

School Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - Altizer Elementary School (012-203) Public School - School Strategic Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
9/19/2023 10:27:31 AM	Kristin Giles	Status changed to 'School Strategic Plan Monitoring'.	S

Cabell County Schools (012) Public District - FY 2024 - Altizer Elementary School (012-203) Public School - School Strategic Plan - Rev 1

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

Carrie Smith (carrie.smith@k12.wv.us) Principal, Daniel Teters (dteters@k12.wv.us) Title I Math, Angie Wonnell (aware@k12.wv.us) Title I Reading, LeeAnn Porter (lhvizardak@k12.wv.us) Special Ed, Amy Sanns (aysanns@k12.wv.us) 1st Grade, Stephanie Sacre (stephanie.sacre@k12.wv.us) 3rd Grade, Alex Pannell (alexandra.moss@k12.wv.us) Interventionist, PSO and LSIC members

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

Altizer Elementary staff will strive each and every day to make the school feel family oriented for the students and community. The staff and students will feel welcomed and encourage each other to be successful. Students will be provided challenging and engaging instruction in order to reach their fullest potential. Our mission at Altizer Elementary is to develop the academic and creative gifts of each student by providing opportunities to become productive, participating learners. Our positive school climate will enable students to think logically and independently, discover the joy of learning, and become responsible citizens through community service.

School Strategic Plan - Demographic Data

Cabell County Schools (012) Public District - FY 2024 - Altizer Elementary School (012-203) Public School - School Strategic Plan - Rev 1

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	53.17	69.12
English Learners	0.87	0.94	2.45
Foster Care	1.46	1.67	0.49
Homeless	3.09	2.88	4.90
Military Connected	0.17	0.02	--
Students with Disabilities	18.05	21.53	19.12
Race			
American Indian or Alaska Native	0.25	0.52	1.47
Asian	0.99	1.41	1.47
Black or African American	7.23	11.78	2.94
Hispanic or Latino Native	2.20	1.54	2.45
Multi-Racial	0.43	1.02	1.47
Native Hawaiian or Other Pacific Islander	0.14	0.13	--
White	88.57	82.60	89.22
Gender			
Female	48.35	48.02	44.12
Male	51.65	51.98	55.88

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.

Estimated Begin Date: 8/16/2023
 Estimated End Date: 5/31/2024
 Purple Heart Military Support
 Back-to-School Night
 Free lunch and breakfast for 100% of students
 Parent partners that do many parent workshops
 Backpack program for 25 families.
 Brightbytes survey to measure student wellbeing
 Parent surveys with 100% feedback rate
 Zoom-e Data (Behavior incidents have declined in the past year)
 Counselor BIF Data
 WVEIS Data
 School Climate Survey
 ESL teacher (part-time)
 PTO Meetings
 18 Students on SAT plan, 53 special education, 1 TAG

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.

Estimated Begin Date: 8/16/2023
 Estimated End Date: 5/31/2024
 Altizer Elementary has 65% of families who are economically disadvantaged. Due to these high percentages, our students and families benefit from our food program and back pack program, which provides breakfast and lunch to families even when school is not in session. This will continue during the upcoming school year to ensure the well being of students' needs are met beyond the school day. Our school community benefits from the Parent Partner program which provides support workshops and conducts surveys to help us gauge and meet family and community needs. These positions will be utilized again in the 22-23 school year. The school counselor is going to address the behavior issues by holding a behavior challenge twice during the school year. Altizer is in the Red in Attendance Value. We have started a contest for students to win a bike at the end of the year based on attendance. The counselor will be checking attendance weekly to see if students have been chronically missing days.

Practices Implemented	Implementation Results	Stop, Start, Keep, Keep with Modification
Back-to-School Night getting a chance to meet their child's new teacher IEPs,SAT,504 meetings in person were called on the phone	Well attended...304 total people Majority of parents attended meetings in person	Keep...always a busy night with parents Keep...parents who are not able to attend
Backpack Program	Great Feedback from parents who receive assistance	Keep
Home Visits	lower attendance issues	Keep
Title I Intervention Groups	Majority of students showed adequate growth	Keep

Autumn Math Night	187 guest attended	Keep
Literature Fair	All students participated	Keep
Test Prep Cookout	39 families attended	Keep
ABC Night	well attended and families received a kit full of fun, hands-on alphabet activities	Likely to be repeated
Reading With Grandparents	well attended...played games, made fruit salad, and did flashlight reading	Keep
Tech Team	12 Students in 3-5 participate ...Students enjoy working on projects weekly and serve as leaders in the classrooms	Keep
IPad Technology Integration	Teachers do projects utilizing Ipads in the classroom Students love to use ipads for creation purposes	Keep
IReady training	Teachers learn to utilize IReady data and resources to enhance teaching and test scores	Keep

School Strategic Plan - Academic Data

Cabell County Schools (012) Public District - FY 2024 - Altizer Elementary School (012-203) Public School - School Strategic Plan - Rev 1

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	50.89	52.78	54.67	54.67	56.56	58.45	60.33	62.22	64.11	66.00	67.89	69.78	71.67	73.56	75.45

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	--	35.11	46.88		46.40	41.83
Status						
Economically Disadvantaged	--	26.67	44.07		32.78	31.26
English Learners	--	50.00	100.00		26.32	11.70
Foster Care	--	25.00	--		25.34	24.08
Homeless	--	40.00	50.00		36.78	26.23

Military Connected	--	--	--		0.00	52.94
Students with Disabilities	--	16.67	22.33		13.23	11.06
Race						
American Indian or Alaska Native	--	--	--		12.50	28.26
Asian	--	100.00	--		76.92	70.21
Black or African American	--	--	--		22.92	26.27
Hispanic or Latino Native	--	40.00	100.00		48.24	36.45
Multi-Racial	--	0.00	50.00		41.29	36.93
Native Hawaiian or Other Pacific Islander	--	--	--		--	45.28
White	--	35.71	43.68		48.27	42.67
Gender						
Female	--	46.34	54.55		52.06	46.48
Male	--	26.42	40.38		41.04	37.43

ELA Academic Progress

Student Groups	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students		% of Students	% of Students
All	54.84		48.87	46.05
Status				
Economically Disadvantaged	54.76		43.86	41.93
English Learners	100.00		36.84	37.91
Foster Care	--		39.97	36.98
Homeless	66.67		48.21	41.82
Students with Disabilities	54.17		36.53	33.10
Race				
American Indian or Alaska Native	--		25.00	26.79
Asian	--		78.95	67.70
Black or African American	--		43.26	37.93
Hispanic or Latino Native	100.00		42.86	45.70
Multi-Racial	100.00		48.17	44.54

Native Hawaiian or Other Pacific Islander	--		--	39.13
White	50.88		49.33	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.

Estimated Begin Date: 8/16/2023
Estimated End Date: 5/31/2024
GSA Interims
Data Meetings
Instructional Planning Meetings
Vertical Teaming
Technology Integration
I Ready
Dibels
Early Learning Readiness Scale
Data Notebooks
Common Formative Assessment
SAT Meetings/Referrals
Comprehensive Counseling Plan
Report Cards/Midterms
Title 1 Services

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Phonemic Awareness and Phonological Awareness-LETRS, Heggerty, LIPS and Kilpatrick	Phonemic awareness instruction builds foundational reading skills. Implementing these practices has increased our BOY to EOY iReady Reading scores. First grade DIBELS scores in Phonemic Awareness rose from BOY 54% of students at or above benchmark to 74% of students at or above benchmark at the EOY. Students enter and exit intervention groups with ease with the use of the PAST and QPS to pinpoint student needs.
School wide Vocabulary Strategies	Data has identified vocabulary as a weakness. We have developed a school wide focus to improve vocabulary skills by using strategies outlined in LETRS.
Writing Strategies	Instructional meetings and vertical planning where data is examined, allow teachers to collaborate with the Academic Specialist to implement writing practices appropriate across grade levels. Writing remains a focus area. SRSD Writing remains our county initiated writing program.
Literature Fair (K-5)	All students participate in the Literature Fair. They pick a book to read and create a poster showing all the elements of the book. They then do an oral presentation to judges in order to win prizes. This is a great activity put on by our Title I reading teacher. This will continue next year.
ABC Night	This was well attended and families received a kit full of hands-on alphabet activities to work with their child. This will continue as we strive for family involvement in reading/working with abc's with students at home.
IReady implementation/results analysis training	Joe Carey conducted IReady training for teachers in order to analyze data and implement necessary interventions for students. This was well received by teachers and helped raise Iready scores schoolwide.
Technology Integration	As Altizer became an "Apple Distinguished School," we have strived to integrate technology into all subjects. We have a Tech Team that meets weekly as well to do projects to promote higher level thinking. They love doing projects, and this will continue as well.
Thinking Maps	Teachers were trained on Thinking Maps to implement into the curriculum.
Writing Studio	Classroom teachers were trained on Writing Studio to implement into the writing curriculum.
Effective Small Groups	Teachers will implement effective small group instruction to enhance student growth.

Co-teaching with Dr. Porter

Our special education teacher will be pushing into the classroom to co-teach during ELA and math 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.

Estimated Begin Date: 8/16/2023

Estimated End Date: 5/31/2024

Title I intensive Reading interventions delivered daily in small groups of students with similar needs have resulted in increases from our BOY (beginning of the year) data to the EOY (end of the year) iReady data. Altizer met our iReady reading goals (at least 39.43% on grade level) for every grade except 5th. GSA scores showed Altizer did not meet our overall goal for testing...Reading scores showed proficiency scores of 22% for 3rd, 56% for 4th, and 38% for 5th. That brings our overall ELA to 37%. Test prep/motivational improvements/interventions will be utilized to increase GSA scores. Title I intensive interventions by our reading specialist are beneficial to our students because these targeted interventions are helping students grow in iReady domains during benchmarks, grade level common assessments, and in other assessments provided by classroom teachers. Title I teacher will continue intensive, targeted interventions with Tier 2 and 3 students next year. Intervention groups are based on data and are flexible as students demonstrate needs and growth. K-2 Classroom teachers will continue to implement phonological and phonemic awareness strategies as a component of their reading curriculum. Classroom teachers will continue to focus on vocabulary and writing instruction to improve overall ELA achievement data. Reading comprehension will continue to be addressed through strengthening foundational skills, implementation of the core reading program and targeted vocabulary instruction.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	51.79	53.64	55.50	55.50	57.35	59.21	61.06	62.92	64.77	66.62	68.48	70.33	72.19	74.04	75.89

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	--	32.98	56.25		36.07	32.69
Status						
Economically Disadvantaged	--	25.00	50.85		23.95	22.95
English Learners	--	0.00	100.00		31.58	15.82
Foster Care	--	25.00	--		23.39	17.01
Homeless	--	20.00	50.00		19.66	18.52

Military Connected	--	--	--		0.00	50.27
Students with Disabilities	--	23.33	25.52		12.76	10.11
Race						
American Indian or Alaska Native	--	--	--		25.00	22.83
Asian	--	100.00	--		79.49	67.72
Black or African American	--	--	--		13.62	16.66
Hispanic or Latino Native	--	0.00	100.00		29.41	25.76
Multi-Racial	--	25.00	25.00		31.12	26.94
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	34.52	55.17		37.86	33.58
Gender						
Female	--	34.15	56.82		35.15	31.40
Male	--	32.08	55.77		36.94	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	70.97		45.73	44.43
Status				
Economically Disadvantaged	64.29		38.88	39.18
English Learners	100.00		36.84	35.58
Foster Care	--		40.41	59.74
Homeless	66.67		43.39	38.25
Students with Disabilities	54.17		35.76	31.65
Race				
American Indian or Alaska Native	--		25.00	42.11
Asian	--		68.42	72.01
Black or African American	--		35.94	35.26
Hispanic or Latino Native	100.00		41.82	40.82

Multi-Racial	66.67		40.91	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	70.18		46.95	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.

Estimated Begin Date: 8/16/2023
Estimated End Date: 5/31/2024
GSA Interims
Data Meetings
Instructional Planning Meetings
Vertical Teaming
Technology Integration
I Ready
Early Learning Readiness Scale
Data Notebooks
Common Formative Assessment
SAT Meetings/Referrals
Comprehensive Counseling Plan

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Scottie Stars Student of the Month	Students are holding themselves more accountable as they are working to become a Scottie Star. Each class selects 1 "Scottie Star" each month as the "Math Student of the Month." They get a pencil, certificate, and their picture is displayed on a math bulletin board for the month. This has helped raise the intrinsic motivation of students. This will continue.
Title I intervention and classroom small groups	Small groups are being driven by IReady instructional, diagnostic, and growth-check data. Classroom teachers continually monitor student performance during IReady instructional time. They also use growth-check data in order to work with target groups. The Title I math teacher also uses IReady data as well as collaborating with classroom teachers to find the students who need further small group teaching. 26 out of 37 (70%) of 3rd-5th intervention students went up by at least 25 points from the beginning of the year to the end of the year. 27 out of 40 (68%) of my intervention students in K-2 went up by at least 25 points from the beginning of the year diagnostic. to the end of the year.
Autumn Math Night	187 guests attended. This is one of our biggest annual events, and involves all grades. Students love wearing their costumes and doing math activities. Once they complete the allotted amount of stations, they then go to the parking lot and trunk or treat. We continue to do this every year.
Test Prep Cookout (3-5)	39 families attended. This was well attended for grades 3-5. There was a motivational speaker, and teachers went over test taking skills. Dinner was served as well, which helps attendance. This will continue as it was a good morale booster before testing.
Do the Math	Teachers were trained on Do the Math to implement during small group instruction.
smaller class size/1st grade aids	Our class sizes provide a great opportunity to reach individual students effectively.

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.

Estimated Begin Date: 8/16/2023

Estimated End Date: 5/31/2024

Intensive math interventions have helped us this year to improve our BOY to EOY iReady data . Altizer met our IReady math goal (at least 37.45% on grade

level) for every grade except 3rd. Title I intensive interventions, delivered by our math specialist are driven by iReady data as well as collaboration with classroom teachers, grade level common assessments, and other assessments provided by classroom teachers. Our GSA scores were not as good as we would have liked, but our 4th grade group did extremely well. Math scores were 28% proficient for 3rd, 70% for 4th, and 44% for 5th. That is 46% for the school. The Title I teacher will continue to provide intensive interventions with Tier 2 and 3 students next year. We will work to place an emphasis on basic math fact fluency. Small group instruction will continue to be delivered by classroom teachers to address specific skill deficits as identified by iReady data and classroom assessments. Students will continue completing iReady lessons to improve math skills based on individualized diagnostic data.

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)	40.00	33.33	75.00	26.51	39.49

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

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	0	1	1	14	348
Level 2	2	0	0	10	346
Level 3	1	1	0	29	596
Level 4	1	2	1	14	207
Level 5	1	2	2	11	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	0	1	1	15	382
Level 2	1	0	0	12	335
Level 3	2	4	0	34	672
Level 4	2	0	2	10	162
Level 5	0	1	1	7	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	0	2	0	13	254
Level 2	1	0	2	16	274
Level 3	2	1	1	21	507
Level 4	2	0	0	11	299
Level 5	0	3	1	17	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	0	0	0	6	131
Level 2	0	0	0	4	125
Level 3	1	2	0	21	524
Level 4	2	0	1	23	470
Level 5	2	4	3	24	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 Services	EL services are provided by the county EL teacher who comes several days a week to service students at the school.
Request EL professional development for teachers	When an EL teacher is unavailable, classroom teachers need to be equipped with the skills and knowledge to better serve these students.

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.

Estimated Begin Date: 8/16/2023

Estimated End Date: 5/31/2024

IReady beginning of the year data shows that 25% of EL students in math and reading were on or above grade level at the beginning of the year. At the end of the year, the percentages rose to 33.3% in math and 50% in reading. Services for students who qualify will be provided weekly rigorous interventions provided by county EL teachers, based on the EL teacher's availability. She will continue provide both push-in and pull-out services to EL students. She also assisted general education teachers with concerns and needs as they arise. This support will continue next year. We will also continue using Imagine Learning, an online program English Language Learners can use at home and/or school to help build literacy skills. The EL teacher has and will continue to

work with our students to improve conversation skills and the ability to read and comprehend grade-level texts. Title I Math and Reading Specialists provide support to the EL students as well.

School Strategic Plan - High School Graduation and Student Success Data

Cabell County Schools (012) Public District - FY 2024 - Altizer Elementary School (012-203) Public School - School Strategic Plan - Rev 1

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						

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					

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						

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						

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					

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.

School Strategic Plan - Attendance and Behavior Data

Cabell County Schools (012) Public District - FY 2024 - Altizer Elementary School (012-203) Public School - School Strategic Plan - Rev 1

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	15.03	17.82	27.81		28.42	29.08
Status						
Economically Disadvantaged	19.44	25.00	33.33		39.21	38.44
English Learners	0.00	14.29	25.00		23.86	24.03
Foster Care	42.86	40.00	--		37.62	36.88
Homeless	0.00	14.29	33.33		47.16	42.27
Military Connected	--	--	--		50.00	16.50
Students with Disabilities	17.39	28.00	33.33		33.76	34.90
Race						
American Indian or Alaska Native	--	--	--		42.86	29.34
Asian	100.00	0.00	0.00		20.00	12.16
Black or African American	0.00	0.00	0.00		36.54	29.90
Hispanic or Latino Native	22.22	28.57	28.57		36.81	30.28
Multi-Racial	25.00	16.67	30.00		31.52	31.13

Native Hawaiian or Other Pacific Islander	--	--	--		0.00	19.42
White	13.82	17.95	28.14		27.43	29.05
Gender						
Female	12.50	19.74	32.50		29.93	29.59
Male	16.83	16.33	24.30		27.03	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	100.00	100.00		97.58	95.56
Status						
Economically Disadvantaged	100.00	100.00	100.00		96.57	94.15
English Learners	100.00	100.00	100.00		100.00	97.49
Foster Care	100.00	100.00	--		97.14	89.30
Homeless	100.00	100.00	100.00		94.15	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	100.00	100.00	100.00		96.16	92.96
Race						
American Indian or Alaska Native	--	--	--		88.89	96.97
Asian	100.00	100.00	100.00		100.00	98.53
Black or African American	100.00	100.00	100.00		94.76	89.69
Hispanic or Latino Native	100.00	100.00	100.00		99.03	96.16
Multi-Racial	100.00	100.00	100.00		97.44	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	100.00	100.00	100.00		97.77	95.85
Gender						
Female	100.00	100.00	100.00		98.76	97.56
Male	100.00	100.00	100.00		96.49	93.68

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

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

Estimated Begin Date: 8/16/2023
 Estimated End Date: 5/31/2024
 Monitor Daily Attendance with WVEIS
 End-of-the-year Bicycle giveaway
 9 weeks ticket giveaway
 Discipline Referrals
 County Attendance Worker Communication
 Tardy Letters
 Student/Parent Conferences
 Home Visits
 Presteria Services
 Counselor
 SAT
 Be Kind Program
 DARE Program

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
OH Team Meetings	We discuss school maintenance, instruction, but more importantly ways for students to be successful in the classroom/school. These meetings include ways to strengthen our detention rooms, our counseling sessions with school counselor, grade level meetings, and support of students through leadership roles and school teams.
Full-time school counselor	The school counselor meets with each class every other week to do lessons involving social and emotional well-being. She also does home visits along with the principal to check on students who are missing numerous days at a time. She also provides one-on-one counseling with students and will be implementing the Be Kind Program.
DARE Program	Local law enforcement implements the DARE program for 5th grade students.

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.

Estimated Begin Date: 8/16/2023

Estimated End Date: 5/31/2024

OH Team meetings will continue next year to address maintenance, instruction, and overall student success. Attendance will continue to be monitored closely, with the counselor and principal contacting parents and doing home visits as needed. The school counselor will continue to provide the services that he has done this past year. Good behavior is rewarded with a Fun Friday, which is extra recess or a treat. This has been successful and will continue next school year.

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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.

Estimated Begin Date: 8/16/2023

Estimated End Date: 5/31/2024

Our school has only distinguished and accomplished teachers due to school specialized professional development which teachers can recommend, county instructional coaches, and administrative walkthroughs. Our school is also working on becoming an "Apple Distinguished School," so teachers receive additional support from Apple Team Specialists. Teachers have received extensive training the past couple of years to be able to integrate Apple products into the curriculum. Therefore, a high percentage of our teachers have become "Apple Teachers."

Data Sources:

Professional Learning Calendar

August, September, October 2023 (Thinking Maps)

Monthly trainings with Jordan Gnatuk including SDR, Writing Studio, Co-teaching, data driven instruction for changing groups, Thinking Maps

January 2024 (Jim Harris/Dealing with Difficult Students)

Walk throughs (E-Walk Feedback)

WVEIS evaluation data

Academic specialist feedback

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.

Estimated Begin Date: 8/16/2023

Estimated End Date: 5/31/2024

Educator effectiveness is monitored through multiple data sources including informal observations, formal observations by administration, and feedback from academic specialists. No teachers have been identified as unsatisfactory or emerging at this time. However, the percentage of teachers in the distinguished category according to the WVEIS evaluation system (5.56%) could be increased during the upcoming school year. Informal walkthroughs will be completed to provide frequent feedback for teachers on areas for improvement.

* 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.

Estimated Begin Date: 8/16/2023

Estimated End Date: 5/31/2024

Job embedded PD based on teachers requests and needs.

On going Apple Specialist training.

LETRS training.

Project Lead the Way training.

Bi-Weekly data analysis

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Plan Items

☐ 1 Goal 1: Achievement and Growth

Description:

Altizer Elementary overall achievement results will raise from 37% proficient to 70% proficient in ELA, and Math scores will raise from 46% proficient to 70% on the state summative assessment.

PM 1.1 Interim Assessments on Writing and SRSD Writing implementation

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 Interim assessments on writing will be given throughout the school year by using the GSA writing exams. This helps our students prepare for the GSA writing portion, but also helps our students grow as writers. Students will conference with their teacher after each interim assessment. These conferences help students become stronger writers. Samples of student writing will be analyzed periodically during data meetings. County academic specialist will review findings and offer support. Teacher feedback and classroom rubrics will be utilized to monitor student growth and progress.

§ 1.1.1 Interim Assessments in Writing

Description:

Interim assessments on writing will be given throughout the school year by using the GSA practice writing exams. This helps our students prepare for the GSA writing portion, but also helps our students grow as writers. Students will have conferences with their teacher for the interim assessments, as well as, the SRSD writing. These conferences help students become stronger writers.

AS 1.1.1.1 Writing Interim Review

Description:

Interim assessments on writing will be given throughout the school year by using the GSA practice writing exams. This helps our students prepare for the GSA writing portion, but also helps our students grow as writers. Students will have conferences with their teacher for the interim assessments, as well as, the SRSD writing. These conferences help students become stronger writers.

Person Responsible:

classroom teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

§ 1.1.2 SRSD Writing Implementation

Description:

Academic specialist and those 3rd grade teachers who were trained in the SRSD writing will offer support to faculty to help implement this successfully in the classroom. They will discuss this twice a month in PLC/Data meetings so that we can see samples of student work and if teachers are struggling with the teaching aspect of it, the academic specialist will go and offer modeling support for the teacher during their writing time.

PM 1.2 Math Interim Assessments

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 Interim assessments will be given throughout the school year by using the GSA practice interface. Doing these interims allow students to see the types of questions they will face during the end of the year GSA. Classroom teachers and/or the Title I math teacher will analyze the performance of the class on each exam. Each interim question will be reviewed and discussed with the classroom students as well as Title I groups. Interims that are not completed by students will be used as GSA test prep by the Title I math teacher in a whole group setting in each 3-5 classroom. We will continue doing that for the 2023-2024 school year.

S 1.2.1 Math Interims

Description:

3-5 classroom teachers will give math interim assessments throughout the year.

AS 1.2.1.1 Math Interim Reviews

Description:

Math interim assessments will be given throughout the school year by using the GSA practice interface. Doing these interims allow students to see the types of questions they will face during the end of the year GSA. Classroom teachers and/or the Title I math teacher will analyze the performance of the class on each exam. Each interim question will be reviewed and discussed with the classroom students as well as Title I groups. Interims that are not completed by students will be used as GSA test prep by the Title I math teacher in a whole group setting in each 3-5 classroom.

Person Responsible:

3-5 classroom teachers, interventionist, Title I

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 1.3 Reading Interim Assessments

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 Reading interim assessments will be given throughout the school year by using the GSA practice interface. Doing these interims allow students to see the types of questions they will face during the end of the year GSA. Classroom teachers will analyze the performance of the class on each exam. Each interim question will be reviewed and discussed with the classroom students. Interims that are not completed by students will be used as GSA test prep by classroom teachers in a whole group setting in each 3-5 classroom. This helped performance on the 2023 GSA, so we will continue doing that for the 2023-2024 school year.

S 1.3.1 Reading Interims

Description:

3-5 classroom teachers will give reading interim assessments throughout the year.

AS 1.3.1.1 Reading Interim Review

Description:

Reading interim assessments will be given throughout the school year by using the GSA practice interface. Doing these interims allow students to see the types of questions they will face during the end of the year GSA. Classroom teachers will analyze the performance of the class on each exam. Each interim question will be reviewed and discussed with the classroom students. Interims that are not completed by students will be used as GSA test prep by classroom teachers in a whole group setting in each 3-5 classroom.

Person Responsible:

3-5 classroom teachers, interventionist, Title I

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 1.4 Improving Student Learning

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 All students will be engaged in rigorous curriculum and instruction which will increase the individual student growth using IReady diagnostic and growth check data. 70% of K-5 students that are on or below level will meet their typical growth during the 2023-2024 school year according to iReady data. Enrichment will be used as needed for above level students.

S 1.4.1 Data Analysis

Description:

We will hold data meetings, vertical teaming, Ready assessments, data notebooks, and goal setting.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Provide an enriched and accelerated curriculum

AS 1.4.1.1 PLC/Data Meetings

Description:

PLC/Data meetings will be held weekly with the interventionist, Academic Specialist, grade level teachers, Special Education teachers, Title I teachers, and administrators. Grade levels will be involved in intensive PLC/Data meetings each week to develop fencepost diagrams with two-week timelines for ELA and Math. These fenceposts will be used to direct instruction for grade levels to keep on the same page with their peer and to develop grade level common assessments for skills being taught during the two-week period. Grade

levels will work with Title I teachers, data coach, special education, administrator, and academic specialist during these PLC/Data meetings to establish interventions that will be successful for the students in the classroom, as well as, in Title I and special education groups. Growth checks will be used by iReady benchmarks and growth checks, DIBELS benchmarks and progress monitoring, skill checks, and common assessments. Grade level expectations will be based off of the standards, principal guidance, Ready data, and DIBELS data.

Person Responsible:

Carrie Smith, Jordan Gnatuk, Interventionist, K-5 classroom teachers, Title I

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

AS 1.4.1.2 Data Notebooks

Description:

Teachers will have their own data notebooks and help students create their own data notebook to help them set goals and track their academic progress for the 2023-2024 school year to help them stay responsible for their learning.

Person Responsible:

classroom teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

AS 1.4.1.3 Vertical Team Planning

Description:

Teachers will convene during professional learning days to work on grade level expectations and curriculum strategies. PL days will consist of county professional development provided by county, SAT, need-based PD according to school data or teacher input, Routines and Procedures, and PLC/Data.

Person Responsible:

Carrie Smith, interventionist, classroom teachers, Title I, specialists

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

AS 1.4.1.4 Ready assessments

Description:

Teachers will give the weekly assigned Ready Math assessments to keep track of students falling below or staying on level with the curriculum map. Teachers will discuss these assessments in weekly instructional meetings with the Academic Specialist and interventionist.

Person Responsible:

Carrie Smith, classroom teachers, interventionist, academic specialist

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

§ 1.4.2 Student Tutoring

Description:

Students will be provided tutoring opportunities in order to help below-level students make strides in academic achievement or to enrich above-level students.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Increase the quality and amount of learning time
	Address the needs of at-risk learners

AS 1.4.2.1 After-school tutoring will be offered to focus on remediation and preparation for state assessment.

Description:

After-school tutoring will be offered to students and will focus on remediation and test-prep for the GSA.

Person Responsible:

tutoring teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$1,000.00

§ 1.4.3 Rigorous Intervention Programs

Description:

The students who do not meet the 70% growth will be involved in a rigorous intervention program for Math or Reading or both core subjects, depending on their skill sets. Special Education, Title I, and classroom teachers will work with these students in smaller intervention periods to try to show growth in specific skill sets.

AS 1.4.3.1 Intervention groups

Description:

The students who do not meet the 70% growth will be involved in a rigorous intervention program for Math or Reading or both core subjects, depending on their skill sets. Special Education, Title I, and classroom teachers will work with these students in smaller intervention periods to try to show growth in specific skill sets.

Person Responsible:

classroom teachers, interventionist, Title I, Special Ed.

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 1.5 Enrichment Groups

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 Above-level students will be provided enrichment opportunities by classroom teachers, interventionist, and/or Title I teachers.

S 1.5.1 STEM-Based Enrichment Opportunities

Description:

Above-level students will be provided with enrichment lessons to continually enhance their cognitive development.

AS 1.5.1.1 STEM/Project-Based Learning

Description:

Above-level students will be given opportunities throughout the year to work on STEM based-projects to enhance their cognitive development. These will be headed by either the interventionist, Title I, classroom teachers, or a combination of the three.

Person Responsible:

Interventionist, Title I, classroom teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

2 Integrating Family and Community Engagement

Description:

Altizer Elementary School will improve family and community engagement by May 2024 as evidenced by the Title I School Survey.

PM 2.1 School Counselor Survey

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 The school counselor will create a survey that will be given to students three times a year to measure students' sense of hope and well-being in the school. It will be given in grades 1st-5th to determine what needs to be improved in the school's climate and student-teacher relationships. There were 41 responses to the survey in April 2023... Average rating was 4.07 for feeling safe at school, 2.76 for positive behavior choices, 3.95 for if staff helps with student needs, 3.78 for if they are doing their best in math, reading, and behavior, 3.80 if the adults listen to your concerns, 4.12 if Altizer is a happy place, 4.10 for if students are proud to be a student at Altizer.

S 2.1.1 School Counselor Survey

Description:

The counselor will give students the survey throughout the year.

AS 2.1.1.1 School Counselor Survey

Description:

The school counselor will create a survey that will be given to students three times a year to measure students' sense of hope and well-being in the school. It will be given in grades 1st-5th to determine what needs to be improved in the school's climate and student-teacher relationships.

Person Responsible:

School Counselor

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 2.2 Parent Partners/Community Events

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 Altizer Elementary has 2 Parent Partners to serve as liaisons between the school and community. They work with parent volunteers who serve in different capacities throughout the year. Volunteers run the library each week, make copies for teachers, and help with different events such as book fairs and Santa's Workshop. Parent Partners also collaborate with Title I teachers to hold different workshops and events for students and parents/grandparents. We will track attendance at these events using sign-in sheets. We will continue to monitor what events are most attended and get feedback from parents as well.

S 2.2.1 Parent Partners

Description:

Parent Partners will serve as a liaison between the school and community.

AS 2.2.1.1 Enhancing the Relationship Between the School and Community

Description:

Altizer Elementary has 2 Parent Partners paid for by Title I to serve as liaisons between the school and community. They work with parent volunteers who serve in different capacities throughout the year. Volunteers run the library each week, make copies for teachers, and help with different events such as book fairs and Santa's Workshop. Parent Partners also collaborate with Title I teachers to hold different workshops and events for students and parents/grandparents.

Person Responsible:

Parent Partners, Title I

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 2.3 LSIC

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 Altizer Elementary has an LSIC (Local School Improvement Council) that consists of school staff, business partners, community members, and other entities, such as Altizer Baptist Church. The LSIC holds 4 meetings yearly to discuss ways to support and improve the school. They then present their progress at the end of the year to the board of education as the "State of the School."

S 2.3.1 Yearly LSIC Meetings

Description:

The LSIC will hold 4 yearly meetings and 1 presentation to the BOE.

AS 2.3.1.1 LSIC Meetings

Description:

Altizer Elementary has an LSIC (Local School Improvement Council) that consists of school staff, business partners, community members, and other entities, such as Altizer Baptist Church. The LSIC holds 4 meetings yearly to discuss ways to support and improve the school. They then present their progress at the end of the year to the board of education as the "State of the School."

Person Responsible:

Carrie Smith, LSIC members

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 2.4 Facebook page

Description:

Our Sysop posts on and monitors the school's Facebook page to see how many people we reach. She sees how many people view, like, and comment on posts. We have had a 289% increase from August 2022-August 2023.

3 Sustaining a Model of Continuous Improvement

Description:

Altizer Elementary School will improve educator outcomes and increase student learning outcomes by May 2024 as evidenced by administrator E-Walks and teacher evaluations.

PM 3.1 Hiring and Retaining Highly Effective Employees

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 Altizer Elementary utilizes a hiring committee to employ new teachers. Points are given for different criteria to ensure the most qualified teacher is selected. Considerations include seniority, years of experience, amount of relevant and specialized training, and National Board certification.

3.1.1 Hiring Committee

Description:

The Hiring Committee and principal will work together to select the best teacher candidate for the school.

AS 3.1.1.1 Hiring Committee Meetings

Description:

Altizer Elementary utilizes a hiring committee to employ new teachers. Points are given for different criteria to ensure the most qualified teacher is selected. Considerations include seniority, years of experience, amount of relevant and specialized training, and National Board certification.

Person Responsible:

Carrie Smith, Hiring Committee

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 3.2 Student Celebrations

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 This will be measured with WVEIS attendance and iReady data (lessons passed and growth) within classes. Reward parties and celebrations will be provided for students who reach set goals in Accelerated Reader. We will

continue the "Scottie Star Math Student of the Month" bulletin board next year. Students are picked by classroom teachers based on math performance/effort in the classroom each month. Some students compete in a social studies fair, science fair, and all students participate in a yearly literature fair. Select 4th and 5th grade students attend the county math field day competition. We will also make attendance a priority awarding students with tickets every 9 weeks for perfect attendance. These tickets will be used for the grand prize of a bike at the end of the year. These events and subsequent celebrations inspire students to work hard academically.

§ 3.2.1 Kindergarten and Fifth Grade Graduation

Description:

Family invited to awards and reception celebrating student achievement.

Component	Item Name
Title I Schoolwide	Parent and family engagement

AS 3.2.1.1 Graduation

Description:

Students will be celebrated for graduating from Kindergarten and 5th grade during a ceremony for student families.

Person Responsible:

Carrie Smith, K and 5th teachers,

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

§ 3.2.2 Academic Fairs

Description:

Students will have opportunities to participate in a school-wide literature fair, science fair, and/or social studies fair.

AS 3.2.2.1 Academic Fair Competitions

Description:

K-5 students will compete in the school-wide literature fair which is organized by the Title I reading teacher. Prizes will be given during a ceremony for each grade level winner. Students may opt to participate in a school-based science and social studies fair as well. Prizes are given to school winners, and they will be celebrated as they go to compete in the county fair.

Person Responsible:

Title I reading, teacher leader for social studies and science fair

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

§ 3.2.3 Accelerated Reader

Description:

Students will read books and take quizzes in order to meet goals on Accelerated Reader.

AS 3.2.3.1 Reward Parties

Description:

K-5 students try to make AR goals throughout the year set by the Title I reading teacher. There are 3 levels to meet, and each is celebrated during a reward party.

Person Responsible:

Title I Reading

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

§ 3.2.4 Scottie Star Math Bulletin Board

Description:

Math students of the month for each classroom will be selected and celebrated monthly.

AS 3.2.4.1 Math Student of the Month

Description:

The Title I math teacher will collaborate with classroom teachers to select a math student of the month. They will be announced during lunch and students will receive a certificate, a pencil, and will get their picture on the "Scottie Star" board for the whole month.

Person Responsible:

Title I math

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

§ 3.2.5 Math Field Day

Description:

A 4th and 5th grade team is selected to participate in the county math field day competition.

AS 3.2.5.1 County Competition

Description:

The students selected from the school will compete against other schools in the county competition. They are all recognized for the great achievement of being selected, but also receive medals for placing in the competition.

Person Responsible:

Title I math

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 3.3 Professional Development Plan for Teacher Effectiveness

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 Teachers will participate in county-mandated training as well as school-based professional development. School-based training will be determined by the needs of our school. This comes from teacher input and weaknesses found in school-wide data. Our teachers are also engaged in extensive Apple training as we continue to gain "Apple Distinguished" status.

S 3.3.1 High-Quality PD

Description:

Altizer Elementary will participate in high-quality PD to enhance or learn new teaching strategies.

AS 3.3.1.1 Types of Professional Development

Description:

Teachers will participate in county-mandated training as well as school-based professional development. School-based training will be determined by the needs of our school. This comes from teacher input and weaknesses found in school-wide data. Our teachers are also engaged in extensive Apple training as we continue to gain "Apple Distinguished" status.

Person Responsible:

All Staff

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 3.4 E-Walks

Description:

Estimated Begin Date: 8/16/2023 Estimated End Date: 5/31/2024 Monthly reports are generated from principal E-Walks. These will be evaluated and put into our Title I monitoring report.

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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

There is tier instruction provided for all students that is monitored by classroom teachers, administration, Title 1 staff, and the interventionist.

1 Goal 1: Achievement and Growth

PM 1.4 Improving Student Learning

1.4.1 Data Analysis

1.4.2 Student Tutoring

2) Activities that strengthen a well-rounded educational program



Address strategies that strengthen a well-rounded educational program

Explanation

We have parent workshops, reading nights, math workshops, self help trainings, and various opportunities for parents to participate in schoolwide activities.

3) Increase the quality and amount of learning time



Address strategies that increase the quality and amount of learning time

Explanation

We have numerous trainings to provide support for teachers to help with student engagement as well as classroom observations with feedback to ensure maximum learning.

1 Goal 1: Achievement and Growth

PM 1.4 Improving Student Learning

S 1.4.2 Student Tutoring

4) **Provide an enriched and accelerated curriculum**



Address strategies that provide an enriched and accelerated curriculum

Explanation

We have tiered instruction that enriches and accelerates all learners to promote growth and achievement for all levels of learners. We have a tech team for 3rd, 4th, and 5th graders who participate in various accelerated activities. We have purchased 3D pens and 3D printer to use in the project lab that all classrooms can use. We are in the process of purchasing a LEGO Robotics kit for grades 1-5. This will provide all students a chance to use critical thinking as they build and code their projects. The Tech Team will use these as well.

G 1 Goal 1: Achievement and Growth

PM 1.4 Improving Student Learning

S 1.4.1 Data Analysis

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

We have tiered instruction that enriches and accelerates all learners to promote growth and achievement for all levels of learners.

G 1 Goal 1: Achievement and Growth

PM 1.4 Improving Student Learning

S 1.4.2 Student Tutoring

6) **Parent and family engagement**



Address strategies that increase the parent and family engagement

Explanation

We have parent workshops, reading nights, math workshops, self help trainings, and various opportunities for parents to participate in schoolwide activities.

3 Sustaining a Model of Continuous Improvement

PM 3.2 Student Celebrations

§ 3.2.1 Kindergarten and Fifth Grade Graduation

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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 We look at iReady data, QPS, Spelling Inventory, classroom performance, and benchmarks to identify specific needs for each student.	<input checked="" type="checkbox"/>
2)	Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups Explanation All students are serviced during whole group time and in tiered-group instruction, including Title services.	<input checked="" type="checkbox"/>
3)	Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program Explanation Many forms of data are used to ensure that all educational needs are met.	<input checked="" type="checkbox"/>
4)	Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time Explanation Professional development for student engagement and classroom observations.	<input checked="" type="checkbox"/>
5)	Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum Explanation Tiered instruction provides acceleration and enrichment. We have a Tech Team for 3rd, 4th, and 5th graders who participate in various accelerated activities. We have purchased 3d printers and 3d pens to use in the project lab that all classrooms can use. We are in the process of purchasing LEGO Robotics kits for grades 1-5. This will provide all students a chance to use critical thinking as they build and code their projects. The Tech Team will use these as well.	<input checked="" type="checkbox"/>
6)	Address the needs of at-risk learners	<input checked="" type="checkbox"/>

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

Additional counselor, 2 parent partners, Prestera, Title 1 staff, and an interventionist.

7) **Parent and family engagement**



Address strategies that increase the parent and family engagement

Explanation

Parent partners, family workshops, and outside support from various agencies.

8) **Coordination of program**



Address strategies that coordinate program services

Explanation

Additional counselor, 2 parent partners, Prestera, interventionist, and Title 1 staff.

9) **Minimize pull-out instruction**



Address strategies that minimize pull-out instruction

Explanation

Most additional instruction that isn't provided by the classroom teacher is push in if possible.

10) **Review progress of children served under the program**



Address strategies to review the progress of children served under the program

Explanation

Data meetings, grade level meetings, instructional team meetings, and administrative review of data.

Required Documents

This page is currently not accepting Related Documents.

School Strategic Plan Checklist

Cabell County Schools (012) Public District - FY 2024 - Altizer Elementary School (012-203) Public School - School Strategic Plan - Rev 1

Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)