

Barbour County Schools (002) Public District - FY 2023 - 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

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*** 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 2023 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Demographic Data

Student Groups	State (2021-22)	County (2021-22)
	% of Students	% of Students
All	100.00	100.00
Status		
Economically Disadvantaged	49.98	49.51
English Learners	0.75	--
Foster Care	1.46	4.12
Homeless	3.18	0.05
Military Connected	0.29	0.23
Students with Disabilities	19.28	22.20
Race		
American Indian or Alaska Native	0.08	0.89
Asian	0.63	0.05
Black or African American	4.05	0.66
Hispanic or Latino Native	2.10	0.94

Multi-Racial	4.06	2.39
Native Hawaiian or Other Pacific Islander	0.04	0.09
White	89.05	94.99
Gender		
Female	48.32	49.84
Male	51.68	50.16

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.

Parent involvement in their child's school continues to be strong for our system particularly through the Title 1 program. 92% of parent compacts are returned to the schools and Satisfaction Surveys completed by parents show that 96% are happy with their child's school. WVSLES surveys were conducted in most schools in the Fall of 2021 and Spring of 2022. 94.4% of parents agreed and/or strongly agreed that their schools emphasized helping students academically when they needed it. 92.6% agreed and/or strongly agreed their school promoted academic success for all students. One District, One Book events were held for PK-4 students. Parent-Teacher conferences were held. Title 1 Tutoring services were provided to assist students in ELA and Math.

Parents communicate with teachers regularly through a variety of modes including agenda books, take home folders, livegrades, google classroom, phone calls, school web sites, FaceBook, Parent/Teacher conferences, SAT meetings, IEP meetings and Parent Link phone calls.

Parents can have an opportunity to serve on committees like the LSIC, Title 1 Steering Committee, Pre-K Team, PTO, SAT, and IEP committees.

Many parent involvement programs are planned for students and parents to participate in this summer and next school year in conjunction with the Math 4 Life campaign and our early reading initiative.

A focus on parent involvement, particularly with Low SES and Special Education students will continue so that downstream results will continue to improve with increased graduation rates being the result.

Focus groups for this year identified several areas for the school to focus on: identify priority standards to determine what students to know and be able to do, how will we know if they learned it, what will we do if they don't learn it, and what will we do for those who have already learned the concept. All focus through PLCs were narrowed by these four questions.

At PBHS, benchmark data showed:

Snapshot 1 for IXL - BOY

452 students tested in ELA, 114 at grade level

405 students tested in Math, 7 on grade level

Snapshot 2 for IXL - MOY (combining two snapshots)

465 students tested in ELA, 111 at grade level

491 students tested in Math, 8 on grade level

Snapshot 3 for IXL - EOY

423 students tested in ELA, 60 at grade level

453 students tested in Math, 3 at grade level

Data shows that significant interventions are necessary

The Professional Development focus for professionals has been on the installation and refinement of our Professional Learning Communities in each school and will continue to be refined during the upcoming year. The shift that will take place will be for more targeted support through coaching for schools that still need support. The

majority of schools have PLCs that are running effectively and efficiently. At the beginning of the school year, Math/ELA/Science/Social Studies/Related Studies teachers will go through a revision of their "I Can" statements, Common Formative Assessments (Ex.I-Ready & IXL) development, and prepare for student tracking of their own progress.

All personnel are given professional development in the identification of homeless students. This training includes what to look for, behaviors exhibited by the student, and subsequently to whom a report needs to be made. Once a report is made to the appropriate employee, the attendance director will work with the guidance counselor and community resources to identify solutions to the needs of the student so that the basic needs of the student are met and the student is supported in their academics.

To implement the activities outlined, above, the following strategies and/or professional development were implemented.

1. Teachers who have been trained on Capturing Kids Hearts will implement their EXCEL model. Additional PD for those teachers not trained will be scheduled for the Summer and ongoing throughout the school year.
2. Employing tutors, Title 1 teachers, and operating after school programming (including online support) will be implemented as funds allow.
3. Teachers will utilize high yield instructional strategies and the PD will be provided on additional strategies as funding allows
4. Schools will engage parents through a variety of means and communicate with them on a frequent basis concerning student progress. This includes School Messenger, Live Grades Online, Reading at Home Activities, P/T conferences, etc.
5. The school system will continue to employ or contract with at least 2 social workers and behavior specialists. The social workers will work with parents to remove barriers to school success. The behavior specialists will work with the student, school, parent to improve student behavior so that the student may be successful in school.
6. To help prepare students for the real world and to challenge them academically, BCS will implement Project Lead the Way (PLTW) to engage students in STEM activities.
7. A Positive Behavior Support Program/PLC will be implemented at each school to support students who attend school, exhibit good behavior, and achieve academically.
8. Professional Learning Communities will be the vehicle that drives student achievement at each school. PLCs will examine student data, develop curriculum plans, lesson plans, remedial plans, enrichment plans, etc. that drive

student achievement.

9. To engage students and support their life-long interests, each school will provide curriculum in the arts, music, physical education, technology, athletics, or other interests as student may need. Of course, funding and employee time or certification will dictate the extent of these offerings.

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.

Barbour County Schools (BCS) is an economically depressed rural county as evidenced by our growing Low SES student population nearing 50%. Parallel to this state, the special education population of BCS continues to grow and has now surpassed previous average of 20%. Racially the county is predominantly white with less than 5% of the population either black or other. Students in foster care account for approx. 5% of the population and are receiving support services from the DHHR and county school system.

Students identified as homeless (5) as reported by Mr. Dave Neff, Director of Services as of 6/5/21. After extensive training in identification of homelessness, service and professional personnel reported the identified five students. All students received services from Social Workers within Barbour county agencies.

The committee identified some common sense strategies that we may employ to support academic achievement. These include:






1. Establishing a renewal relationship with the student - embracing the Capturing Kids' Hearts practices to empower students within each classroom
2. Providing additional support and assistance to increase learning time as funding and employee time will support.
3. Utilize high yield and highly engaging instructional strategies to increase student achievement.
4. Engage parents in the education of their child.
5. Support the emotional and behavioral needs of students.
6. Enrich the curriculum and students in STEM activities like Project Lead the Way.
7. Each school will develop a Behavior Support System.
8. Each school will implement Professional Learning Communities.

9. Provide to students a well rounded curriculum that includes, but not limited to: technology, the arts, music, athletics, and clubs as funding and employee time will allow.

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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 (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	35.94	--	35.34		39.97
Status					
Economically Disadvantaged	26.04	--	25.60		28.71
English Learners	0.00	--	--		26.48
Foster Care	26.47	--	17.24		22.66
Homeless	0.00	--	--		24.12
Military Connected	--	--	0.00		54.71
Students with Disabilities	6.67	--	6.82		9.86
Race					
American Indian or Alaska Native	25.00	--	40.00		31.46
Asian	--	--	0.00		71.90
Black or African American	27.27	--	20.00		25.34

Hispanic or Latino Native	14.29	--	14.29		34.50
Multi-Racial	33.33	--	44.44		34.60
Native Hawaiian or Other Pacific Islander	100.00	--	100.00		50.00
White	36.37	--	35.30		40.69
Gender					
Female	43.70	--	38.41		44.65
Male	28.77	--	32.25		35.54

ELA Academic Progress

Student Groups	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students		% of Students
All	--		--
Status			
Economically Disadvantaged	--		--
English Learners	--		--
Foster Care	--		--
Homeless	--		--
Students with Disabilities	--		--
Race			
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	--		--

Reading Lexile Distribution - District (2020-21)

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.

Review of homeless population data results show that supports were given as needed both instructionally and otherwise. All students showed growth on benchmarks in iReady and in IXL. As the population is only five students, their individual needs are of high consideration within BCS. No students were retained, all students were promoted. Summative assessment shows comparable data to non-homeless - most students fell short of mastery in both ELA and Math.

Results from summative assessment show an increase from 24 to 30% at or above mastery in math, a decrease from 36 to 32% in ELA (although this is an ELA adoption year and an expectation of slight decline in performance was present), and a decline from 26 to 21% in Science.

The subgroups of economically disadvantaged in all schools with the exception of Junior Elementary School fell below mastery level in ELA although Kasson Schools as well as Belington Elementary and Belington Middle showed growth. All other schools are an area of concern. Monthly meetings with principals to review priority standards, mastery of content, attendance, behavior, and social/emotional status of student success have begun and will continue.

The subgroup of children with disabilities in all schools with the exception of Junior Elementary School fell below mastery level in ELA. These target areas will be addressed in monthly meetings with principals.

Trend data from the 2020-21 school year reflected a marked drop in achievement across all subgroups on standardized tests and informative assessments. Students participating in virtual school showed about a 50% passing rate in elementary and middle school and less than 20% passing rate for high school students. Results from 2021-22 school year reflect a 100% passing rate in middle school with slightly less performance in elementary and high school (with few retentions and high school students not moving forward to next grade level due to lack of credits.)

Teachers in Barbour Co. frequently give formative assessments. Use of the I-Ready and IXL benchmarking programs were used for BOY, MOY, and EOY assessments. Results are for teachers to track student mastery of the priority standard being assessed and for teachers to use the information to differentiate instruction to attempt to get students to achieve mastery of the standard. The data tables, below represent our most current data available to our system.

The three primary student groups, the All category, SWD, and Economically Disadvantaged students have not demonstrated adequate progress. Our largest subgroups, Economically Disadvantaged, and SWD are particularly behind where they need to be. As a result, BCS will offer ongoing, sustained training on RTI through Solution Tree to revamp our current SPL process to try to ensure that students are getting the support they need to be successful as well as ongoing, sustained training on the new ELA and Science adoption materials to ensure fidelity to core programs.. Early literacy continues to be a focus in the county with several PD sessions scheduled for teachers in the upcoming school year. BCS relies on iReady data, IXL data, and Common Formative Assessment data to gauge student success and to make educational decisions based on this data. The data from iReady, IXL, and CFAs is used by PLCs to guide their instructional planning, RTI, and student groupings for student success. The data from iReady and IXL trends for student achievement follow the data from the Summative Assessment.

Students who were tutored after school were tracked and monitored via their BOY, MOY, and EOY benchmarking to ensure progress and address skill gaps.

Walk-through data results were shared periodically throughout the year and will continue to be monitored in upcoming school year.

Teacher Evaluation data was not tabulated due to the fact the data would be compromised because the integrity of the evaluation process could not be followed and would skew results.

Root causes for ELA and Math student achievement (in no particular order).

1. Student Apathy/lack of student engagement.
2. More time/opportunities for students to learn material.
3. Student attendance (poor attendance adversely effects achievement).
4. Lack of parental support for academics.
5. Additional support for students who "do the right thing" like attending faithfully, behavior is appropriate, and achieve academically is needed.

6. Pandemic loss of learning - skill gap

Family Engagement Data:

BCS offers opportunities for families to be engaged in their child's education. In the fall, each Title 1 school distributed family surveys. We analyzed the results to make informed decisions to address areas of need in our strategic goals. The results are as follows:

Title 1 Satisfaction Survey Results for Barbour County Schools

Junior Elementary School 99%

Philippi Elementary School 88%

Philippi Middle School 94%

Belington Elementary School 95%

Belington Middle School 87%

Barbour County Schools Average 92%

The Title 1 teams analyzed school compacts as well as rate of return to determine if changes need to be made to better meet the needs of our families. Barbour County Schools Title 1 Compacts Rates of Return by location are as follows:

Title 1 Compacts Rates Of Return for Barbour County Schools:

Junior Elementary School 95%

Philippi Elementary School 97%

Philippi Middle School 60%

Belington Elementary School 93%

Belington Middle School 78%

Barbour County Schools Average 86%

One District, One Book was offered to all schools for all students in grades Pre-K-grade 4. The Bears on Hemlock Mountain was read by all students at home in grades Pre-K-grade 4 and supported at school. Mrs. Piggie Wiggle was read by all students at home in grades Pre-K-grade 4 and supported at school, and Pippi Longstocking was read by all students at home in grades Pre-K-grade 4 and supported at school.

Schools offered parents support at events throughout the year. They were involved in offering brochures on different topics for families as well as tips for supporting academics at home. Materials for home use were also shared with families such as books for children to read at home and materials and ideas for math practice at home.

Barbour County Schools had one CSI school at Philippi Middle School. Currently, two schools have been identified: Philippi Elementary School and Philippi Middle School

PMS has worked on Standard 1 of the Standards for High Quality Schools. They are developing formal recognition processes for staff and students and the implementation of student clubs.

Under standard 2, teachers are posting learning targets, receiving professional development in instructional strategies and classroom management, increasing planning time and have revised Hall of Fame requirements.

For Standard 3, the staff has had Cooperative Learning professional development to increase student engagement and have worked to beautify the school.

Standard 4 efforts show the administrators doing walk-throughs to gather data and to offer students more opportunities to be involved in the school.

In Standard 5, the staff had 2 days of Standards-based instruction training and 1 day of coteaching PD.

Under Standard 6 the staff has worked on the master schedule to maximize coplanning to the extent possible and to maximize PLC time.

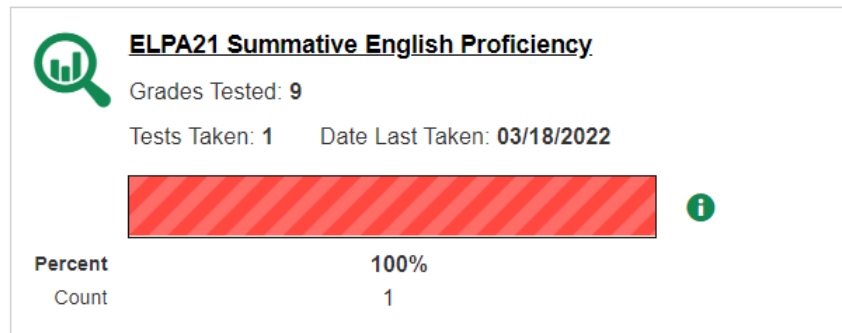
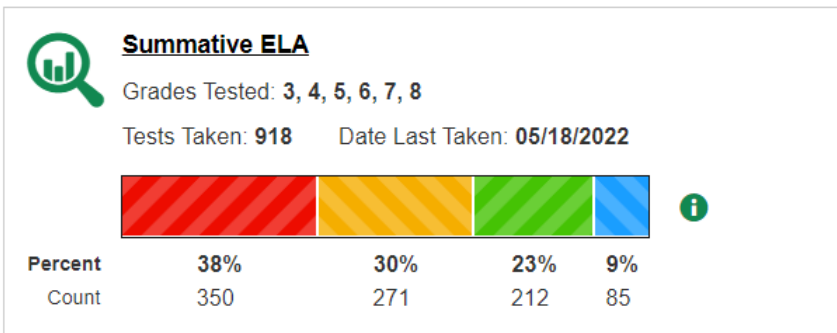
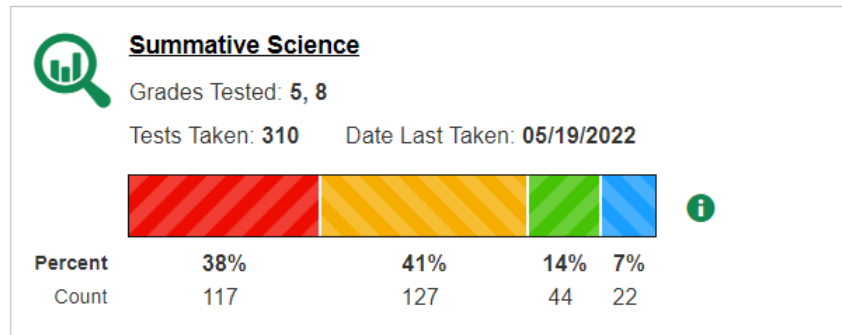
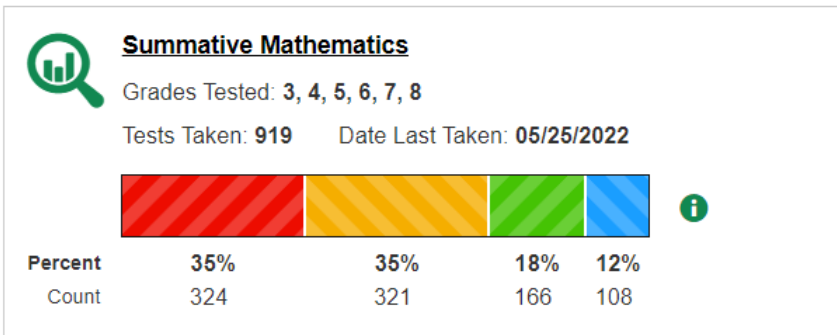
Staff 7 efforts include revising the PBIS system to reward and recognize students for the improved student outcomes and the school has refined their RTI model to try to maximize student learning.

Comprehensive School Improvement Support for Philippi Middle School.

The county CSI team for PMS is the School's Steering Committee plus the assistant superintendent. The school is implementing the Professional Learning Community Model with the Steering Committee who is responsible for setting the course for the school. Each subject area/grade level is set up as a PLC. The PLC is responsible for curriculum development, long-range plans, daily lesson planning, assessing students, providing remediation for students who did not learn the material and providing enrichment for those students that did master the content. This process is known as an RTI model.

Performance Distribution, By Test Group: BARBOUR COUNTY SCHOOLS, 2021-2022

Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken



Benchmark

Results from the IXL high school level were as follows:

Benchmark performance in iReady (elementary levels) had data results as follows:

All schools at the elementary level fell below annual typical growth in ELA. Time for tiered interventions will close skill gap in this area.

Performance at PBHS (benchmarking)

Snapshot 1 for IXL - BOY

452 students tested in ELA, 114 at grade level

405 students tested in Math, 7 on grade level

Snapshot 2 for IXL - MOY (combining two snapshots)
465 students tested in ELA, 111 at grade level
491 students tested in Math, 8 on grade level

Snapshot 3 for IXL - EOY
423 students tested in ELA, 60 at grade level
453 students tested in Math, 3 at grade level

These results are indicative of the skill gaps resulting from pandemic.

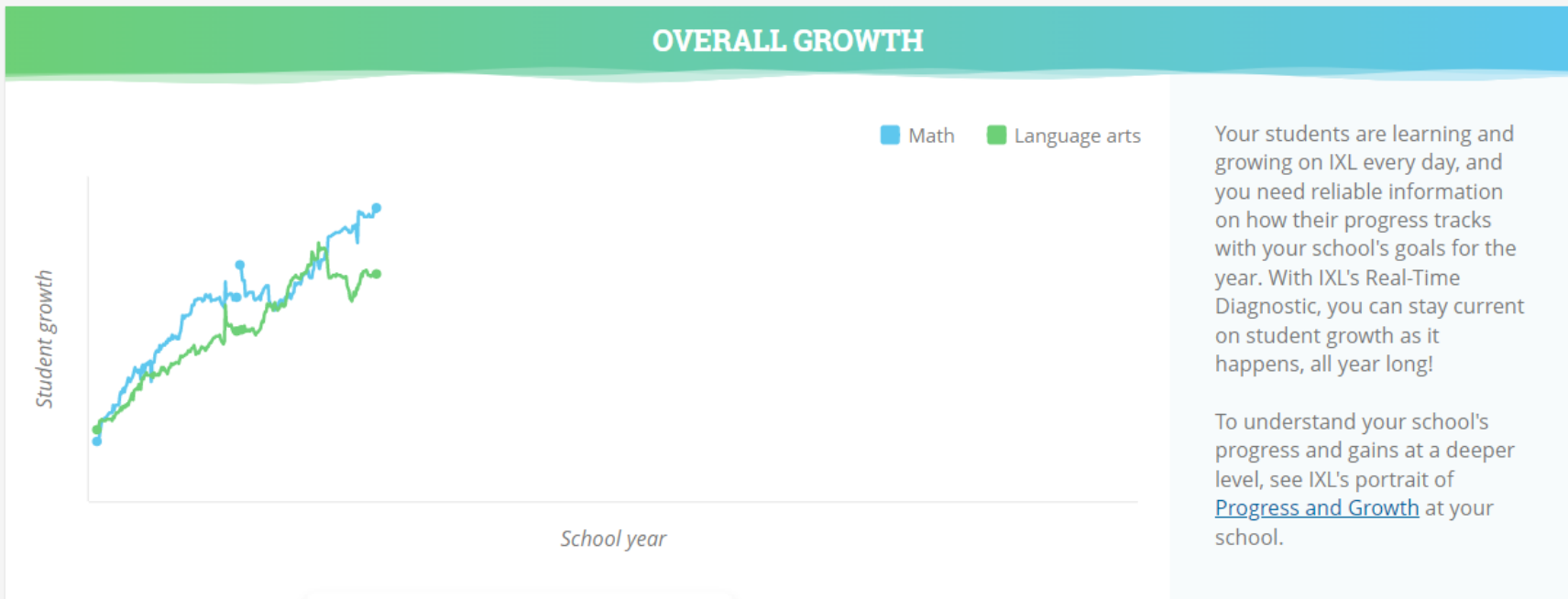
Benchmark results for the middle school levels:

Snapshot 1 for IXL - BOY
444 students tested in ELA, 80 at grade level
432 students tested in Math, 63 on grade level

Snapshot 2 for IXL - MOY (combining two snapshots)
427 students tested in ELA, 96 at grade level
451 students tested in Math, 77 on grade level

Snapshot 3 for IXL - EOY
423 students tested in ELA, 116 at grade level
453 students tested in Math, 70 at grade level

BMS growth in IXL:



Kasson growth in IXL:



Kasson

School Achievement Summary | August 18, 2021 - June 13, 2022

OVERALL GROWTH

Math Language arts



PMS Growth in IXL:

OVERALL GROWTH



Your students are learning and growing on IXL every day, and you need reliable information on how their progress tracks with your school's goals for the year. With IXL's Real-Time Diagnostic, you can stay current on student growth as it happens, all year long!

To understand your school's progress and gains at a deeper level, see IXL's portrait of [Progress and Growth](#) at your school.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Continued staff development in the HmH ELA adoption series as well as Amplify and McGraw Hill for secondary.	<input type="text"/>
Continued PLC focusing on priority standards mastery, reteach, enrichment	<input type="text"/>

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.

Root cause analysis for ELA student achievement (in no particular order).

1. Student Apathy/lack of student engagement.
2. More time/opportunities for students to learn material.
3. Student attendance (poor attendance adversely effects achievement).
4. Lack of parental support for academics.

5. Additional support for students who "do the right thing" like attending faithfully, behavior is appropriate, and achieve academically is needed.

6. Post Pandemic learning loss - skill gaps

In analysis of benchmarks from I-Ready and IXL, use of programs for accountability of individual student success will be a part of each PLC meeting in the FY24 school year. Incentives for improvement will be encouraged at each school.

Capturing Kids' Hearts program will be used to decrease frequency of classroom disruptions and increasing the opportunity for academic achievement.

Hope4Wounded staff development will be implemented to provide support for staff dealing with stress and anxiety which will increase staff attendance and climate within classrooms

Tutoring will continue after school to provide targeted instruction for those students not mastery the identified priority standards

Barbour County Schools will continue to use consultants, not coaches, to improve the level of mastery in ELA

Fidelity to state adopted curriculum will be monitored through the classroom walkthrough reviews

Professional Learning Communities will continue to engage in identifying root causes of deficient student performance on an ongoing basis. Professional Learning Communities will continue to be the main vehicle that drives success in BCS.

BCS will continue to fine tune aspects of this system in the coming years. Response to Intervention, High Yield Instructional Strategies, and Student Engagement will be the main areas of focus to help support the PLC process.

Philip Barbour High School team identified the following:

- a) Vocabulary is an essential part of English mastery and will be the focus of direct instruction in all content areas, working toward a common goal integrating ELA into all subjects.
- b) Read 180 will continue as it has had great success with the improvement of student reading comprehension skills.
- c) CARE period held on Tuesday and Thursday will identify students who show weak skills in ELA and Math and provide direct intervention on an individualized level to augment skills necessary to create successful student outcomes.

Schools will study in PLCs ways to target specific subgroup needs for Low SES and special education populations. The low minority population of students will be addressed individually through SAT and PLC strategies.

After analysis of the I-Ready benchmarks, phonics is an area which has been identified as a weakness across the county. Curriculum Associates provides a tool for improving phonics mastery and will be utilized during the FY23 school year in the elementary grades.

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 (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	32.21	--	24.54		28.08

Status					
Economically Disadvantaged	22.81	--	19.09		17.91
English Learners	0.00	--	--		22.65
Foster Care	35.29	--	17.24		14.03
Homeless	0.00	--	--		14.83
Military Connected	--	--	100.00		45.13
Students with Disabilities	7.45	--	8.11		8.03
Race					
American Indian or Alaska Native	10.00	--	6.67		18.68
Asian	--	--	0.00		68.14
Black or African American	18.18	--	20.00		13.55
Hispanic or Latino Native	28.57	--	0.00		21.02
Multi-Racial	19.05	--	22.22		22.05
Native Hawaiian or Other Pacific Islander	100.00	--	100.00		40.00
White	32.99	--	25.06		28.80
Gender					
Female	32.41	--	23.33		26.75
Male	32.02	--	25.75		29.33

Math Academic Progress

Student Groups	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students		% of Students
All	--		--
Status			
Economically Disadvantaged	--		--
English Learners	--		--
Foster Care	--		--
Homeless	--		--
Students with Disabilities	--		--
Race			
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	--		--

Mathematics Performance Distribution - District (2020-21)

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	--	--	--	--	--

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 Math 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.

Review of homeless population data results show that supports were given as needed both instructionally and otherwise. All students showed growth on benchmarks in iReady and in IXL. As the population is only five students, their individual needs are of high consideration within BCS. No students were retained, all students were promoted. Summative assessment shows comparable data to non-homeless - most students fell short of mastery in both ELA and Math.

The subgroups of children with disabilities in all schools with the exception of Junior Elementary School fell below mastery level in Math with no schools showing growth on last year's summative assessment

The subgroups of economically disadvantaged also fell below mastery level in Math with the exception of Junior Elementary School although Kasson Schools as well as Belington Middle (51% growth which is excellent) showed growth.

Analysis of benchmark results from iReady (elementary levels) are as follows:

Belington Middle School and Philippi Middle fell below annual typical growth (target = 120%) with only 55% at BES and 50% at PES showing adequate progress.

Belington Elementary School fell below targets in all grades, K - 4.

Kasson elementary levels fell below targets with the exception of K students.

Philippi Elementary school also fell short in all grade levels.

Root cause for this performance is a direct result of pandemic lifestyles for the past two years. Time for tiered interventions will close skill gaps.

Benchmark Results from the IXL high school level were as follows:
Snapshot 1 for IXL - BOY

452 students tested in ELA, 114 at grade level
405 students tested in Math, 7 on grade level

Snapshot 2 for IXL - MOY (combining two snapshots)
 465 students tested in ELA, 111 at grade level
 491 students tested in Math, 8 on grade level

Snapshot 3 for IXL - EOY
 423 students tested in ELA, 60 at grade level
 453 students tested in Math, 3 at grade level

Benchmark results for the middle school levels:

Snapshot 1 for IXL - BOY
 444 students tested in ELA, 80 at grade level
 432 students tested in Math, 63 on grade level

Snapshot 2 for IXL - MOY (combining two snapshots)
 427 students tested in ELA, 96 at grade level
 451 students tested in Math, 77 on grade level

Snapshot 3 for IXL - EOY
 423 students tested in ELA, 116 at grade level
 453 students tested in Math, 70 at grade level

In summary, severe skill gap exists in all areas.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Continued meeting with PLC to focus on priority standard mastery	<input type="text"/>
Capturing Kids' Hearts implementation in every classroom to minimize disruptive behaviors that deter from academic achievement	<input type="text"/>

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.

Primary root cause for this performance is a direct result of pandemic lifestyles for the past two years. Time for tiered interventions will close skill gaps.

Root causes for ELA and Math student achievement (in no particular order).

1. Student Apathy/lack of student engagement.
2. More time/opportunities for students to learn material.
3. Student attendance (poor attendance adversely effects achievement).
4. Lack of parental support for academics.
5. Additional support for students who "do the right thing" like attending faithfully, behavior is appropriate, and achieve academically is needed.
6. Post Pandemic learning loss - skill gaps

- Capturing Kids' Hearts program will be used to decrease frequency of classroom disruptions and increasing the opportunity for academic achievement.

Hope4Wounded staff development will be implemented to provide support for staff dealing with stress and anxiety which will increase staff attendance and climate within classrooms

Tutoring will continue after school to provide targeted instruction for those students not mastery the identified priority standards

Fidelity to state adopted curriculum will be monitored through the classroom walkthrough reviews

Professional Learning Communities will continue to engage in identifying root causes of deficient student performance on an ongoing basis. Professional Learning Communities will continue to be the main vehicle that drives success in BCS.

BCS will continue to fine tune aspects of this system in the coming years. Response to Intervention, High Yield Instructional Strategies, and Student Engagement will be the main areas of focus to help support the PLC process.

- In analysis of benchmarks for secondary, accountability of individual student success will be a part of each PLC meeting in the FY23 school year. Incentives for improvement will be encouraged at each school.

Philip Barbour High School team identified the following:

- a) Vocabulary is an essential part of English mastery and will be the focus of direct instruction in all content areas, working toward a common goal integrating ELA into all subjects.
- b) Read 180 will continue as it has had great success with the improvement of student reading comprehension skills.
- c) CARE period held on Tuesday and Thursday will identify students who show weak skills in ELA and Math and provide direct intervention on an individualized level to augment skills necessary to create successful student outcomes.

Schools will study in PLCs ways to target specific subgroup needs for Low SES and special education populations. The low minority population of students will be addressed individually through SAT and PLC strategies.

I-Ready benchmarks analysis shows a weakness in Geometry. A skill repair tool will be utilized from the I-Ready and IXL across the county to close the skill gap.

The district will utilize consultants, not coaches, to improve the mastery level in Math

English Language Proficiency Assessment Results (ELPA)

	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	0.00	--	--	30.85

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Level 1	2	--	--	382
Level 2	0	--	--	257
Level 3	0	--	--	530
Level 4	0	--	--	169
Level 5	0	--	--	160

English Language Proficiency Assessment Results for the Writing Domain

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ELPA21 Performance Level	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Level 1	1	--	--	384
Level 2	1	--	--	268
Level 3	0	--	--	612
Level 4	0	--	--	120
Level 5	0	--	--	114

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Level 1	1	--	--	265
Level 2	0	--	--	229
Level 3	1	--	--	424
Level 4	0	--	--	291
Level 5	0	--	--	289

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Level 1	0	--	--	126
Level 2	1	--	--	132
Level 3	1	--	--	451
Level 4	0	--	--	444
Level 5	0	--	--	345

Not Applicable if EL cell size is 0

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





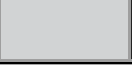
EL Needs Assessment Summary:
 * After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is 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.

LEA Strategic Plan - High School Graduation and Student Success Data



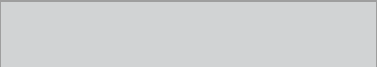
Barbour County Schools (002) Public District - FY 2023 - LEA Strategic Plan - Rev 1

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 (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	81.69	86.91	65.40		71.96
Status					
Economically Disadvantaged	67.92	80.33	49.33		57.91
English Learners	--	--	--		56.29

Foster Care	50.00	85.71	0.00		51.97
Homeless	50.00	--	--		53.24
Military Connected	--	--	--		95.00
Students with Disabilities	80.43	83.33	52.27		60.89
Race					
American Indian or Alaska Native	100.00	100.00	66.66		46.15
Asian	100.00	--	--		87.50
Black or African American	100.00	75.00	50.00		57.93
Hispanic or Latino Native	--	--	--		64.82
Multi-Racial	75.00	66.67	66.66		63.74
Native Hawaiian or Other Pacific Islander	--	--	--		75.00
White	81.39	87.23	65.56		72.93
Gender					
Female	83.33	92.35	76.25		75.35
Male	80.38	79.69	54.43		68.77

10th Graders with Twelve Earned Credits

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	State (2020-21)

	% of Students	% of Students	% of Students	% of Students
All	88.02	89.93	79.24	85.47
Status				
Economically Disadvantaged	77.35	83.60	68.00	76.25
English Learners	--	--	--	74.07
Foster Care	50.00	85.71	42.85	75.00
Homeless	100.00	--	--	72.43
Military Connected	--	--	--	97.50
Students with Disabilities	82.60	85.71	65.90	77.98
Race				
American Indian or Alaska Native	100.00	100.00	66.66	84.61
Asian	100.00	--	--	95.31
Black or African American	100.00	100.00	50.00	75.76
Hispanic or Latino Native	--	--	--	81.10
Multi-Racial	100.00	66.66	66.66	78.20
Native Hawaiian or Other Pacific Islander	--	--	--	87.50
White	87.59	90.07	80.13	86.17
Gender				
Female	90.47	95.29	88.75	87.51
Male	86.07	82.81	69.62	83.56

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

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students	% of Students
All	75.35	83.89	65.40	72.44
Status				
Economically Disadvantaged	58.49	77.04	49.33	58.58
English Learners	--	--	--	57.03
Foster Care	50.00	85.71	0.00	52.63
Homeless	0.00	--	--	54.05
Military Connected	--	--	--	95.00
Students with Disabilities	78.26	80.95	52.27	62.34
Race				
American Indian or Alaska Native	100.00	100.00	66.66	46.15
Asian	100.00	--	--	87.50
Black or African American	100.00	50.00	50.00	58.63
Hispanic or Latino Native	--	--	--	65.61
Multi-Racial	50.00	66.66	66.66	63.74
Native Hawaiian or Other Pacific Islander	--	--	--	75.00

White	75.18	84.39	65.56	73.41
Gender				
Female	76.19	89.41	76.25	75.72
Male	74.68	76.56	54.43	69.36

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 (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	94.56	97.44	90.48		91.12
Status					
Economically Disadvantaged	83.87	94.59	87.50		85.42
English Learners	--	--	--		91.26
Foster Care	--	--	--		--
Homeless	--	--	--		--
Military Connected	--	--	--		--

Students with Disabilities	91.30	92.31	90.91		82.67
Race					
American Indian or Alaska Native	50.00	100.00	100.00		94.44
Asian	--	--	100.00		100.00
Black or African American	100.00	100.00	50.00		86.84
Hispanic or Latino Native	100.00	100.00	--		88.64
Multi-Racial	100.00	100.00	100.00		89.86
Native Hawaiian or Other Pacific Islander	--	--	100.00		100.00
White	94.85	97.26	90.83		91.33
Gender					
Female	95.59	95.95	96.43		93.38
Male	93.67	98.78	85.71		89.00

Graduation 5-Year Cohort

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	93.98	95.89	97.44		92.70
Status					

Economically Disadvantaged	93.98	87.10	94.59		88.05
English Learners	--	--	--		96.04
Foster Care	--	--	--		--
Homeless	--	--	--		--
Military Connected	--	--	--		--
Students with Disabilities	89.29	91.30	92.31		84.95
Race					
American Indian or Alaska Native	--	50.00	100.00		88.24
Asian	--	--	--		98.67
Black or African American	--	100.00	100.00		87.69
Hispanic or Latino Native	--	100.00	100.00		93.75
Multi-Racial	100.00	100.00	100.00		87.75
Native Hawaiian or Other Pacific Islander	--	--	--		88.89
White	93.55	96.30	97.26		93.01
Gender					
Female	96.23	95.59	95.95		94.11
Male	92.50	96.15	98.78		91.41

Post-Secondary Achievement Data

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Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	61.19	57.53	63.11		61.70
Status					
Economically Disadvantaged	58.82	50.94	52.38		50.67
English Learners	--	--	--		34.84
Foster Care	50.00	50.00	100.00		27.58
Homeless	50.00	--	100.00		44.50
Military Connected	--	--	--		74.19
Students with Disabilities	0.00	0.00	31.81		41.38
Race					
American Indian or Alaska Native	100.00	50.00	100.00		56.25
Asian	--	--	0.00		79.38
Black or African American	0.00	0.00	0.00		41.66
Hispanic or Latino Native	50.00	100.00	--		38.17
Multi-Racial	25.00	66.67	100.00		48.76
Native Hawaiian or Other Pacific Islander	--	--	100.00		50.00
White	62.90	58.39	64.34		63.29

Gender					
Female	58.46	69.12	66.66		62.72
Male	63.77	47.44	60.29		60.70

College Readiness (AP/IB)

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students	% of Students
All				
Status				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Military Connected				
Students with Disabilities				
Race				
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 (Dual Credit)

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students	% of Students
All				
Status				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Military Connected				
Students with Disabilities				
Race				

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				

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students	% of Students
All				
Status				
Economically Disadvantaged				
English Learners				
Foster Care				

Homeless				
Military Connected				
Students with Disabilities				
Race				
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				

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.

Sub Group Data Results:

Special Education - analysis of summative results show that students continue to be below state benchmarks in both reading and math in all subgroups with the exception of white subgroup for ELA. Students will be monitored using ongoing assessments through the year using IXL, read 180, iReady, summative assessments, DLM, informative assessments, IEP reviews as students do not make their goals.

Low SES - Students continue to score below level in math and ELA. Students will be monitored using ongoing assessments through the year using ILX, read 180, iReady, summative assessments, and informative assessments. Special education students in the low SES group will also be monitored as above.

Sub groups by race: Cell size too small with exception of bi-racial. Their test results indicate that their testing exceeds the ratio of students testing on level compared to the rest of the county. Monitoring will continue with ILX, iReady, Read 180, informative and summative assessments, Khan Academy testing results.

Monitoring of all student assessments will take place through PLCs at the grade levels through out the year. Schools hold weekly team PLC meetings to monitor data.

In looking at the SAT data from FY22, Philip Barbour High School white subgroup partially met standards in ELA (53.4%) while the same group does not meet standard in Math (42.1%). Economically disadvantaged group at PBHS fell short not meeting standard in ELA (43.8%) nor Math (32%). Children with disabilities also fell short not meeting standard in ELA (27.3%) nor Math (23.9%).

In summary, the high school scores are reflective of a post-pandemic performance, significant skill gaps due to lack of access to any type of internet service in several areas of our county nor access to supportive academic supervision during the pandemic. Several high school students took on jobs during the pandemic which pushed their studies even further behind and is taking significant interventions (Tier I, II, III and IV). Tutoring after school has been established at PBHS in all four core subject hours, 16 hours per week. Reflection, review, and study of West Virginia Standards for Effective Schools will take place during principal meetings for all administrators in Barbour County Schools.

Students at PBHS have the opportunity for credit recovery after their sophomore year. This opportunity is appealing to several students due to the success of the program. Unfortunately, students figure out that they don't necessarily have to be "on target to graduate" by the end of the 10th grade year because they have the opportunity for these recovery courses. PBHS is having their leadership team look more closely at school policies and procedures to

encourage acquisition of all credits prior to the end of the sophomore year.

ZoomWVE currently shows that 94% of students are on target for graduation (although WVEIS 2.0 data might be skewed)

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Credit Recovery program will be utilized at PBHS	
Tutoring during Summer for elementary students to decrease the Summer Slide	

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.

Apathy continues to be the biggest culprit followed by: family norms, lack of opportunities, lack of goals in life, illegal drugs, lack of support at home, and poor attendance. When faced with difficulties many families are opting for homeschool, especially in light of the recent targets schools have become for violence.

CARES advisory/advisee focus sessions will give the necessary attention to skill gaps based on the IXL analysis, attendance, behavior, and other success indicators. The PLC for each "CARES" focus group will analyze benchmarks and progress monitoring providing the necessary interventions to increase success rates for graduation and overall student success.

In summary, the high school scores are reflective of a post-pandemic performance, significant skill gaps due to lack of access to any type of internet service in several areas of our county nor access to supportive academic

supervision during the pandemic. Several high school students took on jobs during the pandemic which pushed their studies even further behind and is taking significant interventions (Tier I, II, III and IV). Tutoring after school has been established at PBHS in all four core subject hours, 16 hours per week. Reflection, review, and study of West Virginia Standards for Effective Schools will take place during principal meetings for all administrators in Barbour County Schools.

LEA Strategic Plan - Attendance and Behavior Data

Barbour County Schools (002) Public District - FY 2023 - 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 (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	26.15	15.73	7.23		12.90
Status					
Economically Disadvantaged	32.72	22.39	10.04		19.25
English Learners	0.00	--	--		11.60

Foster Care	19.70	19.12	16.13		21.49
Homeless	37.50	30.00	50.00		21.54
Military Connected	--	0.00	0.00		4.97
Students with Disabilities	30.07	19.53	9.30		17.37
Race					
American Indian or Alaska Native	23.53	3.33	4.17		13.64
Asian	0.00	0.00	0.00		3.86
Black or African American	21.05	6.67	15.38		21.13
Hispanic or Latino Native	26.67	0.00	0.00		13.80
Multi-Racial	32.61	18.37	2.70		17.52
Native Hawaiian or Other Pacific Islander	0.00	25.00	0.00		9.26
White	26.15	16.01	7.37		12.37
Gender					
Female	28.20	16.38	6.99		12.50
Male	24.20	15.10	7.46		13.27

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

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)

	% of Students	% of Students	% of Students		% of Students
All	98.11	97.88	97.92		98.57
Status					
Economically Disadvantaged	97.06	96.43	96.99		98.04
English Learners	100.00	--	--		99.52
Foster Care	98.15	95.74	95.56		96.35
Homeless	100.00	88.89	--		97.93
Military Connected	--	100.00	100.00		99.82
Students with Disabilities	95.58	96.67	95.19		97.52
Race					
American Indian or Alaska Native	96.15	100.00	92.86		98.97
Asian	100.00	100.00	100.00		99.68
Black or African American	100.00	100.00	80.00		97.16
Hispanic or Latino Native	100.00	100.00	100.00		98.98
Multi-Racial	100.00	100.00	96.55		98.17
Native Hawaiian or Other Pacific Islander	100.00	100.00	100.00		98.55
White	98.07	97.75	98.06		98.63
Gender					
Female	99.44	99.56	98.43		99.28

Male	96.85	96.27	97.44		97.90
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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.

Sources for additional data:

1. Homeschool data
2. Virtual School data
3. Homeless Population (currently five identified students)
4. Zoom WV-e
5. WVSLES (FALL and Spring)

Poor attendance, behavior, and grades are most often contributed to: apathy, family issues, lack of goals, lack of support at home for the student.

Analysis of subgroup performance on summative report in attendance fell below expectations in all schools - including Junior Elementary School. The lack of consistency at beginning of school year with COVID interruptions was daunting and caused significant attendance issues within Barbour County. During the FY23 school year data will be collected and monitored for specific needs for the Special Education students and Low SES students. Additional supports will be developed.

Behavior analysis of subgroup performance fell within acceptable levels at all schools. For the students attending, for the most part their behavior was socially acceptable as they were grateful to be back in school and with their friends in a learning environment.

Review of PBHS attendance value fell short of meeting master in three subgroups: white, economically disadvantaged, and children with disabilities. Attendance and engagement was significantly difficult to

recoup after the pandemic. Students who previously had difficulty socially at the high school did not want to return to in-person learning. The homeschool rate of PBHS was significantly higher than that of other schools within the county. Getting the high school students re-acclimated to in-person learning was more difficult than other school environments. Several students gained employment and was earning household income during the pandemic, helping with child care, and other tasks which having them home helped with household stress.

Student attendance data is tracked by the schools at the three day, five day, and ten day unexcused absence levels. Meaningful contact is made with students at the three and five day absence points. An attendance intervention specialist works with the parents to help defer students attendance prior to being truant at 10 days. We continue to see a 50% reduction of student referrals to the magistrate using this process.

All subgroups involved in Virtual School demonstrated mixed results in the elementary and middle school levels. **At the high school level all subgroups performed poorly. Low SES and special educations performed below proficiency at all grade levels.**

Overall attendance rate percentage at PBHS as shown on ZoomWV-e is 88.63% which is significantly low.

Chronic absence rate at PBHS is 40.94% as shown on ZoomWV-e which is significantly high.

Current checks on ZoomWVe revealed "at risk" students; director of curriculum will be supplying monthly reports to PBHS followed up by discussion of the plan of these students.

WVSLES surveys were taken in the Fall and Spring of 2021-22 school year.

WVSLES Student School Survey - Spring of 2022: 61% males responded, 68% females, small percentage preferred

not to say

Areas of strength:

a) Students are happy at this school (73.8%)

b) Teacher or some other adult notices when I'm not there (Avg – 80.4%)

c) Teacher or other adult always wants me to do my best (90.6%) d) Clarity about how students are expected to behave (88%) e) 73.5% of students believe they can make a difference in their community Overall, the survey results showed most students feel they go to school in a safe and supportive learning environment. Areas of concern (50 or more percent): a) 58% of students disagree/strongly disagree that students are well behaved in school b) 50% of 6th graders believe disruptive student behavior is a moderate/severe problem c) 52.2% of 6th graders reported they had been pushed/shoved/slapped/hit intentionally 2 or more times in past 12 months Overall, the survey results showed most students felt safe in school but some results show that 6th grade students feel disruptive/aggressive student behavior is a concern. Elementary School Surveys in both middle schools were significantly small. Sample not large enough to consider adequate representation of school climate.

Staff Survey completed by 58% adults. Areas of strength: a)94.1% strongly agree their school is a supportive and inviting place for students to learn b)94.2% believe their school emphasizes helping students academically when they need it c)100% agree that school staff believes student achievement is the first priority of the school d)100% believe that nearly all or most adults support and treat each other with respect Areas of concern: a)82.4% feel they need more professional development, training, mentoring or other support in closing the achievement gap b)58.8% feel they need more professional development, training, mentoring or other support in serving special education (IEP) students c)64.7% believe they need more professional development, training, mentoring or other support in meeting the social, emotional, and developmental needs of youth d)82.3% believe disruptive student behavior is a moderate/severe problem e)100% believe responsible decision making is a medium/high priority

Parent surveys did not return in a number considered representative of the population.

**Attendance and Behavior Improvement Practices/Strategies Implemented
(One Per Box)**

**Updated Implementation
Results**

Positive behavior support programs are implemented at all schools

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.

Although our county currently has a 90.64% attendance rate, the attendance rate percentage at PBHS is significantly lower than other schools in BCS (88.63). Most other schools average at or above 91% attendance rate. The high school student population has had a tougher transition back from remote learning for many reasons which vary from many students were working and had to give up family income to come to school to total lack of engagement due to lack of direct accountability and empathy is at all-time high. Coming back to school has been very difficult for many families and the transition has also cause our behavior incidents to increase.

Positive behavior support programs will continue in all schools to support student engagement and good behavior and attendance. Philip Barbour High School has revamped their CARES program to more specifically attend focus on attendance and student engagement.

E-hall pass has been implemented at Philip Barbour High School to track student minutes outside of the classroom and to discourage misbehavior outside of the classroom

Use of the Capturing Kids' Hearts program will be embraced school wide at all schools. Leadership will attend multiple trainings and provide guidance to all staff in the use of social contracts and embracing the EXCEL model. All staff will be responsible for daily use of social contracts and use of the four questions to guide an agreement of behavior. All staff will be expected to utilize the EXCEL model to increase empowerment within the classroom and therefore increase student engagement (attendance) and decrease incidents of poor behavior that interfere with learning.

Review of PBHS attendance value fell short of meeting master in three subgroups: white, economically disadvantaged, and children with disabilities. Attendance and engagement was significantly difficult to recoup after the pandemic. Students who previously had difficulty socially at the high school did not want to

return to in-person learning. The homeschool rate of PBHS was significantly higher than that of other schools within the county. Getting the high school students re-acclimated to in-person learning was more difficult than other school environments. Several students gained employment and was earning household income during the pandemic, helping with child care, and other tasks which having them home helped with household stress.

LEA Strategic Plan - Educator Effectiveness Data

Barbour County Schools (002) Public District - FY 2023 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2018-19)		County (2019-20)		County (2020-21)		State (2020-21)	
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 %
22.92	19.75	22.73	26.67	21.82	26.67	20.64	16.73

Evaluation Data

	County (2020-21)	State (2020-21)
Performance Level	% of Teachers	% of Teachers
Distinguished	11.7	13.24
Accomplished	85.11	83.32
Emerging	3.19	3.32
Unsatisfactory	-	0.12

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.

Staff turnover remains a concern for the county. The county hired three new teachers at the beginning of the FY21, but vacant positions (Math at PBHS) went unfilled. Vacant positions then became an issue at BMS, PMS and PBHS due to staff leaving for out-of-the county positions. ELA vacancies at Philippi Middle and Belington Middle remained vacant for a lengthy period of time and continue to be a daily struggle for school staff. Three vacancies remain unfilled which place extreme burden on the curriculum teams providing planning, coverage, and curricular monitoring. Although the county has done various recruiting measures, the positions remain vacant.

The district will monitor and study this information to determine areas of strength and barriers to address for the upcoming school year.

The team has identified that professional development sessions implemented this year.....(Results, strengths, weaknesses, based on walk throughs, session evaluations)

- Walk through data collected by principals. Upper level think activities need to be addressed. A majority of time spent by teachers and students is at the basic information level. Supports are being provided to increase student engagement and higher level thinking.
- Student engagement needs addressed for bell to bell learning.
- PLC teams and meetings are implemented to address student learning needs. Schools have operating teams and time built into schedules for weekly meetings.
- Student Assistance Teams and IEP meetings are being held to address specific student needs.
- Lesson plans are reviewed with feedback to improve student engagement and learning.
- Schools have leadership teams and LSIC teams in place for school improvement.
- Schools have developed mission and vision statements to align with county/schools goals.
- Teacher professional development for this year revolved heavily around the new ELA adoption and KAGAN training.
- Although former feedback and observations showed that teachers were able to engage a large number of students in virtual learning. Teacher in grades K-2 will need more technology support training offered.
- Safety care training/de-escalation training provided for core teams at each school provided good feedback. This will be a continuing training need for next year as well.

Literacy and academic coaches are necessary due to the significant skill gap caused by COVID. Their support will enable staff to increase levels of effectiveness in the emerging and accomplished ranges to closer levels of distinguished.

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.

Literacy and academic coaches are necessary due to the significant skill gap caused by COVID. Their support will enable staff to increase levels of effectiveness in the emerging and accomplished ranges to closer levels of distinguished.

Capturing Kids' Hearts training will be ongoing and sustained to decrease levels of anxiety in both staff and student population, empower the students so that increased academic achievement can be obtained, and teach students how to be leaders of their own lives which will enable more teaching and less social/emotional disruption in the learning process

* 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.

Capturing Kids' Hearts will be implemented county-wide and in some cases is a refreshed initiative in some schools. Embracing the social contracts and EXCEL model as encompassing a child's heart enables you to engage their mind.

Safety Care Training will be implemented at the beginning of the year to enable each school to have core teams to assist with de-escalation of behavioral/emotional incidents - we have the capability to train 40 staff members on the de-escalation techniques which will help in increasing educator effectiveness

Hope4Wounded and Taking care of YOU is an inservice that all county employees will be able to attend at the opening session of the FY23 school year - this program provides tools/techniques to assist with stress levels involved in classrooms and school environments.

School Improvement for All, PLC Solution Trees model will continue to be used to guide all school improvement strategies for FY 22

Conference attendance (Math, Science, KAGAN, PMS School Improvement) is necessary to recoup the resources available to address the skill deficiencies in all schools especially PMS identified as a CSI school. On going KAGAN training for our CSI skill is an identified research-based strategy.

Barbour County Schools (002) Public District - FY 2023 - 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 2021 (meeting and exceeding goal) and 90.5% for the 5 year 2021 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.

S 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
LEA ESEA Consolidated Plan	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:

Principals

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

Principals, SAT

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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 will track students who are on track with credits.

Person Responsible:
High School Principal
Estimated Begin Date:
8/17/2022
Estimated Completion Date:
6/7/2023

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:
8/17/2022
Estimated Completion Date:
6/7/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

AS 1.1.1.9 Exit Conferencing

Description:

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

Person Responsible:

David Neff

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

Funding Application	Grant	Notes	Amount
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Consolidated Title IV Part A

\$37,798.55

AS 1.1.1.13 School Messenger

Description:

The county will provide schools with an automated message service to keep parents and students informed about items that affect the school community.

Person Responsible:

David Neff

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

8/1/2022

Estimated Completion Date:

6/30/2023

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:

7/1/2022

Estimated Completion Date:

6/30/2023

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

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:

Connie Mundy

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

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:

Connie Mundy

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Early	Early Literacy		\$2,000.00

Literacy

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:

8/1/2022

Estimated Completion Date:

6/30/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

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, PlanBook.com ... VECTOR Solutions will be utilized to provide flexible training for all staff.

Person Responsible:

Michelle Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

Connie Mundy

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

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

AS 1.1.1.22 Behavior Interventionists

Description:

BCS will contract with up to two behavior interventionists as needed to work with students who exhibit behavior issues that impede their ability to learn. The interventionists will work to improve the students desired behaviors and extinguish the undesired behaviors.

Person Responsible:

Julie Bibey

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

AS 1.1.1.23 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:

8/1/2022

Estimated Completion Date:

6/30/2023

AS 1.1.1.24 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:

8/17/2022

Estimated Completion Date:

6/7/2023

AS 1.1.1.25 Consultants in Hope4Wounded and Taking Care of YOU

Description:

All county staff will receive staff development to support reaching wounded children as well as their own self-care and wellness need through a variety of inspiration, encouragement and how-to's for doable, practitioner-developed trauma-informed practices and wellness strategies. This is a specific strategy that PMS (an identified CIS school) will utilize in addition to all-county training.

Person Responsible:

Michelle Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

Jeff Woofter

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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

S 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 Benchmark assessments, State summative assessment, ELPA21.

Description:

Schools will utilize benchmark assessment results to monitor student achievement throughout the school year, the state summative assessment and ELPA21 results to gauge progress in student achievement

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
LEA ESEA Consolidated Plan	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 and IXL benchmark assessments 3 times per year. The progress of each student will be tracked.

Person Responsible:

Principals

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

AS 2.1.1.2 Assess students utilizing Interim assessments.

Description:

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

Person Responsible:

Principals

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	LEA Optional Set Aside to provide supplemental mat	\$10,074.19

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 the 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:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

Julie Bibey

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

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:

Connie Mundy

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$770,305.00

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:

Connie Mundy

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Optional Set Aside Family Engagement supplies	\$20,000.00
	Title I Part A	Required Set Aside Family Engagement Supplies	\$1,209.65
Total			\$21,209.65

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:

Connie Mundy

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

AS 2.1.1.9 Extended Learning and summer enrichment

Description:

Books for home libraries will be purchased in the following manner: One District/One Book, Imagination Library, Parent Events, and Summer Reading Book Distribution. Activities such as summer workshops for families will be developed to build family and school bonding as well as encourage summer learning.

Person Responsible:

Connie Mundy

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Early Literacy	Early Literacy		\$14,677.00

AS 2.1.1.10 High Quality Instruction - Early Literacy

Description:

Professional learning for teachers as they address closing student skill gaps in E/LA including presenter fees, books, and supplies (\$5,000.00). Allow core teachers and administrators to attend local, state, and national conferences and workshops to learn of innovative techniques and strategies that will benefit their students and/or the school (\$5,000.00). The total for High Quality Instruction is \$10,000.00.

Person Responsible:

Connie Mundy

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Early	Early Literacy	Professional learning expenses	\$5,000.00

Literacy

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:

8/1/2022

Estimated Completion Date:

6/30/2023

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:

Connie Mundy

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

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:

7/1/2022

Estimated Completion Date:

6/30/2023

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:

7/1/2022

Estimated Completion Date:

6/30/2023

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:

A series of workshops for beginning or inexperienced teachers will be held through out the school year including, but not limited to: iReady or IXL, Handbook, County goals and objectives (strategic plan), School procedures and expectations, Chrome Book training, Mentoring, inclusion in Professional Learning Communities, Classroom Management, Mathematics Instruction.

Person Responsible:

Curriculum Directors, Mundy/Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
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, Mundy/Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

AS 2.1.1.18 Professional Development in Mathematics Instruction (DNA) 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:

Connie Mundy

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

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:

8/17/2022

Estimated Completion Date:

6/7/2023

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, Mundy/Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	LEA Set Aside for Professional development	\$53,103.90
	Title I Part A	Professional development and travel	\$10,000.00
	Title II Part A		\$20,000.00
Early Literacy	Early Literacy		\$5,000.00

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:

Curriculum Directors, Mundy/Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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 thei toolbox of strategies to use in the classroom.

Person Responsible:

Secondary Curriculum Director, Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

AS 2.1.1.23 Student Engagement Learning Strategies (Kagan).

Description:

Teachers will use Kagan strategies as appropriate in their classroom to improve student engagement. This is a specific strategy utilized by PMS (an identified CIS school)

Person Responsible:

Curriculum Directors, Mundy/Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

AS 2.1.1.24 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:

Julie Bibey

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

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

AS 2.1.1.25 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, Mundy/Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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

AS 2.1.1.26 WVDEI 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, Mundy/Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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

AS 2.1.1.27 IXL Training

Description:

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

Person Responsible:

Michelle Fleming

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/7/2023

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

AS 2.1.1.28 Literacy Consultant for Title 1 Schools

Description:

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

Person Responsible:

Connie Mundy

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

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

AS 2.1.1.29 Belington Middle School Academic Consultant

Description:

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

Person Responsible:

Connie Mundy

Estimated Begin Date:

9/1/2021

Estimated Completion Date:

6/30/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Academic Consultant will assist teachers with stud	\$18,000.00