

## RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2022-2023

### Strategic Planning Team

**Must include an administrator, professional staff, service staff, a parent representative, and a school partnership representative**

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**Mission & Core Beliefs**

**Mission**

Fostering ENGAGEMENT and CONNECTION to accelerate success.

**Core Beliefs**

- |    |   |
|----|---|
| 1. | We believe all members of the organization are responsible for increasing academic rigor and student engagement through the use of high-yield, research-based strategies.   |
| 2. | We believe all members of the organization and its related partners are responsible for building connections to foster positive and supportive relationships to create a safe and productive learning and working environments. |
| 3. | We believe high expectations for all students, staff, parents, and communities will result in increased student performance and growth.   |
| 4. | We believe student learning should focus on the assigned grade level Content Standards to prepare students for college and career readiness.  |

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**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
10.	Title I Surveys

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

**ALL DEMOGRAPHICS -**

There are currently 3,581 students enrolled in Randolph County Schools. 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 timeframe, a natural decrease in student enrollment has resulted. Families are leaving both the county and state in record numbers due to limited economic opportunities. In addition, there was a substantial loss from last school year to this school year that corresponded to an increase in the number of homeschooled students and to an increase in the number of students enrolled in virtual school through neighboring counties. 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 the aforementioned alternate educational programs.

**LOW SES DEMOGRAPHICS -**

The Low SES population has remained fairly steady over the last decade, only varying by 1 or 2 percentage points from year to year. The county’s current percent needy stands at 51% of our current enrollment. This number is on par with the state average for the same time period 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 Campaign for Grade-Level Reading grant, and school social workers.

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### **SWD DEMOGRAPHICS –**

Randolph County School District currently has 694 students that receive special education services. This is approximately 19.3 percent of our student population. Most of our students are served for a 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, or traumatic experiences. 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 -**

Randolph County Schools currently has 148 students listed as homeless which constitutes an alarming 4% of our student population and is equivalent to the state average of 4% but higher than the national average of 2.5%. This number for RCS is indicative of a fluctuation within this subgroup as the number of homeless and foster students was also 148 for the 2017-2018 school year but dropped to just 35 students for 2019 to a record high of 277 for the 2020-2021 school year, indicating a 47% decrease from last year. 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 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; interventions provided by counselors; and the addition of school-based social workers.

### **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 10 students on average over the last two years. 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 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.

### **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. All of 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 second 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.

**RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2022-2023**

**ELA Academic Data**

On the lines below list the ELA Data Sources reviewed.

**ELA Data Sources**

1.	Benchmark Assessments and Progress Monitoring Results (i-Ready and IXL)
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.	Accelerated Learning Framework Data Meeting Reports
14.	Title I Surveys

**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.

<b>ELA Improvement Strategy Currently in Place</b>		<b>Description of Success of Strategy</b>		
1.	<p><b><u>TIERED SYSTEM OF SUPPORT</u></b>                      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.</p>		1.	<p>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, especially coming back after the pandemic with the resulting learning gaps. (Coaching has been particularly helpful in this area.) 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, threatening the entire foundation of the system.</p>

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<b>2.</b>	<p><b><u>INTERVENTION SOFTWARE PROGRAMS</u></b>                  i-Ready (elementary) and IXL (secondary) are used for both diagnostics and intervention resources. As such, the intervention activities students complete in the program are based directly on their individual needs as identified by the diagnostics and their progress through their instructional pathways.</p>		<b>2.</b>	<p>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 within their master schedule. At the district and school administrative level, we need to work with those schools and teachers who are still struggling to meet the minimum recommended usage time of the programs.</p>
<b>3.</b>	<p><b><u>EXTENDED LEARNING OPPORTUNITIES</u></b>                  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, provided access to needed resources, and to make-up for lost instructional time as a result of the pandemic.</p>		<b>3.</b>	<p>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. Over 97% of students who participated in Summer SOLE last year maintained or gained on their benchmark assessments. (Those who did not had poor attendance at Summer SOLE.)</p>

**ELA Needs Assessment Summary**

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

**ALL ELA -**

The county’s ELA benchmark performance currently reflects 45% proficiency (I-Ready) and 26% proficiency (IXL) according to EOY Benchmark Assessment data. The overall state GSA total for ELA proficiency is 40%, 5% higher than Randolph County. County results have been somewhat inconsistent due to the pandemic impacting figures from the last three years. As such, it is difficult to isolate trends and patterns. However, one noted trend is much lower performance in the grades K-3. This can be attributed to the pandemic and parents’ ability to assist with Reading to Learn skill development in Grades 3-5 but not with Learning to Read skill development in grades K-2. Though the current proficiency levels are still lower than we’d like, they are comparable to our GSA data (37% ELA proficiency for grades 3-5 and 31% ELA proficiency for grades 6 – 8). Unfortunately, performance at all grade levels is below the state average. However, both formative and summative assessment results have indicated pockets of 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. All of 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 -**

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The Low SES subgroup, which currently comprises 54% of the overall population, had an ELA GSA proficiency average of 25%, 10% lower than the overall average and down by 2% from years past. The I-Ready proficiency of this group was also lower than the county I-Ready average at 41% according to EOY benchmarks. This 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. Students classified as Low SES have been targeted for both afterschool 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 and parent engagement staff to help address all of the aforementioned issues. Numerous services and programs are provided to these students and their families through the county's Parent Engagement Specialist, Literacy Coach, the Campaign for Grade-Level Reading grant, and school social workers.

### **SWD ELA -**

The proficiency rates in ELA for students with disabilities fall below the state established target for except for students in 4<sup>th</sup> grade. The rate of proficiency for these students has fluctuated over the last several years, however, we are seeing progress. . One reason for the increased performance of the Students with Disabilities subgroup is that they, unlike other demographic groups across the county did not suffer the same level of problematic learning loss as other groups because the law required that the students prescribed IEP minutes and the student's LRE be maintained. 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.

### **HOMELESS/FOSTER ELA –**

Currently 4% 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. Longitudinally the proficiency level for this group was 18% in 2018, significantly below the 35% proficiency for the county, and though scores remain below the county level, this group has seen significant improvement in ELA with a current proficiency of 35% K-12 combined. 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. After school tutoring and summer learning opportunities are available for these students as are other academic interventions such as credit recovery options.

### **LEP ELA –**

Three of four current elementary EL students or 75% of the elementary subgroup population have achieved mastery of all grade level reading domains. The domain in which the aforementioned student only achieved partial mastery was comprehension. However, as this is a third-grade student and the skill is just beginning to be stressed as a part of reading to learn instead of learning to read, this is common for all third-grade students, not just those classified as EL. The skill is 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 suggest 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. we will implement an Accelerated Learning Framework designed to improve

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Universal/Core instruction while strategically targeting weaknesses. We will streamline our professional development and place emphasis on 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 PLC's. At the district level, we will put county-wide structures in place (scheduling practices, professional development sessions, data check meetings, and resource data bases) to guide schools through the Accelerated Learning Framework. Through our Title I program, the Elementary Literacy Specialist to 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 give to subgroup population students who are struggling (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 (i-Ready and IXL)
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.	Accelerated Learning Framework
14.	Title I Surveys

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**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.

<b>Math Improvement Strategy Currently in Place</b>			<b>Description of Success of Strategy</b>	
1.	<p><b><u>MATH CURRICULUM SPECIALIST'S IMPLEMENTATION OF MATH FOR LIFE GRANT</u></b>                      Our Math-4-Life funding was used to improve teaching efficacy and student mastery in the area of mathematics by offering coaching from our math curriculum specialist and professional development to improve all areas of teaching and learning in the area of mathematics. A variety of professional development sessions have been offered on instructional strategies, collaboration, parent involvement, vertical teaming, modeling, data analysis and program design.</p>		1.	<p>As the most recent data shows gains in the area of mathematics (particularly by schools that have worked closely with the Math Curriculum Specialist/Coach) these trainings will be expanded to those schools and teachers who have not taken advantage of their availability.</p>
2.	<p><b><u>MULTI-TIERED SYSTEM OF SUPPORT</u></b>                      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.</p>		2.	<p>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. Those schools and teachers who have made using new diagnostic and intervention software programs a priority and worked to achieve a successful implementation have shown greater gains than those who have not. We have continued to provide training with software and need to continue to provide more professional development on the programs and work with individual teachers and schools to solve scheduling problems. Successful implementation of a quality WVTSS program will be important in working to meet student needs as a result of the pandemic and corresponding limitations with instruction. 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, threatening the entire foundation of the system.</p>
3.	<p><b><u>EXTENDED LEARNING OPPORTUNITIES</u></b>                      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. Also, the addition of a graduation coach has</p>		3.	<p>Just as noted in ELA, we at times still struggle to reach our neediest students as those are the ones that often lack transportation to participate in Extended Learning Opportunities. However, the summer learning opportunities this year will include transportation and food. The students in grades K-5 will again receive a packet of books and</p>

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	<p>been implemented to keep students on track to complete their graduation cohorts.</p>			<p>activities at their level. The Mobile Feed and Read will continue to operate and include a math component. The county is now one-to-one with technology to enhance Extended Opportunities. Through the implementation of the extended learning opportunities previously listed, 22 credits in math were recovered throughout the school year and summer program. These recovered credits are also supported by the afterschool tutoring that allowed students who were falling slightly behind in math the opportunity to strengthen existing skills and increase their classroom average.</p>
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**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 41% proficiency according to K-5 elementary i-Ready Benchmark Assessments and 21% proficiency according to 6-12 secondary IXL Benchmark Assessments. The current secondary GSA proficiency score for the district is at 19% proficiency, slightly lower than the overall score for the district of 24%, and lower than the state average of 26% as indicated on ZoomWV. However, eleventh grade students taking the SAT have a score of 22%. The data indicated that the proficiency rate is once again climbing for the secondary grades. Historic results have been somewhat inconsistent due to the pandemic impacting figures from the last three years. As such, it is difficult to isolate trends and patterns. However, one noted trend is consistently lower performance in grades 3-8. This can be attributed to the pandemic and parents’ ability to assist with basic K-2 concrete mathematical skills but not with the more abstract mathematical concepts introduced in grades 3 and above. Though the current proficiency levels are still lower than we’d like, they are comparable to our GSA data (40% Math proficiency for grades 3-5 and 28% Math proficiency for grades 6 – 8). 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. All of 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 16%, only slightly lower than the county average but lower than the state average of 24%. However, this proficiency level is part of a rising trend, up from 9% last year, 11% in 2019, and 15% in 2018. The I-Ready math achievement of Low SES students is lower than the county average at 38% proficiency according EOY Benchmarks. This 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. Students classified as Low SES have been targeted for both afterschool 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 and parent engagement staff to help address all of the aforementioned issues. Numerous services and programs are provided to these students and their families through the county’s Parent Engagement Specialist, Math Coach, the Campaign for Grade-Level Reading grant, and school social workers.

### **SWD MATH -**

The proficiency rates in math for students with disabilities fall below the state established target except for students in 4<sup>th</sup> grade. Over the last few years, we have seen progress in mathematics in both formative and summative assessments. (Students with disabilities score better in i-Ready and IXL math than they do ELA, 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. The increase in the level of proficiency could be attributed to this additional support for teachers. In addition, the county continues to provide professional development on research-based strategies, PLC's/data review, and the use of interim assessments.

### **HOMELESS/FOSTER MATH –**

Scores for the 4% of students identified as Homeless/ Foster remain consistent with proficiency rates averaging at 15% across the longitudinal view, with a current score of 16%, up one percentage point from the previous year. 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 afterschool 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 –**

Two of four current elementary EL students or 50% of the subgroup have achieved mastery of all grade level math domains according to i-Ready benchmark assessments. It is the youngest two students in this group who have not mastered two of the four domains. The two domains in which they did not achieve mastery, measurement and geometry, are the hardest domains for all primary students, not just those designated as EL. This is typical of trend data for this group and is being addressed by both the EL teacher and the classroom teacher with an intensive focus on math vocabulary and real-world problem-solving.

### **ROOT CAUSES AND PROACTIVE ACTIONS MATH –**

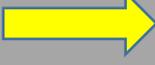
The data suggest we have weaknesses in instructional practices and meeting the needs of subgroups. These weaknesses increase as you progress through the programmatic levels. In addition to providing interventions and just-in-time teaching to help close learning gaps, we will continue to make adjustments to Universal/Core instruction. We will continue to support teachers with math focused PD and data analysis sessions via our Math Accelerated Learning Team. This will help to improve Universal/Core math instruction while strategically targeting weaknesses. We will also place emphasis on 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 PLC's. At the district level, we will put county-wide structures in place (scheduling practices, professional development sessions, data check meetings, and resource data bases) to guide schools through the Accelerated Learning Framework. Through our Title I program, the Math Coach will help to address some of our achievement gaps and improve our math 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 give to subgroup population students who are struggling (SWD, Low SES, Homeless).

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### 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.	<p><b><u>MULTIPLE PRESENTATION MEDIUMS</u></b> Information is presented orally, with a translation device, in print, via pictures and graphic organizers, and with the use of manipulatives.</p>		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.	<p><b><u>INTENSIVE VOCABULARY INSTRUCTION</u></b> 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.</p>		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.	<p><b><u>STAFF COLLABORATION</u></b> The EL teacher collaborates with the students' teachers and parents.</p>		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.

Nearly half of the county's EL population (3 of 7 students or 43%) achieved a rating of Proficient on last year's ELPA 21. This is the highest percentage in the last five years but indicative of a continued upward trend in Proficiency levels. This increase is a result of our ability to maintain the services of a certified EL teacher for the last five years who also provides services outside of school to our students' families. The EL teacher and their 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. Unfortunately, this upward trend could decline in the near future as this year we enrolled three students who could not speak any English at all upon their enrollment in our schools. Their acquisition will certainly take more time. In addition, our certified teacher is considering 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. The addition of the numerous professional development opportunities offered via Marshall in partnership with WVDE will certainly help if we must hire a non-certified teacher.

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### 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.	High School Graduation Coach Reports
4.	SAT Data
5.	Promotion - Retention Data
6.	Extended Learning Data
7.	Credit Recovery Reports
8.	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.	<p><b><u>CREDIT RECOVERY, OPTIONS PATHWAY, VIRTUAL SCHOOL PROGRAMS</u></b></p> <p>These programs provide alternative completion methods to students struggling to succeed in the traditional setting and help to improve our graduation rate. A number of alternative opportunities for students to increase the likelihood of graduating with their initial cohort have been enacted. The 2021-2022 school year saw the addition of the graduation coach who works one-on-one with students to raise their grades in current classes and to recover credits that have been lost through failure. Virtual and online platforms are also being used to allow students to increase credits. For students who qualify and are in danger of failing to graduate with their initial cohort, the Options Pathway is available through the Randolph Technical Center. Additionally, the Director of Attendance has been instrumental in working with students whose attendance may be placing them in danger of falling behind their graduation cohorts and providing them with additional support.</p>	<p>1. These services/options have been highly successful in helping students to earn their high school diploma. There is a strong statistical probability that many of the students who benefited from these opportunities would have dropped out and never returned. Had there not been other means of recovering credits required for graduation, the outlook for these students would have been bleak. Many of the students benefitting from these programs would have dropped out and never returned had there not been other means of earning the credits required for graduation. Credit Recovery has been particularly important in the wake of the pandemic as some students struggled with the remote learning set-up. The addition of the Graduation Coach has also been extremely helpful in getting students on track to graduate. A total of 151 credits were recovered from the start of the 2021-2022 school year through July 2022 with the conclusion of the summer program. Throughout the five secondary schools, 110 credits were recovered during the months of active school enrollment and an additional 41 were recovered during the summer program. These</p>

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			<p>credits ran the gamut of classes across the core disciplines and included some necessary electives. Four students of the eight 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.</p>
<p>2.</p>	<p><b>ADVISOR/ADVISEE PERIOD</b>                  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. In a modernization of the antiquated “homeroom” model, schools have migrated to the Advisor/Advisee model. As students are assigned an advisor with whom they will stay with throughout their tenure at that school, the opportunity to build a stronger relationship is forged and the students then have at least one trusted adult at the school. Advisor/ Advisee, under a myriad of names: Panther Period at Pickens School, Hornet Period at Elkins Middle School, Portfolio at Elkins High School, and various others, provides for multiple student needs. This scheduled time allows for students to complete the Personalize Education Plan (PEP) with their assigned advisor; required Internet and Cyber Security lessons are completed; career planning is explored, especially in the high schools; and time is allotted for counseling lessons and individual counseling needs in a time frame that does not take valuable in-class time from core academics.</p>		<p>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 rate, as prior to its implantation the graduation rate tended to hover around the 88 to 89%, and for the last several years the graduation rate has been comfortably in the 94 to 96% range. Also, the Advisor/ Advisee system has been a successful conduit for students needing behavioral and emotional support to receive the counseling that they need through advisor referrals. Students moving on to post-secondary education have successfully engaged their assigned advisor for letters of reference and scholarship assistance, and those moving into the workforce also have a trusted reference for employer inquiries.</p>
<p>3.</p>	<p><b>EXTENDED LEARNING OPPORTUNITIES</b>                  Tutoring is provided after-school through-out the year. In addition, enrichment, intervention and credit recovery opportunities are offered during the summer recess.</p>		<p>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 the coming year this program will be increased (number of days/hours) to continue to off-set any deficits caused by the pandemic and the resulting loss of instruction. As a result of these interventions 151 credits towards graduation were recovered and the graduation rate for all high schools increased from the 2020-2021 school year.</p>

**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 rate trend for Randolph County Schools has shown a steady increase from the 2015-2016 school year until the present. All subgroups have demonstrated trend increases as well. The addition of a high school graduation coach during the 2021-2022 school year helped to get many students back on track in the wake of the pandemic when course and grade failures were at an all-time high.

**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 2015-20216 to over 90% at present. This group did exhibit more difficulty fulfilling course requirements during the pandemic as they struggled with lack of resources and assistance during remote and/or blended learning, but again, the high school graduation coach helped to offset many of these issues and prevent failure.

**SWD GRADUATION RATE –**

The percent of students with IEPs graduating with a regular diploma from Randolph County Schools for the 2021 school year was 72.97%. There was a significant decrease in the graduation rate as compared to the last two years. This decrease in graduation rate could be attributed to the COVID-19 pandemic as many students gained employment during the shutdown and failed to return to school. The district is working with a graduation coach to improve the graduation rate. Credit recovery opportunities are 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.

**HOMELESS/FOSTER GRADUATION RATE -**

Though Homeless students and those in the foster care system face increased hurdles toward graduation, these students are currently graduating at an equivalent rate as 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 and foster care student population has a graduation rate currently at 91%, which is below the county average but in line with the state average of 91.1%, it does show a significant increase from 83% for 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. The addition of a graduation coach to ensure that classes are completed, and credits recovered where needed. Also, the addition of the Edgenuity platform for credit recovery has also been successful in allowing these students to graduate with their school cohorts.

**LEP GRADUATION RATE –**

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There have not been any seniors in the LEP program in the last five years to analyze graduation trend data for this subgroup. Most score proficient well-prior to their year of graduation. It is also hard to track whether those who have achieved proficiency go onto 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 afterschool 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. Also, RCS has employed a graduation coach to assist students who are in danger of failing courses and who may fall behind their cohort groups academically. The restrictions put in place for COVID-19 has also placed some students in danger of falling behind, but multiple credit recovery options have allowed most to recover the missing credits. 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.

<b>Attendance &amp; Behavior Data Sources</b>	
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

**RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2022-2023**

**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.

<b>Attendance &amp; Behavior Strategy Currently in Place</b>			<b>Description of Success of Strategy</b>	
1.	<p><b><u>BEHAVIOR INTERVENTION AND SOCIAL SERVICES</u></b></p> <p>RCS has expanded their social-emotional / behavior resources with the addition of more social workers, the adoption of a county-wide SEL program, and partnerships with support agencies.</p>		1.	<p>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 will be 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 emotional well-being of our students and their families has been greatly impacted by the pandemic, and as such, these services have been increased. The PAX program has proven to be an effective behavior management tool for elementary schools.</p>
2.	<p><b><u>ATTENDANCE &amp; TRUANCY DIVERSION PROGRAMS</u></b></p> <p>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.</p>		2.	<p>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.</p>
3.	<p><b><u>STUDENT SUCCESS SERVICE PARTNERSHIPS</u></b></p> <p>Partnerships with community, non profit, and business organizations to provide services to at-risk students that may eliminate impediments to regular attendance.</p>		3.	<p>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 Car, the Family Resource Network, the Elkins-Randolph Public Library, Davis and Elkins College Upward Bound, the Randolph County Sheriff’s officer and PRO officers, and the Healthy Grand Families program. Our schools also offer after school tutoring, Grad 2020 services, virtual classes, Credit Recovery programs, and mentor programs. This year we are also re-opening our Alternative Learning Center, which had previously operated in a virtual fashion. The new facility will function as a Youth Reporting Center in cooperation with the local judicial system to offer probation, counseling, tutoring and mental health support.</p>

**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 93%. 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 –**

The Average Daily Attendance rate for our Low SES subgroup is the lowest of any subgroup in the county at 91.37%. In addition, this subgroup has the highest truancy rate or 28.42%. This can be contributed 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 attendance rate of 93%. Their historic trend attendance rate may be higher than many other subgroups as their services continued without interruption during the pandemic. As such, the habit of NOT being in school was not established. In addition, many students in the population who have severe disabilities are always less likely to miss school as their health and daily living is impacted by the services they receive at school.

**HOMELESS/FOSTER ATTENDANCE -**

The attendance rate for Randolph County Schools is 92.41%. The Homeless/Foster subgroup has a relatively equivalent attendance rate of 91.83. 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. The return to in-person instruction has raised the attendance, but it remains below the pre-Covid level of approximately 95%. Factors affecting the attendance rate were discussed previously. Currently resources to assist the homeless/foster population to maintain and increase their attendance

**LEP ATTENDANCE -**

The county’s EL population has the highest attendance rate of any subgroup. In fact, their ADA exceeds the rate of the county as a whole. Though this sub-population is small, this exemplary attendance rate is indicative of the high value families from other cultures place on education. This is not a new trend as the subgroup’s attendance rate almost always exceeds the county average.

**BEHAVIOR DATA**

### **ALL BEHAVIOR -**

The data for the 2021-2022 school year shows that there were a total number of 2966 disciplinary incidents recorded through the WVEIS dashboard, combining all severity levels from level one to level four. This is a 35% decrease from the target start point of 2017-2018. Though this shows a 40% increase from the 2020-2021 school year, these numbers are inaccurate or skewed as last year was a year of remote/blended classes and frequent excused quarantines which greatly decreased the number of students in the building and subsequently the number of infractions. Substance abuse showed an increase of 75%, drug possession by 66%, alcohol possession by 75% and tobacco use by 58%. These are common throughout all populations, student and adult, in the wake of the pandemic.

### **LOW SES BEHAVIOR –**

Behavior infractions are also more common in the Low SES subgroup with 69% of all reported incidents involving one or more students classified in this subgroup. Of the level one infractions for the current year, a total of 68% were attributed to the Low SES subgroup. For level four, the most severe of the ratings, 64% were attributed to the Low SES subgroup. This is 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 -**

Behavior referrals for students with disabilities are increasing in all schools across the district. This steady increase has occurred over the last three-year period. As a county, we are seeing an increase in out-of-school suspensions due to the nature of the behaviors occurring in our student population. The number of referrals for students in the elementary grades because of aggressive behaviors has increased steadily. To address behaviors, the district is working with a behavior intervention specialist, social workers, and applied behavior analysis professionals.

### **HOMELESS/FOSTER BEHAVIOR -**

During the recently completed school year 3213 disciplinary incidents were recorded in the WVEIS system, with 268, or 8% of these attributed to students within the homeless/ foster cohort. This shows a disproportionate percentage of infractions as this cohort comprises just 4% of the student population. However, the majority of these infractions were classified as level 1 and 2 infractions, the least serious, but it does show a slight increase from the last two years, whose numbers were affected by the changes brought about by the Covid pandemic.

### **LEP BEHAVIOR -**

The current EL population has zero behavior infractions. 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 one student that disproportionately skewed previous year's data, this trend is common for this subgroup. It is hard to interpret the data as the number of students in this cohort fluctuates greatly, even within the course of the school year. Still, there are interventions in place to reduce behavioral problems within this group and all groups. 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). All counselors and social

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workers have been trained in the use of ZoomWV-E to assist in development of the Multi-Tiered System of Support (MTSS). Also, the addition of PRO officers in the secondary buildings has also helped this cohort group to reduce behavioral issues.

### **ROOT CAUSES AND PROACTIVE ACTIONS ATTENDANCE AND BEHAVIOR –**

As previously noted, it is next to impossible 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. The return to 5 day a week in-person instruction has been difficult for many families as poor attendance habits became ingrained during the pandemic.

Many pockets of behavior increases seen in the subpopulations in the areas of attendance and behavior are related to 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 incident 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 employees 283 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. (Fourteen 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, 46 or our teachers are in the Initial Progression of 1 to 3 years’ experience, 31 are in the Intermediate Progression of 5 to 5 years’ experience, and 206 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, and employing teacher preparation liaisons.

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, and student achievement reports 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 wide-spread 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.	Secret Stories
2.	Kindergarten Smorgasboard
3.	Teacher Liaison/Facilitator Program
4.	Plan Do Study Act PDSA

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5.	Math Acceleration Team Program
6.	Literacy Acceleration Team Program
7.	IXL
8.	I-Ready
9.	Effective Teaching in the Block
10.	Kagan Stretch and Review
11.	Kagan Win Win Discipline
12.	Dyscalculia in the Math Classroom
13.	K-5 Math Academy
14.	APL for Teachers
15.	APL for Administrators
16.	High Scope Curriculum
17.	Grade & Department Data Analysis and Collaborative Planning
18.	Grade & Department Best Practices/High Yield Instructional Strategies
19.	SEL Best Practices
20.	Capturing Kids' Hearts
21.	PAX & PBIS
22.	Special Education Updates
23.	Federal Programs Annual Procedural Updates
24.	Science Textbook Adoption Training
25.	EL Standards and Strategies in the Classroom
26.	Academic Coaching
27.	Mentor Training
28.	95% Group Literacy Strategies
29.	Increasing Family Engagement
30.	New Teacher Academy
31.	New Teacher Orientation
32.	Co-teaching and Collaboration Guidance (in regard to both Special Education and English Language Learners)
33.	Curriculum Requirements and Effective Usage of Adopted and Supplemental Materials
34.	Research-based Instructional Strategies
35.	Student Engagement Strategies (Kagan, APL)
36.	Culture and Climate Data Analysis and Program Planning
37.	Family and Community Connections
38.	Operations & Safety

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39.	Assessment & Data Analysis (to drive curriculum and instruction)
40.	Policies and Procedures (Training Staff to Work with Parents, Confidentiality, Sexual Harassment, Mandated Reporter etc.)
41.	PLC's are utilized to embed professional development through the PDSA model
42.	Trauma Informed
43.	Signs of Suicide
44.	Body Safety
45.	Mandated Reporting
46.	Confidentiality
47.	FERPA
48.	Multi-Cultural Education
49.	Homelessness and McKinney Vento – Identifying and Supporting Homeless Students
50.	Sexual Harassment
51.	AUP
52.	Training Staff to Work with Parents
53.	ELL Requirements
54.	Child Nutrition: Offer vs. Serve, Civil Rights, POS Operation
	*Sessions directly sponsored by RCS are open to students in local teacher preparation programs through D&E, AB & WVWC

# RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2022-2023

## Goal 1

Randolph County Schools will utilize high-yield instructional strategies and provide access to grade-level content via Just-In-Time teaching to help students achieve yearly **ACADEMIC GROWTH** of 5% in the areas of ELA and mathematics as measured by both formative & summative assessments.

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

**FORMATIVE AND SUMMATIVE ASSESSMENT DATA:** I Ready, IXL, IMA's, PSAT, GSA, and School Day SAT data

Goal 1 Strategy 1	Goal 1 Strategy 2	Goal 1 Strategy 3
<b>ASSURE HIGH-QUALITY INSTRUCTION</b> by regularly evaluating student achievement, educator efficacy & curriculum quality using a variety of tools, strategies, & resources to improve teaching & learning.	<b>MAKE DATA-DRIVEN DECISIONS</b> to drive teaching and learning by analyzing multiple data sources to identify both strengths and weaknesses in student achievement and educator efficacy.	<b>IMPROVE SCHOOL READINESS and STUDENT TRANSITIONS</b> by training staff to implement developmentally appropriate programs in partnership with community organizations.
G1 S1 Action Step 1	G1 S2 Action Step 1	G1 S3 Action Step 1
<b>UTILIZE RESEARCH-BASED INSTRUCTIONAL STRATEGIES TO INCREASE STUDENT ENGAGEMENT</b> by training teachers (including new teachers, student teachers, teacher education students at cooperating colleges, and those seeking additional/new certifications) to implement best practices based on data analysis and the use of high-quality materials aligned with the adopted curriculum.	<b>REGULARLY CONDUCT DATA COLLECTIONS FROM MULTIPLE SOURCES</b> (PLC meetings, collaborative planning meetings, walk-throughs, observations, evaluations, formative assessment results, summative assessment results, ELPA 21 reports, academic coaching reports, etc.) in the areas of teaching, learning, and curriculum coverage.	<b>REDUCE SUMMER LEARNING LOSS</b> by increasing student and family engagement in and access to Extended Year/Summer programs offered in partnership with community organizations
G1 S1 Action Step 2	G1 S2 Action Step 2	G1 S3 Action Step 2
<b>MONITOR TEACHING and LEARNING</b> using a variety of formative and summative assessments, observations, and walk-throughs designed to identify strengths and weaknesses in both student achievement and educator efficacy.	<b>REGULARLY CONDUCT COLLABORATIVE ANALYSIS PLCs and PLANNING SESSIONS</b> (school and county vertical/horizontal departmental) to analyze data to identify both individual and large group strengths & weaknesses to improve both teaching & learning. (Collaborative sessions will include EL program stakeholders & data.)	<b>CONDUCT TRANSITION SERVICES and VERTICAL PLANNING ACTIVITIES</b> to increase the percentage of Pre-K and K children entering school prepared and to increase the number of students prepared to transition to the next grade/programmatic level grades K-12.
G1 S1 Action Step 3	G1 S2 Action Step 3	G1 S3 Action Step 3
<b>IMPLEMENT STUDENT SUPPORT SERVICE PROGRAMS</b> designed to address deficiencies and close achievement gaps throughout universal, targeted, and intensive instruction.	<b>COLLABORATIVELY CREATE A PLAN FOR CONTINUOUS IMPROVEMENT</b> by using data collected from multiple sources to design an educational program that addresses both strengths and weaknesses in teaching and learning and that is regularly reviewed and modified to address progress toward goals.	<b>DECREASE LEARNING GAPS</b> identified through data analysis by providing early intervention to students exhibiting isolated delays while also modifying universal instructional practices to address large-group deficiencies.

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## Goal 2

Randolph County Schools will annually maintain 90% or higher **GRADUATION RATE** at all schools 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 - AT-RISK DATA-SETS** - (Attendance Rates, SEL Culture and Climate Surveys, Zoom WV, WVEIS Behavior Reports, Mental Health Crisis Plans and Reports, Comprehensive School Counseling Program Reports, Credit Recovery Reports, Option Pathway Reports, WVGSA Data, Benchmark Data, Intervention Notebooks, ELPA 21 Reports)

Goal 2 Strategy 1	Goal 2 Strategy 2	Goal 2 Strategy 3
<p><b><u>INCREASE THE AVERAGE DAILY ATTENDANCE RATE</u></b> at all schools by implementing programs, practices, and procedures to encourage regular attendance and address chronic truancy.</p>	<p><b><u>PROVIDE BOTH REMEDIAL AND PROACTIVE STUDENT SUPPORT SERVICES</u></b> (including transition services) to students meeting At-Risk guidelines to decrease the factors associated with drop-out statistics.</p>	<p>Implement programs designed to <b><u>INCREASE STUDENTS' COLLEGE AND CAREER READINESS.</u></b></p>
G2 S1 Action Step 1	G2 S2 Action Step 1	G2 S3 Action Step 1
<p><b><u>IMPLEMENT A COUNTY-WIDE TRUANCY DIVERSION PROGRAM</u></b> in partnership with both community and judicial representatives to identify and provide preventative, targeted intervention services to those students and families with a history of chronic absenteeism.</p>	<p><b><u>IMPLEMENT A COMPREHENSIVE TIERED SYSTEM OF STUDENT SUPPORT</u></b> to identify and serve the at-risk student population in the areas of academics, behavior, social-emotional wellness, and attendance. (Students living in trauma should be included in the at-risk population.)</p>	<p>Implement programs to help students with <b><u>CATCHING-UP AND KEEPING-UP</u></b> or pursue an alternate path to achievement.</p>
G2 S1 Action Step 2	G2 S2 Action Step 2	G2 S3 Action Step 2
<p><b><u>CREATE AN EFFICIENT ATTENDANCE MONITORING SYSTEM</u></b> that will promote faithful attendance, track daily attendance, and also provide support to those demonstrating chronic absenteeism.</p>	<p><b><u>UTILIZE SCHOOL SUPPORT SERVICES STAFF</u></b> including PRO officers, social workers, Communities In Schools Coordinators, Parent Engagement Specialist, Counselors, and the Graduation Coach to pair students and families with appropriate resources.</p>	<p><b><u>INCREASE STUDENTS' POST SECONDARY OPPORTUNITIES</u></b> by providing information and activities to students and families at all programmatic levels.</p>
G2 S1 Action Step 3	G2 S2 Action Step 3	G2 S3 Action Step 3
<p><b><u>CREATE A POSITIVE SOCIAL-EMOTIONAL CULTURE</u></b> in which all staff are trained to purposefully develop meaningful relationships with students, so they want to attend school.</p>	<p><b><u>UTILIZE COLLABORATIVE PARTNERSHIPS</u></b> to provide services to at-risk students including students and families living in trauma, with particular emphasis on partnerships that will increase parent/family engagement and involvement at all programmatic levels.</p>	<p><b><u>MAINTAIN HIGH EXPECTATIONS</u></b> for all students by implementing programs designed to close achievement gaps with the use of Just-In-Time Teaching practices and an Accelerated Learning Framework.</p>

# RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2022-2023

## Goal 3

Randolph County Schools students and staff will **CREATE SAFE AND PRODUCTIVE LEARNING AND WORK ENVIRONMENTS** to influence an annual increase in pro-social behaviors as measured by SEL Data and management program reports.

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

**CULTURE & CLIMATE, SCHOOL SAFETY AND PROCEDURAL OPERATIONS DATA-SETS** - Culture and Climate Surveys - Safety Reports - Crisis Response Plans - Positive Behavior Support Program Data - Budgeting & Funding Plans - Master Schedules – Facility Reports, Walk-through data, Professional Development Logs

Goal 3 Strategy 1	Goal 3 Strategy 2	Goal 3 Strategy 3
<b>IMPROVE TEACHING EFFICACY</b> by creating supportive and engaging classroom environments that will increase student achievement and decrease disruption.	<b>INCREASE STUDENT AND STAFF CONNECTIONS</b> to foster emotional well-being and improve culture and climate.	<b>ENHANCE OPERATIONAL AND MANAGEMENT SYSTEMS</b> through efficient facility planning, effective administrative practices and communication, and responsible fiscal management.
G3 S1 Action Step 1	G3 S2 Action Step 1	G3 S3 Action Step 1
<b>PROVIDE HIGH QUALITY, ON-GOING PROFESSIONAL DEVELOPMENT</b> designed to increase the use of research-based instructional strategies to ultimately increase student engagement.	<b>IMPLEMENT A STRATEGIC COUNTY-WIDE SEL PLAN</b> designed to improve both relationships and increase productivity.	<b>IMPROVE FACILITY UPKEEP AND OPERATIONS</b> to ensure health and safety by implementing, reviewing, and evaluating facility, technology, and health protocols and plans to ensure effective management and upkeep of buildings, resources, materials, and supplies to support both students and staff.
G3 S1 Action Step 2	G3 S2 Action Step 2	G3 S3 Action Step 2
<b>CONDUCT REGULAR SCHOOL AND COUNTY PLC MEETINGS</b> to build a cohesive community culture focused on increasing both connection and achievement.	<b>CREATE A POSITIVE SOCIAL-EMOTIONAL/TRAUMA INFORMED CULTURE</b> by providing staff with high-quality, on-going professional development designed to improve classroom management and build positive rapport with students and other staff members.	<b>IMPLEMENT EFFICIENT MANAGEMENT AND SCHEDULING PRACTICES</b> to enhance efficiency and ensure unified implementation of programs and services throughout the county.
G3 S1 Action Step 3	G3 S2 Action Step 3	G3 S3 Action Step 3
<b>COLLABORATIVE ANALYZE DATA</b> in the area of teaching efficacy by reviewing classroom walk-through and observation reports to plan for continuous improvement.	<b>ENHANCE SAFETY PRACTICES</b> to increase student and staff physical and emotional security.	<b>DEMONSTRATE BUDGETING AND FISCAL RESPONSIBILITY</b> by basing budget decisions on the district’s prioritized needs including strategic consideration of available funding resources.

**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 transitions services and i-Ready 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 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 through a variety of programs including i-Ready, Moby Max, Pearson Realize, Think Central, Mystery Science, Arts Bank, Old Brick Playhouse 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.

## RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2022-2023

### LEA ESEA Consolidated Plan (County)

#### 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, programs 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 research-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?

Though these designations have not been made, if schools are identified as such, a variety of resources and funding sources will be made available to better enable staff to meet the needs of individual sub cells. Emphasis will be placed upon professional development opportunities and teaching resources targeting the MTSS 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 meeting 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 Vinto 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 and social workers 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 elementary schools. Funds for these activities

## RANDOLPH COUNTY SCHOOLS STRATEGIC PLAN 2022-2023

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?**

These designations have not been made.

### **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 upon providing transition services to at-risk students. Transition activities are planned cooperatively with a variety of service, professional, intervention, and administrative staff. 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. During the 2022-2023 school year, the county will begin 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. However, the number of completers is lower than should be expected. This is due to a variety of reasons including poor student attendance, scheduling conflicts, and the struggles Students with Disabilities face in completing such programs. Attendance improvements were seen with the addition of the school-based probation officer. This trend is expected to continue. As we are a large county with few financial resources, scheduling will continue to be a

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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 (County)**

#### **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 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 PLC's.
- 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.

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- Open RCS professional development sessions to Davis & Elkins College, WV Wesleyan College, and Alderson Broaddus University to Student Teachers.
- Develop MOU's 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.)

- Secret Stories
- Kindergarten Smorgasboard
- Teacher Liaison/Facilitator Program
- Plan Do Study Act PDSA
- Math Acceleration Team Program
- Literacy Acceleration Team Program
- IXL

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- I-Ready
- Effective Teaching in the Block
- Kagan Stretch and Review
- Kagan Win Win Discipline
- Dyscalculia in the Math Classroom
- K-5 Math Academy
- APL for Teachers
- APL for Administrators
- High Scope Curriculum
- Grade & Department Data Analysis and Collaborative Planning
- Grade & Department Best Practices/High Yield Instructional Strategies
- SEL Best Practices
- Capturing Kids' Hearts
- PAX & PBIS
- Special Education Updates
- Federal Programs Annual Procedural Updates
- Science Textbook Adoption Training
- EL Standards and Strategies in the Classroom
- Academic Coaching
- Mentor Training
- 95% Group Literacy Strategies
- Increasing Family Engagement
- New Teacher Academy
- New Teacher Orientation
- Mentor Training
- Co-teaching and Collaboration Guidance (in regard to both Special Education and English Language Learners)
- Curriculum Requirements and Effective Usage of Adopted and Supplemental Materials
- Research-based Instructional Strategies
- Student Engagement Strategies (Kagan, APL)
- Culture and Climate Data Analysis and Program Planning
- Family and Community Connections
- Operations & Safety
- Assessment & Data Analysis (to drive curriculum and instruction)
- Policies and Procedures (Training Staff to Work with Parents, Confidentiality, Sexual Harassment, Mandated Reporter etc.)
- PLC's are utilized to embed professional development through the PDSA model
- Body Safety
- Mandated Reporting

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- Confidentiality
- FERPA
- Multi-Cultural Education
- Homelessness and McKinney Vento – Identifying and Supporting Homeless Students
- Sexual Harassment
- AUP
- Training Staff to Work with Parents
- ELL Requirements
- Child Nutrition: Offer vs. Serve, Civil Rights, POS Operation

\*Sessions directly sponsored by RCS are open to students in local teacher preparation programs through D&E, AB & WVWC

### Teacher Leader Framework (County)

#### 1.) Planning

To ease pressure and added stress on teachers during the 2020-2021 school year, Randolph County Schools collaborated with a professional development company to provide monthly PLC facilitators from outside our organization. This was not successful. Teachers felt the topics did not always meet their needs and some of the facilitators did not truly understand the unique population, resources, and/or skills of those participating. Numerous teachers and school administrators approached county office staff about changing this plan. In response, the County Curriculum Team collaborated with expert teachers and school administrators to create the Teacher Leader Framework for the 2022-2023 school year. This framework will focus on empowering expert teachers from within our system to instead lead our monthly PLC meetings. 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.

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

#### 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.

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- 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' 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
- Letter of recommendation from principal
- Selection made by County Curriculum Team

### 7.) County Administrator Roles

County administrators will..

- Collaborate with school leaders and teacher liaisons to create a plan to finalize, post and distribute all curriculum maps
- Select multiple teacher-liaisons from each grade level and subject area
- Create a plan and schedule for next year's PLCs (with input from principals and teacher-liaisons)

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- 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 process
- Teacher-liaisons will complete PLC notes on-line during meeting
- Notes will be reviewed and discussed at PLC debriefing meetings every month
- Four times per year 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 completed by County Curriculum Team and school administrators

### 10.) Estimated Budget

- \$2000.00 - supplemental stipends for PLC preparation and debriefing outside of contract hours

### 11.) Communication

- Monthly PLC meetings
- Monthly debriefing meetings
- Monthly Principals' meetings
- In-person teacher-liaison and County Curriculum Team meetings 4 times per year
- Digital PLC Platform

**Early Literacy (County)**

**1.) What strategies are used ensure all children have ample opportunities to engage in high-quality early learning experiences, and have supportive transitions into and out of early childhood programs, before and leading into first grade?**

- A partnership with Imagination Library is in place to increase families' access to books from birth.
- Transition activities are built into the core curriculum and within Title I, preschool, and Headstart family involvement activities.
- Partnerships are formed with agencies providing early child development services to ensure school readiness activities begin before students enter the classroom.
- Funds are used to provide families with resources to aid development and access to reading materials.

**2.) What strategies are to emphasize the importance of regular school attendance patterns and dispositions to attending school early on?**

- Truancy patterns start in the primary grades but often aren't addressed until students reach middle or high school. As such, attendance initiatives and incentives will be stressed within elementary schools.
- Attendance will be incorporated into developmental guidance sessions.
- Positive Behavior Support programs will incorporate attendance. These programs will recognize improved attendance, not just perfect and faithful attendance.
- The truancy diversion officer will work with the families of elementary students, not just middle and high school students to identify and address chronic attendance issues prior to progressing to the judicial level. (However, the truancy diversion officer will also work with those families in the judicial process due to chronic absenteeism.)

**3.) What strategies are used to provide high-quality extended day and extended year programs to ensure children doesn't lose ground during the school year and summer?**

- Extended Day programs are funded throughout the county.
- Extended Year programs function in the form of Mobile Feed and Read, Summer SOLE, and summer reading challenge activities.

These programs provide students with meals, snacks, learning opportunities and reading materials all of which help to ensure struggling or disadvantaged students do not lose ground compared to their peers. These activities focus on increasing student achievement, school readiness, and summer gains.

**4.) What strategies are used to support increased teacher expertise, which is closely related to student achievement?**

Our early learning teachers receive quality instruction and professional development to support teacher expertise in early literacy and early learning strategies. These are offered through academic coaching, transition training, HighScope training, and collaborative planning PLC's. Data is analyzed and curriculum decisions are made based on this analysis. Reading is targeted in the primary grades.

**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 for 5-8 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 expanding educators' pedagogical practices used in teaching mathematics? (Ex: Cash's differentiation, thinking skills, number talks, etc.)**

- County Math Leadership Team meetings
- PLC- at the school level and county level - variety of strategies and SREB modules
- 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 hopes to continue to work with the Mountaineer Mathematics Master Teachers (M3T) to support teacher leadership.
- The County Math Leadership team will meet Monthly and then meet as a PLC at their school level to spread their knowledge to the teachers

**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
- Meet once each month as a county PLC to discuss data and strategies and plan for upcoming instruction
- Go back to their school and train their staff during PLCs.
- Meet as a team with other teachers to continue to go deeper into the learning.

**5.) What Math4Life 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 be leading PLC's at the school level at least twice each month.
- As funding allows, the schools will have a substitute while teachers observe each other, have meetings, and model strategies for each other.
- The RCS Curriculum Specialist will work with teachers using the Harvard model for coaching (MQI) Mathematics Quality Instruction. The teachers that participate will be watching videos of quality instruction, view their own videos, and setting goals according to the Harvard rubrics.
- The RCS Curriculum Specialist will work with teachers during the summer and throughout the year to help with teaching virtually and in the classroom.

**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 Challenge
- On-line spring Number Talks with students and parents.
- Mobile Feed and Read- Math supplies given to parents and students to keep at home.
- Businesses will receive games and books for children to learn about fractions
- I-Ready Parent Training