

LEA Strategic Plan History Log

**Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1**

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Date	User	Status (S) / Comment (C)	S / C
12/18/2023 10:10:16 AM	Michelle Fleming	Status changed to 'LEA Strategic Plan Monitoring'.	S

**Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1**

**\* Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with appropriate stakeholder groups including Federal Program personnel.**

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\*Emails sent to all members serve as documentation in invitation, planning, feedback and participation

**Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1**

**\* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.**

Barbour County Schools believe.....

Our highest priority is to provide an accessible, clean, safe environment in which students can maximize their learning potential

Our schools should embrace a positive school culture and promote academic, professional and personal integrity

The educational process is a partnership among students, schools, parents and community

Clear communication is vital to the success of the system

Our Mission is to .....

Provide educational excellence with a commitment to learning for all so that students may be College and/or Career Ready in preparation for individual success and responsible citizenship

LEA Strategic Plan - Demographic Data

**Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1**

LEA Strategic Plan - Demographic Data

<b>Student Groups</b>	<b>State (2022-23)</b>	<b>County (2022-23)</b>
	<b>% of Students</b>	<b>% of Students</b>
<b>All</b>	100.00	100.00
<b>Status</b>		
Economically Disadvantaged	51.28	49.09
English Learners	0.87	0.05
Foster Care	1.46	3.77
Homeless	3.09	0.33
Military Connected	0.17	0.09
Students with Disabilities	18.05	23.61
<b>Race</b>		
American Indian or Alaska Native	0.25	1.68
Asian	0.99	0.14
Black or African American	7.23	1.96
Hispanic or Latino Native	2.20	0.88
Multi-Racial	0.43	0.05
Native Hawaiian or Other Pacific Islander	0.14	0.09
White	88.57	95.16
<b>Gender</b>		
Female	48.35	48.30
Male	51.65	51.70

**Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):**

**\* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,**

EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Barbour County Schools has one EL student at the secondary level.

Review of the school's poverty level has shown as follows (ranked in order of highest to lowest poverty percentage):

1. Philippi Middle School
2. Philippi Elementary School
3. Junior Elementary School
4. Belington Elementary School
5. Belington Middle School
6. Kasson Elementary/Middle School

Homeless identification has seen significant increase from 5 to more than 20 identified

Barbour County Schools has seen consistent decreased enrollment, and an increasing population of homeschool students

#### **Demographic Needs Assessment Summary:**

\* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

With the closure of Alderson Broaddus University, the economic structure in Barbour County has taken a significant decline.

Out of the 2,067 enrolled in Barbour County Schools, 1,107 are rostered in the Low SES group. This is 54% of our population






Out of the 530 special education students, 338 of those students are also classified as Low SES. This is 26% are special education.

LEA Strategic Plan - Academic Data

Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Academic Data

**Color Reference Guide**

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	



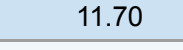
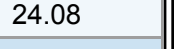

**Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Progress data or Scorecard Ratings in these sections of the GPS data tables.**

**2030 Annual English Language Arts (ELA) Goal Targets**

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
36.47	38.91	41.36	41.36	43.80	46.24	48.69	51.13	53.57	56.02	58.46	60.90	63.35	65.79	68.23

**NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)**

**ELA Proficiency**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	--	35.34	34.49		41.83
<b>Status</b>					
Economically Disadvantaged	--	25.60	26.49		31.26
English Learners	--	--	--		11.70
Foster Care	--	17.24	36.09		24.08
Homeless	--	--	0.00		26.23

Military Connected	--	0.00	100.00		52.94
Students with Disabilities	--	6.82	9.69		11.06
<b>Race</b>					
American Indian or Alaska Native	--	40.00	18.18		28.26
Asian	--	0.00	--		70.21
Black or African American	--	20.00	50.00		26.27
Hispanic or Latino Native	--	14.29	22.22		36.45
Multi-Racial	--	44.44	44.44		36.93
Native Hawaiian or Other Pacific Islander	--	100.00	0.00		45.28
White	--	35.30	34.45		42.67
<b>Gender</b>					
Female	--	38.41	38.28		46.48
Male	--	32.25	30.60		37.43

**ELA Academic Progress**

Student Groups	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students		% of Students
<b>All</b>	35.86		46.05
<b>Status</b>			
Economically Disadvantaged	32.92		41.93
English Learners	--		37.91
Foster Care	45.77		39.97
Homeless	--		41.82
Students with Disabilities	24.38		33.10
<b>Race</b>			
American Indian or Alaska Native	25.00		26.79
Asian	--		67.70
Black or African American	50.00		37.93
Hispanic or Latino Native	50.00		45.70
Multi-Racial	50.00		44.54

Native Hawaiian or Other Pacific Islander	--		39.13
White	35.54		46.34
<b>Gender</b>			
Female	--		--
Male	--		--

**Reading Lexile Distribution - District (2021-22)**

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

**Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):**

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Full academic year: Students enrolled in a school year for at least 135 days

2147 Total Enrollment

1865 FAY

= 282 students who were NOT enrolled for at least 135 days (explanation? Late enrollment, early withdrawal)

Academic Progress is same group of kids over a two-year period

Attendance – Percent of students absent for more than 10% of instructional days.



Behavior – Percent of students with zero OSS

Kasson counts as a middle school – highest grade level in a school (which is 8<sup>th</sup>)

2022 scores were used to calculate long-term goals and targets – BCS had

2023 scores – Need to make a 2.4% increase in Math, 2% increase in ELA

- a) If some improvement has been made, but not enough (On Watch Indicator)
- b) If there is no growth (Support Identification indicator)
- c) If there is improvement on a Partially meets, meets, or distinguished – On Watch will be removed
- d) If any area has moved to “Does Not Meet Standard” – we will be On Watch

2024 scores –

- a) If indicator is still red, Intensive Support Identification
- b) If there is growth to Partial or Meets, all good
- c) If any area has moved to “Does Not Meet” – will be On Watch

For Barbour County 2023, Academic Achievement:

All elementary, ELA – On Watch (Same as previous year)

All elementary, Math – Partially Met (same as previous year) – No need for a plan for this at this time

All middle, ELA – On Watch (same as previous year)

All middle, Math – On Watch (same as previous year)

All high, ELA and Math – On Watch (last year ELA Partially Met)

Plan:

- a) Board of Education members with County office – identify deficiencies, diagnose, and build structures to make improvement (plan to WVBE)
- b) Strategic Plan is reviewed to address deficiencies.
- c) WVDE technical assistance, upon request
- d) Monitoring of progress

2022 to 2023 scores:

District ELA – 48.2% to 48.2% (no improvement) – needed to make 2.4% improvement to reach goal

District Math – 47% to 47% (no improvement)

District ELA Progress – 35.9 to 39% (some improvement) – in yellow because 35% - 50% is still only partially meeting standards

District Math Progress – 40.9 to 34% (significant decrease)

**ELA Improvement Practices/Strategies Implemented (One Per Box)**

**Updated Implementation Results**

With the support of SREB, both Philippi Elementary and Philippi Middle will have a literacy coach that works with them periodically throughout the year.

Professional Development in Capturing Kids' Hearts has been a full-county endeavor. The scores of our ELA program will be significantly supported by effective relationship building in Barbour County Schools.

**ELA Needs Assessment Summary:**

\* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Beginning of Year Benchmark Data Fall 2023

Grade Level	Literacy			Numeracy		
	Assessment Used	Students Tested	Students Requiring Intervention	Assessment Used	Students Tested	Students Requiring Intervention
K	i-Ready Diagnostic	172	3	i-Ready Diagnostic	172	26
1	i-Ready Diagnostic	166	19	i-Ready Diagnostic	166	33
2	i-Ready Diagnostic	137	48	i-Ready Diagnostic	137	54
3	i-Ready Diagnostic	156	80	i-Ready Diagnostic	156	76
	Assessment Used	Students Tested	Students Scoring at the Lowest Performance Level	Assessment Used	Students Tested	Students Scoring at the Lowest Performance Level

4	i-Ready Diagnostic	128	66 i-Ready Diagnostic	128	55
5	i-Ready Diagnostic	149	94 i-Ready Diagnostic	149	74
6	WVGSA Benchmark	130	64 WVGSA Benchmark	148	113
7	WVGSA Benchmark	139	83 WVGSA Benchmark	153	104
8	WVGSA Benchmark	126	61 WVGSA Benchmark	140	121

**2030 Annual Mathematics Goal Targets**

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
27.15	29.95	32.75	32.75	35.56	38.36	41.16	43.96	46.76	49.57	52.37	55.17	57.97	60.77	63.57

**NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)**

**Mathematics Proficiency**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	--	24.54	29.91		32.69
<b>Status</b>					
Economically Disadvantaged	--	19.09	22.07		22.95
English Learners	--	--	--		15.82
Foster Care	--	17.24	24.06		17.01
Homeless	--	--	0.00		18.52
Military Connected	--	100.00	100.00		50.27
Students with Disabilities	--	8.11	10.42		10.11
<b>Race</b>					
American Indian or Alaska Native	--	6.67	18.18		22.83
Asian	--	0.00	--		67.72
Black or African American	--	20.00	16.67		16.66

Hispanic or Latino Native	--	0.00	22.22		25.76
Multi-Racial	--	22.22	37.04		26.94
Native Hawaiian or Other Pacific Islander	--	100.00	0.00		35.85
White	--	25.06	30.03		33.58
<b>Gender</b>					
Female	--	23.33	26.76		31.40
Male	--	25.75	33.13		33.92

**Math Academic Progress**

Student Groups	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students		% of Students
<b>All</b>	40.89		44.43
<b>Status</b>			
Economically Disadvantaged	34.69		39.18
English Learners	--		35.58
Foster Care	41.19		40.41
Homeless	--		38.25
Students with Disabilities	29.19		31.65
<b>Race</b>			
American Indian or Alaska Native	50.00		42.11
Asian	--		72.01
Black or African American	50.00		35.26
Hispanic or Latino Native	25.00		40.82
Multi-Racial	42.86		41.35
Native Hawaiian or Other Pacific Islander	--		41.67
White	40.80		44.86
<b>Gender</b>			
Female	--		--
Male	--		--

**Mathematics Performance Distribution - District (2021-22)**

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

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All middle, Math – On Watch (same as previous year)

All high, ELA and Math – On Watch (last year ELA Partially Met)

Plan:

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2022 to 2023 scores:

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District Math Progress – 40.9 to 34% (significant decrease)

**Mathematics Improvement Practices/Strategies Implemented (One Per Box)**

**Updated Implementation Results**

With the support of SREB, both Philippi Elementary and Philippi Middle will have a numeracy coach that works with them periodically throughout the year.

Monitoring

Professional Development in Capturing Kids' Hearts has been a full-county endeavor. The scores of our ELA program will be significantly supported by effective relationship building in Barbour County Schools.

M3T program is utilized with Sissy Collins being our county fellow; she is guiding a LIT team with a cadre of math teachers

Use of the Authoring Tool to monitor mastery of content toward goals

**Mathematics Needs Assessment Summary:**

\* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

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1	i-Ready Diagnostic	166		19 i-Ready Diagnostic	166	33
2	i-Ready Diagnostic	137		48 i-Ready Diagnostic	137	54
3	i-Ready Diagnostic	156		80 i-Ready Diagnostic	156	76
	Assessment Used	Students Tested	Students Scoring at the Lowest Performance Level	Assessment Used	Students Tested	Students Scoring at the Lowest Performance Level
4	i-Ready Diagnostic	128		66 i-Ready Diagnostic	128	55
5	i-Ready Diagnostic	149		94 i-Ready Diagnostic	149	74

6	WVGSA Benchmark	130	64	WVGSA Benchmark	148	113
7	WVGSA Benchmark	139	83	WVGSA Benchmark	153	104
8	WVGSA Benchmark	126	61	WVGSA Benchmark	140	121

English Language Proficiency Assessment Results (ELPA)

	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	--	--	--	39.49

Detailed data by domain is available at [ZoomWV for Educators](#)

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	--	--	--	348
Level 2	--	--	--	346
Level 3	--	--	--	596
Level 4	--	--	--	207
Level 5	--	--	--	166

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	--	--	--	382
Level 2	--	--	--	335
Level 3	--	--	--	672
Level 4	--	--	--	162
Level 5	--	--	--	112

English Language Proficiency Assessment Results for the Speaking Domain

--	--	--	--	--



ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	--	--	--	254
Level 2	--	--	--	274
Level 3	--	--	--	507
Level 4	--	--	--	299
Level 5	--	--	--	329

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	--	--	--	131
Level 2	--	--	--	125
Level 3	--	--	--	524
Level 4	--	--	--	470
Level 5	--	--	--	413

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
EL services will continue to be implemented with one high school student	Monitoring

**EL Needs Assessment Summary:**

\* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.






Services are to continue for the one student at PBHS

LEA Strategic Plan - High School Graduation and Student Success Data














Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - High School Graduation and Student Success Data

**Color Reference Guide**

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

**On Track**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	86.91	71.38	63.51		76.86
<b>Status</b>					
Economically Disadvantaged	80.33	58.00	50.74		64.95
English Learners	--	--	--		66.66
Foster Care	85.71	21.43	50.00		42.94
Homeless	--	--	50.00		61.64
Military Connected	--	--	--		92.85
Students with Disabilities	83.33	57.95	43.58		65.03
<b>Race</b>					
American Indian or Alaska Native	100.00	66.67	50.00		57.14
Asian	--	--	--		81.35
Black or African American	75.00	50.00	100.00		71.16
Hispanic or Latino Native	--	--	100.00		68.63
Multi-Racial	66.67	66.67	0.00		68.80
Native Hawaiian or Other Pacific Islander	--	--	--		100.00

White	87.23	71.85	64.53		77.53
<b>Gender</b>					
Female	92.35	81.88	73.68		80.73
Male	79.69	60.76	52.77		73.13

**10th Graders with Twelve Earned Credits**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students
<b>All</b>	89.93	78.61	75.00	88.56
<b>Status</b>				
Economically Disadvantaged	83.60	68.00	56.71	80.63
English Learners	--	--	--	88.46
Foster Care	85.71	42.85	75.00	64.10
Homeless	--	--	50.00	77.53
Military Connected	--	--	--	92.85
Students with Disabilities	85.71	65.90	61.53	82.47
<b>Race</b>				
American Indian or Alaska Native	100.00	66.66	50.00	64.28
Asian	--	--	--	95.76
Black or African American	100.00	50.00	100.00	85.16
Hispanic or Latino Native	--	--	100.00	83.85
Multi-Racial	66.66	66.66	0.00	82.23
Native Hawaiian or Other Pacific Islander	--	--	--	100.00
White	90.07	79.47	76.59	88.99
<b>Gender</b>				
Female	95.29	88.75	85.52	90.60
Male	82.81	68.35	63.88	86.61

**10th Graders with two or more credits in English, Math, Science, and Social Studies**

Student Groups	County (2019-20)	County (2020-2021)	County (2021-22)	State (2021-22)
----------------	------------------	--------------------	------------------	-----------------

	% of Students	% of Students	% of Students	% of Students
<b>All</b>	83.89	64.15	66.21	77.63
<b>Status</b>				
Economically Disadvantaged	77.04	48.00	56.71	66.03
English Learners	--	--	--	66.66
Foster Care	85.71	0.00	50.00	42.94
Homeless	--	--	50.00	62.19
Military Connected	--	--	--	92.85
Students with Disabilities	80.95	50.00	53.84	66.79
<b>Race</b>				
American Indian or Alaska Native	100.00	66.66	50.00	57.14
Asian	--	--	--	81.35
Black or African American	50.00	50.00	100.00	72.00
Hispanic or Latino Native	--	--	100.00	69.25
Multi-Racial	66.66	66.66	0.00	70.45
Native Hawaiian or Other Pacific Islander	--	--	--	100.00
White	84.39	64.23	67.37	78.28
<b>Gender</b>				
Female	89.41	75.00	75.00	81.49
Male	76.56	53.16	56.94	73.91

**2030 4-Year Cohort Graduation Rate Goal Targets**

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
89.57	89.99	90.41	90.82	91.24	91.66	92.08	92.49	92.91	93.33	93.75	94.16	94.58	95.00

**Graduation 4-Year Cohort**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	97.44	90.48	93.48		91.17
<b>Status</b>					

Economically Disadvantaged	94.59	--	86.76		85.32
English Learners	--	--	--		80.56
Foster Care	--	100.00	--		--
Homeless	--	50.00	--		--
Military Connected	--	--	--		--
Students with Disabilities	92.31	90.91	86.36		83.06
<b>Race</b>					
American Indian or Alaska Native	100.00	100.00	100.00		95.24
Asian	--	100.00	--		96.72
Black or African American	100.00	50.00	50.00		86.94
Hispanic or Latino Native	100.00	--	100.00		85.53
Multi-Racial	100.00	100.00	50.00		89.45
Native Hawaiian or Other Pacific Islander	--	100.00	--		90.00
White	97.26	90.83	94.62		91.51
<b>Gender</b>					
Female	95.95	96.43	97.37		92.82
Male	98.78	85.71	88.71		89.64

**Graduation 5-Year Cohort**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	95.89	97.44	98.40		92.65
<b>Status</b>					
Economically Disadvantaged	87.10	--	96.36		87.80
English Learners	--	--	--		95.63
Foster Care	--	--	--		--
Homeless	--	--	--		--
Military Connected	--	--	--		--
Students with Disabilities	91.30	92.31	100.00		85.66
<b>Race</b>					

American Indian or Alaska Native	50.00	100.00	100.00		100.00
Asian	--	--	100.00		100.00
Black or African American	100.00	100.00	100.00		88.53
Hispanic or Latino Native	100.00	100.00	--		91.80
Multi-Racial	100.00	100.00	100.00		92.10
Native Hawaiian or Other Pacific Islander	--	--	100.00		100.00
White	96.30	97.26	98.32		92.82
<b>Gender</b>					
Female	95.59	95.95	100.00		94.60
Male	96.15	98.78	97.10		90.83

**Post-Secondary Achievement Data**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>					
<b>Status</b>					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
<b>Race</b>					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					

Gender					
Female					
Male					

**College Readiness (AP/IB)**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students
<b>All</b>				
<b>Status</b>				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Military Connected				
Students with Disabilities				
<b>Race</b>				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic or Latino Native				
Multi-Racial				
Native Hawaiian or Other Pacific Islander				
White				
<b>Gender</b>				
Female				
Male				

**College Readiness (Dual Credit)**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students

<b>All</b>	28.77	31.97	28.00	30.68
<b>Status</b>				
Economically Disadvantaged	20.75	21.43	18.75	17.29
English Learners	--	--	--	14.11
Foster Care	25.00	100.00	--	18.84
Homeless	--	100.00	0.00	16.19
Military Connected	--	--	--	64.28
Students with Disabilities	0.00	0.00	0.00	5.11
<b>Race</b>				
American Indian or Alaska Native	0.00	100.00	0.00	10.52
Asian	--	0.00	--	49.15
Black or African American	0.00	0.00	0.00	19.88
Hispanic or Latino Native	100.00	--	0.00	20.23
Multi-Racial	33.33	0.00	0.00	21.72
Native Hawaiian or Other Pacific Islander	--	100.00	--	37.50
White	29.20	32.17	29.41	31.57
<b>Gender</b>				
Female	41.18	42.59	31.08	38.69
Male	17.95	23.53	23.52	22.97

**Career Readiness (CTE Completer and Advanced Courses)**

<b>Student Groups</b>	<b>County (2019-20)</b>	<b>County (2020-21)</b>	<b>County (2021-22)</b>	<b>State (2021-22)</b>
	<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>
<b>All</b>	36.99	35.25	38.40	38.24
<b>Status</b>				
Economically Disadvantaged	33.96	35.71	33.33	38.91
English Learners	--	--	--	20.00
Foster Care	25.00	100.00	--	34.78
Homeless	--	100.00	50.00	32.99
Military Connected	--	--	--	42.85



Students with Disabilities	0.00	31.82	16.66	39.18
<b>Race</b>				
American Indian or Alaska Native	50.00	100.00	66.66	31.57
Asian	--	0.00	--	19.49
Black or African American	0.00	0.00	0.00	26.14
Hispanic or Latino Native	0.00	--	0.00	23.21
Multi-Racial	66.67	100.00	100.00	25.05
Native Hawaiian or Other Pacific Islander	--	0.00	--	0.00
White	37.23	35.65	37.81	39.72
<b>Gender</b>				
Female	36.76	25.93	35.13	33.06
Male	37.18	42.65	43.13	43.23

**Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):**

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, current graduation rates, supplemental programs/services, benchmarks, walkthrough data, pass/failure rates, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

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Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<input type="text"/>	<input type="text"/>

**High School Graduation and Student Success Needs Assessment Summary:**

\* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Attendance is a significant issue at Philip Barbour High School. Monthly monitoring will occur with district leadership and building principal to monitor increased participation in school. Monthly reporting will be given to BCS board of education members. Chronic absenteeism has been problematic at Philip Barbour High School due to academic achievement struggles, inability to return to a full-time status after COVID has been especially problematic, and family dynamics have families lead by grandparents who are not willing to demand participation in school.

LEA Strategic Plan - Attendance and Behavior Data

Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Attendance and Behavior Data

**Color Reference Guide**

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

**Attendance - Percent of students chronically absent**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	15.73	7.23	33.71		29.08
<b>Status</b>					
Economically Disadvantaged	22.39	10.04	42.98		38.44
English Learners	--	--	--		24.03
Foster Care	19.12	16.13	29.82		36.88
Homeless	30.00	50.00	75.00		42.27
Military Connected	0.00	0.00	0.00		16.50
Students with Disabilities	19.53	9.30	37.71		34.90
<b>Race</b>					
American Indian or Alaska Native	3.33	4.17	11.11		29.34
Asian	0.00	0.00	0.00		12.16
Black or African American	6.67	15.38	45.45		29.90
Hispanic or Latino Native	0.00	0.00	53.33		30.28
Multi-Racial	18.37	2.70	35.56		31.13
Native Hawaiian or Other Pacific Islander	25.00	0.00	0.00		19.42

White	16.01	7.37	33.71		29.05
<b>Gender</b>					
Female	16.38	6.99	33.51		29.59
Male	15.10	7.46	33.90		28.61

**Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)**

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	97.88	97.92	96.53		95.56
<b>Status</b>					
Economically Disadvantaged	96.43	96.99	95.94		94.15
English Learners	--	--	--		97.49
Foster Care	95.74	95.56	86.67		89.30
Homeless	88.89	--	66.67		93.70
Military Connected	100.00	100.00	100.00		99.07
Students with Disabilities	96.67	95.19	94.99		92.96
<b>Race</b>					
American Indian or Alaska Native	100.00	92.86	100.00		96.97
Asian	100.00	100.00	100.00		98.53
Black or African American	100.00	80.00	100.00		89.69
Hispanic or Latino Native	100.00	100.00	88.89		96.16
Multi-Racial	100.00	96.55	100.00		94.10
Native Hawaiian or Other Pacific Islander	100.00	100.00	100.00		100.00
White	97.75	98.06	96.44		95.85
<b>Gender</b>					
Female	99.56	98.43	97.01		97.56
Male	96.27	97.44	96.08		93.68

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<input type="text"/>	<input type="text"/>

**Attendance and Behavior Needs Assessment Summary:**

\* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Behavior remains to be minimal at Philip Barbour High school and other schools in Barbour County due to the implementation of Capturing Kids' Hearts with fidelity. Relationships are being developed at each school that increase the potential for a successful academic program. Attendance will improve as the relationships continue to be strengthened as well as an increased academic rigor and relevancy with instructional programs.

LEA Strategic Plan - Educator Effectiveness Data

Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2019-20)		County (2020-21)		County (2021-22)		State (2021-22)	
Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
21.82	26.67	15.60	26.67	18.85	20.45	20.12	17.15

Evaluation Data

	County (2021-22)	State (2021-22)
Performance Level	% of Teachers	% of Teachers
Distinguished		
Accomplished		
Emerging		
Unsatisfactory		

Additional Data Sources, including results:

\* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

With the continued lack of certified employees, especially at Philippi Middle School, long-term and daily substitutes are delivering important academic programs. Philippi Middle School has only one 5th grade teacher out of three, one certified English teacher out of three, one certified Math teacher out of three, one certified Science teacher out of two. Inability to provide certified teachers to our classrooms is a significant hindrance to a successful instructional program. Inability to provide substitutes for our staff to participate in staff development is also problematic. We do not have enough substitutes to cover classes on a daily basis. Administration and instructional staff are stretched to cover such vacancies. This is a daily struggle for each of our buildings.

Educator Effectiveness Needs Assessment Summary:

\* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what

practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Mentor teachers and mentor administrators are needed in Barbour County Schools. Due to the increased coverage needs within the school day, staff are unwilling to stay after school, regardless of the stipend the county can pay for their time and effort. With lack of planning time, teaches are reverting to plans that require less planning and therefore are less effective than a well-planned lesson.

\* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment, the strategic plan activities and development of the district's WVSIPP.

Collaborative teaching remains to be a need for our special education and core instructional teams. Differentiated instructional delivery remains to be a high need area due to significant skill gaps within a grade level. The new Reading Success Act requires additional training that must be offered during non-instructional times.

**Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1**

**Plan Items )**

**1 PROMOTE STUDENT SUCCESS**

Description:

Measures of student success will meet or exceed the following thresholds for all students including those identified as homeless and/or other low performing subgroups: 1) attendance rates for students will be 93% or above monthly; 2) zero out-of-school suspensions for Level 1 or Level 2 behaviors; 3) 98% of freshmen and sophomores will earn 12 credits and at least 4 credits in each of their 4 core content areas (ELA, Math, Science, Soc. St.) by the end of grade 10; 3) 100% of seniors attain one of the following College or Career Readiness benchmarks: a) a score of 3 or above on an AP Exam; b) earn a college credit with a grade of C or above; d) earn completer status in a CTE program of study. The graduation rate for the 4 and 5 year cohort groups will be 95% or above by the year 2030 by increasing 0.27% and 0.35% respectively on an annual basis from the baselines of: 97.4% for the 4 year (meeting and exceeding goal) and 90.5% for the 5 year cohort.

**PM 1.1 Attendance Rates, Graduation Rates, Discipline, College and Career Ready Benchmarks**

Description:

Schools will utilize Positive Behavior Support Plans encompassing the Capturing Kids' Hearts EXCEL Model to support rising attendance rates, graduation rates, the percentage of students attaining College and Career Ready Benchmarks and declining Discipline infractions.

**1.1.1 Positive Behavior Support System**

Description:

Schools will implement the Capturing Kids' Hearts EXCEL model to encourage improved attendance rates, improved student behavior, and increased graduation rates.

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Monitor students' progress in meeting the challenging State academic standards
	Provide services for homeless children and youth
	If applicable, support, coordinate, and integrate services with early childhood education programs
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom

**AS 1.1.1.1 Discipline Plan/Expected Behaviors**

Description:

Improvement teams will fashion their discipline system to minimize the number of out-of-school suspensions for Level 1 and Level 2 violations School of the Student Code of Conduct. Teachers will teach the expected behaviors for students to minimize classroom disruptions and maximize learning time. Capturing Kids' Hearts program will be used with the EXCEL model in all classrooms.

Person Responsible:

Mary Beth Hovatt/FLeming  
Estimated Begin Date:  
8/17/2023  
Estimated Completion Date:  
5/31/2024

**AS** 1.1.1.2 System of Continuous Improvement

Description:

Each school will promote a system of continuous improvement for student achievement through direct student involvement in their own learning, utilizing "I can" statements and through individualized student data folders at the elementary level.

Person Responsible:

Principals

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/24/2024

**AS** 1.1.1.3 Attendance

Description:

An Assistant Attendance Officer (truancy diversion specialist) will work with parents on an individual holding "Absence Diversion" meetings" with students and parents after they reach 5 days of unexcused absences. The Officer will work with the parent and student to correct situations inhibiting attendance so that student attendance improves. Further assistance will be offered at the 10 day mark for unexcused attendance to show improvement prior to a court filing for truancy. The truancy diversion specialist will work with principals/schools, county social workers, social support agencies, and parents to provide supports to encourage good school attendance/participation.

Person Responsible:

David Neff

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.4 Capturing Kids' Hearts

Description:

Schools will provide instruction in Expected Behaviors through the Capturing Kids' Hearts EXCEL Model, utilizing Social Contracts in each classroom

Person Responsible:



Principals

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.5 Attendance Intervention

Description:

Through monitoring of student attendance, students that are identified as not meeting school expectations for attendance will be put on a SAT plan in an effort to rectify the situation. Schools will clearly articulate attendance expectations in handbooks, websites, and through regular parent contacts and newsletters. .

Person Responsible:

David Neff

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.6 Track College and Career Readiness.

Description:

A student advisory system, such as Advisor/Advisee and/or CARES is in place to assist students in a variety of ways at the middle and high school levels. School counselors and/or designee will track students who are on track with credits.

Person Responsible:

High School Principal

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.7 Credit Recovery

Description:

PBHS will utilize the Imagine Learning software program to offer Credit Recovery and Summer School to allow students who have failed courses to recover the credit for the course(s) so they may stay on track to graduate.

Person Responsible:

High School Principal

Estimated Begin Date:

8/17/2023

Estimated Completion Date:  
5/31/2024

**AS** 1.1.1.8 SAT Support

Description:

All schools will utilize the SAT process for students in jeopardy of not meeting mastery in the WVCCR and/or earning enough credits to be on track to graduate or failure to attend school on a regular basis. Training in the SAT process will be provided to new and existing teachers who need refresher courses for the process.

Person Responsible:

Principals

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.9 Exit Conferencing

Description:

Potential Drop-outs will be required to meet with the counselors and/or Dean of Students, then the principal, and finally the attendance director and/or the superintendent prior to dropping-out.

Person Responsible:

David Neff

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.10 PEP Plans

Description:

Schools will provide support for students/parents in the development of the PEP plans through AA, counselors, career awareness activities.

Person Responsible:

Principals

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.11 Mental Health Assistance

Description:

SAT teams, counselor, and administrators will provide support services for students deemed at-risk or who demonstrate mental health issues. Schools will encourage parents/students to utilize the services of the county mental health personnel. Philip Barbour will continue to work collaboratively with the Brandon Wellness center for mental health issues and assistance.

Person Responsible:

Pricipals

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/24/2024

**AS** 1.1.1.12 Well rounded educational opportunities

Description:

Through the use of grants to elementary, middle and high schools, instruments and supplies will be provided to students in the music, art, and theater departments to allow for authentic arts experiences.

Person Responsible:

David Neff

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$37,798.55

**AS** 1.1.1.13 Safety

Description:

The county will provide schools with an automated message service to keep parents and students informed about items that affect the school community; a program to communicate with internal stakeholders as well as outside agencies will be acquired for additional safety measures

Person Responsible:

David Neff

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$4,500.00

**AS** 1.1.1.14 Employ LPNs

Description:

LPNs will work with students to ensure all health needs of students with disabilities are met and allow them to fully participate in the educational program.

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$74,824.00

**AS** 1.1.1.15 Provide Leadership and Oversight of Special Ed. Programming

Description:

A Special Education Director will be employed to ensure all aspects of the Special Education Program and needs of students are met.

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid	IDEA School Age		\$103,492.00

**Entitlement**

**AS 1.1.1.16 Effective Transitions**

**Description:**

Provide for effective transitions for students as they go through the school system by having: Move Up Days, Parent Nights where content standards, assessments, and expectations are discussed, and long-range planning across grade levels.

**Person Responsible:**

Principals

**Estimated Begin Date:**

8/17/2023

**Estimated Completion Date:**

5/31/2024

**AS 1.1.1.17 School Attendance**

**Description:**

Schools will recognize and celebrate good attendance through the positive behavior support programs. Schools will make meaningful contact as required by code and county policy to determine how students can be assisted to demonstrate good attendance. The attendance policy and positive behavior supports will be clearly articulated to the school community. A truancy diversion specialist and social workers will assist families in need to improve student attendance.

**Person Responsible:**

David Neff

**Estimated Begin Date:**

8/16/2023

**Estimated Completion Date:**

5/31/2024

**AS 1.1.1.18 Mental Health Assistance**

**Description:**

SAT teams, IEP teams, counselor, and administrators will provide support services for students deemed at-risk or who demonstrate mental health issues and refer to mental health therapy.

**Person Responsible:**

Julie Bibey

**Estimated Begin Date:**

7/1/2023

**Estimated Completion Date:**

6/30/2024

Funding Application	Grant	Notes	Amount
Results-Driven Priorities	ReClaim WV	To provide mental health therapy	\$19,427.56

**AS** 1.1.1.19 Effective Technology Use - Plan Book

Description:

Purchase subscription for staff and schools moving to online planning.

Person Responsible:

David Neff

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Site based initiative	\$2,500.00

**AS** 1.1.1.20 Staff Training

Description:

New staff training and returning staff training in the use of Google Classroom, Google Meets, and other technology tools. New staff will also receive training and support to utilize other management tools such as WVEIS, Online IEP, LiveGrades, WVEIS gradebook ... VECTOR Solutions will be utilized to provide flexible training for all staff.

Person Responsible:

Michelle Fleming

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Effective use of technology	\$20,000.00

**AS** 1.1.1.21 Social Work Funding

Description:

Homeless set aside will be used to supply students in need with social work services: clothing, school supplies, hygiene

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Homeless Needs	\$2,000.00

**AS** 1.1.1.22 Psychologist/Psychiatrist

Description:

BCS will contract with a psychologist or psychiatrist as needed to assist with intervening with a student who is not being successful in school or in life.

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

**AS** 1.1.1.23 Annual Training for all employees (Service and Professional) McKinney-Vento Act

Description:

Via the Vector Training Solutions platform, all staff will participate in the Understanding the Basics of the Mckinney-Vento Act Basics

Person Responsible:

Michelle Fleming

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.24 Best Life Therapy

Description:

Social Worker services to help students/families with social/emotional needs

Person Responsible:

Connie Mundy

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$70,000.00

**AS** 1.1.1.25 Barbour Community Health Association

Description:

Counseling services to address student/family social/emotional needs

Person Responsible:

Connie Mundy

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$63,798.05

**S** 1.1.2 High Quality Standards

Description:

Schools will strive to meet the High Quality Standards to improve the quality of the school.

**AS** 1.1.2.1 High Quality Standards Review

Description:

Annually, schools will review how they are meeting the High Quality Standards and use the information garnered through this process to develop action steps for their strategic plan that will support the school improving in areas of weakness. The continuous improvement process will be utilized to identify priority curriculum, develop lessons with common formative assessments, monitor ongoing student



progress, and adjust instruction as needed. Schools will utilize leadership teams, professional learning communities, and continuous data assessment by these groups to monitor growth and guide instruction.

Person Responsible:

Eddie Vincent

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF funds for the 3 years of the grant	\$114,000.00

### § 1.1.3 Homeless Student Population Support

Description:

Using the McKinney-Vento Identification and Services protocol as identified in the Homeless Liaison toolkit, Barbour County Schools will educate and promote schools on the process to connect students to educational support and community services

#### AS 1.1.3.1 Annual training via Vector Solutions

Description:

Service and professional staff will complete the mandatory training provided during opening session or at the time of employment. The protocol in the Homeless Liaison Toolkit will be used to enhance the identification of our homeless population and the delivery of appropriate services,

Person Responsible:

Michelle Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

## § 2 IMPROVE STUDENT ACHIEVEMENT

Description:

The proficiency rates for ALL students in ELA will improve by 2.6% annually from the baseline proficiency rate of 36.19% (2017) and be 63.25% by the year 2030 and Mathematics will improve by 2.28% annually from the baseline proficiency rate of 26.5% (2017) and be 68.09% by the year 2030 as measured by the General Summative Assessment. [Notes: Math. For the 2016-17 baseline school year 26.5% of students were proficient. This figure was subtracted from 100% and equals 63.25% as our projected proficiency rate for the year 2030. So, in 14 years we need 2.6% growth in proficiency

rates to reach this mark. ELA. For the 2016-17 baseline school year 36.19% of students were proficient in ELA. This figure is subtracted from 100% and equals 68.09% as our projected proficiency rate for the year 2030. So, in 14 years we need 2.28% growth in proficiency rates to reach this mark.]

**PM** 2.1 Non-Summative and Summative Assessments

Description:

Schools will utilize modules, benchmarks, and summative assessments results to monitor student achievement throughout the school year

**S** 2.1.1 Personalized Learning and Data Driven Instruction

Description:

A Personalized Learning system and Data Driven Instruction system for students will be implemented to maximize student achievement.

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Provide services for homeless children and youth
	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education programs
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom

**AS** 2.1.1.1 Benchmark Formative Assessments

Description:

Elementary, middle, and high schools will be assessed using the I-Ready, IXL, Horizon and WVGSA benchmark assessments 2- 3 times per year. The progress of each student will be tracked. Third Grade Success Act-BCS uses iReady E/LA and mathematics screener and/or benchmark assessments to collect student data to inform instruction and to identify students exhibiting deficiencies in E/LA and mathematics. The dyslexia and dyscalculia screeners are included.

Person Responsible:

Principals

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
<b>Third Grade</b>	Third Grade Success Act		\$1.00

**AS** 2.1.1.2 Assess students utilizing Interim assessments.

Description:

Elementary, middle and high school students will be assessed using the iReady, diagnostics and WVGSA Benchmarks. Teachers will use the data to inform instruction, group students for Personalized Learning, and personalize lessons for students through the iReady and WVGSA system to target learning deficiencies. This is a targeted strategy for the identified CSI school within BCS - PMS

Person Responsible:

Principals

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF Funds each year for 3 years of grant	\$114,000.00

**AS** 2.1.1.3 Personalized Learning

Description:

A system of Personalized Learning will be developed for each school that will consist of: 1) core instruction for all students, 2) targeted instruction for students needing additional support and 3) intensive instructional support for students demonstrating great deficiencies. PLC and SAT teams will monitor data and address the needs of students.

Person Responsible:

Principals

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

**AS** 2.1.1.4 Data Driven Decision making

Description:

Teachers will use formative assessment results to inform their instructional practices, student groupings, and drive their decision-making. Teachers will work within their PLC to identify priority standards, develop formative assessments to gauge progress, and design effective remediation/enrichment activities that meet the needs of the students. This is a specific targeted strategy for the LEA's work to support PMS (CSI school identified in BCS)

Person Responsible:

Curriculum directors and principals

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title V Part B, RLIS	Embedded staff development for PLC	\$43,971.11

**AS** 2.1.1.5 1-1 Technology

Description:

A one-to-one technology initiative for students will give students greater access to technology and learning tools associated with the curriculum. Chromebooks and Google domain through Google Classroom. Ongoing staff development needs provided to support effective use.

Person Responsible:

Chris Derico

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Tools for Schools	Tools for Schools	To provide general technology supplies and support	\$72,746.00

**AS** 2.1.1.6 T1 Interventionists

Description:

Instructional interventionists will be employed at Title 1 school to support the school's Personalized Learning model. Student achievement has increased due the academic support the interventionists provide for students.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$658,863.00

**AS** 2.1.1.7 Parent Involvement

Description:

Title 1 schools will involve parents in their child's education including, but not limited to: parents serving on decision-making committees for the school, school functions, and support for academic issues. Schools will provide opportunities for parents to be involved in community literacy events. Schools will effectively work with and communicate with parents through Live Grades, School Messenger, and Parent Teacher Organizations.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Required Set Aside Family Engagement Supplies	\$1,055.61

**AS** 2.1.1.8 Academic Tutors to address learning loss from the pandemic.

Description:

Employ Academic Tutors to work with families and students to ensure academic success. Staff will identify specific learning loss areas for targeted tutoring of skills. PLCs will monitor progress toward closing the learning gaps.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

**AS** 2.1.1.9 Extended Learning and summer enrichment

Description:

Books and supplies for extended day/year and/or home will be purchased including books for self-selected reading, supplies for family events focused on E/LA and math, One District/One Book, Dolly Parton's Imagination Library books, Parent Events, and Summer Reading Book Distribution. Activities such as summer workshops for families will be developed to build family and school relationships as well as to encourage summer learning and decrease summer learning loss.

Person Responsible:  
 Gabrielle Rhodes  
 Estimated Begin Date:  
 7/1/2023  
 Estimated Completion Date:  
 6/30/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$16,676.00

**AS** 2.1.1.10 Multi-Tiered System of Support

Description:  
 Identify and purchase intensive reading and math intervention kits for students identified as having deficiencies in E/LA and math.  
 Person Responsible:  
 Gabrielle Rhodes  
 Estimated Begin Date:  
 7/1/2023  
 Estimated Completion Date:  
 6/30/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$12,653.00

**AS** 2.1.1.11 Employ Special Educators

Description:  
 In an effort to meet the learning, emotional and physical needs of students, employ Special Education teachers to participate in tiered instruction and meet the individual needs of students.  
 Person Responsible:  
 Julie Bibey  
 Estimated Begin Date:  
 7/1/2023  
 Estimated Completion Date:  
 6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$311,925.77

**AS** 2.1.1.12 High Quality Instruction

Description:

Stipends will be provided to teacher who attend sessions aimed to improve proficiency rates in reading and/or math.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

**AS** 2.1.1.13 Employ Pre-School Special Needs Instructor 0.5 FTE

Description:

The focus of this position will be students with special needs who are transitioning into Kindergarten.

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA Preschool		\$23,368.37

**AS** 2.1.1.14 Special Education Specialist/Coach

Description:

The Special Education Specialist/Coach will work with parents and teachers to ensure all needs are met through the IEP process.

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$30,123.00

**AS** 2.1.1.15 Support for Beginning/Inexperienced Teachers

Description:

Mentors will be provided via the personnel office

Person Responsible:

David Neff

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$7,200.00

**AS** 2.1.1.16 Employ Special Ed. Gifted Instructor 0.5 FTE

Description:

The Gifted Instructor will meet the needs of students that qualify for the gifted program.

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding	Grant	Notes	Amount
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**Application****IDEA and  
State Aid  
Entitlement**

State Aid for Special Education

\$33,647.00

**AS** 2.1.1.17 Professional Learning Communities and PLC Development

## Description:

All schools will operate PLCs on a regular schedule to support the advancement of professionalism, leadership, improvement of the instructional program and increase student learning. To support this effort, the county will sponsor ongoing training and supports for PLCs to enhance their knowledge and skill level so they may lead the PLCs at their schools to increase effectiveness and efficiency. Stipends to be provided for afterschool meetings to work with student data, develop instructional strategies, and monitor student growth.

## Person Responsible:

Curriculum Directors, Rhodes/Fleming

## Estimated Begin Date:

8/16/2023

## Estimated Completion Date:

5/31/2024

**AS** 2.1.1.18 Professional Development in Mathematics Instruction - Math for Elementary Instructors

## Description:

Professional learning aimed at increasing the content knowledge and knowledge of instructional strategies that will be effective to implement with the county's adopted textbook series.

## Person Responsible:

Gabrielle Rhodes

## Estimated Begin Date:

8/16/2023

## Estimated Completion Date:

5/24/2024

**AS** 2.1.1.19 Advanced Placement Training

## Description:

Teachers of Advanced Placement courses will attend AP Summer Institute courses to improve their ability to increase rigor and increase AP scores. Due to WVDE Policy 2510 that dictates AP teachers attend the Summer Institute to comply with State policy.

## Person Responsible:

Michelle Fleming

## Estimated Begin Date:

8/16/2023

## Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$4,650.00

**AS** 2.1.1.20 Local, State, and National Conferences, Workshops or Training, for Core Curriculum Instructors and Administrators

Description:

Allow core teachers and administrators to attend local, state, and national conferences and workshops or training to learn of innovative techniques and strategies that will benefit their students and/or the school and school system. Professional development to address the social/emotional, math, and E/LA, and skill gaps or needs of the school or school district.

Person Responsible:

Curriculum Directors, Rhodes/Fleming

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$20,000.00

**AS** 2.1.1.21 Walk Throughs

Description:

Administrators will utilize Walk Throughs to track learning conditions with in the classroom. Individual feedback will be provided to the teachers. Composite data will be shared with leadership teams and central office personnel to help develop ongoing staff development.

Person Responsible:

Michelle Fleming

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

**AS** 2.1.1.22 Increase STEM Opportunities for Students.

Description:

Expand Project Lead the Way (PLTW) and Computer Science through training of teachers so that middle and high school students have Stem opportunities and engineering learning experiences. Utilize the Carnegie Science conference for teachers to expand their toolbox of

strategies to use in the classroom.

Person Responsible:

Tonya Ferguson

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

**AS** 2.1.1.23 Chrome Books and Google Classroom PD for New and/or Inexperienced Teachers

Description:

Teachers will learn how to use Chrome Books and Google Classroom as part of our 1:1 technology initiative.

Person Responsible:

Chris Derico

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$22,147.00

**AS** 2.1.1.24 Math 4 Life professional Development.

Description:

Teachers will have the opportunity to participate in the Math 4 Life professional development training as conducted by WVDE

Person Responsible:

Curriculum Directors, Rhodes/Fleming

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$5,090.00

**AS** 2.1.1.25 WVDE INVEST Learning Summit

Description:

Teachers and Principals will have the opportunity to attend the WVDE sponsored Learning Summit to improve their professional knowledge.

Person Responsible:

Curriculum Directors, Rhodes/Fleming

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$4,690.00

**AS** 2.1.1.26 Horizon SAT Prep Training

Description:

Offer Horizon SAT training for teachers who are new to the program or need a refresher.

Person Responsible:

Michelle Fleming

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$800.00

**AS** 2.1.1.27 Literacy Consultant for Title 1 Schools

Description:

Literacy Consultant will work with teachers as they improve student success.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Literacy Consultant will work with teachers.	\$30,000.00

**AS** 2.1.1.28 Belington Middle School Academic Consultant

Description:

Middle School Academic Consultant works with teachers to assist with student success-BMS

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

**AS** 2.1.1.29 Southern Regional Education Board and Martin's Consulting

Description:

1) Professional development and coaching for Mathematics 2) Professional development and coaching for ELA 3) Virtual coaching and follow-up between visits 4) Leadership coaching

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$353,000.00

**AS** 2.1.1.30 The 95 Percent Group

Description:

Supplemental phonics program will be used for students with phonics skill gaps

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$17,710.00

**AS** 2.1.1.31 EL Student Learning

Description:

Students having English as a second language will be provided services and resources under Title III to increase success in all academic and social areas.

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	State EL Funds		\$44.30

Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1

Required Items [Expand All] [Collapse All]

Component Met

1) **Monitor students' progress in meeting the challenging State academic standards**



Address strategies to monitor students' progress in meeting the challenging State academic standards by:

- Developing and implementing well-rounded program of instruction
- Identifying at-risk students
- Providing additional educational assistance
- Implementing instructional and other strategies to improve student learning

**Explanation**

Schools in Barbour County Schools (BCS) will implement the Learning Schools Model (PLCs) and teachers will base their instruction on the WVDE approved WVCCRs. Each school has developed a Support for Personalized Learning Model that meshes with the Learning School Model. All students are instructed utilizing the Core curriculum. Teachers will assess students utilizing a variety of formative assessment strategies to identify who has mastered the concepts taught and which students need additional attention to master the content. Students who need additional support to master WVCCRs may then be retaught and/or placed in a second tier of instructional support. Students who demonstrate difficulty learning over time may be placed in a SAT for additional support and monitoring. In the event the previous steps are not successful in supporting the student, then the student may be considered for long-term intervention such as special educational.

Through the formative assessment process, teachers will gather data that will become the focal point of their Professional Learning Community model (PLCs). In grades 3-12, students are given bench mark assessments through the GSA, iReady, and IXL platforms. PLCs will utilize the data to adjust their instruction to ensure maximum student success. The PLC process and/or the Teacher Evaluation system will help identify deficiencies or knowledge gaps for teachers and professional development will be centered around correcting those gaps.

☒ 1 PROMOTE STUDENT SUCCESS

PM 1.1 Attendance Rates, Graduation Rates, Discipline, College and Career Ready Benchmarks

☒ 1.1.1 Positive Behavior Support System

☒ 2 IMPROVE STUDENT ACHIEVEMENT

PM 2.1 Non-Summative and Summative Assessments

☒ 2.1.1 Personalized Learning and Data Driven Instruction

- 2) **Address equity of students taught at higher rates by ineffective or inexperienced teachers**
- Address strategies to address equity for students taught at higher rates by ineffective or inexperienced teachers

**Explanation**

Schools in Barbour County Schools (BCS) will implement the Learning Schools Model and teachers will base their instruction on the WVDE approved WVCCRs. Each school has developed a Support for Personalized Learning Model that meshes with the Learning School Model. All students are instructed utilizing the Core curriculum. Teachers will assess students utilizing a variety of formative assessment strategies to identify who has mastered the concepts taught and which students need additional attention to master the content. Students who need additional support to master WVCCRs may then be retaught and/or placed in a second tier of instructional support. Students who demonstrate difficulty learning over time may be placed in a SAT for additional support and monitoring. In the event the previous steps are not successful in supporting the student, then the student may be considered for long-term intervention such as special educational.

Through the formative assessment process, teachers will gather data that will become the focal point of their Professional Learning Community model (PLCs). In grades 3-12, students are given bench mark assessments through the GSA, iReady and IXL platforms. PLCs will utilize the data to adjust their instruction to ensure maximum student success. The PLC process and/or the Teacher Evaluation system will help identify deficiencies or knowledge gaps for teachers and professional development will be centered around correcting those gaps.

**2 IMPROVE STUDENT ACHIEVEMENT**

**PM 2.1 Non-Summative and Summative Assessments**

**S 2.1.1 Personalized Learning and Data Driven Instruction**

- 3) **Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools**
- Address strategies to carry out responsibilities for any Comprehensive Support Improvement and targeted Support and Improvement Schools

**Explanation**

BCS has one CSI School. The Leadership for this school meets frequently as a group to address deficiencies and meets frequently with the WVDE representative to give her updates on the progress they are making. The School's Leadership team has devised an action plan to improve student success and their climate and culture and are making good progress in meeting their goals.

- 4) **Provide educational services for N & D children living in local institutions or participating in comm. day school programs**
- Address strategies to provide educational services for neglected and delinquent children living in local institutions or participating in community day school programs

**Explanation**

Barbour County Schools does not have any N and D students or institutions that serve these students



5) **Provide services for homeless children and youth**  
Address strategies to provide services for homeless children and youth



**Explanation**

Homeless students are treated just like all other students, but receive additional support. If a Homeless student arrives at school with out sufficient documentation for enrollment, BCS enrolls the student and then finds the documentation that the student lacks. The Attendance Director for BCS will work with the family to ensure that basic needs for the student are being met and helps to remove any barriers to school attendance. BCS also will work with the family/student to keep the student in the student's home school if that is what is the best educational situation for the student.

All schools in BCS will utilize a Positive Support Behavior Plan to encourage good attendance and to reduce the behavior issues within the school. Principals will utilize other forms of discipline besides OSS for Levels 1 and 2 behaviors to keep kids in school. Students who demonstrate difficulty with their behavior will be placed in a SAT to try to remediate their actions. All schools have a discipline plan.

Our LEA Strategies for goals adhere not only to brick and mortar participants, but those students within Barbour county who are identified as homeless:

1. Academic Goals and actions steps specific to homeless students in the area of reading and mathematics have been added
2. Action step under PD to include yearly training for both service and professional personnel
3. Analysis/narrative of needs assessments should also reflect homeless identified students
4. How are homeless children identified by school personnel as a result of training both service and professional personnel and how are other entities and agencies included in the identification process?
- 5.. Send a Copy of MCKV brochure sent to all students at the beginning of the year emailed to rderenge@k12.wv.us (emailed again on 1/25/21)

**G 1 PROMOTE STUDENT SUCCESS**

**PM 1.1 Attendance Rates, Graduation Rates, Discipline, College and Career Ready Benchmarks**

**S 1.1.1 Positive Behavior Support System**

**G 2 IMPROVE STUDENT ACHIEVEMENT**

**PM 2.1 Non-Summative and Summative Assessments**

**S 2.1.1 Personalized Learning and Data Driven Instruction**

6) **Provide effective parent and family engagement**



Address strategies to provide effective parent and family engagement

**Explanation**

Barbour County Schools places an emphasis on family engagement at school, home, and in the community. Instructional leaders and stake holders desire to involve families in the educational process.

At the school level, families are engaged in the educational process through the opportunities that they have to be involved. Parents are invited to serve on the LSIC committee where they have an opportunity to participate in decisions that impact the school, they are invited to serve in parent and family organizations such as PTO, band boosters, and volunteer activities, such as read aloud, identified at the school level based on the goals and action steps listed in the school strategic plan.

At home, parents are encouraged to participate in the educational process by participating in activities such as Kids Read Now, One District, One Book, Think Central, Chromebook web destinations suggested by teachers, and communication with teachers through livegrades.

In the community, parents are encouraged to participate in the educational process by participating in community events such as the Art Stroll, Young Writer's celebration, Math Field Day celebration, public library activities, Learning Sprouts, All-County Music Concert, and athletics.

**G 2 IMPROVE STUDENT ACHIEVEMENT**

**PM 2.1 Non-Summative and Summative Assessments**

**S 2.1.1 Personalized Learning and Data Driven Instruction**

7) **If applicable, support, coordinate, and integrate services with early childhood education programs**

Address strategies to support, coordinate, and integrate services with early childhood education programs

**Explanation**

Barbour County Schools strives to support, coordinate, and integrate services with early childhood programs. We currently have 6 preschool classrooms housed in board of education sites and 2 additional classrooms housed at the Head Start location. Barbour County Schools supports the collaborative work with NCWV Head Start to provide an educational opportunity for all kids. We coordinate enrollment and placement to ensure that we meet the needs of all children. Children who are eligible for special education services are placed in their home school in order that they may receive the services identified by the IEP committee. Transition plans are in place to aid students in all locations to move with ease to the next educational setting, whether it be a preschool board of education classroom, Head Start, extended year or home services as well as Kindergarten.

**G 1 PROMOTE STUDENT SUCCESS**

**PM 1.1 Attendance Rates, Graduation Rates, Discipline, College and Career Ready Benchmarks**

§ 1.1.1 Positive Behavior Support System

§ 2 IMPROVE STUDENT ACHIEVEMENT

PM 2.1 Non-Summative and Summative Assessments

§ 2.1.1 Personalized Learning and Data Driven Instruction

- 8) **If appropriate, implement process to identify students for support under Targeted Assistance Program**   
Address strategies to identify students for support under Targeted Assistance Program, if appropriate

**Explanation**

Barbour County Schools does not have any Target Assistance Programs.

- 9) **Implement strategies to facilitate effective transitions for students between programmatic levels**   
Address strategies to facilitate effective transitions for students between programmatic levels

**Explanation**

Barbour County Schools has effective transitions for students between programmatic levels. Birth to Three collaborates with the IEP committee to provide opportunities for families enrolled in the Birth to Three program to observe and interact with the Pre-K staff and children at the proposed area of placement. Families work with service providers hired by Birth to Three to begin making the transition to school or home-based services provided by the lead agency, the school system.

Additionally, Head Start works collaboratively with the school system to provide transition activities which include school visits and tours so that students move into the next formal educational setting with ease.

The PEP plan that students start in middle school to align their career choices with their educational track, also serves to transition students from high school to post-secondary education and or their career.

Once enrolled in the Pre-K program, children and their parents are given the opportunity to observe and interact with the Kindergarten staff and other children at their home school.

At each grade level, children and their parents are given the opportunity to interact with the staff as they are promoted to their next formal school placement through participation in move up day activities and open house or meet your teacher events.

§ 1 PROMOTE STUDENT SUCCESS

PM 1.1 Attendance Rates, Graduation Rates, Discipline, College and Career Ready Benchmarks

§ 1.1.1 Positive Behavior Support System

☒ 2 IMPROVE STUDENT ACHIEVEMENT

PM 2.1 Non-Summative and Summative Assessments

§ 2.1.1 Personalized Learning and Data Driven Instruction

10) **Reduce the overuse of discipline practices that remove students from the classroom**

Address strategies to reduce the overuse of discipline practices that remove students from the classroom

**Explanation**

All schools have implemented a Positive Behavior Support Program and regularly monitor their progress in reducing unwanted behaviors in the classroom. This practice in conjunction with proactive classroom management practices, Student Assistance Teams activities, SpEd., interventions, etc., have allowed BCS to meet or exceed the State's expectations in regard to keeping students in their learning environment as opposed to OSS as a disciplinary measure.

☒ 1 PROMOTE STUDENT SUCCESS

PM 1.1 Attendance Rates, Graduation Rates, Discipline, College and Career Ready Benchmarks

§ 1.1.1 Positive Behavior Support System

☒ 2 IMPROVE STUDENT ACHIEVEMENT

PM 2.1 Non-Summative and Summative Assessments

§ 2.1.1 Personalized Learning and Data Driven Instruction

11) **If appropriate, support and coordinate CTE and work-based learning opportunities**

Address strategies to support and coordinate CTE and work-based learning opportunities, if appropriate

**Explanation**

CTE strategies are not addressed in this strategic plan.

BCS does address Career Awareness at all levels. Students are presented with information to inform them of potential career choices and

allow them to structure their course decisions towards their desired career. Beginning in middle school, students develop a PEP plan to align their career choice with their learning plan and then to transition to post-secondary education or begin their career.

12) **Other appropriate strategies identified by the LEA**



Address other appropriate strategies identified by the LEA

**Explanation**

All strategies employed by the school system are addressed in this strategic plan under the Goal Section of the plan.

## Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1

Required Items [Expand All] [Collapse All]

Component  
Met

## 1) Induction of beginning teachers

Address strategies to support beginning teachers

**Explanation**

Beginning teachers are provided support on multiple levels. Each beginning teacher is assigned a mentor teacher. The job of the mentor is to support the beginning teacher in all aspects of their professional career. Beginning teachers are asked to attend the New Teacher professional development series through the school system. This series of professional development occurs periodically throughout the school year and addresses the teacher's understanding of how to use technology to reach students and to motivate students, classroom management, and instructional strategies. Beginning teachers are also assigned to a Professional Learning Community at the school level. PLCs address student learning challenges as defined by student data, instructional planning, curriculum management, and instructional techniques. The evaluation system also plays a role in helping beginning teachers grow in their profession. Each new teacher meets multiple times with their supervisor to review observation results, the progress the teacher has made in meeting evaluation goals, and results of administrator Walk-Throughs (EWalk) and/or IPI (Instructional Practices Inventory) results. BCS has also hired a Data Coach that works with all schools to help support teachers as they implement new programming, gather student academic data, and how to make this data actionable in improving student achievement.

## 2) Support for experienced teachers

Address strategies to support experienced teachers

**Explanation**

Research shows that adults learn best when given frequent opportunities to reflect upon their actions. As a result, BCS is implementing the Learning School Model (Professional Learning Communities) which is a systemic support for teachers to allow them to meet frequently in PLCs to reflect upon the effectiveness of their instructional practices and how their instructional practices effect student achievement. Teachers are supported in the implementation of the Learning School Model through a series of PD on the model that will take place throughout the school year. PLCs are established at each school and are to meet a minimum of 2X weekly and early release time for students is scheduled 5x this year to allow for schools to work on school improvement projects. Our Teacher Evaluation Data indicates that Element 1.3, teachers use a balanced assessment approach to guide student learning, is our lowest rated indicator. To combat this, elementary teachers and middle school ELA and Math teachers have received training in I-Ready. This program allows teachers to give diagnostic assessments 3x per year, receive a Lexile and Quantile score for each student, receive detailed reports on specific needs of each student, groups students for instruction based on needs, and then provides each student specific instruction for targeted deficiencies. The next lowest rated element on the Teacher Evaluation Survey is Element 3.3, the teacher adjusts instruction based on a variety of assessments and student responses. To assist teachers with improving their performance on this element and to further implement the Learning School Model, BCS is providing PD on how teachers can make the Content Standards kid friendly by writing "I Can" statements as part of the curriculum mapping process. Teachers then will learn how to take the I Can statements and assess student in their mastery of the standard utilizing a formative assessment process. Teachers will then use the formative assessment results in their PLCs to improve student performance and increase the percentage of students achieving mastery.

BCS will also support teachers to attend conferences and/or other workshops as deemed appropriate to help teacher learn new techniques for the implementation of the Learning School Model.

Experienced teachers are also supported through the Teacher Evaluation System. With support from their principal, teachers select 2 goals from the results of their self-evaluation to work on. BCS has purchased Edivate which is an online PD program. Teachers and Principals link their goals to Edivate programming. Teachers will then watch the Edivate videos as a resource to help support their ability to improve.

BCS has also hired a Data Coach that works with all elementary schools to help support teachers as they implement new programming, gather student academic data, and how to make this data actionable in improving student achievement.

3) **Support for student teachers**

Address strategies to support student teachers



**Explanation**

MOUs are approved annually between BCS and participating institutions. Experienced teachers who have been successful in their careers are chosen as mentors for the student teachers. Mentor teachers assigned have completed the WVDE training to work with student teachers. Student teachers are included in all professional development activities and participate in Professional Learning Communities that are established for each school. By participating in PLCs, student teachers learn how to increase student achievement in a collaborative setting.

4) **Support for beginning administrators**

Address strategies to support beginning administrators



**Explanation**

Beginning administrators are assigned a mentor principal to providing coaching through the first year of service in the county. The new principal is also a member of the administrative PLC team that meets monthly. Release time and expenses are provided to participate in the state new administrator's training program. The curriculum director for the programmatic area serves as a second mentor for the principal. The superintendent also provides additional guidance through the evaluation process helping to build appropriate goals for the year to allow for capacity building for the new administrator.

5) **Support for experienced administrators**

Address strategies to support experienced administrators



**Explanation**

Experienced administrators participate in monthly county PLC of administrators to support, learn, and develop strategies that allow for improvement in the county and at the school level. The superintendent works with each principal through the evaluation process to develop improvement goals tailored to the needs of each principal. The county curriculum, special education, and improvement directors work with the principals to provide continuous support in areas of identified need by the principal and the superintendent. Release time and expenses are provided to allow for professional development meetings outside the county as identified.

6) **Support for other staff**

Address strategies to support other staff



**Explanation**

Service Personnel receive 18 hours of Continuing Education annually in specified areas that enable them to perform their jobs more efficiently. Aides that work directly with students, are included in all of the trainings that teachers receive and are included in the PLC process. By including them in all teacher trainings, aides are able to work more independently with students because of their increased competency levels.

Service personnel are provided continuing education training in the areas of their classifications.

All service personnel receive the state mandated trainings in areas including: homeless student identification, confidentiality of student information, mandated abuse training....

**Supports will also be provided for other professional staff (such as school counselors, nurses, social workers, etc.)**

## 7) Professional development

Address strategies and planned professional development opportunities



### Explanation

BCS bases professional development decisions on data, research, and best practices. The process for decision-making begins with the Professional Staff Development Council who is responsible for the implementation of the Learning School Model in the county. The council analyzes teacher evaluation data to target specific weaknesses as identified by teachers. Assessment scores are also examined to see where students are not being successful. Teachers and school administrators provide feedback as to needs as identified in the PLC process. EWalk and IPI data are analyzed to see if PD has been changing the habits of the teachers. The whole process for identification of needs is bottom-up.

Once areas have been identified as a priority for professional development, CE days are utilized to initiate the concept with the schools. Follow-up occurs throughout the school year through the PLC process, early release days for PLC topics/PD, and through our Data Coach and Literacy Coach. At the end of the year, the PD Council again looks at the Teacher Evaluation Data to see if improvements in the targeted areas have been successful and if it has effected assessment scores and increased student achievement. The whole process starts over with identification of needs, etc...

For the current school year, the focus of PD has been to implement specific areas of the Learning School Model. PD offerings have included: an overview of the Learning School Model, Curriculum Mapping, Formative Assessment, Diagnostic Assessment, PLC Coaching Clinic, Parent Involvement, Utilization of Technology to improve Student Achievement, and the utilization of the Data Coach and Literacy Coach to support and help embed new strategies that teachers have learned from PD or PLCs.



**Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1**

\* Planning

All levels of administration will be tasked with capacity building in their realm of responsibility

\* Vision and Goals

It is the vision of Barbour County Schools to grow leadership capacities in all areas of academic growth.

\* Data Driven Measures

Use of formative assessments (iReady, WVGSA, SAT, benchmarks, IXL, Horizon SAT) will be used to guide all actions

\* Teacher Leadership Roles

Department Chairs, Leadership Team membership

\* Teacher Leadership Selection

Selection will be done by immediate supervisor

\* Application and Hiring Process

Following WVDE procedures

\* County/Administrator Roles

Each department will build capacity

\* Management Protocol

Direct supervisors will manage capacity building

\* Evaluation Procedures

Using WVDE protocol for evaluation

\* Estimated Budget

2,000

\* Communication

Using standard: email, text, telephone, direct

WVSIPP Funding Details

Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1

WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 1,000.00
Support for experienced teachers	* \$ 1,000.00
Support for student teachers	* \$ 1,000.00
Support for other staff	* \$ 1,000.00
Professional development	* \$ 1,000.00

**Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1**

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Science of Reading Instruction</b> Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College- and Career-Readiness Standards.</p> <p><b>Explanation</b> HMH, our adopted reading series for grades K-5, consists of essential science-based elements of literacy consisting of phonemic awareness, phonics, fluency, vocabulary, comprehension, background knowledge, language, and writing which is supported by data substantiating that it is a high-quality comprehensive literacy program.</p>	<input checked="" type="checkbox"/>
<p>2) <b>Science of Reading and Numeracy Professional Learning Opportunities</b> Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and writing.</p> <p><b>Explanation</b> Barbour County will send a team of core teachers to the INVEST conference to be trained on the evidence-based reading instruction to bring an understanding back to professional staff within the schools. Barbour County will also train all elementary principals in SOR and allow them to train their staff in SOR and implement SOR effectively in every elementary school. First grade aides will be trained using the statewide Canvas platform to receive state provided PD for their instructional role in the classroom.</p>	<input checked="" type="checkbox"/>
<p>3) <b>Assessments: Screeners, Diagnostics, Benchmarks</b> Goal: Utilizing a state-approved English Language Arts and Mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics or benchmarks should include subtest reporting for dyslexia indicators.</p> <p><b>Explanation</b> Schools will use i-Ready for their diagnostic, benchmark, and screener to identify deficiencies in reading and mathematics.</p>	<input checked="" type="checkbox"/>
<p>4) <b>Multi-Tiered Systems of Support</b> Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics.</p> <p>This section should include a schedule for providing intervention/enrichment time to students.</p> <p><b>Explanation</b> Every elementary school has an intervention schedule built into their daily schedule to address deficiencies in reading and mathematics. The schools will have a plan to inform parents of the child's deficiencies and provide a plan for improvement.</p>	<input checked="" type="checkbox"/>
<p>5) <b>Family Notification and Involvement</b></p>	<input checked="" type="checkbox"/>

Goal: Providing families with notifications of the creation and implementation of individualized reading improvement plan, regular updates of child's reading progress, and reading strategies to help their child at home.

**Explanation**

Teachers will provide parents within 15 days after a benchmark a notice of the child's deficiencies in reading and mathematics. At the end of each quarter, parents will receive and update about their child's progress and given strategies that they can work on at home.

6) **Extended Learning Opportunities**



Goal: Providing high-quality extended day and extended year programs incorporating the five pillars of the Science of Reading, writing and mathematics for K-3 students who have not met certain literacy criteria.

HB 3035 requires students performing at a minimal level and not showing improvement to receive extended learning opportunities (i.e., after school and summer school)

**Explanation**

Schools will implement high-quality after-school tutoring program to incorporate the five pillars of the science of Reading, writing, and math. The county will build a plan to incorporate summer learning opportunities for the future. Families will receive literature through Dolly Parton's Imagination Library to help extend learning opportunities to families.

**Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1**

**Not Applicable**

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>P – 12 Mathematics Content Knowledge</b>                      Activities related to expanding educators’ content knowledge (Ex: action steps related to training and implementation for new instructional materials, Boaler’s mathematical mindsets, number talks, etc.)</p> <p><b>Explanation</b>                      Planned professional development sessions include: DNA Math, RTI Model, PLC work with Formative assessments and "I Can" statements, High School Math Academy and preparations for remote learning like Google Classroom.</p>	<input checked="" type="checkbox"/>
<p>2) <b>P – 12 Mathematics Pedagogy/Thinking Skills</b>                      Activities related to expanding educators’ pedagogical practices used in teaching mathematics (Ex: Cash’s differentiation, thinking skills, number talks, etc.)</p> <p><b>Explanation</b>                      BCS is offering PD in the following areas: DNA Math, TQE Process, RTI process, Google Classroom, flipped classroom, high school math academy.</p>	<input checked="" type="checkbox"/>
<p>3) <b>Leadership Development</b>                      Activities related 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.)</p> <p><b>Explanation</b>                      Teachers and administrators will attend DNA Math, Big Picture Shift, PLC formative assessment, curriculum mapping, Google Classroom, and high school math academy.</p>	<input checked="" type="checkbox"/>
<p>4) <b>Student Engagement</b>                      Activities related 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.)</p> <p><b>Explanation</b>                      BCS has started implementing cooperative learning strategies through working with Kagan.</p>	<input checked="" type="checkbox"/>
<p>5) <b>Mathematics Coaching/Facilitating</b>                      Activities related to developing the academic and interpersonal skills (Ex: effective coaching skills, training skills, facilitating skills, peer mentoring, etc.)</p>	<input checked="" type="checkbox"/>

**Explanation**

BCS will employ a Math Consultant at the elementary level to work with elementary schools that do not meet State standards in mathematics.

6) **Parent Involvement/Public Relations**



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.)

**Explanation**

BCS plans to communicate our improvement efforts in mathematics in a variety of ways to the public: newspaper articles, website stories, FaceBook stories, literature in restaurants and doctor offices. BCS also plans to relate information concerning our Math 4 Life campaign through Math Nights at the schools and Board of Education meetings.

**Barbour County Schools (002) Public District - FY 2024 - LEA Strategic Plan - Rev 1**

**Required Documents**

This page is currently not accepting Related Documents.