachers. We have also worked and will continue to work to improve teaching efficacy by implementing a very strategic professional development program. In our PD plan, we identify areas of weakness based on data from walk-throughs, observations, evaluations, staff surveys, PLCs, student achievement reports, and required state initiatives, and then plan corresponding professional development sessions to address not only noted concerns but also frequent requests. We also utilize monthly school and county-wide PLCs to address widespread professional development needs. This framework will help us to build

structures to improve teaching efficacy and student engagement. It will also help us to ensure that professional development and a continuous plan for improvement are embedded within our program and not offered as "one and done" sessions that offer little in long-term efficacy.

Educator Effectiveness Data
On the lines below list the Professional Development opportunities that will be used to improve teacher efficacy and student success.

Professional Development Sessions	
1.	Back to Basics ELA and Math Bootcamp for K-5 Teachers
2.	PLC Teacher Leader Facilitator Program
3.	Grade & Department Data Analysis and Collaborative Planning
4.	Grade & Department Evidence-based Practices/High Yield Instructional Strategies
5.	I-Ready Data Analysis, New Program Features, and Teacher Toolbox Training
6.	Capturing Kids' Hearts 1
7.	Capturing Kids' Hearts Culture Shapers
8.	Capturing Kids' Hearts 2 for Comprehensive Support and Improvement Schools
9.	Capturing Kids' Hearts Recharge Live
10.	Kagan Teachers Days 3 & 4
11.	Special Education Updates
12.	Math Textbook Adoption Training
13.	Federal Programs Annual Procedural Updates
14.	EL Standards and Strategies in the Classroom
15.	Increasing Family Engagement
16.	Co-teaching and Collaboration Guidance (with Instructional Aides, Special Education, and English Language teachers)
17.	Mentor Training
18.	New Teacher Academy
19.	New Teacher Orientation
20.	Curriculum Requirements and Effective Usage of Adopted and Supplemental Materials
21.	Leadership Academy
22.	Operations and Safety
23.	Policies and Procedures
24.	HB 4600
25.	Suicide Prevention

26.	Megan's Law
27.	Body Safety
28.	Training Staff to Work with Parents
29.	Mandated Reporting
30.	Confidentiality & FERPA
31.	Multi-Cultural Education
32.	Sexual Harassment
33.	AUP
34.	Cyber Safety
35.	Homelessness and McKinney Vento – Identifying and Supporting Homeless Students
36.	Child Nutrition: Offer vs. Serve, Civil Rights, POS Operation
37.	Pre-school: Developmentally Appropriate Activities
38.	Evidence-Based Practices (all subject areas)
39.	IEP Study Hall
40.	WVEIS Training
41.	Legal Updates: 4373 Discipline
42.	School Finance Procedures
43.	Standards-based Walk-throughs
44.	Best Practices for Classroom Aides including the Science of Reading and Numeracy
45.	Quarterly Attendance Training
46.	Dyslexia & Dyscalculia
47.	The Third Grade Success Act: The Science of Reading & Numeracy Annual Updates and Training for New K-5 Teachers and Aides
48.	Instructional Leadership Support for CSI Principals
49.	
50.	
51.	
52.	
53.	
54.	
	*Sessions directly sponsored by RCS are open to students in local teacher preparation programs through D&E & WVWC

Goal 1
At least 30% of RCS students will meet their **ENGLISH LANGUAGE ARTS ANNUAL STRETCH GROWTH GOAL** as measured by the BOY and EOY diagnostic assessments.

RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2024-2025

What Progress Monitoring Tools /Performance Measures will you use to determine your progress toward meeting the goal?

Benchmark Assessments

Goal 1 Strategy 1	Goal 1 Strategy 2	Goal 1 Strategy 3
ASSURE ENRICHED, HIGH-QUALITY INSTRUCTION by regularly evaluating educator efficacy & curriculum quality using a variety of tools and resources.	**MAKE DATA-DRIVEN DECISIONS** to guide teaching and learning by analyzing multiple data sources to identify both strengths and weaknesses in student achievement.	**SUPPORT CONTINUOUS GROWTH** in both teaching and learning to ensure all students are mastering grade-level content.
G1 S1 Action Step 1 (TI, TII, CSI, 3GSA)	**G1 S2 Action Step 1** (TI, TII, CSI, 3GSA)	**G1 S3 Action Step 1** (TI, TII, TIV CSI, 3GSA)
By the end of the year, RCS will **DELIVER EMBEDDED PROFESSIONAL DEVELOPMENT ON EVIDENCE-VALIDATED PRACTICES** (for all instructional staff including new and student teachers and instructional aides) in the county-wide Accelerated Learning Framework, ensuring 100% participation and measurable improvement of instructional quality.	RCS staff will **ENSURE CONSISTENT AND TIMELY DATA COLLECTION** by following the district-wide assessment calendar to administer benchmark assessments three times per year (per course for schools utilizing block scheduling).	Throughout the year, RCS staff will **PROVIDE GRADE-LEVEL, STANDARDS-BASED ENRICHED INSTRUCTION** using Evidence-validated practices, materials, and developmentally appropriate activities, resulting in 30% of students achieving their stretch growth goal by the end of the academic year.
G1 S1 Action Step 2 (TI, TII, CSI, 3GSA)	**G1 S2 Action Step 2** (TI, TII, TIV, CSI, 3GSA)	**G1 S3 Action Step 2** (TI, TII, CSI, 3GSA)
By the end of the year, RCS will **IMPLEMENT A COMPREHENSIVE SYSTEM FOR ONGOING TEACHER ASSESSMENT** through regular observations and coaching, aiming to increase educator efficacy by 15% as measured by walk-through data reports.	Within two weeks after each benchmark window closes, RCS staff will **COLLABORATIVELY REVIEW and ANALYZE FORMATIVE ASSESSMENT DATA** to identify intervention needs and group students for skill-based instruction utilizing standardized data analysis forms and the RCS Student Intervention Plan form.	Throughout the year, RCS staff will conduct vertical planning activities and target at-risk populations for extended learning programs to **INCREASE SCHOOL READINESS and ENSURE SUCCESSFUL TRANSITIONS**, as indicated by increases in students scoring at grade level and decreases in retentions.
G1 S1 Action Step 3 (TI, TII, TIV, CSI, 3GSA)	**G1 S2 Action Step 3** (TI, TII, CSI, 3GSA)	**G1 S3 Action Step 3** (TI, TII, TIV, CSI, 3GS)
By the end of the year, the RCS literacy team, in collaboration with PLC members, will **IDENTIFY TWO KEY AREAS FOR IMPROVEMENT IN TEACHING PRACTICES RELATED TO LITERACY INSTRUCTION AND ENRICHMENT, DEVELOP ACTIONABLE STEPS TO ADDRESS THESE AREAS and IMPLEMENT THESE MODIFICATIONS EFFECTIVELY,** resulting in 30% of students meeting their stretch growth goal.	Within one week of each collaborative data review, RCS staff will **ADAPT INSTRUCTION and STUDENT LEARNING PLANS** based on the results of the most recent student achievement data to ensure areas of weakness are addressed in both the Universal and Intervention setting, with adaptations documented in lesson plans.	Throughout the year, RCS staff will **FOLLOW THE ELA COHERENCE MAP AND IMPLEMENT A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FOLLOWING THE RTC MTSS SCHEDULE** to decrease learning gaps and ensure 30% of students meet their stretch growth goal by the end of the academic year.

Goal 2

At least 30% of RCS students will meet their **MATHEMATICS ANNUAL STRETCH GROWTH GOAL** as measured by the BOY and EOY diagnostic assessments.

What Progress Monitoring Tools /Performance Measures will you use to determine your progress toward meeting the goal?

Benchmark Assessments

Goal 1 Strategy 1	Goal 1 Strategy 2	Goal 1 Strategy 3
ASSURE ENRICHED, HIGH-QUALITY INSTRUCTION by regularly evaluating educator efficacy & curriculum quality using a variety of tools and resources.	**MAKE DATA-DRIVEN DECISIONS** to guide teaching and learning by analyzing multiple data sources to identify both strengths and weaknesses in student achievement.	**SUPPORT CONTINUOUS GROWTH** in both teaching and learning to ensure all students are mastering grade-level content.
G1 S1 Action Step 1 (TI,TII,CSI, 3GSA)	**G1 S2 Action Step 1** (TI, TII, CSI, 3GSA)	**G1 S3 Action Step 1** (TI, TII, TIV CSI, 3GSA)
By the end of the year, RCS will **DELIVER EMBEDDED PROFESSIONAL DEVELOPMENT ON EVIDENCE-VALIDATED PRACTICES** (for all instructional staff including new and student teachers and instructional aides) in the county-wide Accelerated Learning Framework, ensuring 100% participation and measurable improvement of instructional quality.	RCS staff will **ENSURE CONSISTENT AND TIMELY DATA COLLECTION** by following the district-wide assessment calendar to administer benchmark assessments three times per year (per course for schools utilizing block scheduling).	Throughout the year, RCS staff will **PROVIDE GRADE-LEVEL, STANDARDS-BASED, ENRICHED INSTRUCTION** using Evidence-validated practices, materials, and developmentally appropriate activities, resulting in 30% of students achieving their stretch growth goal by the end of the academic year.
G1 S1 Action Step 2 (TI,TII, CSI, 3GSA)	**G1 S2 Action Step 2** (TI, TII, TIV, CSI, 3GSA)	**G1 S3 Action Step 2** (TI, TII, CSI, 3GSA)
By the end of the year, RCS will **IMPLEMENT A COMPREHENSIVE SYSTEM FOR ONGOING TEACHER ASSESSMENT** through regular observations and coaching, aiming to increase educator efficacy by 15% as measured by walk-through data reports.	Within two weeks after each benchmark window closes, RCS staff will **COLLABORATIVELY REVIEW and ANALYZE FORMATIVE ASSESSMENT DATA** to identify intervention needs and group students for skill-based instruction utilizing standardized data analysis forms and the RCS Student Intervention Plan form.	Throughout the year, RCS staff will conduct vertical planning activities and target at-risk populations for extended learning programs to **INCREASE SCHOOL READINESS and ENSURE SUCCESSFUL TRANSITIONS**, as indicated by increases in students scoring at grade level and decreases in retentions.
G1 S1 Action Step 3 (TI, TII, TIV, CSI, 3GSA)	**G1 S2 Action Step 3** (TI, TII, CSI, 3GSA)	**G1 S3 Action Step 3** (TI, TII, CSI, 3GSA)
By the end of the year, the RCS math team, in collaboration with PLC members, will **IDENTIFY TWO KEY AREAS FOR IMPROVEMENT IN TEACHING PRACTICES RELATED TO MATHEMATICS INSTRUCTION AND ENRICHMENT, DEVELOP ACTIONABLE STEPS TO ADDRESS THESE AREAS and IMPLEMENT THESE MODIFICATIONS EFFECTIVELY,** resulting in 30% of students meeting their stretch growth goal.	Within one week of each collaborative data review, RCS staff will **ADAPT INSTRUCTION and STUDENT LEARNING PLANS** based on the results of the most recent student achievement data to ensure areas of weakness are addressed in both the Universal and Intervention setting, with adaptations documented in lesson plans.	Throughout the year, RCS staff will **FOLLOW THE MATHEMATICS COHERENCE MAP AND IMPLEMENT A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FOLLOWING THE RTC MTSS SCHEDULE** to decrease learning gaps and ensure 30% of students meet their stretch growth goal.

Goal 3

RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2024-2025

Randolph County Schools will maintain 90% or higher **GRADUATION RATE** by improving drop-out prevention initiatives at all programmatic levels as measured by At-Risk data tracking systems and WVEIS Graduation Cohort Reports.

What Progress Monitoring Tools/Performance Measures will you use to determine your progress toward meeting the goal?

AT-RISK DATA-SETS: ZOOM WV, WVEIS, Options Pathways, and Credit Recovery Reports

Goal 3 Strategy 1	Goal 3 Strategy 2	Goal 3 Strategy 3
INCREASE THE AVERAGE DAILY ATTENDANCE RATE at all schools by implementing programs, practices, and procedures to encourage regular attendance and address chronic truancy	**PROVIDE BOTH EMERGENCY AND PROACTIVE STUDENT SUPPORT SERVICES** (including transition services) to students meeting At-Risk guidelines to decrease the factors associated with drop-out statistics.	Implement programs designed to **INCREASE STUDENTS' COLLEGE AND CAREER READINESS**.
G3 S1 Action Step 1 (No FS)	**G3 S2 Action Step 1** (TI, TII, TIV, TV, CSI, 3GSA)	**G3 S3 Action Step 1** (CSI 3GSA)
By the end of the academic year, RCS will **IMPLEMENT A COUNTY-WIDE TRUANCY DIVERSION PROGRAM** in partnership with community and judicial representatives to identify and provide preventative, targeted intervention services to students and families with a history of chronic absenteeism, aiming to achieve a measurable reduction in chronic absenteeism rates.	By the end of the academic year, RCS will **IMPLEMENT A COMPREHENSIVE TIERED SYSTEM OF STUDENT SUPPORT** to identify and serve the at-risk student population in the areas of academics, behavior, social-emotional wellness, and attendance as evidenced by the meeting of academic and student success indicators	Throughout the year, RCS will **IMPLEMENT PROGRAMS TO HELP STUDENTS WITH CATCHING-UP AND KEEPING-UP OR PURSUING AN ALTERNATE PATH TO GRADUATION,** with success indicated by improvements in the county's WV Assessment Scorecard results.
G3 S1 Action Step 2 (3GSA)	**G3 S2 Action Step 2** (TIV, TV, CSI, CIS)	**G3 S3 Action Step 2** (No FS)
Throughout the year, RCS will **IMPLEMENT AN EFFICIENT ATTENDANCE MONITORING SYSTEM** promoting and tracking daily attendance following the plan established by the RCS Attendance Team committee aiming to achieve 90% ADA at all schools.	Throughout the year, RCS will **UTILIZE SCHOOL SUPPORT SERVICES STAFF** including PRO officers, social workers, Communities In Schools Coordinators, Parent Engagement Specialist, and Counselors, to pair students and families with appropriate resources, as evidenced by program surveys and reports from all noted departments.	By the end of the academic year, RCS will **INCREASE STUDENTS' PREPAREDNESS FOR POST-SECONDARY OPPORTUNITIES** by providing college/career information and preparatory classes, with success indicated by college and career fair data, the county's graduation rate, and CTE completer data.
G3 S1 Action Step 3 (TV, CSI)	**G3 S2 Action Step 3** (TI, 3GSA)	**G3 S3 Action Step 3** (TI, TII)
By the end of the academic year, RCS will **DEVELOP A POSITIVE SCHOOL-FAMILY RELATIONSHIP** through frequent and varied avenues of communication and partnerships as measured by Title I Family and CKH SEL surveys.	Throughout the year, RCS will **UTILIZE COLLABORATIVE PARTNERSHIPS** to provide services to at-risk students including students and families living in trauma, with success indicated by program surveys and reports from all student support program departments.	Throughout the year, RCS will **MAINTAIN HIGH EXPECTATIONS** for all students by implementing strategies to close achievement gaps as evidenced by a decrease in course failure and retention numbers and by an increased number of students meeting their stretch growth goals.

Goal 4

Randolph County Schools will **CREATE SAFE AND PRODUCTIVE LEARNING AND WORK ENVIRONMENTS** as measured by SEL Data and operations management reports.

What Progress Monitoring Tools/Performance Measures will you use to determine your progress toward meeting the goal?

CULTURE, CLIMATE & FACILITY REPORTS: Culture and Climate Surveys, Safety Reports, Crisis Response Plans, Positive Behavior Support Program Data, Budgeting & Funding Plans, Master Schedules, Facility Reports

Goal 4 Strategy 1	Goal 4 Strategy 2	Goal 4 Strategy 3
INCREASE SCHOOL SAFETY utilizing a variety of resources including PRO officers, CIS Coordinators, social workers, technology supports, and components of both school and county-wide safety plans.	**IMPLEMENT A STRATEGIC, COUNTY-WIDE SEL PLAN** designed to improve both relationships and increase productivity.	**ENHANCE OPERATIONAL AND MANAGEMENT SYSTEMS** through efficient facility planning, effective administrative practices and communication, and responsible fiscal management.
G4 S1 Action Step 1 (TI, TIV, TV CSI)	**G4 S2 Action Step 1** (TII, CSI, TIF)	**G4 S3 Action Step 1** (No FS)
Throughout the year, RCS district staff will **SUPPORT SCHOOLS IN COMPLETING MANDATED TRAINING** by creating a district-wide schedule and plan and ensuring options to complete digital training sessions are in place, as evidenced by 100% completion of required training sessions by indicated deadlines.	By the end of the year, RCS will **INCREASE STUDENT AND STAFF CONNECTIONS** to foster emotional well-being and improve culture and climate, as indicated by an increase in each campus' overall CKH survey rating from the MOY to the EOY survey administration.	By the end of the year, RCS will **IMPROVE FACILITY UPKEEP AND OPERATIONS** to ensure health and safety by implementing, reviewing, and evaluating operations protocols to ensure effective management and upkeep of buildings, resources, materials, and supplies, with progress measured through inspection and compliance reports.
G4 S1 Action Step 2 (TI, TIV, TV, CSI, CIS)	**G4 S2 Action Step 2** (TI, TII, TIV, CSI, CIS, TIF)	**G4 S3 Action Step 2** (No FS)
Throughout the year, RCS will **CONDUCT MANDATED SAFETY TRAININGS, DRILLS, and DEBRIEFINGS** to ensure staff are prepared to handle a variety of emergencies, as indicated by each facility's emergency drill log.	Throughout the year, RCS will **PROVIDE HIGH-QUALITY, TRAINING FOCUSED ON CREATING A POSITIVE SOCIAL-EMOTIONAL/TRAUMA INFORMED CULTURE**, as indicated by PLAD professional development logs and post-attendance survey responses.	Throughout the year, RCS will **IMPLEMENT EFFICIENT MANAGEMENT AND SCHEDULING PRACTICES AT ALL CAMPUSES** to enhance efficiency and ensure unified implementation of programs and services throughout the county, as indicated by Master Schedules and the county's budget and Certified List.
G4 S1 Action Step 3 (TIV, TV, CSI, CIS)	**G4 S2 Action Step 3** (TI, TII, TIV)	**G4 S3 Action Step 3** (No FS)
By the end of the year, RCS will **INCREASE AVAILABLE PREVENTATIVE PROGRAMS** through the employment of support staff including PRO officers, social workers, and Communities In Schools Coordinators, with success detailed in each department's program logs.	Throughout the year, RCS will **CONTINUOUSLY SUPPORT THE IMPLEMENTATION OF THE SEL PLAN** by providing regular feedback and resources through principal meetings, PLCs, and strategists visits.	Throughout the year, RCS will **DEMONSTRATE BUDGETING AND FISCAL RESPONSIBILITY** by basing spending decisions on the district's prioritized needs including strategic consideration of available funding resources, as evidenced by monthly financial reports.

RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2024-2025

Title I School-wide Programs

1.) Explain how you will create opportunities for all children including subgroups.

Title I services are available to all students in a school-wide program. Service distribution is scheduled by need based on frequent analysis of academic performance. Interventions are provided in both push-in and pull-out settings. Extended Day, Extended Year, and Parent Engagement activities are open to all students. Title I also provides transition services and assessment and intervention software to all students.

2.) Explain how you will create a well-rounded education program.

All schools offer multiple opportunities to participate in Title I activities in the areas of Assessment & Academics, Behavior & Child Rearing, The Purpose of Title I, and Parent Engagement & Volunteering in order to ensure a well-rounded education program.

3.) Explain what strategies will be used to increase the quality and amount of learning time.

All schools utilize professional development via their Title I programs to improve teaching efficacy and thus improve the quality of learning time. Schools also offer Extended Day and Extended Year programs to increase learning time. Creative scheduling and departmentalization are also used to increase the quality and amount of learning time.

4.) Explain what strategies will be used to provide an enriched and accelerated curriculum.

Enrichment and acceleration are provided in a variety of ways. The i-Ready My Path lessons allow students to work on their level. Teachers and interventionists conduct rotating small group instruction designed to meet students at their level whether it be below, on, or above grade level. Stations and centers are structured around needed skill practice, which is also based on the students' proficiency levels. Enrichment programs are also brought in from community providers and resources such as Old Brick Playhouse, Wonder and Grow, Randolph County Outdoor Education, the Children's Interact Museum, and the Clay Center etc.

5.) Explain what strategies will be used to address the needs of at-risk learners.

Teachers regularly collaborate to review Benchmark, progress monitoring, and standardized assessment results in the areas of ELA and mathematics. Intervention plans are created for all students and individualized/small group interventions are provided by Title I teachers, classroom teachers, and other interventionists based on identified needs. Intervention groups are fluid and change regularly based on individual student progress.

6.) Explain what strategies will be used to increase parent and family engagement.

Parent and Family Engagement activities are offered throughout the county on a variety of topics including Assessment & Academics, Behavior & Child Rearing, The Purpose of Title I, and Volunteering. Parent input and feedback on these topics is sought via annual surveys and the Parent Advisory Council and the information is used to modify the county's Parent Engagement Plan.

Title I School-wide Programs

Parent Engagement Sessions

This is a continuation of number 6 on the previous page. Here you will list the specific Parent Engagement Sessions you plan to hold/complete throughout the year.

Date of Session	Name of Session	Target Audience	Number Participating
TBA	County - Grand Families Workshops		
TBA	County - Parent Volunteer Trainings		
TBA	County - Read-Aloud Volunteer Trainings		
TBA	County - Parent Advisory Council Meetings		
TBA	County – Parent Third Grade Success Act Training		

RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2024-2025

LEA ESEA Consolidated Plan

1.) What strategies are used to monitor students' progress in meeting challenging State academic standards?

Data analysis to identify students' needs is emphasized district-wide and is a component of every school's individual strategic plan. The examination of data from multiple sources allows for identification of at-risk students from all populations, who, thereafter, can be referred to a variety of interventionists, service providers, program resources, and agencies to target their specific needs. Such data analysis is also used to drive instruction through pacing and grouping decisions and the implementation of evidence-based instructional strategies and the incorporation of quality instructional materials and resources.

2.) What strategies are used to address equity for students taught at higher rates by ineffective or inexperienced teachers?

The county follows state and county hiring policies and procedures to hire effective teachers. The Educator Evaluation System is used to monitor teacher efficacy and identify teacher strengths and weaknesses. Professional development is offered at the individual, school, and county level to improve areas of weakness and / or to increase overall teaching efficacy. New teachers are enrolled in a New Teacher Training Academy, which provides additional professional development to support their needs. These Academy sessions are also open to student teachers, struggling teachers and those who may not be new to teaching but are new to their subject area or programmatic level. The county also provides on-going professional development to those teachers serving as long-term substitutes in vacant positions that could not be filled.

3.) What strategies are used to carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools?

District administration works with the principals and staff of identified schools to analyze data and plan a course of action. Emphasis is placed upon professional development opportunities, teaching resources targeting the WVTSS process, and closing achievement gaps

4.) What strategies are used to provide education services for neglected and delinquent children living in local institutions or participating in community day school programs?

Randolph County has not had any students meet this criterion in the last four years. Should this designation occur down the road, county and school administrators and interventionists work closely with community agencies and judicial officials to identify and serve this population of students.

5.) What strategies are used to provide services for homeless children and youth?

All staff are trained on the McKenny Vento Act at the start of the school year. Homeless status is reported upon enrollment or knowledge of a change of placement and the county homeless liaison partners with families and local agencies to provide additional services and resources. Funds are made available through the county's Federal Program budget. Funds are made available through the county's Federal Program budget. The Educational rights of Homeless students are posted on our county web page and Facebook page, at all our schools in the county, at our local YRC/ALC and at the DHHR and probation offices. School counselors, social workers and Communities in Schools Coordinators monitor the home status of all students and report any change in status to the Director of Attendance and the process of service provision begins. School secretaries flag the students in the WVEIS system. When a situation arises as a result of trauma in the home or if law enforcement or EMS are involved, a Handle with Care notice is sent to the school to make all staff aware that something has changed in the student's circumstances. This alerts the school counselor to meet with the student, thus allowing the services to be provided in a timely manner.

6.) What strategies are used to provide effective parent and family engagement?

Parent Engagement is a primary component of the county's Title I program. Each school offers multiple opportunities for parents and families to become involved in their child's educational experience. Parent volunteers serve in all schools and active Read-Aloud programs are in place in all county's elementary schools. Funds for these activities are provided through the county's Federal Programs' budget. The Federal Programs Department employs a Parent and Family Engagement Specialist to serve as a liaison for home-school relations and to provide family engagement resources and activities. Parents are provided opportunities to participate in local decision-making through the parent volunteer program, the LSIC process, school and county Parent Advisory Council Meetings, a variety of information collection

surveys, and Strategic Plan review sessions. Non-title I schools also engage parents through their parent volunteer programs and gather information through a variety of surveys and the LSIC process. Parents participate in parent teacher conferences and transition activities such as open houses, Back to School Nights, and Move-up Days at both Title I and non-Title I schools.

7.) What strategies are used to support, coordinate and integrate services with early childhood education programs?

The county partners with local early childhood programs and providers to coordinate and integrate services. Professional development is offered to early childhood educators throughout the course of the school year. Transition activities are planned cooperatively by early childhood educators and primary teachers and offered regularly throughout the school year. The county's early childhood programs are monitored at the school, county, and state level.

8.) What strategies are used to identify students for support under Targeted Assistance Program?

We do not have any Targeted Assistance Programs.

9.) What strategies are used to facilitate effective transitions for students between programmatic levels?

Transition activities are planned and monitored at all programmatic levels (early childhood to primary; primary to intermediate; intermediate to middle school; middle school to high school; high school to college and career) and between all grade levels. Emphasis is placed on providing transition services to at-risk students. Transition activities are planned cooperatively with a variety of staff: service, professional, intervention, and administrative. Time is reserved in the school calendar for transition planning. All students, regardless of home status, are given transition guidance as they transition from one academic level to the next. The initial step of the process will begin in late April and early May as fifth-grade teachers and elementary principals meet with the correspondent middle school administration and sixth-grade teachers to work to smoothly transition students into the next tier of education. School counselors also attend these transition meetings and provide updates on homeless status and any other pertinent issues that need to be considered as students transition. After the initial meetings, the students then tour the transitional venue. A similar process occurs with the transition from grade eight to high school, with the students being introduced to the physical school building prior to the start of the school year during the freshman open house. Also, the Randolph Technical Center comes to the middle schools to present CTE programs that are available to the students as they begin their high school careers. As students move through the high school years, the Advisor/ Advisee program assists students in grade level and post-secondary transitions. School counselors are directly involved in this process, and parental input and collaboration is highly encouraged. The addition of the Graduation Coach to the student support services has been instrumental in assisting students facing trauma, such as home displacement and homelessness to recover lost credits, suffered as a result of their situation, and allow for students to move on toward completion of their education and move onto successful transition into post-secondary life.

10.)   What strategies are used to reduce the overuse of discipline practices that remove students from the classroom?

Schools county-wide implement Positive Behavior Support Programs to approach discipline issues in a proactive manner. Professional development is provided on how to work with students struggling to meet behavior expectations, classroom management procedures, and effective PBS program implementation. Administrators and special education teachers are trained in the Manifestation process. As the county is seeing an increase in behavior problems in younger students who have experienced traumatic events, training is provided on how to address such issues. Discipline data is monitored at the school and county level. Partnerships are in place with local behavior and judiciary service coordinators to help develop behavior plans and contracts for severely disruptive students. The county has begun implementing Capturing Kids' Hearts to better address social/emotional and issues and prevent discipline referrals.

11.)   What strategies are used to support and coordinate CTE and work-based learning opportunities?

A very active CTE program is currently in place. Completer status is at times impacted by attendance. Attendance improvements have been seen with the addition of the school-based probation officer. As we are a large county with few financial resources, scheduling will continue to be a problem, as we simply cannot afford to

offer multiple sections of the same course. Creative scheduling options need to be pursued. CTE program providers and special education staff need to collaborate to find ways to help students with disabilities overcome the challenges of completing such programs.

12.)	What other appropriate strategies are used by the LEA?

Practices and policies will be put in place to increase transparency and responsible operations.

LEA WVSIPP

1.) What strategies are used to support beginning teachers?

- Offer a New Teacher Training Academy with sessions that will take place throughout the summer and school year in addition to the annual New Teacher Orientation one-day session, which only covers the basics.
- Offer New Teacher Software Implementation Professional Development sessions.
- Offer New Teacher Curriculum and Materials Utilization Professional Development sessions.
- In addition to the professional development sessions listed above, new teachers are also able to attend county-wide and school-level professional development initiatives (including follow-up sessions) offered to experienced teachers.
- Frequently monitor and provide feedback on teaching and curriculum coverage through walk-throughs and the Educator Evaluation system.
- Provide Mentor Teachers.
- Implement collaborative planning sessions.
- Implement PLCs.
- Provide academic coaching sessions to new teachers.

2.) What strategies are used to provide support to experienced teachers?

- Follow state and county hiring policies and procedures to hire effective teachers. The Educator Evaluation System is used to monitor teacher efficacy and identify teacher strengths and weaknesses.
- Offer Professional development at the individual, school and county level to improve areas of weakness and/or to increase overall teaching efficacy.
- Offer Software Implementation follow-up Professional Development sessions.
- Train Experienced Teachers to be Mentors.
- Offer Curriculum and Materials Utilization follow-up Professional Development sessions.
- Offer county-wide and school-level professional development initiatives including embedded follow-up sessions in areas of identified need and interest.
- Frequently monitor and provide feedback on teaching and curriculum coverage through walk-throughs and the Educator Evaluation system
- Implement collaborative planning sessions.
- Implement PLC's.
- Conduct CE/Professional Development Advisory Council Meetings with CD Council Staff to plan and implement a cohesive professional development program.
- Offer academic coaching sessions to teachers who may need it.

3.) What strategies are used to provide support to student teachers?

- Continue to offer cooperating teacher-mentors to student teachers.
- Continue to provide professional development through Davis & Elkins College Liaison Program to cooperating teachers in the Randolph County School System.
- Open RCS professional development sessions to Davis & Elkins College, WV Wesleyan College, and Alderson Broaddus University to Student Teachers.

- Develop MOUs with colleges who place student teachers in Randolph County Schools.

4.) What strategies are used to support beginning administrators?

- Provide Mentors
- Provide Instructional Leadership Training
- Guide Continuous School Improvement Process through Accelerated Learning Framework Quarterly meetings with district administrators and coaches
- Utilize monthly principal meetings as Principal PLC sessions to address areas of need / provide support

5.) What strategies are used to provide support to experienced administrators?

- Train experienced principals to be mentors for new principals
- Provide Instructional Leadership Training
- Guide Continuous School Improvement Process through Accelerated Learning Framework Quarterly meetings with district administrators and coaches
- Utilize monthly principal meetings as Principal PLC sessions to address areas of need / provide support

6.) What strategies are used to support other staff?

- Provide professional development for those working in specialized or high-need areas such as special education, mathematics, English Language Learners, counseling, transportation, and classroom and bus aides etc.
- Conduct quarterly school counselor meetings.
- Conduct quarterly safety meetings.
- Provide service personnel training particular to duties.
- Provide instructional aides with training in instructional initiatives.
- Provide medical aides with training particular to their duties.
- Continue ECCAT classes.
- Provide PLC time in the district-wide calendar and encourage the participation of support staff on PLC's.

7.) What professional development opportunities are offered?

Embedded professional development is offered throughout the school year at the individual, school and county level for both new and experienced professional and service personnel in the areas listed hereafter. (Opportunities for PD in these areas is supported at the regional and state level as well.)

- Back to Basics ELA and Math Bootcamp for K-5 Teachers
- Teacher Liaison/Facilitator Program
- Grade & Department Data Analysis and Collaborative Planning
- Grade & Department Evidence-based Practices/High Yield Instructional Strategies
- I-Ready Data Analysis, New Program Features, and Teacher Toolbox Training
- Capturing Kids' Hearts 1
- Capturing Kids' Hearts Culture Shapers
- Capturing Kids' Hearts 2 for Comprehensive Support and Improvement Schools
- Capturing Kids' Hearts Recharge Live
- Kagan Teachers Days 3 & 4

- Special Education Updates
- Math Textbook Adoption Training
- Federal Programs Annual Procedural Updates
- EL Standards and Strategies in the Classroom
- Increasing Family Engagement
- Co-teaching and Collaboration Guidance (in regard to Instructional Aides, Special Education and English Language Learners)
- Mentor Training
- New Teacher Academy
- New Teacher Orientation
- Curriculum Requirements and Effective Usage of Adopted and Supplemental Materials
- The Accelerated Learning Framework
- Operations and Safety
- Policies and Procedures
- HB 4600
- Suicide Prevention
- Megan's Law
- Body Safety
- Training Staff to Work with Parents
- Mandated Reporting
- Confidentiality & FERPA
- Multi-Cultural Education
- Sexual Harassment
- AUP
- Cyber Safety
- Homelessness and McKinney Vento – Identifying and Supporting Homeless Students
- Child Nutrition: Offer vs. Serve, Civil Rights, POS Operation
- Pre-school: Developmentally Appropriate Activities
- Principals' Instructional Leadership Academy
- Evidence-Based Practices (all subject areas)
- IEP Study Hall
- WVEIS Training
- Legal Updates: 4373 Discipline
- School Finance Procedures
- Standards-based Walk-throughs
- Best Practices for Classroom Aides including the Science of Reading and Numeracy
- Quarterly Attendance Training
- Dyslexia & Dyscalculia

- The Third Grade Success Act: The Science of Reading & Numeracy
- *Sessions directly sponsored by RCS are open to students in local teacher preparation programs through D&E, AB & WVWC

WVSIPP Teacher Leader Framework (County)

1.) Planning

The County Curriculum Team collaborated with the superintendent, personnel director, expert teachers, and school administrators to create our Teacher Leader Framework. This framework will focus on empowering expert teachers from within our system to lead our monthly PLC meetings and connection and engagement initiatives. All stakeholders in the system from district and school administrators to the teacher-liaison leaders, and teacher participants provided input on drafting the plan and were thereafter informed of the role they will play in the structure of this new framework at all monthly PLC meetings throughout the coming year and during summer training sessions.

2.) Vision and Goals

Randolph County School's Teacher Leadership Framework will create a robust team of grade and subject-area experts who will support each other and their peers in using data analysis and evidence-based practices to accelerate student achievement and increase connection and engagement.

The Teacher Leadership Team will
- Identify priority standards and their appropriate placement within pacing guides and curriculum maps
- Create an annual PLC plan for county-wide monthly PLC meetings that identifies the monthly focus standards and strategies and provides examples of high-quality instruction to teach the standard
- Serve as facilitators during monthly county-wide PLC meetings
- Provide school and county administrators with feedback after each county-wide monthly PLC meeting and collaborate with administrators to use this feedback in the planning of future meetings and curriculum design
- Model the implementation of county initiatives
- Support new teachers and/or those struggling with implementing county initiatives or providing high-quality, evidence-based instruction

3.) Data Driven Measures

- Analyze summative assessment results at the first PLC meeting of the year.
- Analyze formative assessment results during the PLCs following each of the three yearly benchmarks.
- Analyze the designated interim assessment data at each meeting.
- Analyze intervention software instructional data at each meeting.
- Analyze walk-through data focusing on instructional procedures and student engagement.
- Analyze monthly PLC feedback.

4.) Teacher Leadership Roles

Teams of expert teachers from all grade-levels and subject-area departments will...
- Take an active role in creating and implementing the plan for teacher-liaison PLCs
- Provide input on finalizing curriculum maps
- Provide input on creating a plan and schedule for monthly PLCs

- Provide input on which priority skills, standards, strategies, and concepts should be the focus area for each monthly PLC
- Attend training on conducting effective PLCs
- Model faithful attendance (outside of emergencies) on PLC days
- Prepare for and facilitate monthly PLCs by creating and opening meetings, encouraging and modeling camera use and verbal participation, asking guiding questions to effectively move through the agenda, redirecting off-topic conversations, and providing positive feedback
- Actively participate in debriefing meetings with school and district administrators
- Use debriefing feedback to guide future PLC and curriculum planning.

5.) Teacher Leadership Selection

Consideration measures include
- Related experience
- Other teacher-leadership roles
- Years of experience
- Grade and/or subject area expertise
- Demonstrated use of high-yield instructional strategies
- Demonstrated skill in data analysis
- Willingness to work outside of contract hours for stipend
- Willingness to facilitate in large groups

6.) Application and Hiring Process

- Letter of application detailing expertise, experience, and other relevant training
- Recommendation from principal
- Selection made by County Curriculum Team

7.) County Administrator Roles

County administrators will...
- Select multiple teacher-liaisons from each grade level and subject area
- Collaborate with school leaders and teacher liaisons to create a plan to finalize, post and distribute all curriculum maps
- Create a plan and schedule for next year's PLCs (with input from principals and teacher-liaisons)
- Create a skeleton document and/or multi-media example of how to conduct teacher-lead PLCs (with input from principals and teacher-liaisons)
- Train teacher-liaisons on setting up meetings
- Train teacher-liaisons on how to conduct an effective PLC using maps, focus standards/skills/strategies, skeleton PLC document, multi-media example, and norms
- Model faithful attendance (outside of emergencies) and active participation in PLCs
- Keep the PLC time sacred
- Actively participate in PLC and debriefing meetings with teacher liaisons

8.) Management Protocol

- Administrators will participate in county-wide monthly PLCs – providing immersive observations of the process
- Teacher-liaisons will complete PLC notes online during meeting
- Notes will be reviewed and discussed at PLC debriefing meetings every month
- District administrators and coaches will meet in-person with teacher-liaisons to review data, discuss progress, and update implementation plan

9.) Evaluation Procedures

- Evaluation questionnaire/rubric completed by County Curriculum Team and school administrators

10.) Estimated Budget

- $35,000.00 - supplemental stipends for PLC preparation and debriefing outside of contract hours
- $40,000.00 – professional development to support district initiatives promoting connection and engagement and the use of high-yield, evidence-based instructional strategies

11.) Communication

- Monthly PLC meetings
- Monthly debriefing meetings
- Monthly Principals' meetings
- In-person teacher-liaison and County Curriculum Team meetings
- Digital PLC Platform

WVSIPP FUNDING DETAILS (County)	
WVSIPP COMPONENT	**FUNDING AMOUNT**
Induction of beginning teachers	$15,000.00
Support for experienced teachers	$12,500.00
Support for student teachers	$2,500.00
Support for other staff	$5,000.00
Professional development	$40,000.00

Third Grade Success Act (County)
1.) Science of Reading Instruction

Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, Writing, and WV College and Career Readiness Standards

Curriculum and Materials Adoption Committee members will evaluate products and select for adoption only those meeting ESSA EBP standards, thus ensuring the utilization of materials of high-quality that are aligned to WV College and Career Readiness Standards, the Science of Reading and Structured Literacy. Grade and department Teacher Liaisons will then collaborate with their grade/department peers to create pacing guides detailing curriculum coverage using the selected materials. Teacher Liaisons will facilitate monthly county-wide PLC meetings to ensure grade-level teachers/departments are staying on track within the pacing guide and utilizing the materials with fidelity. The RCS Literacy Coach will also model use of the materials and provide assistance to teachers struggling to implement the curriculum with fidelity.

2.) Science of Reading and Numeracy Professional Learning Opportunities

Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and Writing.

Randolph County Schools will provide teachers and instructional aides with training and materials aligned with the five pillars of the Science of Reading via

- PLCs
- Collaborative Planning Time
- HMH Into Reading and Structured Literacy Lessons PD

- Heggerty PD

- Secret Stories PD

- I-Ready Teacher Toolbox PD
- The Back to Basics Bootcamp

3.) Assessments: Screeners, Diagnostics, Benchmarks

Goal: Utilizing a state-approved English Language Arts and mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics, or benchmarks should include a subtest reporting for dyslexia indicators.

RCS utilizes i-Ready for both English Language Arts and Mathematics diagnostics. The assessments are administered three times throughout the year. Following each diagnostic interventionists and classroom teachers meet to analyze the data and plan for instruction in both the Universal/Core setting and within Targeted and Intensive Intervention groupings. The i-Ready Literacy Task is utilized to screen for Dyslexia for students who are flagged as needing this additional assessment.

4.) Multi-Tiered Systems of Support

Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics.

This section should include a schedule for providing intervention/enrichment time to students.

Randolph County Schools will…

- Provide evidence-based instruction at all Tiers (Universal, Targeted, and Intensive – Tier 1, Tier 2, and Tier 3) using high-yield practices and materials that align with the Science of Reading body of research and the Unite with Numeracy initiative.
- Utilize small group instruction in both Reading and Mathematics to address gaps in students' pre-requisite skills. (Small group instruction can be built into all Tiers.)
- Begin providing Tier II and Tier III interventions within the second week of school. (Initial intervention groupings should be based off the EOY watchlist until Benchmark 1 is completed and new intervention groups created.)
- Establish a classroom intervention time of at least 30 minutes per day, 5 days per week.
  - ➢ If utilizing i-Ready for Tier II, students should complete 30 minutes of Reading and 30 minutes of math per week.
  - ➢ Students may be pulled from i-Ready for small group Targeted and/or Intensive intervention in 15 to 20-minute rotations. (Students will still meet the goal of 30 minutes per subject per week if pulled in such a manner.)
  - ➢ Monitor not only i-Ready minutes but also the percentage of lessons passed for each student and provide explicit instruction as needed to address deficiencies.
    - o Discuss with students the goal of meeting their Stretch Growth target
    - o Have students monitor their own progress.
    - o Create class competitions to encourage buy-in and visually track progress.
- Administer i-Ready Benchmark 1 in Reading and Mathematics to all K-5 students in the first 30 days of school.
  - ➢ Do not wait until the end of the window to begin administration
  - ➢ Log in to the i-Ready dashboard frequently to monitor completion status
  - ➢ Plan to provide extra adult assistance to kindergarten and possibly first grade to ensure Benchmarks are completed (aides, interventionists, specials teachers etc.)
- Conduct Grade-level Collaborative planning
  - ➢ Analyze benchmark data
  - ➢ Create intervention groups/plans
  - ➢ Participate in training sessions on Evidence-based Practices and Products, High-yield Strategies, Science of Reading, Numeracy, Dyslexia, Dyscalculia
  - ➢ Complete required WVTSS/3GSA documentation/letters/reports
  - ➢ Create a plan to complete the i-Ready Literacy Tasks with those students in grades K-3 falling below the designated cut scores for Reading.
- Administer the i-Ready Literacy Tasks to identified K-3 students and enter their scores into the i-Ready dashboard.
- Send home the RCS Parent Notification Letters and accompanying benchmark score reports for Reading and Mathematics. These must be disseminated…
  - ➢ Within 15 days after the closing of the benchmark window (before the 45th day of school).
  - ➢ To those students falling below the designated cut scores in Reading and Mathematics.
  - ➢ It is recommended that a notice be sent via LiveGrades, Class DOJO, and/or agenda books, etc. that score reports have been disseminated.
- Schedule Parent-Teacher Conferences to coincide with the dissemination of the Parent Notification Letters and benchmark score reports so a time to meet with parents to discuss their child's reading/math plan is predetermined.
- Adjust Tier II (Targeted) and Tier III (Intensive) groupings based on benchmark data and provide evidence-based interventions to those students not meeting the designated benchmark cut score or the benchmark standard of *On Grade Level*.
- Provide access to Extended Day programs to those students not meeting the designated benchmark cut scores or the benchmark standard of *On Grade Level* with priority being given to students in grades K-3.
- Repeat the above process for Benchmarks 2 & 3.
- At the close of Benchmark 2
  - ➢ Begin the SAT process for possible retentions.
  - ➢ Send Extended Year program invitations to those students not meeting the designated benchmark cut scores or the benchmark standard of *On Grade Level* with priority being given to students in grades K-3.
- At the close of Benchmark 3
  - ➢ Close the SAT process for possible retentions.

> ➢ Finalize Extended Year program planning for those students not meeting the designated benchmark cut scores or the benchmark standard of *On Grade Level* with priority being given to students in grades K-3.

- Conduct EOY transition planning and create a watchlist of students for the next year's teachers to use to provide interventions prior to administering Benchmark 1.
- Provide parents of students not meeting the designated benchmark cut scores or the benchmark standard of *On Grade Level* with information and resources on how to avoid a Summer Slide.

5.) Family Notification and Involvement
Goal: Providing families with notification of the creation and implementation of individualized reading improvement plans, regular updates of child's reading progress and reading strategies to help their child at home.

After every benchmark (a minimum of three times throughout the year), classroom teachers and interventionists will meet to collaboratively analyze results and determine needed small group and individual interventions. They will meet with the parents of those students performing below the minimum required level to create individual improvement plans for those students. The improvement plans will include strategies and resources to utilize at home including those available in the i-Ready Parent Report, via i-Ready Central, and a checklist of activities that can be conducted without preparation or special materials that the ordinary household would not possess.

6.) Extended Learning Opportunities
Goal: Providing high-quality extended day and extended year programs incorporating the five pillars of the Sciend of Reading, Writing, and Mathematics for K-3 students who have not met certain literacy criteria.

HR3035 requires students performing at a minimal level and not showing improvement to receive extended learning opportunities (i.e., after school and summer school.)

Randolph County Schools will provide Extended Learning Opportunities in the form of both after-school tutoring and summer programs. Students performing below the minimum required level and those classified within at-risk subgroups will receive first priority in participating in such programs before any remaining spots are offered to other students. Educators hired to teach in after-school and summer programs will be provided professional development on both evidence-based practices and materials. These teachers will be tasked with reviewing individual students' achievement results (benchmarks, classroom performance etc.) and creating lessons and activities designed to decrease their learning gaps.

WV Math4Life (County)

1.) What Math4Life activities relate to expanding educators' content knowledge? (Ex: action steps related to training and implementation for new instructional materials, Boaler's mathematical mindsets, number talks, etc.)

- Summer training fork-12 math teachers- various topics
- County Math Leadership Team meetings
- PLC- at the school and county level
- Summer training for new teachers and others who opt to participate

2.) What Math4Life activities relate to expending educators' pedagogical practices used in teaching mathematics? (Ex: Cash's differentiation, thinking skills, number talks, etc.)

- County Math Leadership Team meetings
- PLCs at the school level and county level with a variety of strategies
- Summer training for new teachers and others who opt to participate

3.) What Math4Life activities relate to expanding administrators' and teacher-leaders' role as instructional leaders? (Ex: resource allocation, planning and monitoring for success, facilitators of change related to student engagement, output and empowerment, etc.)

- Randolph County will continue to work with the Mountaineer Mathematics Master Teachers (M3T) to support teacher leadership.
- The County Math Leadership team will conduct PLCs to share their knowledge.

4.) What Math4Life activities relate to expanding educators' and administrators' understanding and use of research-based student engagement processes? (Ex: Kieschnick's blended learning, Boaler's mathematical mindsets, technology supports, etc.)

The County Math Leadership Team will:

- Continue to do book studies
- Conduct PLCs to discuss data and strategies and plan for upcoming instruction

5.) What Math4Live activities relate to developing the academic and interpersonal skills (Ex: effective coaching skills, training skills, facilitating skills, peer mentoring, etc.)

- The County Math Leadership team will conduct PLCs throughout the school year.
- The teachers will continue to videotape themselves and share on the Swivl platform with the math team, watch each other's videos and provide feedback.
- The RCS Math Specialist will work with teachers to model and coach quality instruction.

6.) Activities related to developing and expanding parent and community involvement in mathematics (Ex: creating a heightened awareness of mathematics through community involvement, active public relations activities, math nights, student-led conferences, district/school website linked to math4life website, etc.)

- Volunteer training
- Math nights
- Summer Challenges
- Mobile Feed and Read- Math supplies given to parents and students to keep at home.
- I-Ready Parent Training