

LEA Strategic Plan History Log

**Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
9/23/2024 9:44:37 AM	Eddie Vincent	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S
9/13/2024 8:33:49 AM	Michelle Fleming	Status changed to 'LEA Strategic Plan Completed'.	S
4/5/2024 9:40:13 AM	Michelle Fleming	Status changed to 'LEA Strategic Plan Started'.	S
12/26/2023 9:39:59 AM	Elizabeth Younis	Status changed to 'LEA Strategic Plan Not Started'.	S

**Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

**\* 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.**

Eddie Vincent, Superintendent, edvincen@k12.wv.us  
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Heather Bowen, Parent, hbowen@k12.wv.us (304.709.1590)  
Kylie Bowen, 8th grade student, kjbowen1@bcwv.us  
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\*Emails sent to all members serve as documentation in invitation, planning, feedback and participation

**Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

**\* 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

**Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

LEA Strategic Plan - Demographic Data

Student Groups	State (2023-24)	County (2023-24)
	% of Students	% of Students
<b>All</b>	100.00	100.00
<b>Status</b>		
Economically Disadvantaged	54.23	54.16
English Learners	0.97	0.05
Foster Care	2.36	5.15
Homeless	5.04	0.87
Military Connected	0.35	0.29
Students with Disabilities	19.71	26.26
<b>Race</b>		
American Indian or Alaska Native	0.09	0.53
Asian	0.68	0.10
Black or African American	4.16	0.72
Hispanic or Latino Native	2.41	0.77
Multi-Racial	4.51	2.50
Native Hawaiian or Other Pacific Islander	0.05	0.10
White	87.95	95.29
<b>Gender</b>		
Female	48.34	48.82
Male	51.65	51.18

**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.

Additional Data Sources:

- Home School transfer report
- Enrollment report
- ZoomWVe
- Out of zone transfer report
- WVSLES

**Demographic Needs Assessment Summary:**

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






With the declining enrollment in Barbour County, measures will need to be taken to place more accountability on our homeschool transfers and the satisfaction of their experience in Barbour County. Exit interviews will be necessary to determine the root cause behind transfers. With the closure of Alderson-Broadbudds college, many of the employees have relocated taking many of our middle class families with them.

The new WVEIS system has also presented issues with accurate demographic reporting due to secretaries inability to enter the information. A new system to enter/correct demographic information for both students and staff will be implemented in the 2024-2025 school year.

LEA Strategic Plan - Academic Data

Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Academic Data



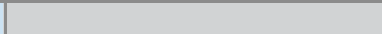













Color Reference Guide	
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

2036 Annual English Language Arts (ELA) Goal Targets

Base 2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036

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

ELA Proficiency

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	35.34	34.49	35.02		43.59
<b>Status</b>					
Economically Disadvantaged	25.60	26.49	27.37		33.30
English Learners	--	--	--		14.06
Foster Care	17.24	36.09	--		--
Homeless	--	0.00	33.33		27.49
Military Connected	0.00	100.00	100.00		54.31
Students with Disabilities	6.82	9.69	11.54		13.46
<b>Race</b>					
American Indian or Alaska Native	40.00	18.18	23.39		36.67
Asian	0.00	--	--		69.52
Black or African American	20.00	50.00	0.00		27.17
Hispanic or Latino Native	14.29	22.22	25.00		37.14
Multi-Racial	44.44	44.44	43.56		39.05
Native Hawaiian or Other Pacific Islander	100.00	0.00	100.00		51.85
White	35.30	34.45	34.96		44.51
<b>Gender</b>					
Female	38.41	38.28	45.07		48.20
Male	32.25	30.60	25.30		39.21

ELA Academic Progress

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Student Groups	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students		% of Students
<b>All</b>	38.48		46.28
<b>Status</b>			
Economically Disadvantaged	33.71		42.76
English Learners	--		39.59
Foster Care	31.82		45.01
Homeless	50.00		43.12
Students with Disabilities	32.26		37.12
<b>Race</b>			
American Indian or Alaska Native	57.14		56.90
Asian	--		61.51
Black or African American	100.00		42.26
Hispanic or Latino Native	28.57		42.54
Multi-Racial	45.00		45.43
Native Hawaiian or Other Pacific Islander	--		51.72
White	38.10		46.48
<b>Gender</b>			
Female	44.19		48.63
Male	32.75		44.04

**Reading Lexile Distribution - District (2022-23)**

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	575	--	--	--	--
4	714	--	--	--	--
5	844	--	--	--	--
6	935	--	--	--	--
7	949	--	--	--	--
8	1066	--	--	--	--
11	1242	--	--	--	--

**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, ELPA22, 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.

Additional Data Sources:

- iReady benchmarking reports
- WVGSa formative and summative (unofficial) testing results
- College Board SAT results
- Chronic Absenteeism with relation to academic success
- D & F reports
- Classroom Walkthrough reviews
- Data movement with After School Club intervention
- Effectiveness of Title I intervention
- Capturing Kids' Hearts implementation with fidelity

Horizon benchmarking for PBHS, 11th grade  
 IXL benchmarking for PBHS, 9th - 10th grades

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Ready benchmarking increase at the middle school level	<input type="text"/>
Amplify RESET at the middle school level	<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.

There has been a lack of implementation of the Amplify ELA curriculum within the middle school classes. A reset training will occur at the beginning of the 2024-2025 school year

CSO	State % Correct	School % Correct	Difference
Overall	45%	26%	-19%
5.1	55%	47%	-8
5.2	56%	46%	-10
5.3	53%	44%	-9
5.4	53%	48%	-5
5.5	55%	48%	-7
5.6	56%	47%	-9
5.7	55%	52%	-3
5.8	54%	49%	-5
5.9	53%	34%	-19
5.10	54%	41%	-13



5.11	55%	53%	-2
5.12	57%	53%	-4
5.13	56%	35%	-21
5.14	52%	36%	-16
5.15	55%	37%	-18
5.16	57%	52%	-5
5.17	53%	52%	-1
5.18			
5.19			
5.20			
5.21			
5.22			
5.23			
5.24			
5.25			
5.26			
5.27			
5.28			
5.29			
5.30			

5.31	51%	68%	+17
5.32	54%	37%	-17
5.33			
5.34			
5.35			
5.36a	52%	47%	-5
5.36b	58%	55%	-3
5.36c	55%	49%	-6
5.36d	53%	39%	-14
5.36e	62%	68%	+6
5.37a	50%	35%	-15
5.37b	57%	41%	-16
5.37c	51%	42%	-9
5.37d	n/a	n/a	
5.37e	55%	n/a	?
5.38			
5.39a	59%	43%	-16
5.39b	n/a	n/a	
5.39c	52%	n/a	?
5.40a	58%	42%	-16

5.40b	59%	67%	+8
5.40c	56%	n/a	?

Writing- Essay

Informative				
Conventions				
State		School		Difference
0 points	7%	0 points	18%	+11
1 point	53%	1 point	29%	-24
2 points	40%	2 points	53%	+13
Elaboration				
State		School		Difference
1 point	45%	1 point	56%	+11
2 points	46%	2 points	38%	-8
3 points	9%	3 points	6%	-3
4 points	1%	4 points	0%	-1
Purpose				
State		School		Difference
1 point	37%	1 point	44%	+7
2 points	51%	2 points	50%	-1
3 points	11%	3 points	6%	-5

4 points	1%	4 points	0%	-1
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Narrative

Conventions

State		School		Difference
0 points	11%	0 points	15%	+4
1 point	48%	1 point	54%	+6
2 points	42%	2 points	31%	-11

Elaboration

State		School		Difference
1 point	33%	1 point	56%	+23
2 points	38%	2 points	12%	-26
3 points	23%	3 points	32%	+10
4 points	6%	4 points	0%	-6

Purpose

State		School		Difference
1 point	31%	1 point	48%	+17
2 points	39%	2 points	28%	-11
3 points	24%	3 points	24%	0
4 points	7%	4 points	0%	-7

Opinion

Conventions

State		School		Difference
0 points	14%	0 points	33%	+19
1 point	35%	1 point	24%	-11
2 points	51%	2 points	43%	-8

Elaboration

State		School		Difference
1 point	43%	1 point	57%	+14
2 points	42%	2 points	33%	-9
3 points	13%	3 points	10%	-3
4 points	2%	4 points	0%	-2

Purpose

State		School		Difference
1 point	35%	1 point	52%	+17
2 points	45%	2 points	38%	-7
3 points	17%	3 points	10%	-7
4 points	2%	4 points	0%	-2

CSO	State % Correct	School % Correct	Difference
Overall	44%	35%	-9%
6.1	52%	51%	-1
6.2	52%	45%	-7
6.3	52%	41%	-11
6.4	51%	45%	-6
6.5	50%	43%	-7
6.6	52%	46%	-6
6.7	51%	40%	-11
6.8	53%	50%	-3
6.9	52%	48%	-4
6.10	54%	45%	-9
6.11	52%	46%	-6
6.12	52%	43%	-9
6.13	n/a	n/a	n/a
6.14	54%	50%	-4
6.15	51%	41%	-10
6.16	51%	50%	-1
6.17	51%	35%	-16
6.18			

6.19			
6.20			
6.21			
6.22			
6.23			
6.24			
6.25			
6.26			
6.27			
6.28			
6.29			
6.30			
6.31	44%	60%	+16
6.32	43%	n/a	n/a
6.33			
6.34			
6.35			
6.36a	55%	54%	-1
6.36b	49%	52%	+3
6.36c	57%	58%	+1

6.36d	60%	55%	-5
6.37a	55%	51%	-4
6.37b	47%	42%	-5
6.38a	n/a	n/a	n/a
6.38b	n/a	n/a	n/a
6.39a	56%	50%	-6
6.39b	54%	n/a	n/a
6.39c	50%	41%	-9
6.39d	n/a	n/a	n/a
6.40a	55%	47%	-8
6.40b	53%	n/a	n/a
6.40c	54%	43%	-11

Argumentation				
Conventions				
State		School		Difference
0 points	7%	0 points	11%	+4
1 point	35%	1 point	39%	+4
2 points	58%	2 points	50%	-8
Elaboration				



State	School		Difference
1 point	47%	1 point 56%	+9
2 points	43%	2 points 44%	+1
3 points	9%	3 points 0%	-9
4 points	0%	4 points 0%	0

Purpose

State	School		Difference
1 point	39%	1 point 44%	+5
2 points	49%	2 points 44%	-5
3 points	12%	3 points 11%	-1
4 points	1%	4 points 0%	-1

Informative

Conventions

State	School		Difference
0 points	9%	0 points 13%	+4
1 point	27%	1 point 31%	+4
2 points	64%	2 points 56%	-8

Elaboration

State	School		Difference

1 point	44%	1 point	56%	+12
2 points	45%	2 points	31%	-13
3 points	10%	3 points	13%	+3
4 points	1%	4 points	0%	-1

Purpose

State		School		Difference
1 point	37%	1 point	56%	+19
2 points	46%	2 points	31%	-15
3 points	16%	3 points	13%	-3
4 points	1%	4 points	0%	-1

Narrative

Conventions

State		School		Difference
0 points	10%	0 points	3%	-7
1 point	33%	1 point	17%	-16
2 points	57%	2 points	80%	+23

Elaboration

State		School		Difference
1 point	27%	1 point	40%	+13
2 points	25%	2 points	30%	+5

3 points	23%	3 points	20%	-3
4 points	5%	4 points	10%	+5
Purpose				
State		School		Difference
1 point	26%	1 point	33%	+7
2 points	45%	2 points	37%	-8
3 points	24%	3 points	23%	-1
4 points	5%	4 points	7%	+2

CSO	State	School	Difference
Overall	41%	36%	-5%
7.1	48%	47%	-1
7.2	49%	53%	+4
7.3	49%	43%	-6
7.4	49%	53%	+4
7.5	49%	49%	0
7.6	50%	49%	-1
7.7	49%	53%	+4
7.8	47%	48%	+1

7.9	50%	53%	+3
7.10	52%	50%	-2
7.11	51%	50%	-1
7.12	50%	43%	-7
7.13	47%	n/a	n/a
7.14	50%	42%	-8
7.15	53%	47%	-6
7.16	51%	49%	-2
7.17	50%	49%	-1
7.18			
7.19			
7.20			
7.21			
7.22			
7.23			
7.24			
7.25			
7.26			
7.27			
7.28			

7.29			
7.30			
7.31	46%	67%	+21
7.32	n/a	n/a	n/a
7.33			
7.34			
7.35			
7.36a	47%	47%	0
7.36b	51%	60%	+9
7.36c	50%	54%	+4
7.37a	54%	55%	+1
7.37b	55%	67%	+12
7.38a	n/a	n/a	n/a
7.39a	53%	51%	-2
7.39b	53%	n/a	n/a
7.39c	n/a	n/a	n/a
7.39d	n/a	n/a	n/a
7.40a	55%	59%	+4
7.40b	n/a	n/a	n/a
7.40c	53%	49%	-4

Argumentation

Conventions

State		School		Difference
0 points	8%	0 points	5%	-3
1 point	34%	1 point	30%	-4
2 points	59%	2 points	65%	+6

Elaboration

1 point	36%	1 point	30%	-6
2 points	50%	2 points	60%	+10
3 points	14%	3 points	10%	-4
4 points	1%	4 points	0%	-1

Purpose

State		School		Difference
1 point	29%	1 point	15%	-14
2 points	53%	2 points	70%	+17
3 points	17%	3 points	15%	-2
4 points	1%	4 points	0%	-1

Informative/Explanatory

Conventions				
State		School		Difference
0 points	4%	0 points	8%	+4
1 point	30%	1 point	33%	+3
2 points	65%	2 points	58%	-7
Elaboration				
1 point	35%	1 point	42%	+7
2 points	51%	2 points	50%	-1
3 points	12%	3 points	8%	-4
4 points	2%	4 points	0%	-2
Purpose				
State		School		Difference
1 point	28%	1 point	33%	+5
2 points	49%	2 points	58%	+9
3 points	21%	3 points	8%	-13
4 points	2%	4 points	0%	-2

CSO	State	School	Difference
Overall	40%	43%	+3

8.1	50%	50%	0
8.2	51%	47%	-4
8.3	52%	55%	+3
8.4	51%	59%	+8
8.5	50%	47%	-3
8.6	52%	50%	-2
8.7	53%	53%	0
8.8	52%	47%	-5
8.9	50%	42%	-8
8.10	52%	50%	-2
8.11	50%	52%	+2
8.12	50%	43%	-7
8.13	46%	40%	-6
8.14	52%	43%	-9
8.15	48%	55%	+7
8.16	50%	38%	-12
8.17	50%	47%	-3
8.18			
8.19			
8.20			



8.21			
8.22			
8.23			
8.24			
8.25			
8.26			
8.27			
8.28			
8.29			
8.30			
8.31	44%	n/a	n/a
8.32	41%	36%	-5
8.33			
8.34			
8.35			
8.36a	49%	40%	-9
8.37a	45%	42%	-3
8.37b	n/a	n/a	n/a
8.37c	n/a	n/a	n/a
8.38a	47%	49%	+2

8.38b	56%	52%	-4
8.38c	45%	36%	-9
8.39a	56%	58%	+2
8.39b	56%	66%	+10
8.39c	59%	n/a	n/a
8.39d	n/a	n/a	n/a
8.40a	53%	53%	0
8.40b	52%	n/a	n/a
8.40c	51%	n/a	n/a

Writing:

Argumentation				
Conventions				
State	School		Difference	
0 points	3%	0 points	6%	+3
1 point	19%	1 point	0%	-19
2 points	78%	2 points	94%	+16
Elaboration				
1 point	33%	1 point	18%	-15
2 points	50%	2 points	59%	+9

3 points	17%	3 points	24%	+7
4 points	1%	4 points	0%	-1
Purpose				
State		School		Difference
1 point	24%	1 point	12%	-12
2 points	55%	2 points	65%	+10
3 points	21%	3 points	24%	+3
4 points	1%	4 points	0%	-1

Informative/Explanatory				
Conventions				
State		School		Difference
0 points	5%	0 points	6%	+1
1 point	26%	1 point	25%	-1
2 points	70%	2 points	69%	-1

Elaboration				
1 point	30%	1 point	31%	+1
2 points	55%	2 points	56%	+1
3 points	14%	3 points	13%	-1
4 points	1%	4 points	0%	-1
Purpose				

State		School		Difference
1 point	26%	1 point	25%	-1
2 points	50%	2 points	50%	0
3 points	22%	3 points	25%	+3
4 points	1%	4 points	0%	-1

Narrative

Conventions

State		School		Difference
0 points	7%	0 points	12%	+5
1 point	22%	1 point	19%	-3
2 points	71%	2 points	69%	-2

Elaboration

1 point	24%	1 point	36%	+12
2 points	44%	2 points	56%	+12
3 points	29%	3 points	4%	-25
4 points	3%	4 points	4%	+1

Purpose

State		School		Difference
1 point	22%	1 point	32%	+10

2 points 46% 2 points 60% +14

3 points 29% 3 points 4% -25

4 points 3% 4 points 4% +1

# 23-24 KEMS GSA comparison

	School	District	State	Notes
3 <sup>rd</sup> math	70%, 20%, 10%	29%, 24%, 27%, 20%	23%, 25%, 26%, 27%	Well below district & state
4th	28, 33, 11, 28 39% on level	23, 44, 18, 15 33% on level	23, 30, 20, 27 47% on level	On level comparable
5th	36, 29, 29, 7 36% on level	36, 36, 17, 11 28% on level	31, 31, 18, 20 38% on level	On level comparable
6th	54, 38, 4, 4	50, 33, 11, 6	40, 30, 16, 14	Slightly below district, well below state
7th	55, 25, 5, 15	61, 16, 13, 10	40, 28, 17, 15	Slightly below district, well below state
8 <sup>th</sup>	83, 8, 8	55, 26, 9, 10	43, 29, 12, 16	Well below district & state
3 <sup>rd</sup> ELA	50, 50	35, 28, 21, 16	26, 28, 26, 20	Well below district & state
4 <sup>th</sup>	63, 19, 19	42, 24, 14, 20	26, 28, 23, 23	Well below district & state
5 <sup>th</sup>	54, 31, 15	44, 32, 14, 10	27, 28, 26, 19	Slightly below district, well

6 <sup>th</sup>	24, 57, 10, 10 20% on level	33, 38, 22, 7 29% on level	23, 33, 31, 13 44% on level	below state Slightly below district, well below state
7 <sup>th</sup>	32, 42, 17, 11 28% on level	44, 31, 17, 8 25% on level	28, 31, 27, 14 41% on level	On level comparable with district, slightly below state
8 <sup>th</sup>	42, 17, 33, 8 41% on level	45, 19, 27, 8 35% on level	31, 29, 26, 14 40% on level	Better than district & State

### 92 Assessments given

#### ELA

The fifth grade students tested on May 6th. The total scaled score of 597 with a standard deviation of +/-5. The fifth grade students only presented 9% of the students who exceeded standards and 14% who had met standards. The majority of the fifth grade equating to 77% fell in "partial mastery to below mastery" range.

A total of 61 sixth grade students were tested in May producing a scaled score of 607 +/- 6. 25% of these students met or exceeded standards while 75% of the students fell below standards to partial mastery.

The 7th grade students performed a scaled score of 591 +/- 6. The students had only 16% meet or exceed standard while 85% fell below to partial mastery.

#### Comparisons

After a review of test results from MOY to EOY in Mathematics, it is evident that each comparison group shifted in the positive direction. For example: The percent of students who exceeded standards at the MOY benchmark grew from 1% to 5% by the EOY benchmark. The percentage of students who met standards grew from 7% to 14th. Additionally, the partial mastery and did not meet mastery comparison group each moved in a direction of improvement. However, the overall results at Philippi Middle continues to be well below mastery.

A review of the overall result for ELA from MOY to EOY demonstrates that each comparison group moved in a direction of more positive. Following the MOY assessment, 61% of the student did not meet mastery while 49% did not meet mastery at EOY. Each reference band improved from MOY to the EOY, but the improvements were not significant enough to shift the overall results away from below mastery.

#### Plan/Targeted Goal

The targeted goal for Philippi Middle is to increase the number of students in the mastery range by moving more students from partial to mastery in both ELA and Math.

#### 2036 Annual Mathematics Goal Targets

Base 2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036

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

<b>Mathematics Proficiency</b>					
<b>Student Groups</b>	<b>County (2020-21)</b>	<b>County (2021-22)</b>	<b>County (2022-23)</b>	<b>2022-23 Scorecard Rating</b>	<b>State (2022-23)</b>
	<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>		<b>% of Students</b>
<b>All</b>	24.54	29.91	29.00		35.15
<b>Status</b>					
Economically Disadvantaged	19.09	22.07	20.68		25.46
English Learners	--	--	--		19.23
Foster Care	17.24	24.06	--		--
Homeless	--	0.00	22.22		20.37
Military Connected	100.00	100.00	100.00		48.48
Students with Disabilities	8.11	10.42	10.81		12.74
<b>Race</b>					
American Indian or Alaska Native	6.67	18.18	11.70		27.78
Asian	0.00	--	--		68.85
Black or African American	20.00	16.67	0.00		18.02
Hispanic or Latino Native	0.00	22.22	12.50		25.85
Multi-Racial	22.22	37.04	43.56		30.44
Native Hawaiian or Other Pacific Islander	100.00	0.00	0.00		48.87
White	25.06	30.03	28.96		36.12
<b>Gender</b>					
Female	23.33	26.76	29.71		33.27
Male	25.75	33.13	28.31		36.93

<b>Math Academic Progress</b>			
<b>Student Groups</b>	<b>County (2022-23)</b>	<b>2022-23 Scorecard Rating</b>	<b>State (2022-23)</b>
	<b>% of Students</b>		<b>% of Students</b>
<b>All</b>	33.38		42.03
<b>Status</b>			
Economically Disadvantaged	30.70		36.65
English Learners	--		38.25
Foster Care	50.00		34.94
Homeless	66.67		35.26
Students with Disabilities	28.04		31.87
<b>Race</b>			
American Indian or Alaska Native	42.86		51.72
Asian	--		69.25
Black or African American	0.00		34.42
Hispanic or Latino Native	0.00		38.23
Multi-Racial	50.00		37.99
Native Hawaiian or Other Pacific Islander	--		53.57

White	33.18		42.46
<b>Gender</b>			
Female	33.91		40.81
Male	32.85		43.18

**Mathematics Performance Distribution - District (2022-23)**

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	647	--	--	--	--
4	648	--	--	--	--
5	615	--	--	--	--
6	693	--	--	--	--
7	791	--	--	--	--
8	921	--	--	--	--
11	1003	--	--	--	--

**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, ELPA22, 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.

Additional Data Sources:

- iReady benchmarking reports
- WVGSAs formative and summative (unofficial) testing results
- College Board SAT results
- Chronic Absenteeism with relation to academic success
- D & F reports
- Classroom Walkthrough reviews
- Data movement with After School Club intervention
- Effectiveness of Title I intervention
- Capturing Kids' Hearts implementation with fidelity
- Horizon benchmarking for PBHS, 11th grade
- IXL benchmarking for PBHS, 9th - 10th grades

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
use of iReady at middle school level to provide targeted, individualized instruction	

**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.

CSO	State % Correct	School % Correct	Difference
Overall	39	26	-13
5.1 Order of Operations	49	49	0



5.2 Expressions	53	47	-6
5.3 Patterns	54	46	8
5.4 Place Value	50	50	0
5.5 Multiply and divide by powers of 10	50	50	0
5.6 Number forms and comparing decimals	48	36	-12
5.7 Rounding decimals	52	44	-8
5.8 Multiplying multi-digit numbers	48	38	-10
5.9 Divide whole numbers	52	39	-13
5.10 Add, subtract, multiply, divide decimals	54	52	-2
5.11 Add/subtract fractions with unlike denominators	44	42	-2
5.12 Fraction word problems	46	46	0
5.13 Connect fractions with division	49	42	-7
5.14 Multiply fractions by a whole number or fraction	46	24	-22
5.15 Interpret multiplication as scaling	43	44	+1
5.16 fraction word problems including mixed numbers	47	43	-4
5.17 Divide fractions	42	32	-10
5.18 Convert units of measure	48	40	-8
5.19 Line plots	52	46	-6
5.20 Understanding volume	46	n/a	?
5.21 Measure volume	49	41	-8

5.22 Volume word problems	45	41	-4
5.23 Understand coordinate grids	52	42	-10
5.24 Interpret coordinate grids	51	45	-5
5.25 Understand attributes of 2D shapes	50	44	-6
5.26 Classify quadrilaterals	47	33	-14

CSO	State	School	Difference
Overall	30	22	-8
6.1 Understand Ratios	48	43	-5
6.2 Understand unit rates	46	38	-8
6.3 Use ratios and rates to solve real world problems	45	36	-9
6.4 Interpret and compute quotations of fractions	43	37	-6
6.5 Divide multi-digit numbers	41	36	-5
6.6 Add, subtract, multiply and divide fractions	41	44	+3
6.7 Find GCF	46	37	-9
6.8 Understand positive and negative numbers	49	41	-8
6.9 Understand a rational number as a point on a number line	43	37	-6
6.10 Order absolute values	46	34	-12
6.11 Solve problems by graphing points on a coordinate plane	47	39	-8
6.12 Write and evaluate expressions involving exponents	43	38	-5

6.13 Write, read, and evaluate expressions using variables	43	37	-6
6.14 Apply properties to generate equivalent expressions	47	44	-3
6.15 Identify when two expressions are equivalent	45	35	-10
6.16 Understand solving equations/inequality as a way to answer a question	47	46	-1
6.17 Use variables to represent numbers and write expressions when solving real world problems	44	43	-1
6.18 Solve real world problems by writing and solving equations	45	52	+7
6.19 Write inequalities	44	45	+1
6.20 Use variables to represent two quantities in real world problems	44	43	-1
6.21 Area of triangles	44	39	-5
6.22 Volume of prisms with fractional lengths	50	50	0
6.23 Draw polygons on coordinate plane	47	53	+6
6.24 Represent 3D figures using nets with triangles and rectangles	45	43	-2
6.25 Recognize statistical questions	46	36	-10
6.26 Understand that a set of data collected to answer a statistical question has a distribution	46	40	-6
6.27 Measure the center of data	45	45	0
6.28 Display numerical data in plots on a number line, including dot plots, histograms, and box plots	48	39	-9
6.29 Summarize numerical data sets	52	n/a	?

CSO	State	School	Difference

Overall	32	39	+7
7.1 Compute ratios	50	48	-2
7.2 Recognize and represent proportional relationships	51	49	-2
7.3 Use scale factors and unit rates to solve ratio and percent problems	56	54	-2
7.4 Add and subtract rational numbers	52	56	+4
7.5 Apply and extend understanding of multiplication and division	59	66	+7
7.6 Solve real world problems with rational numbers	58	56	-2
7.7 Generate equivalent expressions with rational coefficients	52	49	-3
7.8 Understand equivalent expressions can reveal real world relationships	49	49	0
7.9 SOLve multi-step real world problems posed with rational numbers in algebraic expressions	55	54	-1
7.10 Use variables to represent quantities to solve real world problems	48	53	+5
7.11 Solve problems with scale drawings of figures	52	50	-2
7.12 Understand and classify triangles	50	40	-10
7.13 Describe two-dimensional figures	45	36	-9
7.14 Understand area and circumference of a circle	50	46	-4
7.15 Angles	54	54	0
7.16 Area, perimeter, and volume of shapes	53	53	0
7.17 Understand statistics	46	60	+14
7.18 Generate multiple random samples	51	57	+6
7.19 Measure center of data	47	24	-23

7.20 Summarize numerical data sets	49	69	+20
7.21 Recognize the role of variability when comparing two populations	50	31	-19
7.22 Use measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations	54	63	+9
7.23 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring	53	48	-5
7.24 Experimental probability	55	58	+3
7.25 Develop a probability model and use it to find probabilities of simple events	46	35	-11
7.26 Determine probabilities of compound events using organized lists, tables, tree diagrams, and simulation	45	n/a	?

CSO	State	School	Difference
Overall	28	28	0
8.1 Understand that every number has a decimal expansion	49	76	+27
8.2 Use rational approximations of irrational numbers	56	67	+11
8.3 Develop and apply the properties of integer exponents to generate equivalent expression	52	55	+3
8.4 Square and cube roots	55	55	0
8.5 Use numbers expressed in scientific notation to estimate very large or very small quantities and express how many times as much one is than the other	48	50	+2
8.6 Perform multiplication and division with numbers expressed in scientific notation	52	62	+10
8.7 Graph proportional relationships, interpreting the rate as the slope of the graph	45	46	+1
8.8 Use similar triangles to explain why the slope is the same between any two distinct points on a non-vertical line in the coordinate plane	46	42	-4
8.9 Solve linear equations in one variable	48	52	+4
8.10 Analyze and solve pairs of simultaneous linear equations	43	42	-1

8.11 Understand that a function is a rule that assigns to each input exactly one output	51	50	-1
8.12 Compare properties of two functions represented in different ways	48	41	-7
8.13 Interpret the equation $y=mx+b$ as defining a linear function	47	42	-5
8.14 Construct a function to model a linear relationship between two quantities	50	52	+2
8.15 Describe qualitatively the functional relationship between quantities by analyzing a graph	45	33	-12
8.16 Verify experimentally the properties of rotations, reflections, and translations	42	41	-1
8.17 Use transformations to define congruency	48	46	-2
8.18 Describe the effect of dilations about the origin, translations, rotations about the origin in 90 degree increments, and reflections across the x and y axis on 2D figures using coordinates	41	34	-7
8.19 Use transformations to define similarity	46	51	+5
8.20 Use informal arguments to analyze angle relationships	47	47	0
8.21 Explain the Pythagorean Theorem and its converse	47	51	+4
8.22 Apply the Pythagorean Theorem and its converse to solve real world problems	51	48	-3
8.23 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system	47	52	+6
8.24 Understand how the formulas for the volumes of cones, cylinders, and spheres are related and use the relationship to solve real world problems	49	62	+13
8.25 Interpret line plots	49	40	-9
8.26 Understand Bivariate quantitative data	47	51	+4
8.27 Use the equation of a linear model to solve problems in the context of bivariate quantitative data, interpreting the slope and y-intercept	48	50	+2
8.28 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table	51	49	-2

English Language Proficiency Assessment Results (ELPA)

	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	--	--	100.00	39.75

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	--	--	0	358
Level 2	--	--	1	362
Level 3	--	--	0	629
Level 4	--	--	0	240
Level 5	--	--	0	228

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	--	--	0	372
Level 2	--	--	1	339
Level 3	--	--	0	778
Level 4	--	--	0	151
Level 5	--	--	0	177

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	--	--	0	258
Level 2	--	--	0	268
Level 3	--	--	1	518
Level 4	--	--	0	330
Level 5	--	--	0	443

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	--	--	0	131
Level 2	--	--	0	151
Level 3	--	--	1	563
Level 4	--	--	0	491
Level 5	--	--	0	481

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Support EL needs of small population	

**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 2025 - LEA Strategic Plan - Rev 0

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 (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	71.38	70.61	64.82		75.66
<b>Status</b>					
Economically Disadvantaged	58.00	56.72	52.70		66.01
English Learners	--	--	0.00		62.18
Foster Care	21.43	62.50	42.85		48.57
Homeless	--	50.00	100.00		65.18
Military Connected	--	--	--		87.50
Students with Disabilities	57.95	57.69	41.17		64.02
<b>Race</b>					
American Indian or Alaska Native	66.67	50.00	100.00		92.30
Asian	--	--	--		91.47
Black or African American	50.00	100.00	0.00		67.02
Hispanic or Latino Native	--	100.00	33.33		70.78
Multi-Racial	66.67	0.00	--		71.89
Native Hawaiian or Other Pacific Islander	--	--	0.00		75.00
White	71.85	71.99	65.94		76.17
<b>Gender</b>					
Female	81.88	80.26	74.24		79.33
Male	60.76	60.42	56.96		72.13

**10th Graders with Twelve Earned Credits**

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
<b>All</b>	78.61	75.00	80.00	90.54
<b>Status</b>				
Economically Disadvantaged	68.00	56.71	74.32	85.11

English Learners	--	--	100.00	85.71
Foster Care	42.85	75.00	71.42	70.20
Homeless	--	50.00	100.00	81.64
Military Connected	--	--	--	93.75
Students with Disabilities	65.90	61.53	61.76	84.74
<b>Race</b>				
American Indian or Alaska Native	66.66	50.00	100.00	100.00
Asian	--	--	--	96.89
Black or African American	50.00	100.00	100.00	86.17
Hispanic or Latino Native	--	100.00	100.00	87.36
Multi-Racial	66.66	0.00	--	89.49
Native Hawaiian or Other Pacific Islander	--	--	100.00	87.50
White	79.47	76.59	78.98	90.79
<b>Gender</b>				
Female	88.75	85.52	90.90	93.00
Male	68.35	63.88	70.88	88.17

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

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
<b>All</b>	64.15	66.21	66.20	76.05
<b>Status</b>				
Economically Disadvantaged	48.00	56.71	54.05	66.60
English Learners	--	--	0.00	63.02
Foster Care	0.00	50.00	42.85	48.57
Homeless	--	50.00	100.00	65.66
Military Connected	--	--	--	87.50
Students with Disabilities	50.00	53.84	44.11	64.94
<b>Race</b>				
American Indian or Alaska Native	66.66	50.00	100.00	92.30
Asian	--	--	--	91.47
Black or African American	50.00	100.00	0.00	67.78
Hispanic or Latino Native	--	100.00	33.33	71.05
Multi-Racial	66.66	0.00	--	71.89
Native Hawaiian or Other Pacific Islander	--	--	0.00	75.00
White	64.23	67.37	67.39	76.56
<b>Gender</b>				
Female	75.00	75.00	75.75	79.70
Male	53.16	56.94	58.22	72.54

**2036 4-Year Cohort Graduation Rate Goal Targets**

2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
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 (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	90.48	93.48	90.48		92.57
<b>Status</b>					
Economically Disadvantaged	--	--	86.49		88.03
English Learners	--	--	--		0.00
Foster Care	100.00	75.00	--		--
Homeless	50.00	100.00	--		--
Military Connected	--	--	--		--
Students with Disabilities	90.91	86.36	86.84		85.54
<b>Race</b>					
American Indian or Alaska Native	100.00	100.00	100.00		87.50
Asian	100.00	--	--		98.68
Black or African American	50.00	50.00	50.00		90.36
Hispanic or Latino Native	--	100.00	--		91.61
Multi-Racial	100.00	50.00	100.00		89.84
Native Hawaiian or Other Pacific Islander	100.00	--	--		81.82
White	90.83	94.62	90.65		92.75
<b>Gender</b>					
Female	96.43	97.37	96.05		94.08
Male	85.71	88.71	84.51		91.20

**Graduation 5-Year Cohort**

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	97.44	98.40	93.48		92.53
<b>Status</b>					
Economically Disadvantaged	--	--	86.76		87.50
English Learners	--	--	--		85.21
Foster Care	--	100.00	--		--
Homeless	--	100.00	--		--
Military Connected	--	--	--		--
Students with Disabilities	92.31	100.00	86.36		86.09
<b>Race</b>					
American Indian or Alaska Native	100.00	100.00	100.00		100.00
Asian	--	100.00	--		98.35
Black or African American	100.00	100.00	50.00		90.07

Hispanic or Latino Native	100.00	--	100.00		89.18
Multi-Racial	100.00	100.00	50.00		92.16
Native Hawaiian or Other Pacific Islander	--	100.00	--		90.00
White	97.26	98.32	94.62		92.69
<b>Gender</b>					
Female	95.95	100.00	97.37		94.12
Male	98.78	97.10	88.71		91.07

**Post-Secondary Achievement Data**

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>					
<b>Status</b>					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
<b>Race</b>					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
<b>Gender</b>					
Female					
Male					

**College Readiness (AP/IB)**

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
<b>All</b>				
<b>Status</b>				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Military Connected				

Students with Disabilities				
<b>Race</b>				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic or Latino Native				
Multi-Racial				
Native Hawaiian or Other Pacific Islander				
White				
<b>Gender</b>				
Female				
Male				

**College Readiness (Dual Credit)**

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
<b>All</b>	31.97	16.80	22.68	31.12
<b>Status</b>				
Economically Disadvantaged	21.43	14.58	4.00	18.30
English Learners	--	--	--	8.46
Foster Care	100.00	--	0.00	8.58
Homeless	100.00	0.00	0.00	15.30
Military Connected	--	--	--	52.08
Students with Disabilities	0.00	0.00	3.84	4.65
<b>Race</b>				
American Indian or Alaska Native	100.00	0.00	0.00	0.00
Asian	0.00	--	--	46.25
Black or African American	0.00	0.00	0.00	18.64
Hispanic or Latino Native	--	0.00	--	20.69
Multi-Racial	0.00	0.00	33.33	26.25
Native Hawaiian or Other Pacific Islander	100.00	--	--	10.00
White	32.17	17.65	23.00	32.08
<b>Gender</b>				
Female	42.59	22.97	27.53	39.57
Male	23.53	7.84	16.00	23.25

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

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
<b>All</b>	35.25	38.40	43.69	38.93
<b>Status</b>				

Economically Disadvantaged	35.71	33.33	42.00	39.14
English Learners	--	--	--	20.00
Foster Care	100.00	--	0.00	23.73
Homeless	100.00	50.00	0.00	31.00
Military Connected	--	--	--	41.66
Students with Disabilities	31.82	16.67	34.61	38.62
<b>Race</b>				
American Indian or Alaska Native	100.00	66.67	50.00	35.71
Asian	0.00	--	--	17.68
Black or African American	0.00	0.00	100.00	31.35
Hispanic or Latino Native	--	0.00	--	24.18
Multi-Racial	100.00	100.00	33.33	26.85
Native Hawaiian or Other Pacific Islander	0.00	--	--	20.00
White	35.65	37.82	43.36	40.34
<b>Gender</b>				
Female	25.93	35.14	44.92	33.35
Male	42.65	43.14	42.00	44.12

**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.

Additional Data Sources:

- iReady benchmarking reports
- College Board SAT results
- Chronic Absenteeism with relation to academic success
- D & F reports
- Classroom Walkthrough reviews
- Data movement with After School Club intervention
- Capturing Kids' Hearts implementation with fidelity
- Horizon benchmarking for PBHS, 11th grade
- IXL benchmarking for PBHS, 9th - 10th grades

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Focus on credit recovery for sophomores who are not on track to graduate	

**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.

Our population has a significant homeschool population, approx. 700 students. We are focusing on providing a more conducive learning environment for struggling learners. Lack of variety of coursework will be enhanced with Edgenuity coursework.

Credit Recovery will be offered after school to all sophomores and upperclassmen that are missing credits to be on-target and/or to graduate.

LEA Strategic Plan - Attendance and Behavior Data

Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Attendance and Behavior Data

Color Reference Guide	
Exceeds Standard	<span style="color: green;">■</span>
Meets Standard	<span style="color: blue;">■</span>
Partially Meets Standard	<span style="color: yellow;">■</span>
Does Not Meet Standard	<span style="color: red;">■</span>
Below Cell Size	<span style="color: gray;">■</span>

Attendance - Percent of students chronically absent

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	7.23	33.71	29.44		27.55
<b>Status</b>					
Economically Disadvantaged	10.04	42.98	39.08		36.19
English Learners	--	--	0.00		23.69
Foster Care	16.13	29.82	26.19		30.59
Homeless	50.00	75.00	50.00		40.10
Military Connected	0.00	0.00	0.00		16.74
Students with Disabilities	9.30	37.71	32.63		32.91
<b>Race</b>					
American Indian or Alaska Native	4.17	11.11	33.33		31.45
Asian	0.00	0.00	0.00		12.69
Black or African American	15.38	45.45	43.75		26.95
Hispanic or Latino Native	0.00	53.33	13.33		27.47
Multi-Racial	2.70	35.56	26.53		29.63
Native Hawaiian or Other Pacific Islander	0.00	0.00	50.00		23.53
White	7.37	33.71	29.49		27.60
<b>Gender</b>					
Female	6.99	33.51	30.90		28.36
Male	7.46	33.90	28.03		26.79

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

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
<b>All</b>	97.92	96.53	96.24		95.44
<b>Status</b>					
Economically Disadvantaged	96.99	95.94	95.67		93.94

English Learners	--	--	--		96.30
Foster Care	95.56	86.67	92.98		91.86
Homeless	--	66.67	91.67		92.78
Military Connected	100.00	100.00	100.00		98.15
Students with Disabilities	95.19	94.99	94.87		93.02
<b>Race</b>					
American Indian or Alaska Native	92.86	100.00	100.00		95.65
Asian	100.00	100.00	100.00		99.32
Black or African American	80.00	100.00	100.00		90.10
Hispanic or Latino Native	100.00	88.89	88.89		95.29
Multi-Racial	96.55	100.00	91.43		93.30
Native Hawaiian or Other Pacific Islander	100.00	100.00	100.00		96.83
White	98.06	96.44	96.38		95.75
<b>Gender</b>					
Female	98.43	97.01	97.95		97.48
Male	97.44	96.08	94.62		93.52

**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.

Additional Data Sources:

iReady benchmarking reports - subgroup population  
 WVGS formative and summative testing results  
 College Board SAT results  
 Chronic Absenteeism with relation to academic success  
 D & F reports  
 Discipline Reports  
 Classroom Walkthrough reviews  
 Data movement with After School Club intervention  
 Effectiveness of Title I intervention  
 Capturing Kids' Hearts implementation with fidelity  
 Horizon benchmarking for PBHS, 11th grade  
 IXL benchmarking for PBHS, 9th - 10th grades

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
All schools will analyze their Behavior & Attendance Intervention programs within PLC on a regular basis	

**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.

Chronic absenteeism continues to be problematic in Barbour County Schools. A truancy diversion program along with PRO officers will support efforts to reduce chronic disruptions and absenteeism.



LEA Strategic Plan - Educator Effectiveness Data

Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2020-21)		County (2021-22)		County (2022-23)		State (2022-23)	
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 %
15.60	26.67	18.85	20.45	19.17	18.60	21.86	18.15

Evaluation Data

	County (2022-23)	State (2022-23)
Performance Level	% of Teachers	% of Teachers
Distinguished	14.55	14.94
Accomplished	81.82	81.5
Emerging	3.64	3.52
Unsatisfactory	-	0.04

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.

Due to the significantly high number of substitutes (long-term and day-to-day) that have been employed as "teachers". We began  
 As of 4/5/24, 6838 absences were recorded in the Eschoolsolutions program. This is 6,838 incidents of a substitute being in a classroom.  
 Many employees are using "DOCK" absences when absent. They have exhausted their annual leave and continue to miss work.  
 Mentor teachers are also scarce and county has been unable to find volunteers to be trained.

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.

We will continue to support educator effectiveness with professional development and individualized training to increase the performance of all learning stakeholders

\* 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 WVSIIPP.

- iReady math curriculum training
- iReady intervention training
- Horizon SAT program for PBHS
- Edgenuity ALC and Credit Recovery program
- Leadership training from INSIGHTS and Capturing Kids' Hearts
- Safety Care Training
- IEP and 504 training
- Science of Reading

**Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

**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) chronic absenteeism rates for students will be below 20% in each school; 2) zero out-of-school suspensions for Level 3 or Level 4 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) 90% of seniors attain one of the following College or Career Readiness benchmarks: a) a score of 3 or above on an AP Exam; b) earn a college credit with a grade of C or above; d) earn completer status in a CTE program of study. The graduation rate for the 4 and 5 year cohort groups will be 95% or above by the year 2030 by increasing 0.27% and 0.35% respectively on an annual basis from the baselines of: 97.4% for the 4 year (meeting and exceeding goal) and 90.5% for the 5 year cohort.

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

Description:

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

**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 3 and Level 4 violations School of the Student Code of Conduct (Policy 4373). Teachers will teach the expected behaviors for students to minimize classroom disruptions and maximize learning time. Capturing Kids' Hearts program will be used with the EXCEL model in all classrooms.

Person Responsible:

Mary Hovatter

Estimated Begin Date:

None

Estimated Completion Date:

None

**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:

None

Estimated Completion Date:

None

**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:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/7/2025

**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:

None

Estimated Completion Date:

None

**AS** 1.1.1.5 Attendance Intervention

Description:

Through monitoring of student attendance, students that are identified as not meeting school expectations for attendance and will MTTs to create a 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:

Gabrielle Rhodes

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

6/7/2025

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

Description:

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

Person Responsible:

High School Principal

Estimated Begin Date:

None

Estimated Completion Date:

None

**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. Edgenuity will be used for ALC and Credit Recovery curriculum.

Person Responsible:

High School Principal

Estimated Begin Date:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Cost Center 4280 (Technology)	\$39,000.00

**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:

None

Estimated Completion Date:

None

**AS** 1.1.1.9 Exit Conferencing

Description:

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

Person Responsible:

Brandon Antion

Estimated Begin Date:

None

Estimated Completion Date:

None

**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:

None

Estimated Completion Date:

None

**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. Mental Health/First Aid training will also occur as training becomes available. Cost Center: 4260

Person Responsible:

Principals

Estimated Begin Date:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Cost Center 4260	\$5,000.00

**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:

Michelle Fleming

Estimated Begin Date:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Mini Grants for the Arts (Cost Ctr 4240)	\$15,000.00

**AS** 1.1.1.13 Safety

Description:

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

Person Responsible:

Christopher Derico

Estimated Begin Date:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Cost Center 4260	\$4,500.00

**AS** 1.1.1.14 Employ LPNs

Description:

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

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$98,824.67

**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:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$114,390.75

**AS** 1.1.1.16 Effective Transitions

Description:

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

Person Responsible:

Principals

Estimated Begin Date:

None

Estimated Completion Date:

None

**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:

Gabrielle Rhodes

Estimated Begin Date:

None

Estimated Completion Date:

None

**AS** 1.1.1.18 Mental Health Assistance

Description:

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

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

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

**AS** 1.1.1.19 Staff Training

Description:

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

Person Responsible:

Michelle Fleming  
 Estimated Begin Date:  
 None  
 Estimated Completion Date:  
 None

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Effective use of technology - Cost Center 4280	\$2,023.34

**AS** 1.1.1.20 Homeless Funding

Description:  
 Homeless set aside will be used to supply students in need with social work services: clothing, school supplies, hygiene  
 Person Responsible:  
 Gabrielle Rhodes  
 Estimated Begin Date:  
 7/1/2024  
 Estimated Completion Date:  
 6/30/2025

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

**AS** 1.1.1.21 Psychologist/Psychiatrist

Description:  
 BCS will contract with a psychologist or psychiatrist as needed to assist with intervening with a student who is not being successful in school or in life.  
 Person Responsible:  
 Julie Bibey  
 Estimated Begin Date:  
 7/1/2024  
 Estimated Completion Date:  
 6/30/2025

**AS** 1.1.1.22 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:  
 None  
 Estimated Completion Date:  
 None

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$3,000.00

**AS** 1.1.1.23 Safety Care Training - Crisis Team Implementation

Description:  
 Each school will develop a team of trained individuals on de-escalation techniques and proper holds in the case of a restraint  
 Person Responsible:

Mary Hovatter  
 Estimated Begin Date:  
 None  
 Estimated Completion Date:  
 None

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title IV Part A	trainers and in house trainers (4260 Cost Center)	\$3,000.00

**AS** 1.1.1.24 Camera System Upgrade

Description:  
 Update current camera system  
 Person Responsible:  
 Mary Hovatter  
 Estimated Begin Date:  
 None  
 Estimated Completion Date:  
 None

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title IV Part A	Cost Center 4260	\$5,000.00

**AS** 1.1.1.25 Community in School

Description:  
 Barbour County Schools will employ a Community in Schools individual to target families with social/emotional needs, attendance needs, and community resources to help with student success of the highest low socio-economic population and school improvement at Philippi Elementary School.  
 Person Responsible:  
 Julie Bibey and Chris Derico  
 Estimated Begin Date:  
 7/1/2024  
 Estimated Completion Date:  
 6/2/2025

Funding Application	Grant	Notes	Amount
<b>School Improvement</b>	School Improvement Planning	CIS PES	\$70,000.00

**AS** 1.1.1.26 SRSD Writing Approach

Description:  
 Barbour county Schools will implement the SRSD Writing approach to address low performance in writing and increase student achievement with writing.  
 Person Responsible:  
 Gabrielle Rhodes  
 Estimated Begin Date:  
 7/1/2024  
 Estimated Completion Date:  
 6/30/2025

Funding Application	Grant	Notes	Amount
<b>School Improvement</b>	School Improvement Planning	PMS, PES School Improvement	\$24,950.00



**AS** 1.1.1.27 Family Engagement County Wide - The Dollywood Foundation

Description:

Provide books monthly to students under the age of 5 in Barbour County.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title IV Part A		\$5,236.00
<b>Third Grade Success Act</b>	Third Grade Success Act		\$2,464.00
<b>Total</b>			<b>\$7,700.00</b>

**S** 1.1.2 High Quality Standards

Description:

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

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools

**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. LSIC will present summary of performance to the BOE

Person Responsible:

Eddie Vincent

Estimated Begin Date:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II Part A	After School Programs will be stipend	\$5,000.00

**AS** 1.1.2.2 Atlas Book Study

Description:

All administrators will participate in a book study; book study will focus on increasing engagement at all levels of learning stakeholders

Person Responsible:

Eddie Vincent

Estimated Begin Date:

None

Estimated Completion Date:

None

**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:

None

Estimated Completion Date:

None

**S** 2 IMPROVE STUDENT ACHIEVEMENT

Description:

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

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

Description:

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

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

Description:

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

Component	Item Name
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, Horizon and WV GSA benchmark assessments 2- 3 times per year. The progress of each student will be tracked. Third Grade Success Act-BCS uses iReady E/LA and mathematics screener and/or benchmark assessments to collect student data to inform instruction and to identify students exhibiting deficiencies in E/LA and mathematics. The dyslexia and dyscalculia screeners are include

Person Responsible:

Principals

Estimated Begin Date:

None

Estimated Completion Date:

None

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

Description:

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

Person Responsible:

Principals

Estimated Begin Date:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
Other	Other	RLIS/Title I/Title IV	\$83,000.00

**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:

None

Estimated Completion Date:

None

**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:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
Consolidated	Title V Part B, RLIS	Embedded staff development for PLC	\$5,000.00

**AS** 2.1.1.5 1-1 Technology

Description:

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

Person Responsible:

Chris Derico

Estimated Begin Date:

None  
 Estimated Completion Date:  
 None

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 PES and PMS to support the school's Personalized Learning model. Student achievement has increased due the academic support the interventionists provide for students.

Person Responsible:  
 Gabrielle Rhodes

Estimated Begin Date:  
 7/1/2024

Estimated Completion Date:  
 6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Title 1 Staff	\$577,527.73

**AS** 2.1.1.7 Parent Involvement

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

Person Responsible:  
 Gabrielle Rhodes

Estimated Begin Date:  
 None

Estimated Completion Date:  
 None

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	County-Wide Family Engagement Activities	\$10,000.00
	Title I Part A	Required Set Aside Family Engagement Supplies	\$1,204.93
<b>Total</b>			<b>\$11,204.93</b>

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

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

Person Responsible:  
 Gabrielle Rhodes

Estimated Begin Date:  
 8/16/2023

Estimated Completion Date:  
 5/31/2024

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Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	PES Tutors	\$49,000.00
School Improvement	School Improvement Planning	BMS Tutors	\$42,000.00
<b>Total</b>			<b>\$91,000.00</b>

**AS** 2.1.1.9 Multi-Tiered System of Support

Description:

Identify and purchase intensive reading and math intervention kits for students identified as having deficiencies in E/LA and math.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/2/2025

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act	Science of Reading Books and Supplies for Interven	\$11,547.00

**AS** 2.1.1.10 Employ Special Educators

Description:

In an effort to meet the learning, emotional and physical needs of students, employ Special Education teachers to participate in tiered instruction and meet the individual needs of students.

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$109,952.74

**AS** 2.1.1.11 High Quality Instruction

Description:

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

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	PD for high quality instruction	\$6,734.39

**AS** 2.1.1.12 Employ Pre-School Special Needs Instructor

Description:

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

Person Responsible:  
Julie Bibey  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA Preschool		\$25,343.74
	State Aid for Special Education		\$49,475.20
<b>Total</b>			<b>\$74,818.94</b>

**AS** 2.1.1.13 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:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$42,281.89

**AS** 2.1.1.14 Support for Beginning/Inexperienced Teachers

Description:  
Mentors will be provided via the personnel office  
Person Responsible:  
Christopher Derico  
Estimated Begin Date:  
None  
Estimated Completion Date:  
None

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

**AS** 2.1.1.15 Professional Learning Communities and PLC Development

Description:  
All schools will operate PLCs on a regular schedule to support the advancement of professionalism, leadership, improvement of the instructional program and increase student learning. To support this effort, the county will sponsor ongoing training and supports for PLCs to enhance their knowledge and skill level so they may lead the PLCs at their schools to increase effectiveness and efficiency. Stipends to be provided for afterschool meetings to work with student data, develop instructional strategies, and monitor student growth.  
Person Responsible:  
Curriculum Directors, Rhodes/Fleming  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:

6/30/2025

**AS 2.1.1.16 Professional Development in Mathematics Instruction for CSI Schools**

Description:

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

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/2/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	School Level Support in Math-PMS PES	\$6,600.00

**AS 2.1.1.17 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:

None

Estimated Completion Date:

None

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

**AS 2.1.1.18 Local, State, and National Conferences, Workshops or Training, for Core Curriculum Instructors and Administrators**

Description:

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

Person Responsible:

Curriculum Directors, Rhodes/Fleming

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$10,645.73
	Title II Part A		\$20,000.00
<b>Total</b>			<b>\$30,645.73</b>

**AS 2.1.1.19 Walk Throughs**

Description:

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

Person Responsible:  
Michelle Fleming  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Vector platform to determine Climate and Culture	\$2,023.34

**AS** 2.1.1.20 Increase STEM Opportunities for Students.

Description:

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

Person Responsible:  
Tonya Ferguson

Estimated Begin Date:  
8/16/2023

Estimated Completion Date:  
5/31/2024

**AS** 2.1.1.21 Chrome Books and Google Classroom PD for New and/or Inexperienced Teachers

Description:

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

Person Responsible:  
Chris Derico

Estimated Begin Date:  
7/1/2023

Estimated Completion Date:  
6/30/2024

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

**AS** 2.1.1.22 WVDE INVEST Learning Summit

Description:

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

Person Responsible:  
Curriculum Directors, Rhodes/Fleming

Estimated Begin Date:  
7/1/2024

Estimated Completion Date:  
6/2/2025

Funding Application	Grant	Notes	Amount
Other	Other	INVEST Grant is funding source	\$13,000.00

**AS** 2.1.1.23 Horizon SAT Prep Training

Description:



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

Person Responsible:

Michelle Fleming

Estimated Begin Date:

None

Estimated Completion Date:

None

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

**AS** 2.1.1.24 School Improvement Consultant/Coach for Title 1 Schools and School Improvement

Description:

Consultant(s) will work with teachers as they improve student academic success.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/2/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Literacy Coach at PMS	\$18,000.00
School Improvement	School Improvement Planning	School Improvement Consultants PES and PMS	\$87,000.00
<b>Total</b>			<b>\$105,000.00</b>

**AS** 2.1.1.25 The 95 Percent Group

Description:

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

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

6/2/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	Core Phonics Program PES	\$13,992.80
Third Grade Success Act	Third Grade Success Act	intervention Materials	\$5,000.00
<b>Total</b>			<b>\$18,992.80</b>

**AS** 2.1.1.26 EL Student Learning

Description:

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

Person Responsible:

Julie Bibey

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

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

**AS** 2.1.1.27 STAR Academy

Description:

Teachers at PMS will be trained on the STAR academy to address school improvement of PMS Middle School 7th and 8th graders. Barbour County Schools will employ an additional teacher for the STAR Academy to teach Science and Social Studies STAR curriculum.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	Star Soc Studies/Science Teacher	\$50,120.00
	School Improvement Planning	STAR training Stipends/Travel	\$8,582.39
<b>Total</b>			<b>\$58,702.39</b>

**AS** 2.1.1.28 Back to School Teacher Academy

Description:

Philippi Elementary and Philippi Middle Schools will host a Professional Development Back to School Academy for teachers to train them in Reading, Math, Writing, and School Improvement strategies for students. This professional development opportunity will strengthen our teachers to engage our learners and result in improved achievement.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

8/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	PES Back to School Academy	\$17,280.00
	School Improvement Planning	PMS Back to School Academy	\$9,600.00
	School Improvement Planning	Supplies/Books for Back to School Academy	\$3,208.23
<b>Total</b>			<b>\$30,088.23</b>

**AS** 2.1.1.29 Summer School/Extended Learning

Description:

Provide a teacher(s) for summer extended learning for students who do not meet the cut score on EOY Benchmark in grades K-3.

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

6/10/2025

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act	teacher for extended summer learning	\$10,000.00

**AS** 2.1.1.30 Read Aloud Books

Description:

Provide rich read aloud to build student background knowledge and vocabulary to improve reading comprehension and aligns with SOR

Person Responsible:

Gabrielle Rhodes

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act	read aloud books	\$2,000.00

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Monitor students' progress in meeting the challenging State academic standards</b>                      Address strategies to monitor students' progress in meeting the challenging State academic standards by:</p> <ul style="list-style-type: none"> <li>- Developing and implementing well-rounded program of instruction</li> <li>- Identifying at-risk students</li> <li>- Providing additional educational assistance</li> <li>- Implementing instructional and other strategies to improve student learning</li> </ul> <p><b>Explanation</b></p> <p>Schools in Barbour County Schools (BCS) will implement the Learning Schools Model (PLCs) and teachers will base their instruction on the WVDE approved WVCCRs. Each school has developed a Support for Personalized Learning Model that meshes with the Learning School Model. All students are instructed utilizing Tier I, Core instruction. Teachers will assess students utilizing a variety of formative assessment strategies to identify who has mastered the concepts taught and which students need additional attention to master the content. Students who need additional support to master WVCCRs may then be retaught and/or placed in a second tier of instructional support. Students who demonstrate difficulty learning over time may be placed in a SAT for additional support and monitoring. In the event the previous steps are not successful in supporting the student, then the student may be considered for long-term intervention such as special education supports.</p> <p>Through the formative assessment process, teachers will gather data that will become the focal point of their Professional Learning Community model (PLCs). In grades 3-12, students are given benchmark/formative assessments through the WVGSA, iReady, and Horizon platforms. PLCs will utilize the data to adjust their instruction to ensure maximum student success. The PLC process and/or the Teacher Evaluation system will help identify deficiencies or knowledge gaps for teachers and professional development will be centered around correcting those gaps.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>1 PROMOTE STUDENT SUCCESS</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>PM 1.1 Attendance Rates, Graduation Rates, Discipline, College and Career Ready Benchmarks</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>S 1.1.1 Positive Behavior Support System</b></p> </div> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>2 IMPROVE STUDENT ACHIEVEMENT</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>PM 2.1 Non-Summative and Summative Assessments</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>S 2.1.1 Personalized Learning and Data Driven Instruction</b></p> </div> </div> </div>	<input checked="" type="checkbox"/>
<p>2) <b>Address equity of students taught at higher rates by ineffective or inexperienced teachers</b>                      Address strategies to address equity for students taught at higher rates by ineffective or inexperienced teachers</p> <p><b>Explanation</b></p> <p>Schools in Barbour County Schools (BCS) will implement the Learning Schools Model and teachers will base their instruction on the WVDE approved WVCCRs. Each school has developed a Support for Personalized Learning Model that meshes with the Learning School Model. All students are instructed utilizing the Core curriculum. Teachers will assess students utilizing a variety of formative assessment strategies to identify who has mastered the concepts taught and which students need additional attention to master the content. Students who need additional support to master WVCCRs may then be retaught and/or placed in a second tier of instructional support. Students who demonstrate difficulty learning over time may be placed in a SAT for additional support and monitoring. In the event the previous steps are not successful in supporting the student, then the student may be considered for long-term intervention such as special education.</p> <p>Through the formative assessment process, teachers will gather data that will become the focal point of their Professional Learning Community model (PLCs). In grades 3-12, students are given bench mark assessments through the GSA, iReady and Horizon platforms. PLCs will utilize the data to adjust their instruction to ensure maximum student success. The PLC process and/or the Teacher Evaluation system will help identify deficiencies or knowledge gaps for teachers and professional development will be centered around correcting those gaps.</p> <p>Teaching the new math adoption with fidelity as well as the ELA county-approved curriculums will be monitored by classroom walkthroughs developed in Vector platform. Instructional coaching may be necessary for some teachers.</p>	<input checked="" type="checkbox"/>

2 IMPROVE STUDENT ACHIEVEMENT

2.1 Non-Summative and Summative Assessments

2.1.1 Personalized Learning and Data Driven Instruction

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



**Explanation**

BCS has two CSI Schools (PMS and PES). The Leadership for this school meets frequently as a group to address deficiencies and meets frequently with the WVDE representative to give her updates on the progress they are making. The School's Leadership team has devised an action plan to improve student success and their climate and culture and are making good progress in meeting their goals. PMS is implementing a School-Within-A-School program: Star Academy. Belington Middle School has been identified as a TSI school for special education population.

1 PROMOTE STUDENT SUCCESS

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

1.1.2 High Quality Standards

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



**Explanation**

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

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



**Explanation**

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

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

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

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

1 PROMOTE STUDENT SUCCESS

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

1.1.1 Positive Behavior Support System

2 IMPROVE STUDENT ACHIEVEMENT

2.1 Non-Summative and Summative Assessments

2.1.1 Personalized Learning and Data Driven Instruction

6) Provide effective parent and family engagement

Address strategies to provide effective parent and family engagement

Explanation

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

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

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

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

2 IMPROVE STUDENT ACHIEVEMENT

2.1 Non-Summative and Summative Assessments

2.1.1 Personalized Learning and Data Driven Instruction

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

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

Explanation

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

1 PROMOTE STUDENT SUCCESS

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

1.1.1 Positive Behavior Support System

2 IMPROVE STUDENT ACHIEVEMENT

2.1 Non-Summative and Summative Assessments

2.1.1 Personalized Learning and Data Driven Instruction

8) If appropriate, implement process to identify students for support under Targeted Assistance Program

Address strategies to identify students for support under Targeted Assistance Program, if appropriate

**Explanation**

Barbour County Schools does not have any Target Assistance Programs.

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

Address strategies to facilitate effective transitions for students between programmatic levels

**Explanation**

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

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

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

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

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

**1 PROMOTE STUDENT SUCCESS**

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

**S 1.1.1 Positive Behavior Support System**

**2 IMPROVE STUDENT ACHIEVEMENT**

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

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

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

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

**Explanation**

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

Restorative practices are also expected at each school.

**1 PROMOTE STUDENT SUCCESS**

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

**S 1.1.1 Positive Behavior Support System**

**2 IMPROVE STUDENT ACHIEVEMENT**

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

- 11) **If appropriate, support and coordinate CTE and work-based learning opportunities**  
Address strategies to support and coordinate CTE and work-based learning opportunities, if appropriate



**Explanation**

CTE strategies are not addressed in this strategic plan.

BCS does address Career Awareness at all levels. Students are presented with information to inform them of potential career choices and allow them to structure their course decisions towards their desired career. Beginning in middle school, students develop a PEP plan to align their career choice with their learning plan and then to transition to post-secondary education or begin their career.

- 12) **Other appropriate strategies identified by the LEA**  
Address other appropriate strategies identified by the LEA



**Explanation**

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



Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Induction of beginning teachers</b> Address strategies to support beginning teachers</p> <p><b>Explanation</b> Beginning teachers are provided support on multiple levels. Each beginning teacher is assigned a mentor teacher. The job of the mentor is to support the beginning teacher in all aspects of their professional career. Beginning teachers are asked to attend the New Teacher professional development series through the school system. This series of professional development occurs periodically throughout the school year and addresses the teacher's understanding of how to use technology to reach students and to motivate students, classroom management, and instructional strategies. Beginning teachers are also assigned to a Professional Learning Community at the school level. PLCs address student learning challenges as defined by student data, instructional planning, curriculum management, and instructional techniques. The evaluation system also plays a role in helping beginning teachers grow in their profession. Each new teacher meets multiple times with their supervisor to review observation results, the progress the teacher has made in meeting evaluation goals, and results of administrator Walk-Throughs (EWalk) and/or IPI (Instructional Practices Inventory) results. BCS has also hired a Data Coach that works with all schools to help support teachers as they implement new programming, gather student academic data, and how to make this data actionable in improving student achievement.</p>	☑
<p>2) <b>Support for experienced teachers</b> Address strategies to support experienced teachers</p> <p><b>Explanation</b> Research shows that adults learn best when given frequent opportunities to reflect upon their actions. As a result, BCS is implementing the Learning School Model (Professional Learning Communities) which is a systemic support for teachers to allow them to meet frequently in PLCs to reflect upon the effectiveness of their instructional practices and how their instructional practices effect student achievement. Teachers are supported in the implementation of the Learning School Model through a series of PD on the model that will take place throughout the school year. PLCs are established at each school and are to meet a minimum of 2X weekly and early release time for students is scheduled 5x this year to allow for schools to work on school improvement projects. Our Teacher Evaluation Data indicates that Element 1.3, teachers use a balanced assessment approach to guide student learning, is our lowest rated indicator. To combat this, elementary teachers and middle school ELA and Math teachers have received training in I-Ready. This program allows teachers to give diagnostic assessments 3x per year, receive a Lexile and Quantile score for each student, receive detailed reports on specific needs of each student, groups students for instruction based on needs, and then provides each student specific instruction for targeted deficiencies. The next lowest rated element on the Teacher Evaluation Survey is Element 3.3, the teacher adjusts instruction based on a variety of assessments and student responses. To assist teachers with improving their performance on this element and to further implement the Learning School Model, BCS is providing PD on how teachers can make the Content Standards kid friendly by writing "I Can" statements as part of the curriculum mapping process. Teachers then will learn how to take the I Can statements and assess student in their mastery of the standard utilizing a formative assessment process. Teachers will then use the formative assessment results in their PLCs to improve student performance and increase the percentage of students achieving mastery.</p> <p>BCS will also support teachers to attend conferences and/or other workshops as deemed appropriate to help teacher learn new techniques for the implementation of the Learning School Model.</p> <p>Experienced teachers are also supported through the Teacher Evaluation System. With support from their principal, teachers select 2 goals from the results of their self-evaluation to work on. BCS has purchased Edivate which is an online PD program. Teachers and Principals link their goals to Edivate programming. Teachers will then watch the Edivate videos as a resource to help support their ability to improve.</p> <p>BCS has also hired a Data Coach that works with all elementary schools to help support teachers as they implement new programming, gather student academic data, and how to make this data actionable in improving student achievement.</p>	☑
<p>3) <b>Support for student teachers</b> Address strategies to support student teachers</p> <p><b>Explanation</b> MOUs are approved annually between BCS and participating institutions. Experienced teachers who have been successful in their careers are chosen as mentors for the student teachers. Mentor teachers assigned have completed the WVDE training to work with student teachers. Student teachers are included in all professional development activities and participate in Professional Learning Communities that are established for each school. By participating in PLCs, student teachers learn how to increase student achievement in a collaborative setting.</p>	☑
<p>4) <b>Support for beginning administrators</b> Address strategies to support beginning administrators</p> <p><b>Explanation</b> Beginning administrators are assigned a mentor principal to providing coaching through the first year of service in the county. The new principal is also a member of the administrative PLC team that meets monthly. Release time and expenses are provided to participate in the state new administrator's training program. The curriculum director for the programmatic area serves as a second mentor for the principal. The superintendent also provides additional guidance through the evaluation process helping to build appropriate goals for the year to allow for capacity building for the new administrator.</p>	☑
<p>5) <b>Support for experienced administrators</b></p>	☑

Address strategies to support experienced administrators

**Explanation**

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

6) **Support for other staff**

Address strategies to support other staff

**Explanation**

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

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

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

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

7) **Professional development**

Address strategies and planned professional development opportunities

**Explanation**

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

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

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

**Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

\* Planning

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

\* Vision and Goals

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

\* Data Driven Measures

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

\* Teacher Leadership Roles

Department Chairs, Leadership Team membership

\* Teacher Leadership Selection

Selection will be done by immediate supervisor

\* Application and Hiring Process

Following WVDE procedures

\* County/Administrator Roles

Each department will build capacity

\* Management Protocol

Direct supervisors will manage capacity building

\* Evaluation Procedures

Using WVDE protocol for evaluation

\* Estimated Budget

2,000

\* Communication

Using standard: email, text, telephone, direct

WVSIPP Funding Details

Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0

WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 500.00
Support for experienced teachers	* \$ 500.00
Support for student teachers	* \$ 0.00
Support for other staff	* \$ 500.00
Professional development	* \$ 500.00

**Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

Required Items <a href="#">[Expand All]</a> <a href="#">[Collapse All]</a>	Component Met
<p><b>1) Science of Reading Instruction</b>                      Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College- and Career-Readiness Standards.</p> <p><b>Explanation</b>                      HMH, our adopted reading series for grades K-5, consists of essential science-based elements of literacy consisting of phonemic awareness, phonics, fluency, vocabulary, comprehension, background knowledge, language, and writing which is supported by data substantiating that it is a high-quality comprehensive literacy program.</p>	<input checked="" type="checkbox"/>
<p><b>2) Science of Reading and Numeracy Professional Learning Opportunities</b>                      Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and writing.</p> <p><b>Explanation</b>                      Barbour County will send a team of core teachers to the INVEST conference to be trained on the evidence-based reading instruction to bring an understanding back to professional staff within the schools. Barbour County will also train all elementary principals in SOR and allow them to train their staff in SOR and implement SOR effectively in every elementary school. First grade aides will be trained using the statewide Canvas platform to receive state provided PD for their instructional role in the classroom.</p>	<input checked="" type="checkbox"/>
<p><b>3) Assessments: Screeners, Diagnostics, Benchmarks</b>                      Goal: Utilizing a state-approved English Language Arts and Mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics or benchmarks should include subtest reporting for dyslexia indicators.</p> <p><b>Explanation</b>                      Schools will use i-Ready for their diagnostic, benchmark, and screener to identify deficiencies in reading and mathematics.</p>	<input checked="" type="checkbox"/>
<p><b>4) Multi-Tiered Systems of Support</b>                      Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics.</p> <p>This section should include a schedule for providing intervention/enrichment time to students.</p> <p><b>Explanation</b>                      Every elementary school has an intervention schedule built into their daily schedule to address deficiencies in reading and mathematics. The schools will have a plan to inform parents of the child's deficiencies and provide a plan for improvement.</p>	<input checked="" type="checkbox"/>
<p><b>5) Family Notification and Involvement</b>                      Goal: Providing families with notifications of the creation and implementation of individualized reading improvement plan, regular updates of child's reading progress, and reading strategies to help their child at home.</p> <p><b>Explanation</b>                      Teachers will provide parents within 15 days after a benchmark a notice of the child's deficiencies in reading and mathematics. At the end of each quarter, parents will receive and update about their child's progress and given strategies that they can work on at home.</p>	<input checked="" type="checkbox"/>
<p><b>6) Extended Learning Opportunities</b>                      Goal: Providing high-quality extended day and extended year programs incorporating the five pillars of the Science of Reading, writing and mathematics for K-3 students who have not met certain literacy criteria.</p> <p>HB 3035 requires students performing at a minimal level and not showing improvement to receive extended learning opportunities (i.e., after school and summer school)</p> <p><b>Explanation</b>                      Schools will implement high-quality after-school tutoring program to incorporate the five pillars of the science of Reading, writing, and math. The county will build a plan to incorporate summer learning opportunities for the future. Families will receive literature through Dolly Parton's Imagination Library to help extend learning opportunities to families.</p>	<input checked="" type="checkbox"/>

**Barbour County Schools (002) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>P – 12 Mathematics Content Knowledge</b>                      Activities related to expanding educators' content knowledge (Ex: action steps related to training and implementation for new instructional materials, Boaler's mathematical mindsets, number talks, etc.)</p> <p><b>Explanation</b>                      Planned professional development sessions include: DNA Math, RTI Model, PLC work with Formative assessments and "I Can" statements, High School Math Academy and preparations for remote learning like Google Classroom.</p>	<input checked="" type="checkbox"/>
<p>2) <b>P – 12 Mathematics Pedagogy/Thinking Skills</b>                      Activities related to expanding educators' pedagogical practices used in teaching mathematics (Ex: Cash's differentiation, thinking skills, number talks, etc.)</p> <p><b>Explanation</b>                      BCS is offering PD in the following areas: DNA Math, TQE Process, RTI process, Google Classroom, flipped classroom, high school math academy.</p>	<input checked="" type="checkbox"/>
<p>3) <b>Leadership Development</b>                      Activities related to expanding administrators' and teacher-leaders' role as instructional leaders (Ex: resource allocation, planning and monitoring for success, facilitators of change related to student engagement, output and empowerment, etc.)</p> <p><b>Explanation</b>                      Teachers and administrators will attend DNA Math, Big Picture Shift, PLC formative assessment, curriculum mapping, Google Classroom, and high school math academy.</p>	<input checked="" type="checkbox"/>
<p>4) <b>Student Engagement</b>                      Activities related to expanding educators' and administrators' understanding and use of research-based student engagement processes (Ex: Kieschnick's blended learning, Boaler's mathematical mindsets, technology supports, etc.)</p> <p><b>Explanation</b>                      BCS has started implementing cooperative learning strategies through working with Kagan.</p>	<input checked="" type="checkbox"/>
<p>5) <b>Mathematics Coaching/Facilitating</b>                      Activities related to developing the academic and interpersonal skills (Ex: effective coaching skills, training skills, facilitating skills, peer mentoring, etc.)</p> <p><b>Explanation</b>                      BCS will implement 95% program at the elementary level to work with elementary schools that do not meet State standards in mathematics.</p>	<input checked="" type="checkbox"/>
<p>6) <b>Parent Involvement/Public Relations</b>                      Activities related to developing and expanding parent and community involvement in mathematics (Ex: creating a heightened awareness of mathematics through community involvement, active public relations activities, math nights, student-led conferences, district/school website linked to math4life website, etc.)</p> <p><b>Explanation</b>                      BCS plans to communicate our improvement efforts in mathematics in a variety of ways to the public: newspaper articles, website stories, FaceBook stories, literature in restaurants and doctor offices. BCS also plans to relate information concerning our Math 4 Life campaign through Math Nights at the schools and Board of Education meetings.</p>	<input checked="" type="checkbox"/>

Required Documents

This page is currently not accepting Related Documents.