School Strategic Plan History Log

Clay County Schools (016) Public District - FY 2024 - H E White Elementary School (016-208) Public School - School Strategic Plan - Rev 1

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10/10/2023 9:43:01 PM	Mary Ann Triplett	Status changed to 'School Strategic Plan Monitoring'.	S

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* Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.

2023/2024 Local School Improvement Council
Principal: Tammy Varney, tmvarney@k12.wv.us
Title I Teacher: Tina Hall, tmhall@k12.wv.us
Teacher: Christina Belt, christina.belt@k12.wv.us
Teacher: Denise Bennett, d.bennett@k12.wv.us
Service Personnel: Debora Gould, debora.gould@k12.wv.us
Parent: Jessie Conley, jlconley@80@yahoo.com
Parent: Jeremy/Stephanie Melton
Parent: Kristie Caldwell
Community Representative: Lily Crites, lillybee01@aol.com
Business Representative: Jeannie & Ronald Evans (Frostbite Dairy Bar) js_rw_evans1996@yahoo.com

H. E. White Teachers
Prek/Headstart:
Kindergarten: Chastity Morris, cperdue@k12.wv.us
1st: Lisa Haynes, lisa.haynes@k12.wv.us
2nd:Kacie Minger, kacie.minger@k12.wv.us
3rd/4th:Christina Belt, christina.belt@k12.wv.us
5th: Jamie Paxton, jamie.paxton@k12.wv.us
Special Education: Angie Walker, angela.walker@k12.wv.us
Title I: Tina Hall, tmhall@k12.wv.us
Save the Children: Denise Bennett, d.bennett@k12.wv.us

H. E. White Service Personnel
Loretta Triplett (Prek aide), loretta.triplett@k12.wv.us
Madison Stephenson (K), madison.stephenson@k12.wv.us
Edna Belt (1 aide),edna.belt@k12.wv.us
Dana Fields (STC aide), dana.fields@k12.wv.us
Custodian: Deborah Gould, debora.gould@k12.wv.us
Cook: Sarah Faulkner, sarah.faulkner@k12.wv.us
Community In Schools: Patrick Shepherd, pshepherd@k12.wv.us

School Strategic Plan Core Beliefs / Mission

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

Our mission is **H**onoring **E**ducation **W**ith **E**xceptional **S**tudent Leaders.

At H.E. White Elementary School core beliefs:
1. Committing to a shared vision
2. Implementation of high yield instructional strategies
3. Taking responsibility for overall academic success
4. Students engaging in age-appropriate leadership opportunities
5. High expectations for success
6. Positive and safe learning environments
7. Equitable opportunities to learn and effective instruction
8. Frequent monitoring of student progress
9. Family and community involvement

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School Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)	School (2022-23)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.28	64.62	70.42
English Learners	0.87	--	--
Foster Care	1.46	2.97	4.23
Homeless	3.09	22.30	23.94
Military Connected	0.17	0.56	5.63
Students with Disabilities	18.05	18.03	25.35
Race			
American Indian or Alaska Native	0.25	0.06	--
Asian	0.99	0.43	--
Black or African American	7.23	0.43	1.41
Hispanic or Latino Native	2.20	0.43	--
Multi-Racial	0.43	0.31	--
Native Hawaiian or Other Pacific Islander	0.14	0.06	--
White	88.57	98.27	98.59
Gender			
Female	48.35	46.47	42.25
Male	51.65	53.53	57.75

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.

With our high percentage of students who are economically disadvantaged, our school is a Title I School who uses the comprehensive needs assessment to develop a strategic plan to address student needs and ensure educational stability for all students. Because we are a Title I school, we use Title I funds to hire additional staff to help increase the quality of education all students receive and to specifically help ensure students in each subgroup are receiving the same quality education as all students and those most at-risk of not meeting the challenging state academic standards show growth and progress toward meeting the state academic standards. Title I funds are also used for additional supplies and materials, equipment, and other services in support of supplemental programs to support high-quality education and interventions to close the achievement gap.

Our school now has AmeriCorp Vista and Communities in School personnel to help meet the basic needs of our homeless students. They work hard to provide clothing, food, and gifts at Christmas.

Resources, including time, personnel, and materials, are allocated to accomplish our goal to improve student achievement by ensuring high quality instruction, strong and knowledgeable instructional leadership, ongoing monitoring of instructional quality, and the impact of instruction on learning and achievement. Our limited funding must be dedicated and focused on providing the instructional resources necessary for our teachers to build the knowledge, skills, and understanding needed to enhance the attainment of our goal to improve student achievement with blending of local, state, and federal funds as appropriate.

H.E. White Elementary consisted of 42.25% of female students and 57:75% of male students.
At Risk Students in homeless situations in comparison with state and comparable schools: School rate is 23.94% versus the state at 3.09%. Our school rate decreased 4.63% from last year.
4.23% of our students are in foster care compared to the state average of 1.46%.
70.42% of our students economically disadvantaged compared to the state average of 51.28%.

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.

The data indicates that there is a rate of homeless students in our school that is significantly higher than the state average. The root causes of homelessness in our school include:
1. Lack of economic development
2. Loss of jobs due to the Pandemic
3. COVID Pandemic
4. Movement of families due to the flood of June 2016
5. Substance abuse in our county

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School Strategic Plan - Academic Data
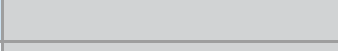
Color Reference Guide

Exceeds Standard	🟩
Meets Standard	🟦
Partially Meets Standard	🟨
Does Not Meet Standard	🟥
Below Cell Size	⬜

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

2030 Annual English Language Arts (ELA) Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	37.84	40.23	42.62	42.62	45.01	47.40	49.79	52.18	54.58	56.97	59.36	61.75	64.14	66.53	68.92

NOTE: To review subgroup target information, please visit ZoomWV for Educators

ELA Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	41.67	39.47	🟨	35.03	41.83
Status						
Economically Disadvantaged	--	37.14	44.83	🟨	28.91	31.26
English Learners	--	--	--	⬜	--	11.70
Foster Care	--	--	--	⬜	17.54	24.08
Homeless	--	25.00	60.00	🟨	25.71	26.23

Student Groups		School		2021-22 Scorecard Rating	County	State
Military Connected	--	100.00	50.00	🟧	52.63	52.94
Students with Disabilities	--	10.00	0.00	🟥	7.10	11.06
Race						
American Indian or Alaska Native	--	--	--	⬜	0.00	28.26
Asian	--	100.00	--	⬜	66.67	70.21
Black or African American	--	--	--	⬜	--	26.27
Hispanic or Latino Native	--	--	--	⬜	0.00	36.45
Multi-Racial	--	--	--	⬜	40.00	36.93
Native Hawaiian or Other Pacific Islander	--	--	--	⬜	--	45.28
White	--	40.43	39.47	🟧	34.96	42.67
Gender						
Female	--	48.00	57.89	🟧	43.45	46.48
Male	--	34.78	21.05	🟥	27.97	37.43

ELA Academic Progress

Student Groups	School (2021-22) % of Students	2021-22 Scorecard Rating	County (2021-22) % of Students	State (2021-22) % of Students
All	44.44	🟧	35.58	46.05
Status				
Economically Disadvantaged	50.00	🟦	32.96	41.93
English Learners	--	⬜	--	37.91
Foster Care	--	⬜	39.97	39.47
Homeless	66.67	🟩	32.89	41.82
Students with Disabilities	14.29	🟥	30.19	33.10
Race				
American Indian or Alaska Native	--	⬜	0.00	26.79
Asian	--	⬜	33.33	67.70
Black or African American	--	⬜	--	37.93
Hispanic or Latino Native	--	⬜	0.00	45.70
Multi-Racial	--	⬜	60.00	44.54

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Native Hawaiian or Other Pacific Islander	--		--	39.13
White	44.44		35.50	46.34
Gender				
Female	--		--	--
Male	--		--	--

Reading Lexile Distribution - School (2021-22)

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

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

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

Data Sources:
Interim Assessments
Progress Monitoring Data
Benchmark Data
WVEIS Data and Zoom WV Data

Academic:
Diagnostic Assessments: Beginning of year, Middle of year, End of year (iReady Program)

CIA's: Beginning of year and middle of year for grades 3, 4, and 5.

Classroom Instructional Practices/Strategies: Core Math Instruction by classroom teacher, intervention targeted instruction by classroom teacher and Title I Interventionist, and Special Education services

Comprehensive Counseling Plan: Meeting with SAT members to review student progress and make improvements in instruction and student accommodations.

Report Cards: Student progress is communicated to parent/guardians 4 times throughout the school year (every 9 weeks)

Progress Reports: Reports of student progress are always available for parents/guardians via LiveGrades online for grades 2-5. Midterm progress reports are generated 4 times throughout the school year in grades K-5.

Focused Instruction on Standards: Core classroom instruction, intervention targeted instruction

Formative Assessments: Teacher checklists, observation, and anecdotal notes

GSA Data: Grades 3, 4, 5 ELA End of the year

GSA Interims: Grades 3, 4, 5 ELA implemented 2-3 times monthly.

Intervention Data & Growth Models: Benchmark and Progress Monitoring

Missing Assignments: LiveGrades postings and communication with student and guardians

Professional Learning Communities: Regular meetings with classroom teachers, interventionists, aids, and special education teachers

Student Assistance Teams: Monthly Meetings with classroom teachers, interventionists, aids, and parents to review student progress and make improvements to instruction practices and student accommodations.

Walk-Through Data

Results:
The most recent 3rd Grade student proficiency scores at H.E. White Elementary in ELA is 29%, which was the same percentage of proficiency last year.
The most recent 4th Grade student proficiency scores at H.E. White Elementary in ELA is 29%. This decreased by 11% from last year.

iReady Data Results:
From the beginning of the year to the end, our green increased 35% and our red decreased 27% in Reading.
From the middle of the year to the end, our green increased 17% and our red decreased 9% in Reading.
The mid or above grade level category increased from 2% in the beginning of the year to 21% at the end of the year in Reading.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Increase implementation of ELA interim assessments throughout the fall and winter in preparation for the spring ELA Summative Assessment. Continue implementing iReady for benchmark assessments, intervention, and progress monitoring. Intervention and small group instruction will be data based targeted instruction.	

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.

Data Sources:
1. Zoom WV comparison data with neighboring schools and schools with similar socioeconomic status levels.
2. WVEIS demographic data and academic data.
3. WVDE Reporting Dashboard

General Synopsis:
The data indicates that there is a decrease in ELA Proficiency. This is concerning to our school. Possible causes for the decrease in ELA Proficiency is lack of face to face instruction during the spring of 2020 and the negative impact on students

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	27.03	29.84	32.64	32.64	35.45	38.26	41.06	43.87	46.68	49.48	52.29	55.10	57.90	60.71	63.52

NOTE: To review subgroup target information, please visit ZoomWV for Educators

Mathematics Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	33.33	26.32		23.89	32.69
Status						
Economically Disadvantaged	--	31.43	24.14		17.34	22.95
English Learners	--	--	--		--	15.82
Foster Care	--	--	--		8.77	17.01
Homeless	--	18.75	20.00		15.71	18.52
Military Connected	--	100.00	100.00		78.95	50.27
Students with Disabilities	--	0.00	0.00		5.16	10.11
Race						
American Indian or Alaska Native	--	--	--		0.00	22.83
Asian	--	100.00	--		33.33	67.72
Black or African American	--	--	--		--	16.66
Hispanic or Latino Native	--	--	--		0.00	25.76

Multi-Racial	--	--	--		40.00	26.94
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	31.91	26.32		23.81	33.58
Gender						
Female	--	32.00	21.05		25.14	31.40
Male	--	34.78	31.58		22.84	33.92

Math Academic Progress

Student Groups	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students		% of Students	% of Students
All	25.93		39.28	44.43
Status				
Economically Disadvantaged	25.00		37.85	39.18
English Learners	--		--	35.58
Foster Care	--		40.41	52.63
Homeless	22.22		41.89	38.25
Students with Disabilities	28.57		34.62	31.65
Race				
American Indian or Alaska Native	--		100.00	42.11
Asian	--		66.67	72.01
Black or African American	--		--	35.26
Hispanic or Latino Native	--		0.00	40.82
Multi-Racial	--		80.00	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	25.93		38.68	44.86
Gender				
Female	--		--	--
Male	--		--	--

Mathematics Performance Distribution - School (2021-22)

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

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

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

Academic:
Benchmark Assessments: Beginning of year, Middle of year, End of year (iReady Program)

CBA's: Beginning of year and middle of year for grades 3, 4, and 5.

Classroom Instructional Practices/Strategies: Core Math Instruction by classroom teacher, intervention targeted instruction by classroom teacher and Title I Interventionist.

Comprehensive Counseling Plan: Meeting with SAT members to review student progress and make improvements in instruction and student accommodations.

Report Cards: Student progress is communicated to parent/guardians 4 times throughout the school year (every 9 weeks)

Progress Reports: Reports of student progress are always available for parents/guardians via LiveGrades online for grades 2-5. Midterm progress reports are generated 4 times throughout the school year in grades K-5.

Focused Instruction on Standards: Core classroom instruction, intervention targeted instruction

Formative Assessments: Teacher checklists and anecdotal notes

GSA Data: Grades 3, 4, 5 Math End of the year

GSA Interims: Grades 3, 4, 5 Math implemented 2-3 times monthly, more often mid-year.

Intervention Data & Growth Models: Benchmark and Progress Monitoring

Missing Assignments: LiveGrades postings and communication with student and guardians

Professional Learning Communities: Regular meetings with classroom teachers, interventionists, aids, and special education teachers

Student Assistance Teams: Monthly Meetings with classroom teachers, interventionists, aids, and parents to review student progress and make improvements to instruction practices and student accommodations.

Walk-Through Data

Results: The most current 3rd grade math proficiency score is 33%, which decreased 10% from last year.
The most current 4th grade math proficiency score is 57%, which increased 47% from last year.
The most current 5th grade math proficiency score is 55%, which was higher than the current district and state average.

iReady Data Results:
From the beginning of the year to the end, our green increased 44% and our red decreased 28% in Math.
From the middle of the year to the end, our green increased 19% and our red decreased 12% in Math.
The mid or above grade level category increased from 0% in the beginning of the year to 25% at the end of the year in Math.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Increase implementation of Math Interim assessments throughout the fall and winter in preparation for the spring Math Summative Assessment. Continue implementing iReady for benchmark assessments, intervention, and growth monitoring. Continue implementation of Mountain Math for extra practice. Intervention and Small group instruction will be data based targeted 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.

Data Sources
1. Zoom WV comparison data with neighboring schools and schools with similar socioeconomic status levels.
2. WVEIS demographic data and academic data.
3. WVDE Reporting Dashboard

General Synopsis:
The data indicates that there is a decrease in Math Proficiency. Strategies to be used to increase the proficiency include:
1. Implementation of standards-based core instruction
2. Implementation of standards based targeted instruction.
3. Continue implementation of iReady program
4. Benchmark Assessments 3 times throughout the year
5. Monthly Progress Monitoring
6. Classroom formative and summative assessments
7. Implementation of Math interim assessments completed more often
8. Implementation of PLC's focusing on Student Performance Data Analysis, Accommodation review and plans to improve instruction and target student

learning.
9. Maintaining monthly scheduled SAT meetings to focus on Student Performance Data Analysis, Accommodation review and plans to improve instruction and target student learning.
10. Maintain consistent parent/guardian communication that focuses on student progress and accommodation review.
11. Maintain the Leader In Me Program to promote leadership skills in students that teaches accountability and builds self-esteem.

English Language Proficiency Assessment Results (ELPA21)

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

Detailed data by domain is available at <u>ZoomWV for Educators</u>

English Language Proficiency Assessment Results for the Reading Domain

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

English Language Proficiency Assessment Results for the Writing Domain

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

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	--	--	--	--	254

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Level 2	--	--	--	--	274
Level 3	--	--	--	--	507
Level 4	--	--	--	--	299
Level 5	--	--	--	--	329

English Language Proficiency Assessment Results for the Listening Domain

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

➕ ☑ **Not Applicable if EL cell size is 0**

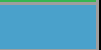| EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success

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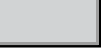
* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This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

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School 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	

+ ☑ **Not Applicable (Elementary and Middle Schools)**

On Track

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						

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Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

10th Graders with Twelve Earned Credits

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

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

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

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030

Graduation 4-Year Cohort

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

Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
Gender						
Female						
Male						

Graduation 5-Year Cohort

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						

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

Post-Secondary Achievement Data

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						

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Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

College Readiness (AP/IB)

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

College Readiness (Dual Credit)

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

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					
Economically Disadvantaged					
English Learners					

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Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

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

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

Improvement Practices/Strategies Implemented (One Per Box)	**Updated Implementation Results**

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.

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School Strategic Plan - Attendance and Behavior Data

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

Attendance - Percent of students chronically absent

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	10.64	4.88	38.36		30.43	29.08
Status						
Economically Disadvantaged	13.85	6.35	42.86		35.90	38.44
English Learners	--	--	--		--	24.03
Foster Care	0.00	0.00	0.00		43.33	36.88
Homeless	7.41	12.50	25.00		38.40	42.27
Military Connected	--	0.00	0.00		22.22	16.50
Students with Disabilities	17.65	7.14	30.00		30.00	34.90
Race						
American Indian or Alaska Native	0.00	--	--		100.00	29.34
Asian	0.00	0.00	--		0.00	12.16
Black or African American	--	--	--		50.00	29.90
Hispanic or Latino Native	--	--	--		57.14	30.28
Multi-Racial	--	--	--		20.00	31.13

Native Hawaiian or Other Pacific Islander	--	--	--		--	19.42
White	10.87	4.94	38.36		30.37	29.05
Gender						
Female	13.33	5.26	48.48		30.47	29.59
Male	8.16	4.55	30.00		30.40	28.61

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

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	100.00	98.78	98.63		97.33	95.56
Status						
Economically Disadvantaged	100.00	98.41	98.21		96.95	94.15
English Learners	--	--	--		--	97.49
Foster Care	100.00	0.00	100.00		100.00	89.30
Homeless	100.00	95.83	100.00		96.57	93.70
Military Connected	--	100.00	100.00		100.00	99.07
Students with Disabilities	100.00	100.00	100.00		98.03	92.96
Race						
American Indian or Alaska Native	100.00	--	--		100.00	96.97
Asian	100.00	100.00	--		100.00	98.53
Black or African American	--	--	--		100.00	89.69
Hispanic or Latino Native	--	--	--		50.00	96.16
Multi-Racial	--	--	--		100.00	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	100.00	98.77	98.63		97.39	95.85
Gender						
Female	100.00	100.00	100.00		98.44	97.56
Male	100.00	97.73	97.50		96.38	93.68

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

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

Demographic Data Attendance: WVEIS Attendance Data, Zoom WV Data and DHHR data: Results denote that 38.36% of students were chronically absent, which is higher than the county and state average.

Demographic Date Behavior: WVEIS Discipline Data, Zoom WV Data and DHHR data: 98.63% of our students in the above data had 0 suspensions for the school year, compared to 97.33% of students in the county and 95.56% of the students in the state.

We are concerned about those students who are labeled chronically absent. Student absenteeism is a challenge to improving learner outcomes because when students are absent, they miss out on class instruction and interactions that can't be replaced.

Although we exceed standards in behavior with the percentage of students who have no out of school suspensions in all students and each subgroup, we are concerned about the effect the pandemic has on student behavior and how that affects academic achievement.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Attendance: Implementation of County wide attendance competition with traveling trophy going to the school with the highest overall attendance percentage for the school year. Implementation of School Board Members presenting the teacher and class with an award for the highest monthly attendance in the county. Implementation of monthly school reward for the best monthly class attendance. Implementation of monthly school reward for the individual students with monthly perfect attendance. Implementation of classroom attendance incentives We will offer Afterschool as a time for students who have missed school to have the opportunity to make up the work and get support as needed. Communicate with families to ensure classroom work gets completed. Behavior: Implementation of SEL and PBIS Programs: Leader In Me and the 7 Healthy Habits in every grade level and Implementing PBIS Handbook with classroom activities provided for each teacher.	

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.

Attendance Summary:

When analyzing our attendance data, we cannot ascertain why we have such a high percentage of chronically absent students. Attendance has been affected by the pandemic due to readjusting to attending school five days a week. Poor attendance is affecting academic achievement for not only the students missing school, but also the students whose education is interrupted because teachers are spending time catching up students who have missed and this interrupts the flow of instruction to maintain a safe, supportive learning environment.
We also noticed a drop in our attendance when it was made public that our school could possibly be consolidated.
We will continue to analyze our attendance data, make contact with our families, use the services of our Community in Schools Coordinators, and use the services of our Truancy Diversion Specialist because attendance is a priority need for effective teaching and learning.

Resources including time, personnel, and materials, are allocated to accomplish our goal to improve students' achievement by ensuring attendance and behavior, strong and knowledgeable instructional leadership, ongoing monitoring of attendance and behavior, and the impact of attendance and behavior on learning and achievement. Our limited funding must be dedicated and focused on providing instructional resources our teachers need to build the knowledge, skills, and understanding regarding initiatives identified to enhance the attainment of our goal to improve student achievement with blending of local, state, and federal funds as appropriate.

Clay County Schools (016) Public District - FY 2024 - H E White Elementary School (016-208) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

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

Additional Data Sources, including results:

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

Although Evaluation Data for the FY24 Strategic Plan was not pre-populated, we referred to data in our FY23 Strategic Plan. 50% of the teachers were distinguished. The data this year will be different due to having so many new teachers that fall on the initial and intermediate progression. These educators are attending professional development and improving their craft.
We encourage all teachers to participate in professional learning activities for self-renewal and to be active in our schools and communities. Beginning teachers and their mentors, who are teachers in our building assigned are also invited to participate in professional learning opportunities offered through the Beginning Teacher-Mentor Program. The principal also uses the results from the self-reflection, observations, walk-throughs, and personal communication to help our teachers grow to the next level of performance.

Other data sources we review include informal observation data, personal communication, walk through data, Instructional Practices Inventory Data, attendance data for students and staff, discipline data, and results from the learning environment survey completed by staff, students, and parents. We also look at the experience of our teachers, our retention rates, teacher certification, and teacher attendance rates as well as the number of positions open and the type of professional learning opportunities requested by teachers and their evaluation and implementation of the professional learning offered.

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.

When analyzing our educator effectiveness data, we identified the updated root cause analysis of our trend data as losing experienced teachers to retirement. We have had to replace retiring teachers with new teachers and substitute teachers not certified with some not being certified in education. For teachers to be successful, especially those who are new or not certified, professional learning is necessary. We will continue to analyze our educator effectiveness data, provide professional learning opportunities, and support our teachers because educator effectiveness is a priority.

Our beginning teachers are assigned a mentor who listens, observes, coaches, obtains resources and is available to the beginning teacher for any classroom need that arises. Mentors maintains logs and schedules of meetings and visits. The county provides professional development to the beginning teacher by conducting a Beginning Teacher Academy, consisting of monthly meetings where teachers work together on strategies that focus on improving student achievement and enriches classroom instruction.

We encourage beginning teachers to take advantage of all professional development opportunities by informing them of the opportunities.

* 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 and the strategic plan activities.

Professional learning opportunities will build on increasing the academic achievement of all students. We will continue with sharing the results of our attendance initiatives implemented as a result of last year's professional learning session, discussing what worked, what didn't, and what changes we will make moving forward as well as a review of Policy 4110 Attendance because when students are absent, they miss instruction. We will review our expectation of behavior and how they align with Policy 4373 Expected Behavior in Safe and Supportive Schools, Positive Behavior Interventions and Support, and PAX. We will review Policy 2520 in content areas discussing what the standards mean how they align with our adopted resources and the WV Measures for Academic Progress because standards-based instruction was identified in our Special Circumstance Review as the most crucial need. We will focus on dispositions of educator effectiveness specific to the needs of our subgroups, including those economically disadvantaged, in foster care, homeless, and students with disabilities. We will review the results of our extended day/extended year program and how those opportunities can help increase the academic achievement of our students. We will review how to communicate with and work with parents as equal partners.

We will address the needs of our educators as reflected from other data sources such as informal observations, walk throughs, Instructional Practices Inventory, evaluation data, and results from the learning environment survey completed by staff, students, and parents.

Once the professional learning takes place, participants will evaluate it. Strategies learned during professional learning will be implemented by all staff members with fidelity to the model and monitored for effectiveness.

Professional development will be funded by blending local, state, and federal funds as appropriate.

Clay County Schools (016) Public District - FY 2024 - H E White Elementary School (016-208) Public School - School Strategic Plan - Rev 1

Plan Items

G 1 Academic Achievement

Description:

After analyzing various data sources that provide evidence of progress toward academic achievement, H.E. White Elementary School determined the following goal to address continuous improvement in teaching and learning during the regular school schedule. The academic goal for H.E. White Elementary School grade k-5 is to improve proficiency by 10% on the end of the year i-Ready ELA Diagnostic and improve proficiency by 10% on the end of the year i-Ready Math Diagnostic. We will focus on subgroups, especially the achievement of special education students. Our goal for that subgroup is to increase in math and reading by 5%.

PM 1.1 Monitoring Student Progress

Description:

Teacher observation, personal communication via Live Grades and Microsoft TEAMS meetings as well as classroom meetings, student-data notebooks, benchmark and diagnostic assessments, growth monitoring data will be used to measure progress in academic achievement.

S 1.1.1 Data-Informed Instruction (live instruction and distance learning)

Description:

To support and align with our goal to increase academic achievement as it relates to improved teaching and learning for both in school and online learning experiences, H.E. White Elementary School will implement Data-Informed Instruction as our strategy. Classroom instruction, distance learning and virtual instruction will be student-centered and differentiated based on data collected from formative and summative assessments. Teachers collaboration time during scheduled PLC's (in person and online) will be focused on analyzing student data to guide intervention and personalized learning along with strategies on how to increase student engagement and achievement. Administrator will conduct classroom walkthroughs weekly for live classroom meetings. The administrator will schedule time to conference with teachers and provide constructive feedback using walk-through data. The Strategic Plan will be revisited monthly to monitor progress.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners
	Parent and family engagement

AS 1.1.1.1 Attendance

Description:

Implementation of County wide attendance competition with traveling trophy going to the school with the highest overall attendance percentage for the school year. Implementation of School Board Members presenting the teacher and class with an award for the highest monthly attendance in the county. Implementation of monthly school reward for the best monthly class attendance. Implementation of monthly school reward for the individual students with monthly perfect attendance. Implementation of classroom attendance incentives We will offer Afterschool as a time for students who have missed school to have the opportunity to make up the work and get support as needed. Communicate with families to ensure classroom work gets completed.

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

6/7/2024

AS 1.1.1.2 Behavior

Description:

All teachers will create and utilize a behavior management plan for their classroom. The PBIS expectation chart will be taught and practiced in all areas of the school. The charts will be posted to refer to throughout the school year. PAX will continue to be implemented schoolwide. We will continue implementing our Positive Schoolwide Pioneer Pride Behavior Plan. Implementation PBIS Programs: Leader In Me and the 7 Healthy Habits in every grade level and Implementing PBIS Handbook with classroom activities provided for each teacher.

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

7/5/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Sustained, ongoing professional learning	$0.00

AS 1.1.1.3 College and Career Readiness

Description:

To accomplish our goal to increase academic achievement and follow our mission to provide a high quality 21st century education, we will increase technology integration into our regular daily learning and after school learning as well as utilize technology to facilitate distance learning when necessary. We will begin implementing educational software, iReady, for student practice, progress monitoring, benchmark assessments, and diagnostic testing. We will use technology to differentiate instruction, accelerate regular classroom learning along with distance learning and will provide a technology rich environment to enhance 21st century learning and prepare students for College and Career using the WV College and Career Readiness Standards. We will also integrate software that promotes positive behaviors in students: Ripple Effects To ensure that college and career readiness standards are being taught in all classrooms, the

administrator will perform weekly walkthroughs in every classroom. The iReady diagnostic will be administered three times during the school year, the beginning, middle, and end of the school year. Progress monitoring will be administered for targeted students and for students closer to proficiency. Data will be used for interventions as well as classroom instruction. Increase implementation of ELA interim assessments throughout the fall and winter in preparation for the spring ELA Summative Assessment. Continue implementing iReady for benchmark assessments, intervention, and progress monitoring. Intervention and small group instruction will be data based targeted instruction.

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

6/7/2024

AS 1.1.1.4 Disposition of Teacher Effectiveness

Description:

Although Evaluation Data for the FY24 Strategic Plan was not pre-populated, we referred to data in our FY23 Strategic Plan. 50% of the teachers were distinguished. The data this year will be different due to having so many new teachers that fall on the initial and intermediate progression. These educators are attending professional development and improving their craft. We encourage all teachers to participate in professional learning activities for self-renewal and to be active in our schools and communities. Beginning teachers and their mentors, who are teachers in our building assigned are also invited to participate in professional learning opportunities offered through the Beginning Teacher-Mentor Program. The principal also uses the results from the self-reflection, observations, walk-throughs, and personal communication to help our teachers grow to the next level of performance. Other data sources we review include informal observation data, personal communication, walk through data, Instructional Practices Inventory Data, attendance data for students and staff, discipline data, and results from the learning environment survey completed by staff, students, and parents. We also look at the experience of our teachers, our retention rates, teacher certification, and teacher attendance rates as well as the number of positions open and the type of professional learning opportunities requested by teachers and their evaluation and implementation of the professional learning offered.

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

6/7/2024

AS 1.1.1.5 Extended Day and Extended Year

Description:

Our school will encourage attendance for our afterschool program by using attendance incentives, planning fun educational activities for students and their families, and by planning field trips. Our school will encourage students to attend our County Summer School Program by distributing flyers, recommending it to parents, especially parents of students that are in the SAT process, and ensuring our students have transportation. The Kindergarten teacher will a Summer Practice Packet for students in PreK, entering kindergarten in the Fall of 2023. All teachers will create summer packets for students to complete during the summer. This gives them the opportunity to practice

skills throughout the summer to ensure that those skills are not forgotten by the beginning of the school year. A Taste of Kindergarten Program will take place in June 2023. This day focuses on students entering kindergarten including their parents. They get familiar with the building, classroom, and teacher. Fun activities are planned for the students and parents.

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

6/7/2024

AS 1.1.1.6 Family and Community Engagement

Description:

To increase our goal of improving academic achievement, we will increase family and community engagement implementing portions of a Community Schools framework. We will as much as possible promote regular live in person communications. We will continue communications via a virtual process when needed. We will utilize the support of our Community in Schools Coordinator. We will increase parent involvement/engagement, partnerships, volunteers, community involvement and leadership development for students, families and community members. We will create and implement a community school partnership that coordinates and integrates educational, developmental, family, health and comprehensive services through community based organizations and public/private partnerships. We will schedule in person trainings as well as virtual trainings to assist parents with helping their child succeed in school, helping with homework, school programs etc. We will work with parents through PTO, LSIC, partners and community to promote a climate of high expectations for achievement.

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

7/5/2024

PM 1.2 iReady ELA and Math

Description:

The iReady diagnostic will be administered three times during the school year, the beginning, middle, and end of the school year. Progress monitoring will be administered for targeted students and for students closer to proficiency. Data will be used for interventions as well as classroom instruction.

S 1.2.1 Improve Academic Achievement using Benchmark Assessments

Description:

To support and align with our goal to increase academic achievement as it relates to improved teaching and learning, H.E. White Elementary School will implement Data-Informed Instruction as our strategy. Regular Classroom instruction and distance learning instruction when needed will be student-centered and differentiated based on data collected from formative and summative assessments. Benchmark assessments will

be administered three times yearly either in person or in distance learning experiences. Progress monitoring of students will be administered monthly in person or through distance learning experiences. Teachers collaboration time during scheduled PLC's will be focused on analyzing student data to guide intervention and personalized learning along with strategies on how to increase student engagement and achievement. Administrator will conduct scheduled classroom walkthroughs weekly as well as sit in on virtual classroom experiences. The Principal will schedule time to conference with teachers and provide constructive feedback using walk-through data. The Strategic Plan will be revisited monthly to monitor progress

AS 1.2.1.1 Benchmarks and Progress Monitoring

Description:

Students will be administered Benchmark assessments using iReady in the beginning, middle, and end of the school year: Assessments may be administered live in person or virtually via Microsoft Team Meetings. Students without internet capabilities can schedule appointments with teachers to come in and take assessments as needed. Progress monitoring assessments are given monthly. Student performance data is collected and analyzed. Students are grouped for interventions based on skill deficiencies found within the data collection and analysis. Students are regrouped as needed monthly as progress monitoring assessments are given and the data analyzed. All assessments may be administered live in person or virtually as needed.

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/17/2022

Estimated Completion Date:

6/30/2023

PM 1.3 iReady BOY Benchmark Progress

Description:

HEWES BOY Reading Diagnostic Results: 2% of students were on or above grade level. 14% were Early on Grade Level. 42% of students were one grade level below. 24% of students were two or more grade levels below, and 19% were three or more grade levels below. HEWES BOY Math Diagnostic Results:0% of students were on or above grade level. 0% of students were Early on grade level. 58% of students were one grade level below. 25% of students were two or more grade levels below, and 17% were three or more grade levels below. Students were assigned Growth monitoring in ELA and Math in October, November, and December. Students are scheduled to take the MOY Diagnostic in January.

PM 1.4 iReady Growth Monitoring

Description:

Growth Monitoring in ELA and Math will be completed once a month. Diagnostics will be given in the beginning, middle, and end of the school year. The data from the diagnostics will be used for interventions.

G 2 Student Attendance

Description:

After analyzing various data sources that provide evidence of progress in student attendance, H.E. White Elementary School determined the following goal to address continuous improvement. The attendance goal for H.E. White Elementary is decrease the percentage of chronically absent students by

1%.

PM 2.1 Classroom Attendance, School Attendance on WVEIS

Description:

Teachers will take daily attendance and record absences, late arrivals and early departures of students. Teachers will also take attendance for distance learning experiences. The principal will enter student attendance in WVEIS and generate reports as needed to monitor student attendance. Student SIgn In Sheets as well as Sign out sheets will be utilized at the main entrance daily and help track student late arrivals and early departures. Attendance sheets for virtual learning experiences will be collected as well.

S 2.1.1 Classroom and School Wide Attendance Incentives

Description:

Teachers will create classroom incentives to improve student attendance for live in person attendance and distance learning experiences if needed. Teachers will communicate classroom incentives to parents by the school handbook, classroom newsletters and Live Grades. School wide incentives are also present for end of the year rewards like a Perfect Attendance Field Trip and PTO purchased bicycle.

AS 2.1.1.1 Steps to improving Student Attendance

Description:

To improve student attendance our school implements classroom and school wide attendance incentives. We communicate the importance of school attendance to parents. Family engagement activities including Open House and Parent Teacher Conferences will provide opportunities for educators and staff to communicate the importance of school attendance to parents and families of students. If needed, Open House events and Parent Teacher Conferences will be held by appointment, by phone, or Microsoft TEAMS Meetings. Students with perfect attendance will be recognized weekly, monthly, by semesters and ultimately for the entire year.

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

7/5/2024

PM 2.2 Chronically Absent Students Progress

Description:

Teachers and the principal reach out to parents when students have 3-5 unexcused absences. A letter is sent to Mr. Fitzwater on students that have 10 or more unexcused absences. Four letters were sent in the month of December.

G 3 Student Behavior

Description:

After analyzing various data sources that provide evidence of progress toward behavior expectations, H.E. White Elementary School determined the following goal to address continuous improvement. H.E. White Elementary School will utilize School Wide Positive Behavior Support Programs: Pioneer

Pride, PAX, and Leader in Me Programs to have 0% of student suspensions for the 2023-2024 school year.

PM 3.1 PBIS Implementation and Management Plans

Description:

Classroom management plans will provide behavior expectations and consequences for students within the classroom. PBIS Behavior Expectation Visions and School wide management plans will provide behavior expectations and consequences for students in other areas of the school and distance learning experiences as well as consequences for office visits. Pioneer Pride Program will provide positive behavior rewards to students demonstrating appropriate, expected behaviors and provide interventions to students not meeting behavior expectations and visions. A PBIS Handbook will be provided for each teacher to use for activities within their classroom.

S 3.1.1 Creating positive behaviors school wide= positive school culture

Description:

To meet our goal of improving student behavior and decreasing the number of discipline infractions, our school will allow students to join educators in creating positive behavior expectations as well as consequences when those expectations are not met. Once established, staff will model positive behaviors for students. Staff will also model behavior expectations. Students will then be given opportunities to practice positive behaviors and expectations continuously. Positive behaviors will be reinforced and consistently revisited on a monthly basis by classroom teachers and administration. Students practicing positive behaviors will be rewarded for doing so on a daily basis.

AS 3.1.1.1 Steps to Improving Positive School Behaviors and Positive School Culture

Description:

Students and staff will review and practice positive behavior expectations/visions for each school setting. Staff will model behaviors and students will be given opportunities to practice these behaviors. Students and staff will focus on leadership qualities in students by implementing the Seven Healthy Habits by Stephen Convey. The habits will be integrated into behavior expectations for classrooms and school. Behavior expectations and Healthy Habits will be revisited throughout the school year. Students will have opportunities to practice positive behaviors monthly either live in person or while participating in distance learning experiences. Staff will revisit positive modeling of behaviors for students throughout the year as well. Students will demonstrate appropriate behaviors by following the PBIS Expectation Chart developed for the school.

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

7/5/2024

PM 3.2 Student Behavior Progress

Description:

0% of students have been suspended for the 1st and 2nd 9 weeks of school.

G 4 After School Attendance

Description:

After analyzing various data sources that provide evidence of progress toward academic achievement, H.E. White Elementary School determined the following goal to address continuous improvement in our after school program: H.E. White Elementary School will improve after school attendance by 2% for the 2023-2024 school year.

PM 4.1 Attendance Reports

Description:

Daily, weekly and monthly attendance will be recorded by the afterschool site coordinator. Attendance will be taken for live in person afterschool learning and afterschool distance learning opportunities.

S 4.1.1 Attendance Incentives

Description:

Students that attend afterschool live in person or distance learning experiences will be offered attendance incentives that include: prizes, field trips when permissible, special activities with families when permissible

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups

AS 4.1.1.1 Increasing attendance of 30 plus day afterschool attendees by 1%.

Description:

1. Offer incentives that include prizes and trips when permissible 2. Schedule fun events that include family involvement when permissible 3. Communicate afterschool activities to parents/students via newsletters, announcements, and Pioneer calls. 3. Record attendance daily, weekly, monthly

Person Responsible:

Tammy Varney

Estimated Begin Date:

8/21/2023

Estimated Completion Date:

7/5/2024

PM 4.2 After School Attendance Progress

Description:

Attendance will be recorded daily, weekly, and monthly.

Title I Schoolwide

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☐ **Not Applicable**

Required Items [Expand All] [Collapse All]	**Component Met**

1) Opportunities for all children including subgroups   ☑
Address strategies to create opportunities for all children including subgroups

Explanation
To address strategies to create opportunities for all students including subgroups, H.E. White Elementary will invest in sustained, ongoing, job-embedded professional learning on the strategies and actions identified in this plan. Professional learning will be job embedded and continuous. By addressing content area literacy skills and math skills, all students including subgroups will have access to the content being taught. By using data-driven instruction, increasing instructional intensity and increasing technology integration, all students including subgroups will have personalized instruction. By increasing family and community engagement and implementing portions of a Community Schools Framework all students including subgroups will benefit from the positive family and community connections and increased communication among all stakeholders.

> **G** 1 Academic Achievement
>
> > **PM** 1.1 Monitoring Student Progress
> >
> > > **S** 1.1.1 Data-Informed Instruction (live instruction and distance learning)

> **G** 4 After School Attendance
>
> > **PM** 4.1 Attendance Reports
> >
> > > **S** 4.1.1 Attendance Incentives

2) Activities that strengthen a well-rounded educational program   ☑
Address strategies that strengthen a well-rounded educational program

Explanation
To address strategies that strengthen a well-rounded educational program, H.E. White Elementary will invest in sustained, ongoing, job-embedded professional learning on effective teaching strategies and actions identified in this plan. Professional learning will be job embedded

and follow up support will be provided. By addressing content area literacy skills and math skills our students will benefit from a well-rounded, successful educational program. By using data-driven instruction, increasing instructional intensity and increasing technology integration, our students will have more personalized instruction, which will lead to a successful, well-rounded educational program. By increasing family and community engagement and implementing the Community Schools Framework our students will benefit from a well-rounded, successful educational program that includes a cooperative effort among all stakeholders.

> **G** 1 Academic Achievement
>
> > **PM** 1.1 Monitoring Student Progress
> >
> > > **S** 1.1.1 Data-Informed Instruction (live instruction and distance learning)

3) **Increase the quality and amount of learning time** ✔
Address strategies that increase the quality and amount of learning time

Explanation
To address strategies to increase the quality and amount of learning time, H.E. White Elementary will invest in sustained, ongoing, job-embedded professional learning on effective strategies and actions identified in this plan. Professional learning will be job embedded and follow up support will be provided. By addressing content area literacy skills and math skills our students will be able to apply the strategies they are learning in language arts and math classes to the material they are learning in their other content areas, thus increasing the quality of their learning time with little to no interruptions. By using data-driven instruction, increasing instructional intensity and increasing technology integration, our students will benefit from a more effective and efficient use of time through a personalized learning environment. By increasing family and community engagement and implementing portions of a Community Schools Framework our students will benefit from a more effective and efficient use of time. With our school-parent compact, parent training's, open house and family nights, parents will be offered strategies to help increase the quality and amount of learning time by providing time and support outside the regular school day for continuous improvement.

> **G** 1 Academic Achievement
>
> > **PM** 1.1 Monitoring Student Progress
> >
> > > **S** 1.1.1 Data-Informed Instruction (live instruction and distance learning)

4) **Provide an enriched and accelerated curriculum** ✔
Address strategies that provide an enriched and accelerated curriculum

Explanation
To address strategies to provide an enriched and accelerated curriculum, H.E. White Elementary will invest in sustained, ongoing, job-embedded professional learning effective strategies and actions identified in this plan. Professional learning will be job embedded and follow up support will be provided. By addressing content area literacy skills and math skills our students will be able to to access an enriched and

accelerated curriculum.   By using data-driven instruction, increasing instructional intensity and increasing technology integration, our students will be able to access an enriched and accelerated curriculum because time will not be wasted teaching students concepts they have already mastered. By increasing family and community engagement and implementing portions of a Community Schools Framework our students will benefit from an enriched and accelerate curriculum because families and community members will be used to providing enriching opportunities for our students.

Formative assessment and classroom data will be used to guide instruction. Teachers will provide higher levels of rigor with differentiated instruction for all students to ensure students are receiving high quality data driven instruction. Data will be used to aid students in reflecting upon their achievement goals and the progress they're making toward accomplishing those goals. Teachers will use the data to adjust learning plans for students and differentiate instruction.

Summative assessment for our staff will take place when they reflect on the work they're doing during their PLC's, IIT and grade level meetings. Staff will celebrate their accomplishments sharing what they have learned, why their learning is important, how they have used their learning and how they will continue to apply what they have learned. Staff will receive regular continuous feedback through classroom observations, coaching and feedback. The summative assessment for students will be the results of the WV Measures of Academic Progress when we compare and measure student performance against our previous results and the goal we established.

> G 1 Academic Achievement
>
> > PM 1.1 Monitoring Student Progress
> >
> > > S 1.1.1 Data-Informed Instruction (live instruction and distance learning)

5) **Address the needs of at-risk learners**
Address strategies that address the needs of at-risk learners that may include the following:
- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation
To address the needs of at-risk learners, H.E. White Elementary will provide student support services: provide positive behavior interventions and supports, invest in sustained, ongoing, job-embedded professional learning on the strategies and actions identified in this plan. H.E. White Elementary will invest in teacher recruitment and provide activities to help students transition from each programmatic level, grade to grade and teacher to teacher, for example, we have a preschool transition and transition for our 5th graders who are entering the middle school. By addressing content area literacy and math skills, our at-risk students will be able to access the material being taught in all of their content areas. By using data-driven instruction, increasing instructional intensity and increasing technology integration, our at-risk students will benefit from a more personalized learning environment. By increasing family and community engagement and implementing portions of a Community Schools Framework our at-risk students will benefit from a cooperative effort among all stakeholders.

The Clay County School district will use a variety of strategies to recruit, place and retain staff at H.E. White Community School. In order to recruit highly qualified personnel the administrator will attempt to use the new teachers on the substitute teaching list to teach when people

are absent in the building. This enables the administrator to observe theses teachers teaching and interacting with the students and teachers. By determining the competencies necessary to work successfully with our students, especially our subgroups and at-risk students, and providing teachers with a supportive environment where they can participate in professional learning and have the resources needed to address student needs, we hope to retain our staff members.

> **G** 1 Academic Achievement
>
> > **PM** 1.1 Monitoring Student Progress
> >
> > > **S** 1.1.1 Data-Informed Instruction (live instruction and distance learning)

6) **Parent and family engagement** ☑
Address strategies that increase the parent and family engagement

Explanation
To address strategies to increase family and community engagement, H.E. White Elementary School will invest in sustained, ongoing job-embedded professional learning on increasing family and community engagement by using portions of a Community Schools Framework. By increasing family and community engagement, all students including subgroups and at-risk students will benefit from the positive family and community connections because students realize that their education is a cooperative effort among home, school and community.

To provide ongoing activities for family engagement, open house, family training's held at different times throughout the year and family nights are focused on the developmental characteristics of our students and helping them achieve academically. For families who do not attend traditional family meetings, information is sent home continuously as well as in the office when families pick students up or check them out. Families are involved in decision making during LSIC and PTO meetings as well as any time they enter the building. We also engage families through different means of communication: electronic, telephone calls, and face-to-face meetings.

To provide ongoing activities for community engagement, the community is invited to many events held at our school throughout the year as well as in the summer. Different community groups use our facilities for recreational activities, meetings and dinners. We encourage teachers to invite community members as guest speakers in their classrooms.

> **G** 1 Academic Achievement
>
> > **PM** 1.1 Monitoring Student Progress
> >
> > > **S** 1.1.1 Data-Informed Instruction (live instruction and distance learning)

Title I TAS

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☑ **Not Applicable**

Required Items [Expand All] [Collapse All]	Component Met
1) Identify students to be served Address strategies to identify students to be served **Explanation** NA	☐
2) Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups **Explanation** NA	☐
3) Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program **Explanation** NA	☐
4) Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time **Explanation** NA	☐
5) Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum **Explanation** NA	☐

6) Address the needs of at-risk learners
Address strategies that address the needs of at-risk learners that may include the following:
   - Student support services
   - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
   - PBIS
	☐

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- Professional development and teacher recruitment
- Preschool transition

Explanation
NA

7) **Parent and family engagement**
Address strategies that increase the parent and family engagement

Explanation
NA

8) **Coordination of program**
Address strategies that coordinate program services

Explanation
NA

9) **Minimize pull-out instruction**
Address strategies that minimize pull-out instruction

Explanation
NA

10) **Review progress of children served under the program**
Address strategies to review the progress of children served under the program

Explanation
NA

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Required Documents

This page is currently not accepting Related Documents.

School Strategic Plan Checklist

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Checklist Description (Collapse All   Expand All)