

LEA Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
9/8/2023 5:57:16 PM	Kelly Watts	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S
9/8/2023 5:51:31 PM	Kelly Watts	Status changed to 'LEA Strategic Plan Completed'.	S
5/19/2023 2:10:11 PM	Kelly Watts	Status changed to 'LEA Strategic Plan Started'.	S
1/17/2023 9:33:51 AM	GPS Administrator	Status changed to 'LEA Strategic Plan Not Started'.	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 appropriate stakeholder groups including Federal Program personnel.**

Ryan Saxe, rsaxe@k12.wv.us, Superintendent
Kelly Watts, kwatts@k12.wv.us, Deputy Superintendent of Curriculum and Leadership
Tim Hardesty, thardest@k12.wv.us, Deputy Superintendent of Employee Relations
Justin Boggs, jboggs@k12.wv.us, Executive Director, Middle School
Jason Jackson, jdjackso@k12.wv.us, Director of Technology and Information Services
Kristin Giles, kgiles@k12.wv.us, Executive Director, Elementary

Curt Mann, camann@k12.wv.us, Executive Director, Middle School
Kim Cooper, kcooper@k12.wv.us, Assistant Superintendent of Safety
Jedd Flowers, jtflowers@k12.wv.us, Director of Communications
Sherrone Hornbuckle, sherrone.hornbuckle@k12.wv.us, Legal Counsel
Heather Scarberry, hscarber@k12.wv.us, Executive Director
Ronald Keith Thomas, rthomas@k12.wv.us, Director of Health and Wellness

Matt Adkins, mpadkins@k12.wv.us, Director of Special Education
Gina Barnett, ggooderh@k12.wv.us, School Improvement Supervisor
Ashley Stephens, astephens@k12.wv.us, Family and Community Facilitator
Dr. Josh Baker, bakerj@mctc.edu, Mountwest Community and Technical College President
Teresa Eagle, t.eagle@marshall.edu, Dean of the college of Education
Tricia Ball, Tricia@huntingtonchamber.org, Huntington Chamber President
David Lieving, Huntington Areal Development Council
Rhonda Smalley, rsmalley@k12.wv.us, CCS Board V. President
Alyssa Bond, alyssa.bond@k12.wv.us
Tammie Glover, tglover@k12.wv.us, WVEA County President
Mary Lopex, mlopez@k12.wv.us, Teacher
Amy Neal, amy.neal@k12.wv.us, Teacher AFT representative

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

Mission

Cabell County Schools will deliver engaging, high-quality instruction to our students. We will strive to promote a sense of equality, belonging, and respect for all. Meeting the social, emotional, and academic needs of our students will be at the center of all we do. We will invest in ongoing professional development of our staff.

Core Values

Growth: We will progress toward realistic goals including academics, social and emotional well-being, and professional development.

Respect: We will create a culture of respect, by letting employees and students know they are valued for their achievements, abilities, and qualities.

Caring Community: We will collaborate with students, families, faculty/staff, and community partners to build an environment that supports every aspect of physical, emotional, and educational needs.

Belonging: We will strive to build an organization where all students, faculty, and staff feel valued.

Integrity: We will be honest, doing what is right, and taking ownership of our decisions and actions.

Vision

Engage, Encourage, Equip

Cabell County Schools is dedicated that each graduate is college, career, or military ready.

District Priorities

Priority: Deliver an Engaging Curriculum that Prepares Students for College and Career Success

Priority: Ensure a Safe and Supportive School Culture

Priority: Recruit and Retain High-Quality Teachers and Staff

Priority: Advance Equitable Opportunities and Outcomes

Priority: Use Data to Support Districtwide Continuous Improvement

LEA Strategic Plan - Demographic Data

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)
	% of Students	% of Students
All	100.00	100.00
Status		
Economically Disadvantaged	51.28	53.17
English Learners	0.87	0.94
Foster Care	1.46	1.67
Homeless	3.09	2.88
Military Connected	0.17	0.02
Students with Disabilities	18.05	21.53
Race		
American Indian or Alaska Native	0.25	0.52
Asian	0.99	1.41
Black or African American	7.23	11.78
Hispanic or Latino Native	2.20	1.54
Multi-Racial	0.43	1.02
Native Hawaiian or Other Pacific Islander	0.14	0.13
White	88.57	82.60
Gender		
Female	48.35	48.02
Male	51.65	51.98

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.

Number of Special Education students by exceptionality: 2,603

Information based on the December Child Count, due December 1 of each school year.

	AU	BD	CD	DB	DF	HI	LD	MD	MM	MS	OH	PH	PS	TB	VI	Total
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2023	220	14	614	1	3	17	731	254	68	14	544	3	155	2	10	2650
2022	196	17	482	1	3	14	714	68	304	15	520	4	142	2	12	2504
2021	185	22	437	2	3	14	706	74	293	15	487	7	135	3	11	2394
2020	178	29	466	2	3	16	686	79	278	14	439	7	143	4	10	2354
2019	172	33	434	3	3	14	630	85	274	15	400	6	106	4	9	2188

Additional Data	
ELL Students	109
Total Population	11,544
Risk Factors for Drop out:	Chronic Absenteeism: Attendance Rate 85.79% as of 7.11.23
	Mental Health Checks Tempo Score: 79/100
Summer School Graduates 2022-23	21
AP/Dual Credit Class 2022-23	HHS: 178 AP STUDENTS: TOOK A TOTAL 321 EXAMS
	CMHS: 264 AP STUDENTS: TOOK A TOTAL 420 AP EXAMS
Behavior	Level 1 Behavior Incidents: 41,275

	Level 2 Behavior Incidents: 16,311 Level 3 Behavior Incidents: 4,672 Level 4 Behavior Incidents: 491
Special Education: Number of students graduating with a regular diploma	68.70%
Percentage of students dropping out of school	17.39%

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.

Practices/Strategies Implemented	Root Cause Analysis - Implementation Results
Parent Involvement - Continue	<p>Cabell County has a large percentage of its students who are economically disadvantaged. Many parents/guardians do not have transportation to and from the school. Furthermore, some parents have varying work schedules that don't allow them to participate in the schools. To help with parent involvement five of our lower SES schools are implementing Communities in Schools to help address parent involvement. All Title I schools utilize parent partners to plan monthly family engagement opportunities to help families feel connected to the school and their child's learning. Furthermore, the district collaborates with Children's Home Society to serve grandparents raising grandchildren in the Healthy Grandfamilies program. The district also invites families and the community to Night of 5th where students' artwork is featured at the central office. Families have an opportunity to give input at LSIC meetings, which are held at all schools. Each school presents a State of the School presentation at a board meeting which gives the LSIC a voice to identify all concerns. For the school year 2023-24 school year, the Family and Community Engagement Facilitator will continue to work with all schools in building a program that supports student learning by empowering families to take a more active role in their child's learning. Additionally, the website will be updated with videos and toolkits so that families and communities can support student learning.</p>
Special Education – Continue	<p>Cabell County has seen an increase of students enrolling from out of state placements, neighboring counties, and out of state. Cabell County Schools' special education population is slightly higher than the state average. One reason for this rise in our special education population is the umbrella of services we offer to our students. We offer a full range of speech services, OT and PT services, along with extensive birth to three and pre-school services. Cabell County schools has also created a GROW program to train certified special education teachers who are taking an alternate pathway to acquire their educational degrees. Another reason for the rise in Cabell County's Special Education student population is the location of Cabell County to Marshall University, Ohio, and Kentucky. With the opportunities that Cabell County provides for students with Special Education needs many families move in from the surrounding areas to get the best educational opportunities for their children. As a district we are aware of the rise in our special education population. To help with the rising enrollment of special education students in Cabell County the district has implemented in both high schools' graduation coaches, English and math interventionist who work with our special education and regular education students to assist with the acquisition of educational skills that are needed to be successful in post-secondary employment and educational opportunities. Cabell County also partners with DRS to provide DRS counselors who work with our special education students in middle and high school. DRS assists our students with transition needs into adulthood, that includes job training, purchasing required materials for post-secondary educational opportunities, and independent living skills. Cabell County also participates in Guideposts to Graduation through the WVDE. With this program we are able to secure at-risk coordinators in the 4 middle schools and the 2 high schools, to work with our special education students who are at-risk of not acquiring needed foundational educational skills. They work with these identified students after-school to help acquire the needed educational skills.</p>

	<p>Cabell County also incorporates various technological programs with our special education students, such as Lexia Powerup, which is a program for our special education students in middle school to improve on their reading, decoding, and comprehension skills. We also use the Unique Learning Program with our low-incidence students. This program is written to provide daily learning and living skills, transition to adulthood skills, personal care, and community living skills.</p>
Homeless/Foster: Continue	<p>Due to the drug epidemic in Cabell County, the number of grand families raising grandchildren has increased. Low SES status in the city of Huntington has increased each year. Cabell County is a host to homeless and foster shelters. The City Mission, the Underwood Shelter, Branches, Davis and The Robert Shell Center. We also support River Park hospital. The Opioid Epidemic has affected Cabell County greatly and has caused a rise in our foster and homeless numbers.</p>
CARES Funding Needs Assessment: Continue	<p>Students/Staff access to technology: Students are now on a 1:1 ratio. Cabell County Schools STEP (Student Technology Education Plan) was put in place in 2018 to begin a process that provides equitable access to digital devices for every student. Each classroom teacher has received a laptop, and an iPad. Additionally, an Apple Professional Learning Coach was hired to support the integration of technology of student learning. Within this plan, a learning management system (Schoology) was put in place, updated infrastructure, and wireless on buses. As we shifted to remote learning, virtual instruction became a necessity. Teachers and students were quickly pushed into uncharted waters to ensure some form of learning took place. Wireless was opened at each school; buses were placed strategically around the county and 1609 devices were deployed. It became apparent that Cabell County Schools needed to become 1:1 for all students to have access to an equitable education. As we continue post COVID, training and communication around high quality instruction for teachers that promotes students' achievement addressing learning loss has been identified. We have created messaging and programming for families to empower them to support student learning at home in more intentional ways. Professional Development has continued with Office 365, TEAMS, Schoology, integration of technology, Science of Reading, high quality math instruction, high quality instructional strategies and support of social and emotional within the classroom. Communicating with families and stakeholders through the Connected Classroom was created, along with the Family Academy on the county website. Data from parent surveys has shown an increase in high quality, impactful family engagement at all schools. Additionally, data from benchmarks and the GSA demonstrated steady growth.</p>
ELL: Continue	<p>The high rise of ELL students may have a connection with the programs offered and supported by Marshall University. The ELL department uses ELPA21 data as well as teacher committee discussions to determine the amount of EL services each student receives. Parents are notified of these services within 30 days of enrollment or the beginning of school. Parents who want more English support themselves are encouraged to enroll in the free Adult ELL class offered at the Cabell County Career Technical Center. EL teachers meet with parents in person if there is a concern that is difficult to address over the phone. The county provided professional development to the ELL teachers as well as to general education teachers who have ELLs in their classroom. One EL teacher attended the National TESOL conference this past school year and shared her learning with the other EL teachers. Both ELL and regular education teachers were offered EL professional development through the WVDE and Mountain State Educational Cooperative Services. Our ELL teachers work closely with general education teachers, special education teachers, school secretaries, counselors, and administration to ensure that our ELLs are receiving the supports needed. Finally, the ELL department disseminates newsletters to students and parents making them aware of events and providing EL resources.</p>
High-Risk Population: Continue	<p>Due to the increased number of homeless and foster students, Cabell County has seen an increase in the At-Risk population. Unemployment, the drug epidemic, and transient families impact the number of children who may be considered at-risk, with attendance being considered a major factor. Additional contact to high-risk students were made by social workers, counselors and nurses during this time and continues through the summer. Both regular summer school and senior summer school is being offered to ensure mastery of content per secondary grade levels. Elementary, middle and high school summer camps are being offered throughout the summer to continue contact with students.</p>
Homeless Data	<p>School secretaries and counselors who enroll students were trained to identify homeless students, including students who were currently enrolled but not yet identified. The Office of Student Support does an annual survey to help better identify homeless students in Cabell County. The district is working with county social workers to provide assistance to our homeless students. Social Worker Liaison dedicated to Homeless and foster students. McKinney Vento grant will be used to support homeless students. All administrators have been trained to identify and help homeless students.</p>

High School Summer School: Continue	Due to Virtual/Traditional models that were implemented in the 2022-23 school year, the district continues recognizing an increase of students requiring recoupment credits to remain on track for graduation. To address this, Cabell County implemented additional Recovery Programs during the school day and after school. These remediation programs continued throughout the summer where Cabell County had an additional 24 students to graduate. Additional courses such as Drivers Education, sewing, and cooking were offered to support enrichment.
AP/Dual Credit: Continue	The number of students taking dual credit/AP classes has decreased due to the students concerns that they weren't prepared based on the amount of learning received in the 2022-23 school year. To increase the number of students, Cabell County is sponsoring enrichment programs to acquire lost skills from previous year.
Behavior: Continue	Cabell County has recognized the lack of consistency and expectations concerning positive behavior supports. Through data analysis, the district has been able to identify schools which have increased discipline and may need additional support. Cabell County has partnered with Autism Training Center, Marshall Behavior Technical Assistance Center, and PBIS trainers to provide professional development and technical assistance and support in analyzing data to determine root cause analysis for behavior. Schools will work to individualize research-based strategies to improve structures, support students, and teacher placement behaviors.

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LEA Strategic Plan - Academic Data

Color Reference Guide

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

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

2030 Annual English Language Arts (ELA) Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
47.51	49.53	51.55	51.55	53.57	55.59	57.60	59.62	61.64	63.66	65.68	67.70	69.72	71.74	73.76

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

ELA Proficiency

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	--	42.59	46.40		41.83
Status					
Economically Disadvantaged	--	28.76	32.78		31.26
English Learners	--	46.03	26.32		11.70
Foster Care	--	25.53	25.34		24.08
Homeless	--	37.72	36.78		26.23
Military Connected	--	100.00	0.00		52.94
Students with Disabilities	--	10.64	13.23		11.06
Race					
American Indian or Alaska Native	--	33.33	12.50		28.26
Asian	--	82.22	76.92		70.21
Black or African American	--	18.65	22.92		26.27
Hispanic or Latino Native	--	34.12	48.24		36.45
Multi-Racial	--	34.40	41.29		36.93
Native Hawaiian or Other Pacific Islander	--	0.00	--		45.28
White	--	45.01	48.27		42.67
Gender					
Female	--	47.75	52.06		46.48
Male	--	37.79	41.04		37.43

ELA Academic Progress

Student Groups	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)

	% of Students		% of Students
All	48.87		46.05
Status			
Economically Disadvantaged	43.86		41.93
English Learners	36.84		37.91
Foster Care	36.98		39.97
Homeless	48.21		41.82
Students with Disabilities	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	42.86		45.70
Multi-Racial	48.17		44.54
Native Hawaiian or Other Pacific Islander	--		39.13
White	49.33		46.34
Gender			
Female	--		--
Male	--		--

Reading Lexile Distribution - District (2021-22)

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

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

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

State Achievement English Language Arts (WVGSA) By Grade –Percentage of Tier 1 Students							
Tier 1 Students	4 th	5 th	6 th	7 th	8 th	9 th	12 th
All Students	39%	44%	45%	46%	42%	48%	54%
American Indian or Alaska Native	N/A	60%	100%	33%	-	0%	-
Asian	60%	60%	100%	66%	66%	100%	83%
Black or African American	5%	35%	16%	22%	16%	32%	26%

Hispanic/Latino	40%	41%	30%	59%	-	53%	60%
Multi-Racial	27%	43%	37%	40%	47%	40%	61%
White	33%	46%	49%	48%	45%	51%	55%
Special Education	12%	14%	13%	10%	8%	10%	11%
Gifted	93%	97%	97%	96%	96%	-	-
Low SES	40%	45%	45%	46%	42%	48%	54%

IReady - Reading Benchmrks 2022-2023																										
Race	Gender	# of Students	# of Tier 1 Reading Students			# at or above 50th %tile			Tier 1 -Phonological Awareness			Tier 1:Phonics			Tier 1: Frequency Words			Tier 1:Vocabulary			Tier 1:Reading Comprehension (Lit)			Tier 1:Reading Comprehension (Infor)		
			BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Asian	Female	23	10	14	18	15	20	20	87%	96%	100%	74%	83%	100%	83%	100%	100%	43%	52%	74%	39%	61%	61%	30%	48%	87%
Asian	Male	33	5	14	16	13	23	19	61%	96%	82%	36%	76%	73%	42%	82%	85%	15%	39%	52%	21%	33%	55%	18%	33%	48%
African American	Female	189	6	13	48	44	83	59	79%	86%	94%	45%	57%	69%	68%	73%	89%	3%	10%	25%	6%	12%	33%	5%	9%	28%
African American	Male	212	7	23	42	42	68	57	80%	92%	94%	46%	56%	68%	66%	79%	87%	8%	13%	18%	5%	11%	19%	4%	7%	17%
Two or more Races	Female	3	0	0	N/A	0	1	N/A	100%	100%	N/A	33%	67%	N/A	33%	33%	N/A	0%	0%	N/A	0%	33%	N/A	0%	0%	N/A
Two or more Races	Male	3	0	0	N/A	0	2	N/A	67%	100%	N/A	0%	33%	N/A	67%	33%	N/A	0%	0%	N/A	0%	0%	N/A	0%	0%	N/A
Hispanic/Latino	Female	49	3	8	13	17	20	18	88%	85%	88%	51%	52%	66%	76%	78%	82%	8%	15%	23%	12%	15%	32%	10%	7%	25%
Hispanic/Latino	Male	51	6	12	16	19	28	24	84%	85%	94%	57%	56%	69%	71%	76%	88%	16%	17%	23%	12%	19%	30%	12%	17%	19%
American Indian/Alaskan	Female	5	1	2	3	3	3	3	80%	80%	100%	80%	80%	100%	100%	80%	100%	20%	40%	60%	20%	20%	60%	40%	20%	60%
American Indian/Alaskan	Male	6	0	0	0	1	0	0	100%	100%	100%	50%	83%	100%	100%	83%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	Female	2626	379	614	1083	1251	1674	1441	87%	82%	89%	61%	63%	76%	77%	76%	87%	16%	21%	35%	22%	27%	39%	15%	21%	34%
White	Male	2787	342	602	1039	1108	1634	1385	86%	82%	88%	57%	59%	71%	74%	74%	84%	16%	21%	33%	14%	22%	33%	12%	19%	30%
Race Not Listed	Female	302	30	53	124	122	175	156	81%	77%	85%	56%	56%	72%	75%	71%	84%	15%	16%	32%	16%	20%	35%	12%	20%	28%
Race Not Listed	Male	303	22	48	103	104	146	132	84%	80%	88%	55%	58%	71%	73%	72%	84%	9%	18%	29%	12%	16%	31%	9%	13%	23%

Example of GSA Breakdown data sheet given to individual schools per grade level: Data is analyzed with Leadership Teams to guide instruction and prioritize focus.

3rd Grade Math										Overall Grade Level Percent Proficient: 69%					
Measurement, Data and Geometry										Modeling and Problem Solving					
										Measurement, Data and Geometry				Operations and Algebraic Thinking	
Standard	3.16	3.17	3.18	3.19	3.20-21	3.22	3.23	3.24	3.25	3.16	3.17	3.18	3.23	3.3	3.8
State	54%	54%	52%	49%	52%	50%	52%	54%	54%	54%	54%	52%	52%	52%	56%
District	57%	57%	56%	56%	59%	54%	55%	57%	59%	57%	57%	56%	55%	56%	55%
School	63%	71%	67%	67%	75%	67%	68%	78%	74%	63%	71%	67%	68%	63%	48%

3rd Grade Math															
Number and Operations in Base Ten & Fractions								Operations and Algebraic Thinking							
Standard	3.10	3.11	3.12	3.13	3.14	3.15	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9
State	58%	55%	57%	55%	55%	56%	51%	51%	52%	51%	54%	50%	57%	56%	54%
District	62%	54%	59%	59%	61%	61%	54%	51%	56%	55%	59%	53%	61%	55%	53%
School	81%	65%	64%	74%	77%	77%	80%	61%	63%	74%	73%	71%	79%	48%	70%

3rd Grade Math									
Use Mathematical Reasoning						Depth of Knowledge			
Measurement, Data and Geometry		Number and Operations in Base Ten & Fractions		Operations and Algebraic Thinking		DOK 1 Recall/Reproduction	DOK 2 Skill/Concept	DOK 3 Strategic/Extended Thinking	
Standard	3.22	3.24	3.12	3.15	3.5	3.9	% Correct	% Correct	% Correct
State	50%	54%	57%	56%	54%	54%	56%	54%	53%
District	54%	57%	59%	61%	59%	53%	60%	57%	57%
School	67%	78%	64%	77%	73%	70%	73%	69%	72%

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
I-Ready	Students are required to spend 45 minutes weekly on i-Ready support in addition to small group instruction. The scores aligned with the scores for potential growth in the WVGSA this year. Administrators receive a weekly update on the school's progress toward the district requirements. School Incentives are put into place by leadership and school winners are recognized. - Continue
Title I Support	Positions such as academic coaches, literacy coaches, math intervention specialists, and instructional coaches have been put in place to help bridge the ELA achievement gap. These specialists work with small groups of students and/or push into classrooms to provide additional instruction to increase the school's ELA proficiency. Parent Partners plan family nights to support reading integration at home with families. - Continue
Curriculum Support for Elementary	Elementary has been implementing the Science of Reading for the last six years. Elementary schools will receive additional support from iReady, SuperKids, and CKLA to help address roadblocks that teachers are experiencing and promote guidance and support for further instruction throughout the school year. Thinking Maps professional development will be provided to teacher leaders and principals to share with school-based teams. - Continue
Curriculum Support for Secondary-	Curriculum Specialists and the County Academic Specialist provides year-round support and guidance. Thinking Maps professional development will be provided to teacher leaders and principals to share with school-based teams. - Continue
Using Data to Guide Instruction	The County School Improvement Supervisor will provide professional development to teachers and administrators on how to effectively use benchmark data and common formative assessments to guide instruction based on the needs of the individual learner to the identified CSI schools. - Continue

Cohort Tracking	<p>The district will analyze the "Cohort Tracking" data sheet. This data is retrieved with the purpose of following cohorts of students from 3rd grade to 12th grade to look for patterns, growth, and any additional information that will assist the district with using data to guide decision making with the implementation of school wide structures.</p> <p>- Continue</p>
GSA Breakdown	<p>The district will provide a copy of their GSA Breakdown for ELA. (A sample of the sheet is above) This will allow the leadership team and team of teachers to analyze the data and decide what supports/interventions to put into place for the upcoming semester.</p> <p>- Continue</p>
Professional Learning Communities	<p>Professional Development will be provided to the identified CSI-ATS schools with the focus of PLCs, which will involve a small group of teachers who work collaboratively towards attaining common goals to improve student achievement and build teacher efficacy. Ongoing professional development will allow teachers the time to build common formative assessments and then use that data to guide instruction based on the results.</p> <p>- Continue</p>
PBIS Implementation at the Middle School	<p>100% of all Cabell County Middle Schools will implement PBIS. They will work with the Marshall University Autism Training center disaggregate data and adjust lower suspension rates of all students as well as identified subgroups such as Black/African American and Special Education Students. The ED will Monitor this weekly by providing school level data.</p> <p>- Continue</p>
High School Level	<p>Both high schools have implemented a Tired System of Supports for additional mentoring, monitoring and tiered assistance. The freshman academy also allows for a core group of teachers to plan and closely monitor the progress of 9th grade students. This allows for a tiered system of support to occur to reduce the dropout rate within the high schools. Each high school has a Student Support Office that works directly with students. This includes counselors, attendance workers and social workers. Cabell County also has several Options programs to address at-risk students. Each high school has an at-risk support teacher and evening school to encourage students to recover credits.</p> <p>- Continue</p>
PBIS Special Education Cohort Identification	<p>The Office of Special Education has identified selected schools who have a special education suspension rate disparity and Marshall University, and school leadership teams will meet monthly to review data and develop action steps to reduce the OSS rates, as well as increase attendance and academic achievement. This will continue through the 2023-2024 school year.</p> <p>- Continue</p>
PBIS Implementation for Secondary level	<p>High Schools and Middle Schools have implemented a Tired System of Supports for additional mentoring, monitoring and tiered assistance. The freshman academy and middle school teams allow for a core group of teachers to plan and closely monitor the progress of 6-9th grade students. This allows for a tiered system of support to occur to reduce the dropout rate within the high schools. Each high school has a Student Support Office that works directly with students. This includes counselors, attendance workers and social workers. Cabell County also has several Options programs to address at-risk students. Each high school has an at-risk support teacher and evening school to encourage students to recover credits.</p> <p>- Continue</p>

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.

The percentage of students who are proficient in ELA is 49.87%. However, the county *did not* meet its ELA proficiency benchmark of 55.59%. Many subgroups, such as students economically disadvantaged, in foster care, homeless, American Indian or Alaskan Native, and African American, are behind the state's ELA proficiency benchmark. To increase information text reading, students will utilize Achieve 3000 at the secondary level. Elementary students will continue to utilize LETRS and i-Ready.

Title I funds have been used to provide additional intervention support in the schools. These funds will help address these gaps by involving low-income families supports to help their-kids. Positions such as academic coaches, intervention specialists, and instructional coaches have been put in place to help bridge the ELA achievement gap. These specialists work with small groups of students and/or push into classrooms to provide additional instruction to increase the school's ELA proficiency. Students at the elementary level will continue taking i-Ready diagnostics during the 2023-2024 school year. Middle school students will continue taking the I-Ready diagnostics, and ninth grade students will continue to take the PSAT8/9. Achieve 3000 will be implemented at the Middle School special education classes and High School entire 9th grade to address reading deficiencies.

Professional development that is focused on specific skills and systematic, explicit instruction with an emphasis on phonics will continue for the rest of the elementary teachers. Currently, elementary teachers K-2 have been trained in LETRS. Collaboration between the regular education teachers and the special education teachers will continue especially during PLCs where data is analyzed. The newly adopted, research based, ELA curriculum K-2 focuses on foundational skills aligned to the science of reading. Secondary ELA curriculum focuses on informational text which has been a consistent weakness. Curriculum maps have been realigned with the new adoption that focuses on power standards, and help ensure that teachers are teaching the content in order and addressing weaknesses. The elementary students will continue utilizing the writing program, SRSD (self-regulated strategy development). It is our goal that increasing writing skills will continue to increase our ELA proficiency. The ELA academic specialists at all three programmatic levels provide support and professional development to teachers, administrators, and district leaders.

The identified CSI-ATS schools will receive monthly professional development and guided support with the implementation of professional learning communities, differentiating instruction, and collaborative culture. School wide professional development will continue through additional support from our School Improvement Consultants (Solution Tree, ICLE) and School Improvement Supervisor. In the analysis of all academic data, culture and leadership survey data, the root cause was determined as the need for a more consistent monitoring and support process. The learning loss within each of these schools is a great concern and areas of focus need to be targeted. Based on this data, a school improvement specialist was hired to provide a structure of support and monitoring to assure a continuation of focus on instruction. HMS, Explorer Academy, and Huntington High School has shown limited academic growth and with teacher and staff turnover, they will be provided continuous support through Instructional Leadership with Dr. Darren Martin, ICLE and Solution Tree. Darren Martin will focus on Instructional Leadership at Huntington Middle School, with the instructional staff support from ICLE to assist with differentiation for the special education population. Explorer Academy will be provided support with ICLE for differentiation from ICLE for the special education population. Huntington High will be provided Instructional Leadership

Support and staff support for the special education population through ICLE and Instructional staff support to assist with the development of PBIS through Solution Tree. The four schools who previously exited CSI status will continue their support with ICLE to increase Instructional Leadership, student engagement, and student achievement within the classrooms.

The county uses e-walk and will design templates around the instructional focus. These templates will be part of the on-going support with our district as we design continuous support within these schools to determine instructional gaps that will aid in academic achievement. To align instructional walk-thoughts, principals will be trained monthly on school improvement practices such as determining high quality instruction, compliance vs. engagement, PBIS, effective PLC strategies, updated policy and multi-tiered systems of support. Weekly data reports will be collected and reviewed by the Executive Directors, Student Support Coordinator, Special Education Director and the Deputy Superintendent. These reports will be reviewed monthly with the principals as part of the monitoring process.

The year-to-date attendance rate in Cabell County stands at 90.27%, reflecting a consistent pattern from the previous year. However, certain subgroups such as economically disadvantaged, homeless, military-connected, students with disabilities, and multi-racial students still fall short of the standard attendance levels. This discrepancy can be attributed to the extra efforts made by educators, counselors, attendance directors, social workers, and administrators, including increased phone calls and home visits.

To address this issue, the county will continue its proactive approach by closely monitoring attendance procedures. This involves providing weekly data reports to administrators to track chronically absent students, organizing school visits by probation officers to confer with such students, and implementing positive incentives through CIS Coordinators to encourage attendance while also fostering relationships with families. These efforts aim to address not only academic needs but also the broader physical, psychological, and social requirements within the school environment.

In parallel, there has been a steady rise in behavioral incidents, particularly non-out-of-school suspensions (excluding levels 3 and 4), over the past three years. This trend has been influenced by data analysis and the implementation of positive behavior programs. Schools are utilizing platforms like Zoom to identify areas of concern and concentrate their efforts accordingly. Attendance and behavior data are analyzed at various levels including school administration, departments, teams, and Professional Learning Communities (PLCs).

Additionally, English Language Arts (ELA) academic data will be rigorously examined at the K-8 level through school-based PLCs, with a focus on monitoring the three diagnostics broken down by different subgroups. County-level oversight will be maintained to assess growth and stretch data, determining the necessary support structures. Data from assessments such as HS Alex, Khan Academy, PSAT, SAT, and Achieve 3000 will continue to be evaluated both within school-based PLCs and at the county level, aiming to enhance instructional strategies and outcomes.

We believe at Cabell County Schools that parent involvement can increase attendance, academic growth and behavior concerns. Research supports this belief. Based on data received by parent surveys, support is being developed that brings families and community members in alignment with activities that support student achievement. Therefore, we hired for the 2021-22 school year a Family and Community Engagement Facilitator to support both family and community engagement within our schools and will continue to the 2023-24 school year. Additionally, we hired a School Improvement Specialist to work with schools on analyzing data that support academic growth within all groups identified. Based on data received by parent surveys, support is being developed that brings families and community members in alignment with activities that support student achievement within the school system.

2030 Annual Mathematics Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
32.60	35.19	37.78	37.78	40.38	42.97	45.56	48.15	50.75	53.34	55.93	58.52	61.12	63.71	66.30

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

Mathematics Proficiency

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	--	31.60	36.07		32.69
Status					
Economically Disadvantaged	--	19.20	23.95		22.95
English Learners	--	41.27	31.58		15.82
Foster Care	--	14.89	23.39		17.01
Homeless	--	16.17	19.66		18.52
Military Connected	--	0.00	0.00		50.27
Students with Disabilities	--	9.80	12.76		10.11
Race					
American Indian or Alaska Native	--	16.67	25.00		22.83
Asian	--	73.33	79.49		67.72
Black or African American	--	9.97	13.62		16.66
Hispanic or Latino Native	--	20.24	29.41		25.76
Multi-Racial	--	22.50	31.12		26.94
Native Hawaiian or Other Pacific Islander	--	0.00	--		35.85
White	--	34.01	37.86		33.58
Gender					
Female	--	30.69	35.15		31.40
Male	--	32.45	36.94		33.92

Math Academic Progress			
Student Groups	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students		% of Students
All	45.73		44.43
Status			
Economically Disadvantaged	38.88		39.18
English Learners	36.84		35.58
Foster Care	59.74		40.41
Homeless	43.39		38.25
Students with Disabilities	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	41.82		40.82
Multi-Racial	40.91		41.35
Native Hawaiian or Other Pacific Islander	--		41.67
White	46.95		44.86
Gender			
Female	--		--
Male	--		--

Mathematics Performance Distribution - District (2021-22)

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

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.

State Achievement Mathematics (WVGS) By Grade –Percentage of Tier 1 Students							
Tier 1 Students	4 th	5 th	6 th	7 th	8 th	9 th	12 th
All Students	50%	38%	39%	25%	36%	33%	21%
American Indian or Alaska Native	N/A	0	100%	33%	-	0%	-
Asian	80%	80%	75%	33%	50%	100%	66%

Black or African American	19%	32%	11%	4%	9%	15%	7%
Hispanic/Latino	40%	42%	30%	8%	-	35%	10%
Multi-Racial	40%	39%	33%	23%	34%	22%	30%
White	53%	46%	42%	27%	38%	35%	20%
Special Education	24%	19%	11%	2%	7%	5%	0%
Gifted	100%	95%	87%	83%	91%	-	-
Low SES	50%	45%	39%	25%	36%	33%	21%

IReady - Math Benchmarks 2022-23 (Subgroups)

Race	Gender	# of Students	# of Tier 1 Math Students			# at or above 50th %tile			Tier 1 - Number and Operation			Tier 1: Algebra			Tier 1: Measurement and Data			Tier 1: Geometry		
			BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Asian	Female	23	7	10	17	17	20	18	30%	43%	74%	35%	61%	70%	30%	52%	74%	26%	39%	61%
Asian	Male	33	4	9	16	16	23	17	18%	39%	45%	12%	39%	55%	27%	48%	55%	18%	15%	39%
African American	Female	225	2	3	36	27	59	39	3%	4%	14%	1%	7%	17%	4%	8%	23%	3%	8%	20%
African American	Male	240	3	12	30	40	64	43	3%	10%	16%	4%	10%	15%	8%	9%	19%	1%	8%	15%
Two or more Races	Female	3	0	0	N/A	1	0	N/A	0%	0%	N/A	0%	0%	N/A	0%	0%	N/A	0%	33%	N/A
Two or more Races	Male	4	0	0	0	1	2	N/A	0%	0%	N/A	0%	0%	N/A	25%	25%	N/A	0%	0%	N/A
Hispanic/Latino	Female	53	0	2	7	13	20	13	4%	8%	19%	0%	9%	21%	0%	11%	19%	2%	13%	25%
Hispanic/Latino	Male	59	1	4	14	12	20	16	5%	10%	25%	3%	15%	25%	8%	19%	31%	2%	12%	22%
American Indian/Alaskan	Female	5	1	2	3	3	3	3	20%	20%	20%	0%	20%	40%	40%	40%	60%	0%	60%	60%
American Indian/Alaskan	Male	4	0	0	0	1	0	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	Female	2633	103	290	824	983	1453	1139	7%	15%	35%	7%	18%	36%	13%	24%	45%	7%	18%	36%
White	Male	2793	141	421	1023	1069	1648	1330	9%	20%	42%	9%	22%	39%	15%	27%	48%	8%	18%	39%
Race Not Listed	Female	299	8	30	96	93	156	118	5%	16%	36%	6%	15%	37%	10%	17%	40%	7%	16%	34%
Race Not Listed	Male	298	9	30	93	86	155	120	4%	13%	36%	5%	20%	32%	9%	18%	45%	5%	16%	32%

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
STEM Education	STEM education will provide all students with critical thinking skills that will make them creative problem solvers and ultimately more marketable in the workforce and have the ability to problem solve. STEM education typically focuses on project-based learning in the classroom with an emphasis on math and science. Continue
Project Lead the Way	PLTW will offer a dynamic program that provides student with real-world learning and hands-on experience. This will be a focus within the mathematics specific content: biomedical sciences, engineering, biomechanics, and aeronautics. This program will engage students in mathematic activities. Continue
Title I Support	Title I funds have been used to provide additional intervention supports in the schools. Positions such as academic coaches, literacy coaches, math intervention specialists, and instructional coaches have been put in place to help continue our Math growth. These specialists work with small groups of students and/or push into classrooms to provide additional instruction to increase the school's Math proficiency. Parent Partners plan family nights to support math integration at home with families. Continue
Using Data to Guide Instruction	The County School Improvement Supervisor will provide professional development to teachers and administrators on how to effectively use benchmark data and common formative assessments to guide instruction based on the needs of the individual learner to the identified CSI schools. Cohort Tracking "School Proficiency for CCS" will be distributed to district leaders for all schools in Cabell County to assist with decision making and modeling the practice of "Using Data to Guide Instruction" that the county will administer through professional development for all schools. Continue
Curriculum Support	Ready Math and Carnegie Learning will provide professional development and continued support to teachers and administrators throughout the school year. Continue
GSA Breakdown	The district will provide all school leaders a copy of their GSA Breakdown for Math. This will allow the leadership team and team of teachers to analyze the data and decide what supports/interventions to put into place for the upcoming semester. Continue
Professional Learning Communities	Professional Development will be provided to the identified CSI schools with the focus of PLCs, which will involve a small group of teachers who work collaboratively towards attaining common goals to improve student achievement and build teacher efficacy. Ongoing professional development will allow teachers the time to build common formative assessments and then use that data to guide instruction based on the results. Continue

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.

The percentage of students who are proficient in Math is 40.04% furthermore, the county was close but *did not meet* its math proficiency benchmark of 42.97%. Many subgroups, such as homeless, economically disadvantaged, foster care, African American, Hispanic or Latino, and Multi-Racial, are behind the state's proficiency levels. To help bridge the mathematics proficiency gap, Cabell County Schools plans to continue utilizing data from iReady diagnostics, IMAs, MATHia, ALEX and Khan Academy reports to help drive data discussions with their students. Achieve 3000 has been added this school year in Middle School Special Education and High School 9th grade academy. Students will continue to take ownership of their own learning by monitoring their own data. MATHia awards will continue to motivate student success, iReady award will continue in the 2023-24 school year for elementary. Teachers will continue to use data to drive instruction. Through an analysis of subgroup data, it became apparent that Huntington High School was where our biggest concerns occurred within each of these subgroups. Therefore, HHS will continue as a Title I school to provide additional support as they have the biggest population of each subgroup. Title I fund have been used to provide additional intervention support in the schools. Positions such as academic coaches, interventionist and graduation coach have been put in place to help continue our math growth. These specialists work with small groups of students and/or push into classrooms to provide additional instruction to increase the school's Math proficiency. Middle school students will take the i-Ready diagnostics, and ninth grade students will take the PSAT8/9. PLCs will continue to meet to discuss and analyze data. Special education and regular education teachers will continue to collaborate to focus on skill students' skill specific weaknesses. Teachers are required to teach from the county provided curriculum maps. These curriculum maps, with the focus on power standards, help ensure that teachers are teaching the content in order. The math academic specialists at all three programmatic levels provide support and professional development to teachers, administrators, and district leaders. Implementing Project Lead the Way in various schools, students will have the opportunity to solve real-world problems that will allow them to connect mathematics to real life situations. STEM education will continue to provide students with critical thinking skills that will promote creative problem solving with an emphasis on math and science.

These programs will engage students in mathematic activities that will support mathematics achievement throughout the district. The School Improvement Supervisor will continue to support teachers and administrators through professional development on meeting the whole child's needs by using data to guide instruction. Teachers and administrators will continue to analyze data to track the progress of the students within their school. Data sheets will be distributed to school leaders and district leaders to track Cohort Growth, along with the breakdown of GSA results per standard/per school and iReady growth results. YTD Cabell County attendance rate is 90.05 percent. While attendance has improved, the following subgroups still do not meet standard: economically disadvantaged, homeless, military connected, student with disabilities, and multi-racial. This can be attributed to the additional phone calls and home visits made by teachers, counselors, assistant attendance directors, social workers, and administrators. The county will continue with monitoring attendance procedures, such as: Weekly data reports to administrators as a way of monitoring the students who are chronically absent, probation officers will visit schools to conference with students who are chronically absent, and CIS Coordinators will provide positive incentives for students to come to school and build relationships with the families for support while addressing the physical, psychological, and social needs of the whole school environment. Behavior, particularly the percentage of students with no out of school suspensions excluding levels 3 and 4) has steadily increased over the last three years as

well. This can be attributed to data analysis and the implementation of positive behavior programs. Schools are utilizing Zoom to identify areas of concern and focus efforts in the needed areas. Attendance and behavior data are analyzed at the school level by administration, departments, teams, and PLCs. Math academic data will continue to be analyzed at the K-8 level through school-based PLC's by monitoring the three diagnostics as disaggregated by subgroups. Growth and stretch data will be monitored at the county level to determine structures of support. HS Alex, Khan, PSAT, SAT and Achieve 3000 data will continue to monitor at school-based PLCs and programs. Schools are utilizing Zoom to identify areas of concern and focus efforts in the needed areas.

We believe at Cabell County Schools that parent involvement can increase attendance, academic growth and behavior concerns. Research supports this belief. Based on data received by parent surveys, support is being developed that brings families and community members in alignment with activities that support student achievement. Therefore, we hired for the 2022-23 school year a Family and Community Engagement Facilitator to support both family and community engagement within our schools. Additionally, we hired a School Improvement Specialist to work with schools on analyzing data that support academic growth within all groups identified. Based on data received by parent surveys, support is being developed that brings families and community members in alignment with activities that support student achievement.

English Language Proficiency Assessment Results (ELPA)

	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	42.71	35.90	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	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	20	18	14	348
Level 2	17	7	10	346
Level 3	22	21	29	596
Level 4	11	11	14	207
Level 5	20	10	11	166

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	14	14	15	382
Level 2	15	13	12	335
Level 3	31	26	34	672
Level 4	13	7	10	162
Level 5	17	7	7	112

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	16	15	13	254
Level 2	10	6	16	274
Level 3	22	14	21	507
Level 4	15	14	11	299
Level 5	27	18	17	329

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	County 2019-20	County 2020-21	County 2021-22	State 2021-22
Level 1	5	5	6	131
Level 2	9	5	4	125
Level 3	22	19	21	524
Level 4	19	14	23	470
Level 5	35	24	24	413

☐ ☐ Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Professional Development for Core Teachers by ESL Teachers	Teachers and EL teachers will be trained to work together and integrate academic content into language instruction. They will work together to assist teachers in appropriate grading practices for different content areas. Continue
Professional Development for Core Teachers and EL Teachers	Teachers will be offered all WVDE sponsored training. Continue
Professional Development for Administrators	Professional Development to administrators will be provided by EL teachers and Mountain State ESC. Continue
Professional Learning Communities for EL teachers	EL teachers will meet regularly to review data to progress monitor all EL teachers. Data will be shared with central office quarterly. Continue

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.

To best meet the needs of our English learners, the county will continue offering training and professional development provided by WVDE, Mountain State ESC and other vendors as determined for both EL and regular education teachers. According to the latest data recorded on ZoomWV, 2022-23 Cabell County data exceeded the state percentage of 40.97% with a score of 42.71% in 2022. We believe this has occurred with a strong focus on professional development for both the regular and EL teachers. ESL teachers will continue to assist teachers in appropriate grading practices, attend all ESL meetings, keep detailed records of each student, participate in trainings and ongoing professional development for progressive individual growth, maintain a growth mindset for themselves and their students, continue to be ongoing learners, and provide professional development and share information related to English Language learners and best practices with school administrators and staff. ESL teachers will continue to communicate with parents of ELs, involve them positively in the children's school and engage them in their education and language acquisition. The teachers will continue to train and collaborate with core teachers, administration, and instructional coaches to provide differentiated instruction, resources, and strategies to help make content meaningful to English Learners.

LEA Strategic Plan - High School Graduation and Student Success Data

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

On Track

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	86.46	79.54	72.43		76.86
Status					
Economically Disadvantaged	79.34	67.23	54.96		64.95
English Learners	93.75	100.00	100.00		66.66
Foster Care	69.23	69.23	14.28		42.94
Homeless	50.00	73.68	48.14		61.64
Military Connected	--	100.00	--		92.85
Students with Disabilities	80.93	68.28	60.90		65.03
Race					
American Indian or Alaska Native	50.00	--	--		57.14
Asian	100.00	92.86	100.00		81.35
Black or African American	83.33	55.13	73.46		71.16
Hispanic or Latino Native	85.00	100.00	54.54		68.63
Multi-Racial	85.53	75.64	65.85		68.80
Native Hawaiian or Other Pacific Islander	--	--	--		100.00

White	86.76	80.84	72.86		77.53
Gender					
Female	89.40	81.76	76.85		80.73
Male	83.90	77.31	68.56		73.13

10th Graders with Twelve Earned Credits

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students
All	92.91	85.78	85.13	88.56
Status				
Economically Disadvantaged	88.19	76.30	72.69	80.63
English Learners	100.00	100.00	100.00	88.46
Foster Care	76.92	84.61	28.57	64.10
Homeless	50.00	84.21	62.96	77.53
Military Connected	--	100.00	--	92.85
Students with Disabilities	92.78	75.37	73.63	82.47
Race				
American Indian or Alaska Native	50.00	--	--	64.28
Asian	100.00	100.00	100.00	95.76
Black or African American	88.23	64.10	85.71	85.16
Hispanic or Latino Native	100.00	100.00	90.90	83.85
Multi-Racial	94.73	84.61	80.48	82.23
Native Hawaiian or Other Pacific Islander	--	--	--	100.00
White	93.13	86.82	85.15	88.99
Gender				
Female	95.52	87.92	86.72	90.60
Male	90.64	83.64	83.73	86.61

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

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

	% of Students	% of Students	% of Students	% of Students
All	80.00	73.28	73.30	77.63
Status				
Economically Disadvantaged	70.49	58.15	56.73	66.03
English Learners	87.50	100.00	100.00	66.66
Foster Care	61.53	53.84	14.28	42.94
Homeless	50.00	63.15	48.14	62.19
Military Connected	--	100.00	--	92.85
Students with Disabilities	69.07	61.19	65.45	66.79
Race				
American Indian or Alaska Native	50.00	--	--	57.14
Asian	100.00	85.71	100.00	81.35
Black or African American	78.43	46.15	73.46	72.00
Hispanic or Latino Native	70.00	100.00	54.54	69.25
Multi-Racial	76.31	66.66	68.29	70.45
Native Hawaiian or Other Pacific Islander	--	--	--	100.00
White	80.39	74.85	73.72	78.28
Gender				
Female	83.28	75.59	77.46	81.49
Male	77.14	70.97	69.64	73.91

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
83.33	84.23	85.13	86.02	86.92	87.82	88.72	89.61	90.51	91.41	92.31	93.20	94.10	95.00

Graduation 4-Year Cohort

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	89.99	88.98	85.94		91.17
Status					

Economically Disadvantaged	83.33	--	76.40		85.32
English Learners	100.00	92.86	72.73		80.56
Foster Care	--	77.08	--		--
Homeless	--	69.87	--		--
Military Connected	--	100.00	--		--
Students with Disabilities	82.31	80.00	72.88		83.06
Race					
American Indian or Alaska Native	50.00	50.00	100.00		95.24
Asian	100.00	100.00	77.78		96.72
Black or African American	92.98	91.80	84.75		86.94
Hispanic or Latino Native	81.82	85.00	77.78		85.53
Multi-Racial	85.71	87.50	86.79		89.45
Native Hawaiian or Other Pacific Islander	--	--	--		90.00
White	90.19	88.92	86.23		91.51
Gender					
Female	92.57	93.04	87.37		92.82
Male	87.74	84.92	84.65		89.64

Graduation 5-Year Cohort

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	89.52	91.59	90.84		92.65
Status					
Economically Disadvantaged	73.76	--	84.72		87.80
English Learners	100.00	100.00	92.86		95.63
Foster Care	--	--	--		--
Homeless	--	--	--		--
Military Connected	--	--	--		--
Students with Disabilities	75.00	84.62	81.68		85.66
Race					

American Indian or Alaska Native	0.00	50.00	100.00		100.00
Asian	100.00	100.00	100.00		100.00
Black or African American	80.65	92.98	93.33		88.53
Hispanic or Latino Native	100.00	81.82	85.00		91.80
Multi-Racial	86.00	85.71	87.50		92.10
Native Hawaiian or Other Pacific Islander	--	--	--		100.00
White	90.32	92.06	90.85		92.82
Gender					
Female	92.63	94.04	94.66		94.60
Male	86.72	89.46	87.01		90.83

Post-Secondary Achievement Data

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

College Readiness (Dual Credit)

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

All	40.34	40.05	32.20	30.68
Status				
Economically Disadvantaged	22.33	22.44	16.16	17.29
English Learners	80.00	30.00	57.14	14.11
Foster Care	0.00	33.33	0.00	18.84
Homeless	6.25	18.52	25.80	16.19
Military Connected	--	--	--	64.28
Students with Disabilities	0.00	10.78	8.69	5.11
Race				
American Indian or Alaska Native	0.00	0.00	0.00	10.52
Asian	60.00	75.00	75.00	49.15
Black or African American	30.00	17.31	16.07	19.88
Hispanic or Latino Native	12.50	23.53	16.66	20.23
Multi-Racial	35.00	29.41	20.00	21.72
Native Hawaiian or Other Pacific Islander	--	--	--	37.50
White	41.69	42.45	34.59	31.57
Gender				
Female	49.46	50.00	40.00	38.69
Male	31.73	29.19	25.12	22.97

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students
All	29.24	23.77	21.33	38.24
Status				
Economically Disadvantaged	34.30	30.69	28.61	38.91
English Learners	0.00	30.00	0.00	20.00
Foster Care	27.27	33.33	0.00	34.78
Homeless	25.00	44.44	29.03	32.99
Military Connected	--	--	--	42.85

Students with Disabilities	0.00	25.49	7.60	39.18
Race				
American Indian or Alaska Native	0.00	0.00	0.00	31.57
Asian	0.00	12.50	0.00	19.49
Black or African American	22.00	28.85	19.64	26.14
Hispanic or Latino Native	37.50	23.53	11.11	23.21
Multi-Racial	25.00	23.53	15.55	25.05
Native Hawaiian or Other Pacific Islander	--	--	--	0.00
White	30.21	23.56	22.57	39.72
Gender				
Female	24.46	24.26	20.00	33.06
Male	33.76	23.24	22.53	43.23

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

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

Special Education Drop-Out Data

School Year	Students dropping out (code 90)	Total students exiting w reg diploma (code 40)	Students Exiting with Alternate Diploma (code 50 now 55)	Students reaching maximum age (code 70)	Total students exiting (codes: 40, 50, 70, 90)	Indicator 2: Target = =5.17% Dropout Rate SY2020-21*
2017-18	15	71	15	2	103	14.56%
2018-19	9	76	10	4	99	9.09%
2019-20	10	94	25	8	137	7.30%

2020-21	10	90	6	0	106	9.43%
2021-22	14	79	15	1	109	17.39 %
2022-23	24	126	7	3	160	15.00 %

Academic Year	Special Education Graduation Rate
2022-2023	85.00 %
2021-2022	68.70 %
2020-2021	84.91%
2019-2020	82.31%
2018-2019	73.44%
2017-2018	64.40%

CTE Completer Data								

Program of Study	2015 -16	2016 -17	2017-18	2018-19	2019-20	2020 -21	2021-22	2022-23	
Careers in Education	9	6	7	7	14	23	2		
Personal Fitness and Wellness	NA	3	6	3	11	10	4		
Therapeutic Services Health Sciences	2	2	3	4	21	21	8		
JROTC	19	14	11	9	12	16	5		
Project Lead the Way	14	3	8	20	9	14	11		
Business/Marketing	22	6	9	10	9	4	1		
Health Informatics	NA	NA	NA	NA	2	4	N/A		
Aerospace	NA	NA	NA	NA	NA	5	5		
ProStart	7	3	NA	NA	NA	8	2		
Total	73	37	44	53	78	105	38		

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Crossroads Academy	Crossroads Academy is the revamped alternative school for Cabell County Schools. In addition to servicing students transitioning to schools from an out-of-school placement, Crossroads Academy also services students expelled from school. The dropout prevention program and the pregnancy program are also housed at Crossroads Academy. Finally, a TASC program and a completer program have been added to Crossroads Academy. Because of these resources, Cabell County Schools has kept more students in school and ensures their success towards earning high school diploma and/or credits towards graduation. A full-time social worker as well as police officer have been secured to work with and mentor students with their diverse needs in addition to assisting students in the transition from Crossroads Academy to school and/or the real world. We will also partner with Marshall University to hire a full-time behavior interventionist.
Cabell Virtual Academy	Cabell County Schools will be implementing its own virtual school program starting the 2021-22 school year. We will be using our own teachers for a K-8 programming. This program will have a full-time facilitator, which will be supervised by the Executive Directors of Elementary and Middle Schools. Our high schools will still be using West Virginia Learns for their Virtual Schooling.

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.

Many of the subgroups do not meet standard--economically disadvantaged, English Learners, foster care, homeless, students with disabilities, African American, Hispanic, or Latino. The data also shows us that females (87%) are more on track to graduate than males (70%). There has been a significant increase in sophomores who have earned 12 credits (85.01% to 93.63%) as well as sophomores who have two or more credits in Math, Science, Social Studies, and Science (74.78% to 79.10%) over the last three years. These increases are a result of a handful of programs offered at the high schools: night school, credit recovery, virtual school, summer school, back on track, Crossroads Academy, as well as the addition of social workers in the schools. In addition to the programs, the high schools have a graduation coach and an attendance director to help students stay on track for graduation. There has also been an increase in both the 4-year (a 4.97% increase) and 5 years (a 1.28% increase) graduation cohorts over the last three years. Cabell County exceeds the College Readiness percentages in the state for AP by 2.88% and dual credit by 11.05%; however, the district is behind the state by 13.34% in CTE. The district will continue to utilize the academy coordinators at the high schools to increase the college readiness in CTE.

There are a handful of obstacles that students face while reaching for a high school diploma. The county has a high percentage of students living in poverty. That combined with the city's large drug epidemic greatly affects the district's graduation rate. To help with students' social and emotional wellbeing, the district has hired additional social workers and counselors. Programs like CIS and Graduation 20/20 initiative allow for teachers to provide additional support to students with disabilities. Summer school has also been extended allowing for additional seniors to graduate. Last summer, the district was able to graduate 16 extra students because of this opportunity.

LEA Strategic Plan - Attendance and Behavior Data

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Percent of students chronically absent

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	18.03	18.05	28.42		29.08
Status					
Economically Disadvantaged	24.88	26.56	39.21		38.44
English Learners	6.12	10.85	23.86		24.03
Foster Care	23.60	29.63	37.62		36.88
Homeless	44.05	30.24	47.16		42.27
Military Connected	0.00	0.00	50.00		16.50
Students with Disabilities	22.15	22.76	33.76		34.90
Race					
American Indian or Alaska Native	35.29	33.33	42.86		29.34
Asian	7.37	8.79	20.00		12.16
Black or African American	18.15	26.35	36.54		29.90
Hispanic or Latino Native	16.22	17.53	36.81		30.28
Multi-Racial	19.35	20.23	31.52		31.13
Native Hawaiian or Other Pacific Islander	100.00	0.00	0.00		19.42

White	18.02	17.29	27.43		29.05
Gender					
Female	19.41	18.00	29.93		29.59
Male	16.74	18.10	27.03		28.61

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

Student Groups	County (2019-20)	County (2020-21)	County (2021-22)	2021-22 Scorecard Rating	State (2021-22)
	% of Students	% of Students	% of Students		% of Students
All	97.51	98.73	97.58		95.56
Status					
Economically Disadvantaged	96.55	97.91	96.57		94.15
English Learners	98.57	100.00	100.00		97.49
Foster Care	94.17	98.48	97.14		89.30
Homeless	93.75	95.21	94.15		93.70
Military Connected	100.00	100.00	100.00		99.07
Students with Disabilities	95.80	97.98	96.16		92.96
Race					
American Indian or Alaska Native	100.00	100.00	88.89		96.97
Asian	98.53	100.00	100.00		98.53
Black or African American	96.84	98.19	94.76		89.69
Hispanic or Latino Native	98.04	97.98	99.03		96.16
Multi-Racial	97.49	98.49	97.44		94.10
Native Hawaiian or Other Pacific Islander	100.00	100.00	--		100.00
White	97.54	98.79	97.77		95.85
Gender					
Female	98.91	99.15	98.76		97.56
Male	96.22	98.34	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.

Zoom WV for Educators

Zoom EQS

Weekly attendance/behavior breakdown for Principal's Newsletters that include the following:

Percentage of students with disabilities with IEP suspended or expelled for over 10 days. Data is lagged based on EOY for the school year.

Academic Year	Percentage
2022-2023	2.17
2021-2022	
2020-2021	0.56
2019-2020	1.89
2018-2019	2.96
2017-2018	2.68

	Attend %	Chronically Absent	Behavior Incidents	In School Suspension	Out of School Suspension	Behavior Incident w/IEP	Behavior Inc Black-Multi Race
Altizer Elementary	91.09%	23.29%	2	0.00%	0.00%	1	0
Central City Elementary	89.19%	36.75%	61	16.00%	11.00%	23	4
Cox Landing Elementary	92.87%	19.17%	3	0.00%	0.00%	1	0

Culloden Elementary	93.58%	11.43%	2	0.00%	50.00%	0	0
Davis Creek Elementary	92.62%	16.75%	7	0.00%	14.00%	2	0
Explorer Academy	91.13%	26.36%	442	3.00%	1.00%	163	157
Guyandotte Elementary	91.12%	27.92%	73	15.00%	29.00%	41	10
Highlawn Elementary	89.39%	32.21%	77	1.00%	9.00%	48	9
Hite-Saunders Elementary	93.19%	18.04%	1	0.00%	100.00%	1	0
Martha Elementary	93.55%	12.38%	8	0.00%	38.00%	4	1
Meadows Elementary	93.55%	14.85%	4	0.00%	50.00%	0	3
Milton Elementary	92.19%	21.78%	1	0.00%	0.00%	0	0
Nichols Elementary	93.85%	14.73%	4	0.00%	0.00%	0	0
Ona Elementary	92.59%	16.90%	33	0.00%	9.00%	10	0
Salt Rock Elementary	92.42%	20.80%	24	4.00%	13.00%	7	0
Southside Elementary	92.87%	19.62%	3	0.00%	67.00%	0	0
Spring Hill Elementary	90.30%	28.43%	22	16.00%	11.00%	2	3
VOBE	94.20%	11.13%	72	28.00%	33.00%	32	2
CLVA	85.14%	33.51%	0	0.00%	0.00%	0	0
Barboursville Middle	92.95%	18.23%	541	44.18%	9.80%	203	37
Huntington East Middle	88.77%	33.24%	1889	26.84%	6.93%	607	19
Huntington Middle	90.09%	28.80%	1689	48.37%	10.95%	535	761
Milton Middle	92.18%	22.31%	743	29.34%	4.44%	275	19
Crossroads Academy	75.03%	23.62%	262	40.46%	19.47%	51	67
CVLA	85.14%	33.51%	0	0.00%	0.00%	0	0
Cabell Midland	89.05%	34.12%	1502	38.35%	26.43%	409	39
Huntington High	85.37%	41.68%	3072	23.70%	12.70%	970	1028

Crossroads Academy	75.03%	23.62%	262	40.46%	19.47%	51	67
CCCTC	100.00%	0.00%	5	0.00%	0.00%	0	0
Cabell County Schools	90.35%	26.64%	9509	30.00%	11.00%	3387	2612

		Year	2019-2020	2020-2021	2021-2022	2022-23	Totals
Severity Level	Type						
4	Battery Against a School Employee		51	17	50	13	131
4	Felony		3	1	6	1	11
4	Illegal Substance Related Behaviors: Use/Possession of Alcohol		14	3	6	10	33
4	Illegal Substance Related Behaviors: Use/Possession of Illicit Drugs		33	26	65	64	188
4	Possession and/or Use of Dangerous Weapon		11	10	10	16	47
4	Illegal Substance Related Behaviors: Sale of a Narcotic						0
3	Battery Against a Student		207	70	175	201	653
3	Defacing School Property/ Vandalism		93	27	79	62	261
3	False Fire Alarm		2		1	1	4
3	Fraud/Forgery		5	2		7	14
3	Gambling				4	1	5

3	Harassment/Bullying/Intimidation	118	52	187	280	637
3	Hazing	3	1	7	3	14
3	Imitation Drugs: Possession, Use, Distribution or Sale	3	5	14	14	36
3	Improper or Negligent Operation of a Motor Vehicle	4			1	5
3	Inhalant Abuse	1		5	18	24
3	Larceny	20	2	21	29	72
3	Possession/Use of Substance Containing Tobacco and/or Nicotine	222	141	408	301	1072
3	Sexual Misconduct	46	18	57	27	148
3	Threat of Injury Against an Employee or A Student	149	57	145	168	519
3	Trespassing	2	1	9	1	13
3	Verbal Assault Against a School Employee	25	3	17	29	74
3	Verbal Assault Against a Student	41	6	34	21	102
2	Gang Related Activity	1			1	2
2	Habitual Violation of School Rules or Policies	365	192	474	285	1316
2	Insubordination	2,018	733	2063	1712	6526
2	Leaving School Without Permission	25	16	28	30	99

2	Physical Fight Without Injury		431	100	389	434	1354
2	Possession of Imitation Weapon		4	4	2	7	17
2	Possession of Knife not meeting Dangerous Weapon Definition (West Virginia Code ?61-7-2)		4	4	10	8	26
2	Profane Language/ Obscene Gesture/ Indecent Act Toward an Employee or A Student		136	54	172	200	562
2	Technology Misuse		448	181	726	618	1973
1	Cheating		81	57	48	92	278
1	Deceit		77	28	77	73	255
1	Disruptive/Disrespectful Conduct		3,239	1033	3004	2379	9655
1	Failure to Serve Detention		118	40	26	40	224
1	Falsifying Identity		4	1	4	6	15
1	Inappropriate Appearance		76	46	67	21	210
1	Inappropriate Display of Affection		24	13	51	20	108
1	Inappropriate Language		287	109	271	227	894
1	Possession of Inappropriate Personal Property		58	18	97	20	193
1	Skiping Class		473	156	729	1167	2525
1	Tardiness		893	444	1418	617	3372

1	Vehicle Parking Violation	13		2	2	17
0	Involved as non-offender or target of incident	416	131	512	282	1341
Totals		10,244	3,802	11,470	9,509	35,025

Cabell County schools know that our Low SES, Special Education, and Foster Care students have a higher rate of absenteeism than the other subgroups. We also know that these subgroups are higher than the state average. Overall Cabell County attendance rate is lower than the state average. Some of the contributing factors of this are related to the increased number of OSS in many of the secondary schools. Cabell County also used strict COVID exposure protocol in the 2021-2022 school year up until January of 2022. We also had a significant increase in CPS referrals, risk assessment and threat assessments.

Project Aware is in year two and we plan to add additional staff to address the student trauma. Students in non-Title I schools will benefit from improved mental health access to improve attendance. All feeders to CMHS will also be implementing PBIS. This will help improve these students' attendance rates.

Cabell County schools received a grant to place a behavior interventionist to serve middle schools students for the 2022-2023 school year. Expulsion and alternative education placements are the highest we have seen in several years. The above items will help address these students and we will continue to partner and provide comprehensive wraparound services. CIS will also provide additional support as well as the social workers at each of our schools. Cabell County also works closely with the city mission to provide tutors and site visits. We also know our minority populations need additional assistance with attendance (which we report weekly). We will continue to partner with Marshall University and provide training on equity and civility.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
EBA--Elementary Behavior Alternative	<p>This is the fourth year of the Elementary Behavior Alternative program. Every student who entered the EBA was required to meet with a Prestera counselor and develop a behavior plan that needed to be followed for a specific amount of time. If interventions were not successful, the student would be sent to the EBA program where skills and behaviors would be taught to transition him/her back to his/her home school. The EBA program was designed to focus on our at-risk students. By intervening early, our goal is to correct behavior at the elementary level. Students who have chronic behaviors in the general education setting attend the EBA for a designated period. During the 2022-2023 school year, 20 students attended the EBA 182 students successfully completed the program, and 27 students were observed and consulted. This will continue in 2023-2024.</p> <p>- Continue</p>

Crossroads Academy	<p>Crossroads Academy is the county's alternative school for students in grades 6-12. Students are placed at Crossroads Academy because they either habitually violate school rules, or they have a level 3 or 4 behavior referral. Typically, students are placed at Crossroads Academy for a 45-day placement. To help support the at-risk students at Crossroads Academy, a full time Presteria counselor, Marshall University therapist is on site to help with social emotional learning. In the 2022-2023 school year we are adding a full time CTE business course to increase Option completers.</p> <p>- Continue</p>
AEC Committee's	<p>This is the third year our secondary schools have implemented the AEC. The AEC has dramatically decreased the number of expulsions. Prior to the 2021-2022 our placements and expulsions saw a steep decrease, but drugs (THC vapes) and trauma related behaviors has caused a sharp increase in placements. We are currently working with the local judges on vaping to come up with alternatives to placements. Simply put we have too many addicted students to suspend them out of the problem.</p> <p>- Continue</p>
CIS Expansion up to 7 Schools	<p>This is the fourth year and 5 of our Title I schools have implemented the CIS program. CIS addresses the total student--physical, psychological, and social needs--and the whole school environment. Research shows that the attention to the individual students is the school is critical to reducing student dropout rates and increasing graduation rate. CIS Coordinators will address subgroup data for attendance and behavior and problem solving based on school results. With additional funding we plan on adding CIS to HMS and HES.</p> <p>- Continue</p>
Behavior Interventionist	<p>Cabell County received a grant from the WVDE to hire a behavior interventionist to work with Marshall University and PBIS. They will be able to support SAT students at the middle school level. This is more of a proactive approach rather than reactive. The increase in expulsions indicates this position is needed.</p> <p>- Continue</p>
Project Aware	<p>Project Aware is being implemented at selected non-titled schools due to an identified need for increased mental health access to improve attendance.</p> <p>- Continue</p>
PBIS Implementation at the Middle School	<p>100% of all Cabell County Middle Schools will implement PBIS. They will work with the Marshall University Autism Training center disaggregate data and adjust lower suspension rates of all students as well as identified subgroups such as Black/African American and Special Education Students. The ED will Monitor this weekly by providing school level data.</p> <p>- Continue</p>

PBIS Implementation
at the High School
Level

Both high schools have implemented a Tired System of Supports for additional mentoring, monitoring and tiered assistance. The freshman academy also allows for a core group of teachers to plan and closely monitor the progress of 9th grade students. This allows for a tiered system of support to occur to reduce the dropout rate within the high schools. Each high school has a Student Support Office that works directly with students. This includes counselors, attendance workers and social workers. Cabell County also has several Options programs to address at-risk students. Each high school has an at-risk support teacher and evening school to encourage students to recover credits.

- Continue

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.

Year to date (April 2022) Cabell County attendance rate is 90.45% down from the prior year of 93.13%. Attendance had and alarming decline in the 2022-2023 year nearly all subgroups will not meet standards in the WV Scorecard once it is released. Those that will not meet standards are the: economically disadvantaged, homeless, military connected, student with disabilities, and multi-racial. We increased the home visits this year, but our attendance continued to struggle. We still have several families that are COVID scared. The court system is just now starting to take attendance issues seriously. Much of this is due to the increase of police reports in Cabell County.

Cabell County will continue with monitoring attendance procedures, such as: Weekly data reports to administrators as a way of monitoring the students who are chronically absent, probation officers will visit schools to conference with students who are chronically absent, and with the addition of more CIS Coordinators we will provide positive incentives for students to come to school and build relationships with the families for support while addressing the physical, psychological, and social needs of the whole school environment. Behavior, particularly the percentage of students with out of school suspensions has steadily increased over the past year. Attendance and behavior data are analyzed at the school level by administration, departments, teams, and PLCs.

Expansion of PBIS (High School and Elementary Schools) and continue the implementation at the middle school level. All Cabell County Middle Schools are implementing PBIS with the help of Marshall University. They will work with the Marshall University Autism Training center disaggregate data and adjust lower suspension rates of all students as well as identified subgroups such as Black/African American and Special Education Students. The Executive Directors and behaviors interventionist will monitor this weekly by providing school level data. One specific school will need retrained at the Middle School level due to evidence that supports they need heavy PBIS intervention.

Both high schools have implemented a Tired System of Supports for additional mentoring, monitoring, and tiered assistance. The freshman academy also allows for a core group of teachers to plan and closely monitor the progress of 9th grade students. This allows for a tiered system of support to occur to reduce the dropout rate within the high schools. Each high school has a Student Support Office that works directly with students. This includes counselors, attendance workers and social workers. Cabell County also has several Options programs to address at-risk students. However, we plan on adding a full time CTE teacher at Crossroads to help with Option completer numbers. Each high school has an at-risk support teacher and evening school to encourage students to recover credits and graduate.

Project Aware will still be implemented at selected non-title schools (CMHS feeders) due to an identified need for increased mental health access to improve attendance. We even plan to add more social workers to support the need. Schools clothing and food pantries are available to students, and we continue to build our community outreach through Communities in Schools. The Office of Special Education has identified and expanded selected schools who have a special education suspension rate disparity and Marshall University, and school leadership teams will meet monthly to review data and develop action steps to reduce the OSS rates. This will continue through the 2022-2023 school year. Elementary Behavior Alternative Program - Students demonstrating behavior difficulties or having safe school violations will enter the EBA program for no more than 45 days to work on behavior strategies and receive therapy. The

program will continue for the 4th year. One teacher will work with students in the regular classroom setting and the other with students in the EBA classroom. Secondary schools will add behavior interventionist to address and support teachers as boots on the ground. They will help develop behavior plans for those students prior to them needing alternative education placement.

Our Family and Community Engagement Facilitator supports both family and community engagement within our schools. The Facilitator has organized community events and even developed a video series to engage all families. This position also helps our schools develop community events and promote overall engagement with Cabell County Schools.

We believe at Cabell County Schools that parent involvement can increase attendance, academic growth and behavior concerns. Research supports this belief. Based on data received by parent surveys, support is being developed that brings families and community members in alignment with activities that support student achievement. Therefore, we hired for the 2021-22 school year a Family and Community Engagement Facilitator to support in the 23-24 school year, both family and community engagement within our schools. Additionally, we hired a School Improvement Specialist that will continue to work with schools on analyzing data that support academic growth within all groups identified. Based on data received by parent surveys, support is being developed that brings families and community members in alignment with activities that support student achievement.

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2019-20)		County (2020-21)		County (2021-22)		State (2021-22)	
Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
23.48	11.23	25.51	9.53	23.50	11.64	20.12	17.15

Evaluation Data

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

Additional Data Sources, including results:

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

Currently all Cabell County teachers have full certification, are on an approved permit/out-of-field permit through the WVDE, hold appropriate substitute permit, or have an alternative certification permit. All teachers have either a WV teaching certificate, a full professional teaching certificate, or a permit/out-of-field in the area where they are currently employed. There are eight teachers on permit/out-of-field in Cabell County. All eight teachers have been approved by WVDE permit.

While Cabell County currently has eight teachers on permit, we expect that number to rise due to the current difficulty in filling vacancies in special education co-teaching positions and self-contained positions. We presently have nineteen special education vacancies that continue to be posted.

Per Cabell County Policy 3120.12, the current critical need list includes the following: career and technical education, family and consumer science, school counselor, health sciences, science including physical science, biology, chemistry, general science, physics, school nurse, special education including LD/BD/MI, hearing impaired, autism, visually impaired, gifted, severe/profound, mathematics, speech language pathologist, reading specialists, world language including Spanish, Latin, French, Japanese, and Chinese, art, music, physical education, English, health and elementary education. Our policy, Cabell County Schools Policy 3120.12, is currently under review by the Board of Education to Social Studies to the current list of critical need substitute teacher list.

There are currently 870 teachers/student support employees in Cabell County. The following is how many are employed in each area. As of: May 25, 2023.

Description	Position Count
SUPERINTENDENT	1
DEPUTY,ASSOC, OR ASST SUPERINTENDENT	3
ATTORNEY COUNSEL	1
DIRECTOR/MANAGER INSTRUCTIONAL	8
DIRECTOR/COORDINATOR SUPPORT SERVICES	24
TREASURER/CHIEF SCHOOL BUSINESS OFFICIAL	1

CHILD NUTRITION DIRECTOR	1
ELEMENTARY PRINCIPAL	18
PRINCIPAL, MIDDLE/JUNIOR HIGH	4
PRINCIPAL, HIGH	2
ASSOC/ASST PRINCIPAL ELEMENTARY	8
ASSOC/ASST PRINCIPAL, MIDDLE/JUNIOR HI	9
ASSOCIATE/ASSISTANT PRINCIPAL - HIGH	8
HEAD TEACHER	1
ACADEMIC COACH	11
CURRICULUM SPECIALIST	19
TECHNOLOGY INTEGRATION SPECIALIST	4
LIBRARIAN	6
REMEDIAL SPECIALIST	44
COUNSELOR ELEMENTARY	18
COUNSELOR, MIDDLE/JUNIOR HIGH	9
COUNSELOR, HIGH	14
COUNSELOR, COMBINED	1
CLASSROOM TEACHER PRE-KINDERGARTEN	20
CLASSROOM TEACHER-KINDERGARTEN	45
CLASSROOM TEACHER-ELEMENTARY	270
CLASSROOM TEACHER, MIDDLE/JR HIGH	180

CLASSROOM TEACHER-HIGH SCHOOL	175
CLASSROOM TEACHER-SPECIAL ED	141
CLASSROOM TEACHER-VOCATIONAL, K-12	30
TEACHER-VOCATIONAL POST-SECONDARY	4
TEACHER-VOCATIONAL ADULT	1
ROTC INSTRUCTOR, HIGH SCHOOL	4
SPEECH LANGUAGE PATHOLOGIST	32
ACTIVITIES DIRECTOR	1
PROFESSIONAL ACCOUNTANT	3
TECHNOLOGY SYSTEMS SPECIALIST	2
PSYCHOLOGIST	6
SCHOOL NURSE-AB	23
ATTENDANCE DIRECTOR	1
ATTENDANCE OFFICER	5
SOCIAL WORKER	18
STUDENT SOCIAL AND EMOTIONAL SUP SPEC	7
AUDIOLOGIST	1
AIDE II	7
AIDE III	25
AIDE IV	57
ECCAT TEMPORARY	6

ECATT PERMANENT	45
ECATT PARAPROFESSIONAL CERTIFICATE	8

Cabell County Schools has 44 national board-certified teachers.

To attract highly qualified teachers to Cabell County, the district's personnel office participates in job fairs, makes personal visits to Marshall University to speak to all graduating students from the teachers' college, and finds outstanding teachers through emails and social media contracts in the field. The personnel office also follows up with any and all candidates by email, phone, or visit the office. Cabell County Schools continues the ability to grow our own educators through our Alternative Teacher Program: GROW Educators (grow, retain, orient, welcome). Additionally, Cabell County Schools participates in multiple job fairs throughout the year.

2022-23 Culture Survey Results: County Average - Our district can plan professional development sessions to address the following areas of need. (5 Point Scale)

School	Collaborative Leadership			Teacher Collaboration			Learning Partnership			Efficacy			Unity of Purpose			Professional Development			Collegial Support		
	2022	2023	+/-	2022	2023	+/-	2022	2023	+/-	2022	2023	+/-	2022	2023	+/-	2022	2023	+/-	2022	2023	+/-
Average	3.77	4.01	+ .24	3.51	3.55	+ .04	3.53	3.59	+ .06	3.66	3.67	+ .01	4.04	4.28	+ .24	3.95	4.13	+ .18	4.02	4.20	+ .18

2022-23 Leadership Survey Results: County Average - Our district can plan professional development sessions to address the following areas of need. (4 Point Scale)

All school administrators and leadership teams will receive a 3-year chart containing culture survey results. This allows the district and school leadership to monitor growth/decline per individual school. This allows administrators to make data-based decisions for schools within our county. Example below:

School	Providing an appropriate model			Identifying and articulating a vision			Providing individualized support			Fostering the acceptance of group goals			Providing intellectual stimulation			Holding high performance expectations		
	2022	2023	+/-	2022	2023	+/-	2022	2023	+/-	2022	2023	+/-	2022	2023	+/-	2022	2023	+/-
Average	3.28	3.27	-0.02	3.26	3.27	-0.01	3.37	3.35	-0.03	3.35	3.33	-0.03	3.30	3.28	-0.06	3.36	3.33	-0.06

School Improvement Survey.

The Cabell County School District's Division of Instruction and Leadership is dedicated to improving schools and supporting instructional leadership. Our district leaders provide guidance and coach administrators based on effective feedback and professional growth opportunities. To monitor growth, we conduct annual school improvement surveys for every school in the district. (2022-23 is first year of the survey). The data included is our district average.

Instructional Leadership - 4 Point Scale				
Cumulative Score	My principal(s) conducts classroom walkthroughs regularly.	My principal(s) provides effective feedback during/after instructional walkthroughs.	My principal(s) shares a rationale for the walkthrough process based on the connection between walkthroughs and student achievement.	My principal(s) analyzes walkthrough data, discusses it with the staff, and sets a clear vision for school wide instructional goals.
	2022-23	2022-23	2022-23	2022-23
County Average	3.28	3.46	3.29	3.22
				3.16

Cabell County Schools used the Hanover Professional Development Needs Assessment Survey to measure teachers (professional staff) priorities for professional learning, understand staff perceptions of current professional learning and options offered by the district, identifying strengths as well as growth areas and to determine how the district should prioritize professional learning plans. The analysis includes a total of 478 respondents and was segment by role and school level. Based on the analysis of the Hanover Survey that was conducted at the end of the 2022-23 school year, teachers rated their emotional health and wellbeing and students' social and emotional learning as two areas of continued support. The data indicated that 55% of respondents have indicate some form of burnout. Cabell County Schools will be working with area health providers to offer more professional development in these areas. A Director of Health, Wellness and Student Support was hired July 2023 to develop a county-wide plan that will dig deeper into the needs of our teachers. Another priority collected from this data is to improve professional development at the secondary level. A key finding was teacher collaboration via professional learning communities, in-person workshops and conferences were the top three preferred PD delivery modes, Cabell County Schools will be using this data to design professional development through out the school year.

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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.

All schools in Cabell County will work to develop high expectations through the action steps within their School Strategic Plan Based on 2022 education data, we continually find that many of our new teachers are taking jobs at Title 1 schools. These schools typically have more jobs available because of teacher turn over and the additional staff that is purchased with Title 1 funds

When analyzing the overall ranking of all teachers, we find a disconnect within their goal setting and reflection around their professional learning. We know that we have more struggling educators than indicated in the evaluation process. Continuous analysis of walkthrough data makes us wonder if they may not be using the evaluation to promote growth. To target this identified deficiency, Cabell County Schools is working on educator evaluation reliability standards for our administrators. During this year, we will continue to be working to develop inter-rater reliability training for all administrators who are evaluating individuals.

Monthly professional development sessions will continue for administrators focusing on "Effective Feedback" by using walk through data templates that have been designed around high-quality instruction focused on student engagement. Additionally, central office staff from the Division of Instruction and Leadership will do weekly walkthroughs with administration to calibrate effective feedback. Administrators will continue to work on tracking professional growth within their schools and increasing student engagement. "Putting the Pieces Together; A Systems Approach to School Leadership will be part of the monthly professional development for administrators to build the teacher instructional support system and the school culture that promotes teacher and student growth.

The three lowest percentages on our Culture Survey, based on the county averages, consist of: Learning Partnerships, Teacher Collaboration, and Efficacy. Due to these factors relating to student achievement, professional development will be provided to all administrators and identified CSI schools within the county. A Family and Community Engagement facilitator was hired last school year and is working with all schools to improve the learning partnerships with direct links on our website that supports families and community members.

The Teacher Leadership Framework will guide the work in building teacher and administrative support. Cabell County will continue their Teacher Induction Program (TIP) for all beginning teachers with the addition of two full-time New Teacher Specialists and expanding for two- and three-year teachers. Monthly sessions of professional development, mentoring and synchronous and asynchronous learning with weekly coaching. Customized professional development will be determined through the Ewalk process to ensure teacher growth with support. Academic Specialist will continue to support content and pedagogy support with all teachers. CCS will continue to utilize their teacher Leader network to help plan and deliver professional development that meets county objectives.

Cabell County will provide professional development through a district wide PD called the Educational Excellence Summit. This professional development will be open to all teachers, ECAT's and Special Education Aides in the district and a stipend will be paid for their participation. The professional development will be chosen based on the needs of the administration and teachers within the county and will model a national conference schedule. We aim to bring professional development to our teachers and staff in Cabell County so more will benefit and have the opportunity for professional growth.

Carnegie Learning will provide professional development through the form of coaching to all middle schools in Cabell County to help increase middle school mathematics proficiency rate and educator growth. Huntington East will receive additional coaching hours to assist with increasing proficiency rate and educational growth.

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

In addition to targeted professional development sessions identified through observations, evaluations and performance measures for specific staff, all employees will receive the following professional development trainings that address mandatory federal, state and local requirements, as well as identified needs within Cabell County's plans:

- Crisis Protocols
- Youth Suicide Awareness
- Body Safety
- Bullying: Recognition and Response
- Self-Injury Cutting
- Multicultural Education
- Discrimination Awareness in the Workplace
- Child Abuse: Mandatory Reporting
- Drug Free Workplace
- First Aide
- Blood Borne Pathogen Exposure
- Protection Against Malware
- Cyberbullying
- Social Media
- Online Safety- What Every Educator Needs to Know
- Referral Process
- FERPA Confidentiality of Records
- Evaluations

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0**Plan Items****1 Achievement and Growth**

Description:

Overall achievement results will increase from 49% proficient to 55.59% proficient in English Language Arts scores and Math scores will increase from 39.22% proficient to 42.97% proficient on the state summative assessment.

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

Description:

A variety of assessments will be used to collect data that will be analyzed monthly in monitoring work toward the goal.

1.1.1 Data Driven Decisions

Description:

None

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
	Professional development
Third Grade Success Act	Assessments: Screeners, Diagnostics, Benchmarks

AS 1.1.1.1 All schools will proctor and analyze the results in various county diagnostic assessments during the year such as: iReady, PSAT, SAT, DIBELS, Achieve 3000

Description:

None

Person Responsible:

Principals

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act	Universal Screener - DIBELS	\$16,120.00
Other	Other	ARP/County	\$0.00
Total			\$16,120.00

AS 1.1.1.2 All schools will proctor and analyze the results of all state-required assessments such as: ELPA 21, GSA, SAT, NOCTI, AP, and NAEP, iReady & DIBELS

Description:

None

Person Responsible:

Principals

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

6/30/2024

AS 1.1.1.3 Elementary teachers will utilize different screening tools to properly place students in groups based on need. (PSAT, Spelling Inventory, QPS)

Description:

None

Person Responsible:

Kristin Giles

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

6/15/2024

AS 1.1.1.4 All Schools administrators will monitor the PLC structure and implementation through eWalk and informal observations.

Description:

None

Person Responsible:

EDs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/23/2024

AS 1.1.1.5 Seven identified schools will support CIS Site Facilitators and analyze CISDM data through monthly meetings.

Description:

None

Person Responsible:

Ronald Thomas

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	14% of Salary	\$52,001.12
Other	Other	5 Salaries with Benefits 89% CIS	\$319,435.48
Total			\$371,436.60

AS 1.1.1.6 Monthly principal trainings: data review, Walkthrough/PLC data, technology integration, legal and professional updates, state/local policies and administrative guidelines. Monthly Title I principal meetings addressing Title I budgeting and monitoring.

Description:

None

Person Responsible:

EDs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Purchase of EWalk	\$11,000.00

AS 1.1.1.7 Social and Emotional Needs-schools will employ various positions to meet the needs of the schools such as: behavior interventionist, PBIS/ISS teachers, social workers, and counselors

Description:

None

Person Responsible:

Ex Directors/Ronald Thomas

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	PBIS-2 Staff	\$137,496.82
	Title I Part A	Title I Counselor	\$74,115.66
	Title I Part A	Title I Social Worker 3.75 Staff	\$268,168.56
Other	Other	ARP Counselor	\$77,736.76
Total			\$557,517.80

AS 1.1.1.8 eWalk will be used at all schools to monitor classroom engagement and high-quality instruction to provide effective feedback that supports student achievement.

Description:

None

Person Responsible:

Ex Directors

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
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Other	Other	ARP-support learning loss through instructional	\$13,392.50
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AS 1.1.1.9 The online platform Turn It In will be used in grades 6-12 as a supplement to increase teacher ELA scores.

Description:

None

Person Responsible:

EDs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP-support learning loss through instructional	\$24,200.00

AS 1.1.1.10 Interventionist will continue to support academic growth at all programmatic levels.

Description:

None

Person Responsible:

ED's, Principals

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP	\$500,000.00

S 1.1.2 Focused Professional Development

Description:

None

Component	Item Name
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LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Provide effective parent and family engagement
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for beginning administrators
	Support for experienced administrators
	Professional development
Third Grade Success Act	Science of Reading Instruction
	Science of Reading and Numeracy Professional Learning Opportunities
WV math4life	P – 12 Mathematics Content Knowledge
	P – 12 Mathematics Pedagogy/Thinking Skills
	Mathematics Coaching/Facilitating
	Parent Involvement/Public Relations

AS 1.1.2.1 LETRS Professional Development will be provided for all elementary PreK-3 teachers.

Description:

None

Person Responsible:

Kristin Giles

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$100,000.00

AS 1.1.2.2 Professional Development and targeted/embedded coaching will be provided to all 6-8 math teachers through Carnegie Learning.

Description:

None

Person Responsible:
Curt Mann
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Huntington East Middle School	\$45,000.00
Other	Other	Huntington Middle, Barboursville, Milton Middle	\$67,500.00
Total			\$112,500.00

AS 1.1.2.3 Professional Development and coaching will be provided to all world language and computer science teachers and administrators throughout the year due to textbook adoption.

Description:
None
Person Responsible:
EDs
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$10,000.00

AS 1.1.2.4 Identified CSI-ATS schools will work with Central Office to implement and monitor the continuous improvement model as identified as prescribed through their diagnostics.

Description:
Huntington High School Huntington Middle School Explorer Academy
Person Responsible:
Gina Barnett
Estimated Begin Date:
7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$347,176.49

AS 1.1.2.5 Cabell County will provide opportunity for high school teachers to attend AP training sessions.

Description:

None

Person Responsible:

Heather Scarberry

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

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

AS 1.1.2.6 Cabell County will employ academic specialists to provide the following to teachers: 1. Data analysis and PLC support 2. Lead training in county initiatives 3. Model best instructional practices 4. Technology integration 5. Support for virtual/remote learning 6. Coaching

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Academic Specialist Salaries-50%	\$372,155.58

Title II Part A	Academic Specialist Salaries-50%	\$372,155.58
		Total \$744,311.16

AS 1.1.2.7 The county will contract with the Apple PL team to provide sustained professional learning with a focus on integrated technology. Teachers will complete the Learning Technologies Survey. The results will give school leaders a research-based report about the use of technology for learning and teaching in each school.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF/ARP	\$90,000.00

AS 1.1.2.8 Cabell County will continue the Administrative Apprenticeship Class by providing monthly Professional Development to an assigned cohort.

Description:

None

Person Responsible:

EDs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Step 7d	\$20,000.00

AS 1.1.2.9 Safe schools video modules will be pushed out to all employees for state/county required PD and the teacher mentor program.

Description:

None

Person Responsible:
Tim Stewart
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a		\$12,000.00

AS 1.1.2.10 Professional Development will be provided for relevant employees on Options Pathway Programs and Edgeunity to reduce the number of dropouts and utilize the recovery program with fidelity.

Description:
None
Person Responsible:
Heather Scarberry
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP/Learning Loss	\$57,400.00

AS 1.1.2.11 All middle schools and crossroads with work with Marshall University Autism Training Center to implement PBIS. Schools will receive TA visits.

Description:
None
Person Responsible:
Curt Mann
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$5,000.00
Step 7a	Step 7a		\$5,000.00
Other	Other		\$5,000.00
Total			\$15,000.00

AS 1.1.2.12 Teacher Leadership Framework Cohort of K-12 teachers will continue to collaborate utilizing the Teacher Leadership Framework in designing structures of support that supports instruction and student achievement.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	WVDE grant	\$2,000.00

AS 1.1.2.13 Excellence in Education Summer Conference on School Improvement, Content Development, Social and Emotional Wellness, and Instructional Strategies that support student learning addressing learning loss.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
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Consolidated	Title I Part A	Set Asides	\$350,000.00
	Title II Part A	Stipends/Daily Rate	\$118,000.00
Total			\$468,000.00

AS 1.1.2.14 County Based Professional Learning Days focusing on data analysis, Thinking Maps, PLC's content development aligned to standards, Social and Emotional Wellness, and Instructional Strategies that support learning.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP-support learning loss through instructional	\$225,000.00

AS 1.1.2.15 PD and targeted/embedded coaching will be provided to all K-5 classrooms through Curriculum Associates, Amplify, and Zaner Bloser.

Description:

None

Person Responsible:

Kristin Giles

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$100,000.00

S 1.1.3 Extended Day and Summer Programs

Description:

None

Component	Item Name
LEA ESEA Consolidated Plan	If appropriate, implement process to identify students for support under Targeted Assistance Program
	Other appropriate strategies identified by the LEA
Third Grade Success Act	Extended Learning Opportunities
WV math4life	Student Engagement

AS 1.1.3.1 Schools will provide robust after-school tutoring, recovery, and skills development.

Description:

None

Person Responsible:

EDs/Joe Thacker

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP	\$1,000,000.00

AS 1.1.3.2 Summer school programs will be developed to address recoupment and recovery of learning skills K-12 including Extending School Year

Description:

None

Person Responsible:

Joe Thacker/Matt Adkins

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding	Grant	Notes	Amount
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Application			
IDEA and State Aid Entitlement	IDEA School Age		\$20,000.00
	IDEA Preschool		\$10,000.00
Other	Other	ARP	\$1,750,000.00
Total			\$1,780,000.00

AS 1.1.3.3 Cabell County will implement a summer enrichment camp at Salt Rock Elementary for incoming kindergarten students.

Description:

None

Person Responsible:

Kristin Giles

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$12,500.00

S 1.1.4 Instruction with Technology

Description:

None

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	If appropriate, implement process to identify students for support under Targeted Assistance Program
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for beginning administrators

	Support for experienced administrators
	Support for other staff
	Professional development
WV math4life	P – 12 Mathematics Pedagogy/Thinking Skills
	Student Engagement
	Mathematics Coaching/Facilitating

AS 1.1.4.1 Focused Apple Professional Learning (APL) support will be contracted to support instruction and professional learning in Cabell County.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Carryover-ARP	\$85,000.00

AS 1.1.4.2 Utilize Technology Support and Training Specialists (TSTS) at Middle Schools (4), High Schools (1), and CTE (1) for support, teacher professional development, and training for future support personnel.

Description:

None

Person Responsible:

Jason Jackson

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 1.1.4.3 increased broadband options continue to be evaluated. A self-provisioned fiber wide-area- network (WAN) with or without internet connectivity, will continue to be investigated for SY2024. Broadband speeds for all locations will be increased.

Description:

None
Person Responsible:
Jason Jackson
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

AS 1.1.4.4 PLTW will continue with additional professional development in elementary and middle schools to provide students with STEM education opportunities

Description:
None
Person Responsible:
EDs
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$10,000.00

AS 1.1.4.5 Renew Apple Hardware

Description:
Invest in current Apple iPads and/or MacBooks for student and staff utilization for learning and teaching.
Person Responsible:
Jason Jackson
Estimated Begin Date:
8/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Tools for	Tools for Schools		\$397,911.00

§ 1.1.5 Support for ELL Students

Description:

None

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Provide effective parent and family engagement
	If appropriate, implement process to identify students for support under Targeted Assistance Program
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
	Professional development
WV math4life	P – 12 Mathematics Pedagogy/Thinking Skills

AS 1.1.5.1 EL teachers will continue to travel between schools to support instruction

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	State EL Funds		\$4,000.00

AS 1.1.5.2 Professional Development will be provided to ELL teachers, administrators, support staff, and general education teachers in evidenced-based strategies (contracts through Mountain State ESC and other national organizations)

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title III EL	Stipends	\$15,002.50

AS 1.1.5.3 The district will purchase a data management system to monitor all EL student data that supports achievement.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title III EL	Ellevation	\$11,475.00

S 1.1.6 Virtual Learning

Description:

None

Component	Item Name
WVSIPP	Induction of beginning teachers

Support for experienced teachers
Support for beginning administrators
Support for other staff
Professional development

AS 1.1.6.1 Cabell County will continue to implement a comprehensive virtual learning program for the grades K-8, while utilizing Cabell County teachers for all core classes; WV Learns will continue to be used in grades 9-12; students will be progress monitored by Cabell County employees for all virtual programs.

Description:
 None
 Person Responsible:
 Joe Thacker
 Estimated Begin Date:
 7/1/2023
 Estimated Completion Date:
 6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF/ARP-Teaching Staff Salary/Benefits	\$780,000.00

S 1.1.7 High Quality Instructional Programs

Description:
 None

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff
	Professional development

AS 1.1.7.1 NEWSELA will be used to support elementary social studies, and middle school health classes.

Description:

None

Person Responsible:

Kristin Giles/Curt Mann

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	MS Health, Elem-SS/Literacy	\$160,114.00

AS 1.1.7.2 Lexia will be used to provide high-quality interventions for grades 6-8 ELA programs

Description:

None

Person Responsible:

Curt Mann/Matt Adkins

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$8,500.00

AS 1.1.7.3 Achieve 3000 will be used to provide high-quality interventions for grades 6-12.

Description:

None

Person Responsible:

Curt Mann/Heather Scarberry

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP-support learning loss through instructional	\$58,410.00

AS 1.1.7.4 Prisms/Virtual Reality program to support real world connections in the 6-12 math classrooms.

Description:

None

Person Responsible:

Curt Mann/Heather Scarberry

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARP-support learning loss through instructional	\$124,860.00

2 Hiring and Retaining Highly Effective Employees

Description:

Goal Description: Through established high expectations, Cabell County Schools will follow policy-driven hiring practices, provide high-quality Professional Development to promote professional growth and will complete accurate employee evaluations/observations to support and retain highly effective employees as measured by: Increased number of job applicants for job vacancies. Board workshops and Professional Development conducted for staff on the topics of civility, diversity, and inclusion. Quality-driven service and professional employee evaluations and observations implemented to support, grow, and retain highly effective employees.

PM 2.1 Annual reports to demonstrate the ethnic diversity of the county employees, Comprehensive list of Professional Development opportunities provided to employees, Report of Utilization of Employee Assistance Program, Yearly report from Personal Leave Incentive Program

Description:

None

§ 2.1.1 Cabell County Schools will recruit a diverse group of highly effective employees.

Description:

None

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff
	Professional development

AS 2.1.1.1 Cabell County Schools will continue to develop recruitment plans to ensure a broad range of applicants are reached.

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.1.2 Employee reports will demonstrate a shift to align workforce diversity to align with student enrollment.

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.1.3 Job descriptions will be revisited and modified appropriately to ensure equal access to a broad range of qualified applicants.

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.1.4 Job fairs will be conducted to reach a broader pool of potential employees.

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.1.5 Personnel departments will ensure accuracy on Board agendas and employee files to appropriately represent employees.

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

S 2.1.2 Cabell County Schools will provide high quality professional development to promote employee growth

Description:

None

Component	Item Name
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WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff
	Professional development

AS 2.1.2.1 Cabell County Schools will utilize the Safe Schools platform and FBI Active Shooter Training for all employees to access targeted Professional Development.

Description:

None

Person Responsible:

Tim Stewart/Kim Cooper

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	All Staff	\$12,214.00

AS 2.1.2.2 All new hires will complete a specific set of training sessions before beginning work.

Description:

None

Person Responsible:

Debbie Smith/David Tackett

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/23/2024

AS 2.1.2.3 Professional Personnel will receive ongoing Professional Development targeted to content areas, instructional strategies and certification.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/23/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Stipends for Title I Schools	\$338,600.00
	Title II Part A	Stipends for all professional staff	\$62,458.53
School Improvement	School Improvement Planning	ATS Schools Stipends/Subs	\$16,200.00
Other	Other	ESSERF/ARP	\$500,000.00
Total			\$917,258.53

AS 2.1.2.4 Service Personnel will receive professional development target by classification area or specialized duties.

Description:

None

Person Responsible:

David Tackett

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.2.5 The Service Personnel Department will create training videos and work with vendors to create a library that will target specific job duties and performances.

Description:

None

Person Responsible:

David Tackett

Estimated Begin Date:

7/1/2023

Estimated Completion Date:
6/30/2024

AS 2.1.2.6 Administrators will complete training for evaluation reliability.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.2.7 Cabell County Schools will continue targeting training for staff to address diversity, equity, inclusion, and civility.

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$10,000.00

AS 2.1.2.8 Personnel departments will contract with Marshall University's Carter G. Woodson Lyceum to create training sessions targeting diversity and civility for employees. These trainings will become part of our training library.

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.2.9 Personnel departments will work with the Division of Instruction and Leadership to conduct evaluation training for administrators to target the evaluation process, focus support plans, corrective action plans, and service employee improvement plans.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.2.10 Cabell County Schools will continue to expand its Teacher Induction Program (TIP) with the support of four New Teacher Mentor Specialists to provide Professional Development and mentoring to all new teachers.

Description:

None

Person Responsible:

Gina Gooderham

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Step 7d	\$353,006.94

AS 2.1.2.11 Cabell County Schools will continue the support of new administrators throughout monthly professional development and assigned mentors.

Description:

None

Person Responsible:

Executive Directors

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Step 7d	\$10,000.00

§ 2.1.3 Cabell County Schools will enhance existing programs and develop new policy to assist employee attendance and behavior support systems.

Description:

None

AS 2.1.3.1 Cabell County Schools will update leave policy to align with PEIA guidelines.

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.3.2 Employee attendance parameters will be re-establish as we move past the pandemic to ensure excessive employee absences are addressed.

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.3.3 Cabell County Schools will continue the use of the Cabell County Employee Assistance Program. Description: Cabell County Schools will work with OASIS Behavioral Health to maintain an Employee Assistance Program available to all employees.

Description:

Cabell County Schools will work with OASIS Behavioral Health to maintain an Employee Assistance Program available to all employees.

Person Responsible:

Tim Hardesty

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.3.4 Cabell County Schools has renewed the Personal Leave Incentive Program for the school year 2023-20234

Description:

None

Person Responsible:

Justin Boggs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 2.1.3.5 Cabell County Schools will develop a mental health plan that supports students and staff through the office of Health, Wellness, and Student Support.

Description:

None

Person Responsible:

Ronald Thomas

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ARPHCY	\$64,863.00

AS 2.1.3.6 The county will continue meeting with both the Service and Professional Personnel Advisory groups.

Description:

None

Person Responsible:
Ryan Saxe
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

3 Integrating Family and Community Engagement

Description:

By engaging family and community members, Cabell County Schools will provide a comprehensive system that integrates wraparound services to improve student supports as measured by website analytics, survey completion, community partnerships, number of students utilizing services, and attendance at specialized events. Cabell County Schools online analytics will improve 10% compared to 2022-23 school year.

PM 3.1 County developed surveys, family participation rates, and website analytics.

Description:

None

3.1.1 Building positive relationships with students, staff, families, and communities will support student health and wellness.

Description:

None

Component	Item Name
LEA ESEA Consolidated Plan	Provide effective parent and family engagement
WVSIPP	Professional development
WV math4life	Parent Involvement/Public Relations

AS 3.1.1.1 Family and Community Engagement Facilitator will develop courses and workshops in support of the county's family and community engagement initiatives

Description:

None

Person Responsible:

Ashley Stephens

Estimated Begin Date:

7/1/2023

Estimated Completion Date:
6/30/2024

AS 3.1.1.2 Manage the digital imprint on-webpage content, and social media that relate to county initiatives

Description:

None

Person Responsible:

Ashley Stephens

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.1.3 Promote the Healthy Grandfamilies Initiative with Children's Home Society to better serve grandparents.

Description:

None

Person Responsible:

Ashley Stephens

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.1.4 Provide assistance and guidance with digital tools and technology to increase parent involvement

Description:

None

Person Responsible:

Ashley Stephens

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.1.5 PreK Transition

Description:

Cabell County Schools will conduct a meeting between Pre-K/K Teachers to plan and discuss transition activities. Each school will then host an informational meeting for parents to discuss kindergarten readiness. Each family will be provided a book, an informational brochure, and a craft.

Person Responsible:

Joan Adkins

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act	Stipends, materials	\$12,000.00

AS 3.1.1.6 Imagination Library

Description:

Cabell County Schools will support Imagination Library for families with children from birth to 5 years of age.

Person Responsible:

Kristin Giles

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$25,000.00

AS 3.1.1.7 Superintendent and Secondary Executive Directors will continue to meet with the Student Advisory Group during the 2023-24 school year. This provides central office staff with valuable feedback on how things are going for our students.

Description:

None

Person Responsible:

Executive Directors

Estimated Begin Date:

7/1/2023
Estimated Completion Date:
6/30/2024

§ 3.1.2 Strengthen family's knowledge and skills to support and extend learning at home and in the community

Description:
None

Component	Item Name
LEA ESEA Consolidated Plan	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide effective parent and family engagement
WVSIPP	Professional development
Third Grade Success Act	Family Notification and Involvement
WV math4life	Parent Involvement/Public Relations

AS 3.1.2.1 Special Education - Parent training to support the educational process.

Description:
None
Person Responsible:
Matthew Adkins
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

AS 3.1.2.2 CIS facilitators engage with community resources to align with family needs

Description:
None
Person Responsible:
Ronald Thomas
Estimated Begin Date:
7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.2.3 Cabell County Schools will utilize social workers to address student and family social-emotional needs using community-based resources

Description:

None

Person Responsible:

Ronald Thomas

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.2.4 Project AWARE grant will be used as a resource to increase social-emotional support processes within the designated schools. Milton elementary, Milton Middle and Cabell Midland HS.

Description:

None

Person Responsible:

Ronald Thomas

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Project Aware grant	\$20,000.00

AS 3.1.2.5 Parent partners at each Title I school will work with school staff and stakeholders to identify needs and resources that support student achievement.

Description:

None

Person Responsible:

Ashley Stephens

Estimated Begin Date:

7/1/2023

Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$33,449.77

AS 3.1.2.6 United Way Events

Description:

Description: Cabell County Schools will participate in a United Way community event to provide information to families regarding the importance of reading and interacting with young children.

Person Responsible:

Kristin Giles

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act	Books, Building Rental	\$7,000.00

AS 3.1.2.7 Social and Emotional Learning - Clinical psychologist and social workers work with students as determined by Functional Behavior Assessments. Behavior intervention plans are development from the FB assessment. Student Support will review this information with the Assistant Superintendent and Exective Directors weekly.

Description:

None

Person Responsible:

Ronald Thomas

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.2.8 Attendance Specialist-HHS and Central City will have one attendance specialist assigned to increase student attendance and promote student well-being.

Description:

None

Person Responsible:

Ronald Thomas

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$200,000.00
School Improvement	School Improvement Planning		\$63,000.00
Total			\$263,000.00

3.1.3 Using community resources to extend educational opportunities

Description:

None

Component	Item Name
LEA ESEA Consolidated Plan	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide services for homeless children and youth
	Provide effective parent and family engagement
	Other appropriate strategies identified by the LEA
WVSIPP	Professional development
WV math4life	Parent Involvement/Public Relations

AS 3.1.3.1 McKinney-Vento

Description:

A homeless social worker is hired to support homeless students by providing direct services. Every student, upon enrollment, will be given a McKinney-Vento brochure, as well as, transportation and services brochure for families experiencing homelessness. The homeless social worker will follow up on every family who state they meet the criteria of

Person Responsible:

Ronald Thomas

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	McKinney Vento	\$31,061.97

AS 3.1.3.2 Cabell County Schools provides one tutor at the Huntington City Mission to support the homeless student population.

Description:

None

Person Responsible:

Ronald Thomas

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Project Hope	\$20,000.00

AS 3.1.3.3 Students released from River Park.

Description:

Students released from River Park will return to their home school district. The attendance department will ensure these students are actively enrolled in their home school and provide a seamless transition.

Person Responsible:

Ronald Thomas

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.3.4 Residential K-8 students at River Park will receive pre/post-test using WRAT 4.

Description:

None
Person Responsible:
Ronald Thomas
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

AS 3.1.3.5 Social Worker for Homeless

Description:
A social worker will be designated to make contact with and service all homeless families to assess their needs. Will assist with clothing, school supplies and connect community services that may be needed.
Person Responsible:
Ronald Thomas
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

AS 3.1.3.6 Foster Care and Homeless PD

Description:
Cabell County school administrators and teachers will receive training on Foster Care and Homeless students.
Person Responsible:
Ronald Thomas
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

S 3.1.4 Improve communication systems and structures while encouraging two-way communications.

Description:
None

Component	Item Name
LEA ESEA	Provide effective parent and family engagement

Consolidated Plan	
WVSIPP	Professional development
WV math4life	Parent Involvement/Public Relations

AS 3.1.4.1 Continue to re-evaluate the district and school websites to make them easier to navigate and to include more concise, useful information.

Description:

None

Person Responsible:

Jedd Flowers

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.4.2 -Continue to Implement modern rapid notification system and mobile app that allow stakeholders to determine how they would like to be notified and what specific information they would like to receive.

Description:

None

Person Responsible:

Jedd Flowers

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.4.3 Establish two-way Stakeholder Support Center on district and school websites to answer frequently asked questions or to connect stakeholders with the appropriate individuals to address their questions or concerns in a more timely, less frustrating manner.

Description:

None

Person Responsible:

Jedd Flowers

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.4.4 Development and sharing of internal and external communication flow charts on the district's websites.

Description:

None

Person Responsible:

Jedd Flowers

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

AS 3.1.4.5 Continue the "Parent Academy" on the district website featuring short videos that allow parents to receive useful information about how they can ensure their child's success.

Description:

None

Person Responsible:

Ashley Stephens

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

C 4 Becoming a Model of Continuous Improvement Organization

Description:

Cabell County Schools will utilize the continuous improvement framework to achieve operational excellence and increase student learning as measured by academic data, website analytics, survey data, technology survey data, completed capital projects and completion of a balanced budget.

PM 4.1 Balanced Budget Policy Update Schedule Staff and Community Survey Program Evaluations

Description:

None

S 4.1.1 Set and maintain policy that aligns with Cabell County Public School District's Core Beliefs and Vision.

Description:

None

AS 4.1.1.1 Review of CCS policies to align with Core Beliefs and Vision.

Description:

None

Person Responsible:

Ryan Saxe

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$80,000.00

S 4.1.2 Seek frequent and timely input from stakeholders to assess the quality of services to students and staff.

Description:

None

AS 4.1.2.1 Surveys, LSIC state of the school presentations and board updates.

Description:

None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

S 4.1.3 Utilize data and information from local, state, and national sources to evaluate programs and services, drive school improvement efforts and execute a values-based, needs-driven budget.

Description:

None

AS 4.1.3.1 Finance department will work with each department to identify needed budget items to create a balanced budget for Cabell County Schools for the school year 2023-2024.

Description:

None
Person Responsible:
Drew Rottgen
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

S 4.1.4 New Teacher Mentor

Description:
None

Component	Item Name
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Professional development

AS 4.1.4.1 Cabell County will continue to mentor and coach first and second year teachers through the TIP and GROW program.

Description:
None
Person Responsible:
Gina Gooderham
Estimated Begin Date:
7/1/2023
Estimated Completion Date:
6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Step 7d	\$160,000.00

AS 4.1.4.2 Monthly professional development sessions with New Teacher Mentor Specialist, Academic Specialist and Executive Directors for all new teachers.

Description:
None

Person Responsible:

Kelly Watts

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Step7d Stipends/hourly rate	\$20,000.00

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Monitor students' progress in meeting the challenging State academic standards ☑</p> <p>Address strategies to monitor students' progress in meeting the challenging State academic standards by:</p> <ul style="list-style-type: none">- Developing and implementing well-rounded program of instruction- Identifying at-risk students- Providing additional educational assistance- Implementing instructional and other strategies to improve student learning <p>Explanation</p> <p>Through implementation of the tiered model of instruction, Cabell County Schools will monitor the students' progress in meeting the challenging state academic standards. Additionally, each principal will receive training in data analysis to assist in the development of their staff, their staff's instructional strategies and implementation of a well-rounded curriculum.</p> <div><div>1 Achievement and Growth</div><div><div>PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.</div><div>1.1.1 Data Driven Decisions</div><div>1.1.5 Support for ELL Students</div></div></div>	
<p>2) Address equity of students taught at higher rates by ineffective or inexperienced teachers ☑</p> <p>Address strategies to address equity for students taught at higher rates by ineffective or inexperienced teachers</p> <p>Explanation</p> <p>Through the implementation of TIP (Teacher Induction Program), and GROW new and inexperienced teachers will participate in a series of trainings that is supported by our New Teacher Mentor Specialists and Academic Specialists to develop their content knowledge, pedagogy, and implementation of instructional strategies to best assist in the acquisition of knowledge. Additionally, the Academic Specialists will arrange classroom visits to coach implementation of specific county-wide initiatives and classroom management as it applies to the individual teacher. Through analysis of State Assessment data, teachers whose students show limited growth or decline are provided assistance upon request of school administrator for support in developing more successful instructional strategies.</p> <div>1 Achievement and Growth</div>	

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.1 Data Driven Decisions

S 1.1.2 Focused Professional Development

S 1.1.4 Instruction with Technology

S 1.1.5 Support for ELL Students

S 1.1.7 High Quality Instructional Programs

G 2 Hiring and Retaining Highly Effective Employees

PM 2.1 Annual reports to demonstrate the ethnic diversity of the county employees, Comprehensive list of Professional Development opportunities provided to employees, Report of Utilization of Employee Assistance Program, Yearly report from Personal Leave Incentive Program

S 2.1.1 Cabell County Schools will recruit a diverse group of highly effective employees.

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

Explanation

Support for all schools has been designated based on county diagnostics, WV Summative Assessments (GSA and SAT) and 3rd grade reading proficiency. Support will be in the form of implementation of the school's strategic plan where action steps must include clear expectations and evidence of student growth through progress monitoring utilizing different forms of data. CCS aligned the WV Standards for Effective Schools for all schools to set expectations. Additionally, county focus on standards based instruction, literacy in all content, student engagement, as well as reading and mathematics will drive the conversations. Continued development of school leadership teams and the learning school model. Academic Specialists will be assigned to support areas of weakness in both content and instructional strategies. Academic Specialists, Executive Director and School Improvement Supervisor will provide the school leadership support in the analysis of data and using data to drive instruction that promotes student learning. Based on the level of school need, the intensity of monitoring from the central office staff will occur monthly, bi-monthly and weekly through created ewalk templates.

G 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.1 Data Driven Decisions

S 1.1.2 Focused Professional Development

S 1.1.4 Instruction with Technology

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G 3 Integrating Family and Community Engagement

PM 3.1 County developed surveys, family participation rates, and website analytics.

S 3.1.2 Strengthen family's knowledge and skills to support and extend learning at home and in the community

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

Explanation

Cabell County Schools provides services for neglected and delinquent youth through Riverpark Hospital. Students placed in these programs have demonstrated mental illnesses that prevent them from being enrolled in a public school, and their treatment is the priority. As students' progress academically and behaviorally through the leveled system, students are provide education through an on-ground school with teachers hired and paid by the treatment facility. Cabell County's Title I Part D funds are also used to support tutoring (elementary, middle, and high school) after hours in this facility by the Title I teacher so that the students continue being successful, with the ultimate goal of returning to their home and their home school. Both assessment will provide benchmark data upon entering River Park.

G 3 Integrating Family and Community Engagement

PM 3.1 County developed surveys, family participation rates, and website analytics.

S 3.1.2 Strengthen family's knowledge and skills to support and extend learning at home and in the community

S 3.1.3 Using community resources to extend educational opportunities

5) **Provide services for homeless children and youth**

Address strategies to provide services for homeless children and youth



Explanation

1. Each school has a homeless liaison who schedule follow-up services for those who meet the requirements.
2. McKinney Vento brochures are sent home with students every year.
3. Homeless information posters are displayed in the community where homeless families may frequent.
4. CCS has ongoing communication with local homeless agencies.
5. Staff training about homelessness is provided in a safe schools module which all staff are required to view annually.
6. Each of the two high schools have food and clothing pantries which are open to all students who are considered homeless for resources.
7. The homeless liaison will assist the family with directory assistance and the funds provided within, as needs arise.
8. Cabell County will coordinate annual training with the WVDE, to provide individual PD for both professional (principals, counselors, and teachers) and service (bus drivers and secretaries) staff on the identification of homeless youth. This training would help identify targeted services for homeless children.

Additionally, Homeless funds are set aside in Title I Part A to provide clothing, school materials and toiletries as needed for homeless students. Tutoring and credit recovery and summer school are provided for all homeless students. Many of these services are school based, but they are also provided at the Huntington City Mission and the Underwood Children's Shelter. The Attendance Director and the Title Programs Director work closely to link families with needed services.

S 3 Integrating Family and Community Engagement

PM 3.1 County developed surveys, family participation rates, and website analytics.

S 3.1.3 Using community resources to extend educational opportunities

6) **Provide effective parent and family engagement**
Address strategies to provide effective parent and family engagement



Explanation

Cabell County Schools hired a Family and Community Engagement Facilitator to work with all schools and community in building parent and family engagement. Each Title I school implements 10-20 parent and family engagement activities each year. In these activities, parents are encouraged to participate in the effort to improve their child's educational performance. Additionally, the schools work to impart the understanding of the importance of education. Additionally, all schools have open house or family fun nights to engage parents as well as PTA or PTO (parent-teacher) meetings. Such topics include: How to teach your child about bullying and harassment; Substance Abuse; Traumatic Events for School Aged Children; How to help your child love to read; Math Night; Terrific Tuesdays; Technology Night; How to teach math by cooking with your child; and Learning how to leverage your child's educational data.

Families are involved in decision making in several ways: LSICs, PTOs, Family Needs Surveys, School Involvement Interest Surveys, serving on the Calendar Committee, and serving on the district's Strategic Planning Committee. From small, school-based decisions to more significant district-wide decisions that impact our five year plans, families are sought out and included as frequently as possible. In terms of the annual review and revision of the Parent & Family Engagement policy, the policies are shared on the district's website and families are invited to attend a meeting each spring to discuss possible revisions to the plan. We host the meeting both in person and virtually to meet the needs of as many families as possible.

1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.2 Focused Professional Development

S 1.1.5 Support for ELL Students

3 Integrating Family and Community Engagement

PM 3.1 County developed surveys, family participation rates, and website analytics.

S 3.1.1 Building positive relationships with students, staff, families, and communities will support student health and wellness.

S 3.1.2 Strengthen family's knowledge and skills to support and extend learning at home and in the community

S 3.1.3 Using community resources to extend educational opportunities

S 3.1.4 Improve communication systems and structures while encouraging two-way communications.

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



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

Explanation

Cabell County Schools operates a Pre K program at elementary schools. In addition, we collaborate with twelve agencies to provide Pre K service to meet the needs of all students and parents. We place students in the appropriate classrooms based on parent need and requests in an attempt to wrap services such as before school care and after school care for those in need. Partners for the Pre K program include the following: Marshall University Child Development Academy, Children's Place, Crossroads Baptist, Marshall University's June Harless Center STEAM Academy, Fifth Avenue Baptist, Kiwanis, Head Start, Monroe Head Start, Our Lady of Fatima, Playmates Day Care, and St. Joe. In addition, all county based Pre K programs are Head Start Collaborative Programs. Each Head Start parent has multiple opportunities to participate in activities that target parenting and assisting their child.

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



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

Explanation

All Title I schools are school wide. The only schools implementing Targeted Assistance Programs are the private schools who receive Title I funding. These students are identified through address verification and verification of low SES status through the Title I office and serviced by tutors at each of these school sites to address their academic deficiencies.

1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.3 Extended Day and Summer Programs

S 1.1.4 Instruction with Technology

S 1.1.5 Support for ELL Students

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



Address strategies to facilitate effective transitions for students between programmatic levels

Explanation

As Cabell County Schools understand, students are apprehensive of the unknown therefore, we provide opportunities for students to familiarize themselves with the elementary schools as preschoolers, 5th graders rising to middle school, and 8th graders rising to high school through CLIMB, open houses, family fun nights, CTE open house, tours to the high schools as well as tours to local colleges. Preschoolers are invited to their district elementary schools where they meet the kindergarten teachers, have lunch in the cafeteria, see their classrooms, tour the school, and play on the playground. Additionally, counselors meet with incoming middle and high school students in small groups during the orientation day to discuss their options, routines, procedures, and expectations.

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



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

Explanation

Cabell County Schools believe that when students are not at school, they are not able to learn. Suspensions take away from what the school system is trying to accomplish with each child. Cabell County encourages schools to look at preventive ways to reduce the need for out of school suspensions. They need to create a caring school community and climate. Communication is vital. They must have clear expectations and procedures for developing student conduct. Students must feel they belong and are welcome. Schools need to build strong teacher/ student relationships, such as freshman academy throughout each grade level. Currently, Cabell County Schools has the wall-to-wall academies for student support. Although more difficult at secondary level, parent involvement needs to be increased. Staff identify at-risk students in their classes and provide early identification and intervention as needed. Bullying prevention and intervention that teach students about bullying behaviors and how they can be reported to teachers should be incorporated in every grade level. This will be supported by having schools use PBIS. Marshall University will provide PBIS PD. Staff is required to watch safe and support schools videos to be able to deal with such behaviors. Additional materials will be developed for Bullying, drug epidemic, and dealing with trauma throughout the school year. CCS works collectively with the Huntington Police Department via the Handle With Care Program to help elevate issues when known incidents happen at home. CCS hired social workers and a clinical psychologist that works with all schools. Additionally, CCS partners with Prestera, the school-based mental health provider for training teaching staff, and students to be able to recognize triggered behaviors and provide conflict de-escalation. School-wide discipline programs with consistency in the rules and consequences for infractions occurring anywhere in school should be in effect. CCS will be looking at their in-school suspensions and expulsions this school year to determine what is best for the students' instructional needs.

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



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

Explanation

-CTE advisors located at each high school- the CTE advisor provides support to CTE instructors by serving as a liaison between the CTE director and the schools. They provide training, information, and support to CTE instructors... including Simulated Workplace implementation, CTE assessment requirements, changes in policy and standards, coordinate advisory board meetings, etc.

-Career Academies- the career academy initiative will provide students with a more focused elective experience in high school, therefore aligning the student's electives within CTE pathways and monitoring student success to increase CTE completers. Work-based learning opportunities are built into the academy model. Through advisory board involvement and the development of business partnerships students will experience real-world learning opportunities.

-Advisory Boards/Business Partnerships- work-based opportunities continue to be a vital piece to all CTE programs. Students get real-world project based learning when working through their specific programs. Through the guidance and expertise of our advisory board members the students are continuously exposed to learning opportunities. The CTE programs are great to participate in community service

projects to provide the students with these experiences. For example: renovations for the Harmony House (construction shops), repair and re-paint the Safety Town cars each year (collision repair), and produce the marketing materials and t-shirts for the Pumpkin Festival. (graphic design)

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

Address other appropriate strategies identified by the LEA



Explanation

Cabell County Schools has been providing Professional Learning Communities coaching to build the capacity of school leadership. By Increasing the capabilities of school administrators as instructional leaders; increasing the capabilities of school leadership teams to focus on student learning, and building teacher and principal knowledge on the trauma-informed schools, CCS is committed to the academic and well-being of each student. School leadership teams will be provided support to achieve clarity in their role of improving student learning.

1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.1 Data Driven Decisions

S 1.1.3 Extended Day and Summer Programs

S 1.1.4 Instruction with Technology

S 1.1.5 Support for ELL Students

2 Hiring and Retaining Highly Effective Employees

PM 2.1 Annual reports to demonstrate the ethnic diversity of the county employees, Comprehensive list of Professional Development opportunities provided to employees, Report of Utilization of Employee Assistance Program, Yearly report from Personal Leave Incentive Program

S 2.1.1 Cabell County Schools will recruit a diverse group of highly effective employees.

3 Integrating Family and Community Engagement

PM 3.1 County developed surveys, family participation rates, and website analytics.

S 3.1.3 Using community resources to extend educational opportunities

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<div data-bbox="65 318 1848 389">1) Induction of beginning teachers Address strategies to support beginning teachers</div> <div data-bbox="65 389 1848 690">Explanation Cabell County has a two year teacher induction plan. Teachers received training related to the basics such as, classroom management, lesson planning, county initiatives, utilizing curriculum maps, data analysis, and becoming part of a professional learning community within the Learning Schools Model. Four New Teacher Specialist were hired to mentor/coach beginning teachers. Programmatic Academic specialists work frequently with the teachers to provide support in collaborative planning, instructional practices, and modeling. The Sibme platform will be used as a tool to support instruction, teacher reflection and professional development. Beginning teachers are able to receive 6 graduate credit if desired.</div> <div data-bbox="157 722 1837 1421"><div data-bbox="157 722 1837 795">1 Achievement and Growth</div><div data-bbox="199 795 1816 1421"><div data-bbox="199 795 1816 868">PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.</div><div data-bbox="241 868 1816 958">1.1.1 Data Driven Decisions</div><div data-bbox="241 958 1816 1047">1.1.2 Focused Professional Development</div><div data-bbox="241 1047 1816 1136">1.1.4 Instruction with Technology</div><div data-bbox="241 1136 1816 1226">1.1.5 Support for ELL Students</div><div data-bbox="241 1226 1816 1315">1.1.6 Virtual Learning</div><div data-bbox="241 1315 1816 1421">1.1.7 High Quality Instructional Programs</div></div></div> <div data-bbox="157 1421 1837 1524">2 Hiring and Retaining Highly Effective Employees</div>	<div data-bbox="1848 318 2032 389"><input checked="" type="checkbox"/></div>

PM 2.1 Annual reports to demonstrate the ethnic diversity of the county employees, Comprehensive list of Professional Development opportunities provided to employees, Report of Utilization of Employee Assistance Program, Yearly report from Personal Leave Incentive Program

S 2.1.1 Cabell County Schools will recruit a diverse group of highly effective employees.

S 2.1.2 Cabell County Schools will provide high quality professional development to promote employee growth

G 4 Becoming a Model of Continuous Improvement Organization

PM 4.1 Balanced Budget Policy Update Schedule Staff and Community Survey Program Evaluations

S 4.1.4 New Teacher Mentor

2) **Support for experienced teachers**

Address strategies to support experienced teachers



Explanation

Experienced teachers have opportunities for embedded professional development through the county academic specialists and school based coaches. Professional development is planned by each school according to the school strategic plan as well as PD provided by the county on targeted needs based on data from State Summative Assessment, IMAs/Test Authoring, iReady, Carnegie, PSAT, Kahn Academy and DIBELS. An online survey will go out in May 2023 and data will be analyzed in August 2023 to make continuation of plans for the FY24 school year.

G 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.1 Data Driven Decisions

S 1.1.2 Focused Professional Development

S 1.1.4 Instruction with Technology

S 1.1.5 Support for ELL Students

§ 1.1.6 Virtual Learning

§ 1.1.7 High Quality Instructional Programs

§ 2 Hiring and Retaining Highly Effective Employees

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§ 4 Becoming a Model of Continuous Improvement Organization

PM 4.1 Balanced Budget Policy Update Schedule Staff and Community Survey Program Evaluations

§ 4.1.4 New Teacher Mentor

3) **Support for student teachers**

Address strategies to support student teachers

Explanation

Student teachers are encouraged to participate in any county professional development offerings during their teaching experience. Professional Personnel Manager visits Marshall to provide informational presentations on county prospects for hiring in different content areas and programmatic levels. Invitations are extended to attend county professional development upon entering their student teaching experience. Cabell County collaborates with Marshall University in providing professional development schools for all student teachers. Teacher in Residence participate in county based TIP with embedded professional development.

§ 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

§ 1.1.2 Focused Professional Development

Ⓔ 2 Hiring and Retaining Highly Effective Employees

PM 2.1 Annual reports to demonstrate the ethnic diversity of the county employees, Comprehensive list of Professional Development opportunities provided to employees, Report of Utilization of Employee Assistance Program, Yearly report from Personal Leave Incentive Program

§ 2.1.2 Cabell County Schools will provide high quality professional development to promote employee growth

4) **Support for beginning administrators**

Address strategies to support beginning administrators



Explanation

Beginning Administrators have opportunities for embedded professional development through the county academic specialists and Executive Directors. Quarterly Professional development sessions are provided by the Division of Instruction and Leadership, weekly updates and supports are provided by Executive Directors. An annual Principal Institute is held each year focusing on data, county initiatives, school improvement, legal updates, technology integration, evaluation, and other areas of needs based on data collected.

Each new principal and assistant principal is assigned a mentor to support their first year.

Ⓔ 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

§ 1.1.1 Data Driven Decisions

§ 1.1.2 Focused Professional Development

§ 1.1.4 Instruction with Technology

§ 1.1.5 Support for ELL Students

§ 1.1.6 Virtual Learning

§ 1.1.7 High Quality Instructional Programs

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S 2.1.1 Cabell County Schools will recruit a diverse group of highly effective employees.

S 2.1.2 Cabell County Schools will provide high quality professional development to promote employee growth

5) **Support for experienced administrators**

Address strategies to support experienced administrators



Explanation

Experienced administrators have opportunities for embedded professional development through the county academic specialists and Executive Directors. Monthly Professional development sessions are provided by the Division of Instruction and Leadership, weekly updates and supports are provided by Executive Directors. An annual Principal Institute is held each year focusing on data, county initiatives, school improvement, legal updates, technology integration, evaluation, and other areas of needs based on data collected.

1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.1 Data Driven Decisions

S 1.1.2 Focused Professional Development

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S 2.1.1 Cabell County Schools will recruit a diverse group of highly effective employees.

S 2.1.2 Cabell County Schools will provide high quality professional development to promote employee growth

6) **Support for other staff**

Address strategies to support other staff



Explanation

Cabell County's Professional Personnel office provides support to substitute teachers, as well as new student teachers. Substitute teachers are invited before the school year begins to receive a full day of training around county initiatives. Support is delivered through a variety of professional development opportunities, either throughout the school year or during the summer depending on the position the substitute is serving in. For our critical need subject areas, we are continuously seeking "non-traditional" strategies to support and enhance recruitment efforts, such as the Teacher-in-Residency program with Marshall University and the Alternative Teaching Certification, which is now called GROW. The Teacher-In-Residency program is an intensively supervised and mentored residency program for prospective teachers during their senior year that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools. The GROW Alternative Teaching Certification is an alternative means for qualified applicants (who possess a four year degree within the area of critical need) to earn a professional teaching certificate through a rigorous alternative pathway, in conjunction with a regionally accredited higher education institution. County Academic Specialists will be receiving supported virtual professional development through Sibme, "Coaching the Coaches". County level Academic Specialists will be learning how to give virtual coaching cycles through virtual professional development. This will enhance professional growth within individual schools through the support of additional teachers. Cabell County Schools provides nurses with a lead nurse to provide direction and support of everyday procedures. Nurses are also provided PD through Safe Schools, Webex and in person training, as well as certification instruction. These certifications include CPR, First Aide, AED Blookborne Pathogens, and STOP the Bleed. Social workers, Clinical Psychologists, counselors, and CIS coordinator will receive mental health first aid training. ECCATS will be provided training in the science of reading and numeracy.

G 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.4 Instruction with Technology

S 1.1.6 Virtual Learning

S 1.1.7 High Quality Instructional Programs

G 2 Hiring and Retaining Highly Effective Employees

PM 2.1 Annual reports to demonstrate the ethnic diversity of the county employees, Comprehensive list of Professional Development opportunities provided to employees, Report of Utilization of Employee Assistance Program, Yearly report from Personal Leave Incentive Program

S 2.1.1 Cabell County Schools will recruit a diverse group of highly effective employees.

S 2.1.2 Cabell County Schools will provide high quality professional development to promote employee growth

7) **Professional development**

Address strategies and planned professional development opportunities



Explanation

Based on district initiatives and assessment data, the district prioritizes areas of greatest concern. Curriculum maps have been developed and professional development for implementation with a vision of quarterly benchmarks has been conducted. Continued support and revision will occur throughout the 2023-24 school year. Additional professional development related to foundational reading skills in grades K-2 will be a focus for all K-2 teachers. Creating high quality ELA instruction for elementary will occur during a 120 minute block of time with teachers receiving PD related to core instruction, tiered interventions with scaffolding for struggling students. Elementary math blocks will be 75 minutes with support for core instruction, use of manipulatives, number talks and tiered interventions with scaffolding for struggling students. Teachers will receive professional development related to core instruction utilizing the adopted instructional materials through professional learning days, and the summer Excellence in Education Summit. Secondary teachers will receive professional development related to improving literacy and numeracy in all content areas. They will also receive training in effective SLTs, PLCs, iReady, ACHIEVE, Schoology, Carnegie, Mathia and PBIS, and Thinking Maps. Math and ELA teachers will receive additional PD related to the implementation of curriculum maps, quarterly benchmark assessments, formative assessments to drive instructional decisions, and high quality interventions for struggling students. PD for teachers, aides, and staff who deal with EL students and parents will be provided training related to providing ESL students and parents support.

Counselors have monthly meetings with the state department (Stephanie Hayes) to update changes, protocols, available

scholarships, and support services available. Cabell County also has a leadership team of Counselors to help make informative decisions and provide support to other counselors. Cabell County Schools provides nurses with a lead nurse to provide direction and support of everyday procedures.

G 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.1 Data Driven Decisions

S 1.1.2 Focused Professional Development

S 1.1.4 Instruction with Technology

S 1.1.5 Support for ELL Students

S 1.1.6 Virtual Learning

S 1.1.7 High Quality Instructional Programs

G 2 Hiring and Retaining Highly Effective Employees

PM 2.1 Annual reports to demonstrate the ethnic diversity of the county employees, Comprehensive list of Professional Development opportunities provided to employees, Report of Utilization of Employee Assistance Program, Yearly report from Personal Leave Incentive Program

S 2.1.1 Cabell County Schools will recruit a diverse group of highly effective employees.

S 2.1.2 Cabell County Schools will provide high quality professional development to promote employee growth

3 Integrating Family and Community Engagement

PM 3.1 County developed surveys, family participation rates, and website analytics.

S 3.1.1 Building positive relationships with students, staff, families, and communities will support student health and wellness.

S 3.1.2 Strengthen family's knowledge and skills to support and extend learning at home and in the community

S 3.1.3 Using community resources to extend educational opportunities

S 3.1.4 Improve communication systems and structures while encouraging two-way communications.

4 Becoming a Model of Continuous Improvement Organization

PM 4.1 Balanced Budget Policy Update Schedule Staff and Community Survey Program Evaluations

S 4.1.4 New Teacher Mentor

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

* Planning

<ul style="list-style-type: none"> How will teacher leadership support current county efforts and priorities to improve teacher quality and student learning? Identify the goals the county hopes to achieve through teacher leadership efforts. Define the challenges you are trying to solve through teacher leadership. Describe how stakeholders are engaged in this process. Define how this information will be communicated to staff. Specify the way local teacher 	<p>Cabell County School's Strategic Plan Goals are:</p> <p>Achievement & Growth</p> <ul style="list-style-type: none"> Overall achievement results will raise from 47% proficient to 55.59% proficient in English Language Arts and Math scores will raise from 41% proficient to 42.97% proficient on the state summative assessment. <p>Hiring and Retaining high Quality educators</p> <ul style="list-style-type: none"> Through established high expectations, Cabell County Schools will follow policy-driven hiring practices, provide high-quality professional development to promote professional growth, and will complete accurate employee evaluations/observations to support and retain highly effective employees as measured by 1. Increased number of job applicants for job vacancies; (job and career fairs) 2. Board workshops and PD (Professional Development) for staff on civility, diversity, and inclusion training; (partnership with Marshall University in the creation of these trainings) 3. development of professional development on evaluation calibration for principals and supervisors <p>Integrating Family & Community Engagement</p> <ul style="list-style-type: none"> By engaging family and community members, Cabell County Schools will provide a comprehensive system that integrates wraparound services to improve student supports as measured by website analytics, survey completion, community partnerships, number students utilizing services and attendance at specialized events. Cabell County Schools analytics will continue to improve. <p>Becoming a Model of Continuous Improvement</p> <ul style="list-style-type: none"> Cabell County Schools will utilize the continuous improvement framework to achieve operational excellence and increase student learning as measured by academic data, website analytics, survey data, technology survey data, completed capital projects and completion of a balanced budget. <p>To achieve these goals, we must address the teacher shortages, which has become one of our biggest challenges. We began Phase 1 through the development of our Theory of Action. (Appendix A) The Theory of Action is a link between cause and effect where if and then statements have been created around four major themes that support learning. CCS identified four goals that will drive the focus of the work. The four themes are: Professional Learning, Instruction, the Whole Child, and Community.</p>
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<p>leadership efforts will be systemic, ongoing, and sustained in a fully supported manner.</p> <ul style="list-style-type: none"> ▪ Provide the appealing features and incentives per role that will be available to the teacher leader. 	<p>These areas of focus lead to improved practices that support student achievement and build teacher leadership. Within our next phase, we identified instructional models which are types of learning strategies that are best aligned to student engagement. (Appendix B) As the instructional models were identified, resource documents have been created to identify resources and support strategies. (Appendix C)</p> <p>In a continued effort to engage stakeholders in the development of the framework, CCS created a cohort group of K-12 teachers that worked through a series of professional development during the 2021-22 school year that supports student achievement through high quality pedagogy. Phase 3 completed the following professional development; Four professional learning sessions that included a deep dive in the instructional, learning roadmaps, unpacking standards, learning walls, and operational procedures. As we continued analyzing our data, we determined the need to build knowledge and understanding at all grade levels in the areas of small group instruction, and pre and post assessments of learning.</p> <p>Our final phase began in the spring of 2022, district administrators, principals, and teachers began work to think about important skills that all Cabell students should obtain by the end of the 12th grade. These are skills that begin to be acquired in Pre-Kindergarten and continue to develop through high school. We have listed these fundamental skills in a formal document, called Cabell County Schools Profile of a Graduate. The Cabell County Profile of a Graduate which was completed during the 2022-2023 school year.</p> <p>A Profile of a Graduate is important because it is our community's collective vision articulating our expectations for each student. It is a forward-thinking document that considers all the possible careers available to our CCS graduates. Furthermore, it identifies and defines what knowledge, skills, and dispositions our graduates will need to thrive beyond high school.</p> <p>In June 2022, CCS conducted a three-day school improvement conference where each of these sessions were presented by members of the cohort at each programmatic grade level.</p> <p>From this point forward all professional development will be designed around our instructional model in which local teacher leadership efforts will be systemic, ongoing, and sustained in a fully supported manner.</p> <p>In spring of 2023, CCS began training teacher leaders on Thinking Maps—an instructional resource aimed at training the brain, developing critical thinking, and improving cognitive achievement through the establishment and use of visual patterns to organize thinking.</p> <p>Four New Teacher Specialists have been hired to work with all new teachers in our current Teacher Induction Program (TIP). These four new positions will be at our Specialist pay grade with additional days.</p> <p>All teachers in CCS will receive their daily hourly rate for all professional development.</p>
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* Vision and Goals

<ul style="list-style-type: none"> Local demographics Student achievement data and other relevant data County strategic plan Alignment to statewide goals and strategic plan Nurturing the whole child Student well-being Student achievement to include addressing the achievement gap 	<p>Mission</p> <ul style="list-style-type: none"> Cabell County Schools will: Develop the skills, beliefs, and desire to make positive contributions to society. Partner with the community to ensure all students are safe and valued. Instill a sense of responsibility and accountability to our community. <p>Vision</p> <ul style="list-style-type: none"> Every graduate will be accepted into a career or post-secondary option. <p>Values</p> <ul style="list-style-type: none"> Cabell County Schools will have a safe nurturing, compassionate, inviting environment that respects and understands individuals and cultures. We will have challenging and engaging instruction that is responsive to every student every day. <p>Demographics:</p> <p>Cabell County has 51.05% of its students who are identified as economically disadvantaged. Some parents/guardians do not have transportation to and from the school. Furthermore, some parents have varying work schedules that do not allow them to participate in specific school activities. Poverty and parent involvement have been shown to be a root cause of some students struggling academic achievement. To resolve these barriers, the school district implements the following activities:</p>
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<ul style="list-style-type: none"> ▪ School readiness ▪ Career exploration ▪ College and career readiness ▪ Educational pathways ▪ Employment ▪ Enlistment ▪ Teacher recruitment and retention ▪ Professional growth opportunities 	<ul style="list-style-type: none"> ▪ To help with parent involvement, seven of our low SES schools are implementing the Communities in Schools program to help support and address parent involvement. In addition, Healthy Grand Families is also an organization working to help support grandparents raising grandchildren. ▪ The district also invites students, parents and the community to a districtwide activity called A Night of 5th. A Night on 5th is an event where students' artwork is featured at the central office. Regional LSIC (Local School Improvement Councils) meetings are also held at the two high schools. These LSIC meetings allow parents and community members to actively voice their concerns to the schools and the board members. Beginning in the 2021-2022 school year, a Family and Community Engagement Facilitator (FCEF) was hired to work with all schools in building a program that supports the stakeholder survey data. Additionally, the website will be updated with videos on how families and communities can become involved and support student learning. ▪ In collaboration with WSAZ, the FCEF delivers weekly direct-to-families micro PD on topics including: extending learning at home, learning and bonding with community resources and opportunities and more. Viewership for 2023-2024 was approximately 3.5 million. ▪ Cabell County is host to homeless and foster shelters. The City Mission, the Underwood Shelter, Branches, Davis and The Robert Shell Center. We also support River Park hospital. The Opioid Epidemic has affected Cabell County greatly and has caused a rise in our foster and homeless numbers. ▪ Students/Staff access to technology: Cabell County Schools STEP (Student Technology Education Plan) was implemented in 2018 to guide the process that provides equitable access to digital devices for every student. Each classroom teacher received a laptop and iPad while every student was provided a digital device. Kindergarten through eighth-grade students were deployed iPads and ninth through twelfth-grade students were issued MacBooks. The school system manages over 14,000 Apple devices incorporating applications, security, and filtering to limit inappropriate content. The initial hiring of an Apple Professional Learning Coach (APL) provided support for the integration of technology into student learning. The embedded APL transitioned to targeted APL support as educators' growth with tech integration expanded. Concurrently, Cabell County Schools Academic Specialists honed their tech integration skills to reinforce teachers. Within this plan, the Schoology learning management system (LMS) was put in place, infrastructure updated, and wireless connections placed on all buses. <p>The shift to remote learning drove the need for virtual instruction. Wireless access was set up externally at each school, buses were strategically placed to deliver cellular broadband and a refresh of end-user devices kept students equipped with the tools to learn. Educators participated in professional development for Office 365, Microsoft Teams, Schoology, Apple activities, and learning resources housed online to support anywhere, anytime learning. Cabell Schools invested in the Cabell Virtual Learning Academy as an opportunity for students and families to continue online learning. The district utilized Emergency Connectivity Funds for 2021-2023 to provide cellular hotspots for families with limited broadband access in the home.</p>
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The return to instruction in Cabell County School's twenty-six locations continued the usage of online tools. Teachers continued the effective use of technology for learning via activities and online academic resources. Schoology use demonstrates blended learning for the school year 2023 with 1,471,704 submissions by students viewing 13,941,744 pages in the LMS. Cabell County Schools uses Clever for single sign-on to resources. Clever data indicates 5.6 million logins by students with another 294,000 by teachers, encompassing 12,064 total users.

- The high rise of ELL students may have a connection with the programs offered and supported by Marshall University. The ELL department uses ELPA21 data as well as teacher committee discussions to determine the amount of EL services each student receives. Parents are notified of these services within 30 days of enrollment or the beginning of school. Parents who want more English support themselves are encouraged to enroll in the free Adult ELL class offered at the Cabell County Career Technical Center. EL teachers meet with parents in person if there is a concern that is difficult to address over the phone. The county provided professional development to the ELL teachers as well as to general education teachers who have ELLs in their classroom. Twenty-six teachers took advantage of an intense four-day SIOP training this school year. Furthermore, the county contracted with Mountain State Educational Cooperative Services to provide additional support to our general education teachers as well as to our ELLs. The county also offered a 3-hour graduate credit class for teachers. Twenty-nine of our Cabell County teachers took advantage of that learning opportunity. Our ELL teachers work closely with general education teachers, special education teachers, school secretaries, counselors, and administration to ensure that our ELLs are receiving the support needed. Finally, the ELL department disseminates newsletters to students and parents making them aware of events and providing EL resources.
- Due to the increased number of homeless and foster students, Cabell County has seen an increase in the
- At-Risk population. Unemployment, the drug epidemic, and transient families impact the number of children who may be considered at-risk. With attendance being considered a factor in the at-risk population, the COVID pandemic had a negative impact on student attendance. Cabell County plans to train all staff member in Youth Mental Health First Aide by 2026. Counselors, social workers and CIS Coordinators will be trained in the 23-24 school year. i Meals continued Monday through Friday each week in Cabell County Schools at 44 locations to ensure contact with High Rise populations. During this time, 442,532 breakfasts and lunches were served. Additional contact with high-risk students was made by social workers, counselors and nurses during this time and continued through the summer. Both regular summer school and senior summer school is being offered to ensure mastery of content per secondary grade levels. Elementary virtual summer camps are being offered throughout the summer to continue contact with students. Currently 150 students are enrolled in the WVDE summer virtual program. One administrator and five mentors were hired to support the at-risk population. The district will analyze the "Cohort Tracking" data sheet. This data is retrieved with the purpose of following cohorts of students from 3rd grade to 12th grade to look for patterns, growth, and any additional information that will assist the district with using data to guide decision making with the implementation of school wide structures.

The identified Comprehensive Support Schools CSI-ATS schools will continue their focus on supporting subgroups, along with the special education subgroup through PLCs, which will involve a small group of teachers who work collaboratively towards attaining common goals to improve student achievement and build teacher efficacy. The status and effectiveness of PLCs within the school will be continuously evaluated, along with the level of collaboration among staff, the quality of PLC meetings, and the impact of PLCs on student achievement. Coaches and administrators will identify and implement a process to provide teachers with consistent feedback and professional development through the PLC structure. Instructional coaches, teacher leaders, and administrators will provide professional

	<p>learning opportunities to build evidence-based teaching practices and strategies, as well as a solid understanding of West Virginia College and Career Readiness Standards (WVCCRS) to ensure alignment between lessons and the standards.</p> <p>Ongoing professional development will allow teachers the time to build common formative assessments and then use that data to guide instruction based on the results. All support will consist of collecting data, analyzing it, and interpreting the findings to determine areas of improvement. The assessment will be comprehensive, considering the perspectives of teachers, administrators, parents, and students. The County School Improvement Supervisor and/or Executive Director will attend follow-up visits with the schools for ongoing support.</p> <p>Elementary schools will receive additional support from iReady, SuperKids, readyMath, and CKLA to help address roadblocks that teachers are experiencing and promote guidance and support for further instruction throughout the school year. Additional Professional Development is provided for the new curriculum for Middle School ELA. Vendor provided Curriculum Specialists and the County Academic Specialist provides year-round support and guidance.</p>
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* Data Driven Measures

<p>Use data from Vision and Goals considerations to determine how the county teacher leadership framework implementation will best connect to, support, and strengthen the county's key school improvement structures, processes, and initiatives.</p>	<p>Cabell County Schools provides a structure that allows schools to take ownership of student success initiatives that directly support the mission and vision of each school's strategic plan. Instructional leadership will be based on effective classroom walkthroughs and feedback, support of WVTSS (WEST VIRGINIA TIERED SYSTEM OF SUPPORT) implementation, supporting efforts of PBIS (Positive Behavior Intervention Systems) by establishing clear expectations, and facilitating productive participation in PLCs. Cabell County supports administrators in PLC (Professional Learning Community) walkthroughs by developing criteria for implementation. Cabell County ensures the effectiveness of instruction that leads to students' achievement by providing support to schools through Academic Specialists and maintaining timely interventions in WVTSS. Cabell County supports schools to develop a structure and habit of celebrating student growth to further build the mindset that all students can and will obtain mastery. Structures of support including those for PLCs, PBIS initiatives, and individualized school support based on disaggregated data are available to all schools in the district. Fostering an environment that is focused on equitable accessibility of instruction by providing Tiered support, building capacity regarding the Rigor, Relevance, and Learner Engagement Rubric, and alignment of PLCs with the four critical questions of collaboration.</p> <p>In Cabell County, data is readily available to all schools within the district including iReady/GSA data, behavior and attendance data, and benchmark data (and monthly support) for Tier II and Tier III schools. A weekly district scorecard will be created to monitor school progress.</p>
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	<p>The Family and Community Engagement Facilitator in Cabell County works to foster connections and partnerships between the district and local stakeholders to support Strategic Plan goals.</p>
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* Teacher Leadership Roles

Teacher leader is:

- Cooperating teacher hosting yearlong resident
- Mentor to first year teacher
- Aspiring administrator
- Department Head
- Team Leader
- Academic Coach
- District Lead Teacher
- Professional Learning Community (PLC) Facilitator
- Special Education Teacher Leader
- Cohorts of teachers seeking micro credentials, advanced degrees, and advanced certifications
- National Board-Certified Teacher
- Advisory Council

Clinical Teacher of Record Program

- Clinical Teacher of Record (CTR) works collectively with New Teacher in support
- Assigned College of Education Mentor works with CTR and new teacher in support
- New Teacher mentor and academic specialist are assigned for additional support
- Department chairs and team leaders share responsibilities of mentoring with CTR

Mentor to first year teacher:

- As a mentor, Teacher Leaders will work with first and second year teachers to provide support and monitor professional progress and growth.
- 40% of their time will be utilized in this role.
- The time spent in this role will be utilized to support the teacher's competency with lesson planning, classroom management, and the delivery of instruction.

Aspiring administrator

- A yearlong program for any teacher aspiring to become an administrator led by our Executive Directors.

- Staff Development Council
- Teacher Leadership Cohort
- Other _____

Include the following information for each role selected:

- Brief description of the responsibilities and duties of each new leadership role
- Percentage of time each role will spend performing teacher leader duties
- How leadership roles complement existing roles to create a coherent, instructional improvement strategy that will strengthen student achievement throughout the county

- Job-shadowing with current administrators
- Monthly two-hour sessions that include the following topics: Special Education, School Improvement, Assessment, Student Support, Safety, Instruction, Student Information System, Communication, Finances, and operations.
- Book Study on “Hacking Leadership”
- Mentoring from Executive Directors

Department Head

- Meets weekly with assigned departments utilizing 15% of their time.
- Leads professional learning communities that supports instruction
- Takes all curricular concerns to administration
- Mentors new teachers within department
- Stipend is paid per teacher

Academic Coach

- In an AC role, Teacher Leaders will work with beginning teachers to improve the quality of instruction and learning happening in the classroom.
- 45% of their time will be utilized in this role.
- Teacher Leaders will be working directly with new teachers but will be able to utilize the existing resource and support personnel to help enhance what the teacher is doing in the classroom with the goal of providing the highest-quality instruction possible to our students.

Professional Learning Community Facilitator

- Monthly meetings for new teachers will be facilitated by the Teacher Leaders.
- 15% of their time will be utilized in this role.
- By modeling the facilitation of a successful PLC, Teacher Leaders will be not only be preparing new teachers for effective participation in a PLC but also building a foundation for the development of PLC Facilitators in the new teachers as well.

District Lead Teacher

- Plan, design, and implement professional development

- Respond and collaborate with new teachers regarding county policies, state policies, curriculum, and norms
 - Initiate and encourage vertical and subject based collaboration
 - Encourage and develop positive relationships between the new teacher and legacy school personnel
 - Act as building liaison for introduction and implementation of new district initiatives
 - Model best practices for effective instruction
 - Teacher leaders implement instructional practice inventories measuring student engagement.
- National Board Certification
- Works with WVDE program of support
 - Additional teaching supplement provided when certified
 - Three days to use for completion.
 - Support through current school base and county base National Board-Certified Teachers

* Teacher Leadership Selection

- Recognition as an effective classroom teacher
- Deep knowledge of effective instruction/pedagogy and content knowledge
- Rated accomplished or above on evaluation system
- Exhibits leadership capabilities and capacity to take on additional roles and responsibilities while remaining in the classroom
- Defined years of experience to be eligible

Four New Teacher Specialists were hired bearing in mind the following qualifications:

- Must hold a current West Virginia Professional Teaching Certificate
- Must have five years or more of successful teaching or school administration experience
- Display high levels of professionalism in all aspects of the position.
- Display exceptional written and verbal communication skills.

- Encourages and promotes diversity
- Strong communication skills
- Strong work ethic
- Adaptable, open-minded creative
- Visionaries
- Positive
- Experience working with adult learners
- Leadership experiences
- Experience using data to drive instruction
- Team player/collaborator
- Strong interpersonal skills

- Ability to manage time and plan effectively.
- Ability to teach and lead adults.
- Possess exceptional leadership and coaching skills with a willingness to invest in new teacher residents that supports professional growth.

Measures that will be used to assess competencies include:

- Evaluation Records
- Production of an Executive Summary

Evidence of Teacher Leader Qualifications

- Recognition as an effective classroom teacher
- Uses technology effectively in the classroom. Being able to reach all learners.
- Deep knowledge of effective instruction/pedagogy and content knowledge
- Classroom Experiences, Professional Development, Leading Professional Development
- Rated accomplished or above on evaluation system
- Being able to provide evidence and examples
- Exhibits leadership capabilities and capacity to take on additional roles and responsibilities while remaining in the classroom
- School Leadership Team, Committee, Club Sponsors
- Defined years of experience to be eligible
- At least 3 years of experience at current school
- Encourages and promotes diversity
- Multicultural Lessons in the Classroom at all levels of instruction.
- Strong communication skills

	<ul style="list-style-type: none"> ▪ Responding to emails within 24 hours, being knowledgeable of different communication tools: Schoology, Remind, Teams, etc. ▪ Strong work ethic ▪ Adaptable, open-minded creative ▪ Constantly learning new teacher tools, technology, and flexibility in the classroom. ▪ Visionaries ▪ Someone who actively seeks out resources or professional development to increase depth of knowledge. ▪ Positive ▪ Ability to be flexible with schedule and activities in the classroom. ▪ Experience working with adult learners ▪ Being a mentor and providing staff development ▪ Leadership experiences ▪ Past and present leadership positions ▪ Experience using data to drive instruction ▪ Using various forms of summative and formative instruction. ▪ Team player/collaborator ▪ Ability to be flexible to changes, being part of school committees ▪ Strong interpersonal skills ▪ Ability to work with others.
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* Application and Hiring Process

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<ul style="list-style-type: none"> ▪ Recommendation by administrator ▪ Representative selection committee for teacher leadership roles ▪ Established timeline for applications to be submitted to school administrator ▪ Online application available ▪ Face to face vs. virtual interview ▪ Established scoring rubric ▪ Defined members of interview committee ▪ Required documentation ▪ Type of contract ▪ Length of contract 	<p>Based on the data collected on teacher vacancies, we determined the need for four positions to support the current Teacher Induction Program (TIP). A 220-day Job Description was created and posted for 5 days via the Cabell County Job Portal. A committee of supervisors and/or a Director and an Executive Director from each of the following: a programmatic level, Special Education Department and School Improvement. This committee review applications and determine interviews based on the qualifications within the job description. An executive summary was submitted to all qualifying applicants that included a 5-minute video addressing an instructional topic. Based on the county matrix using criteria 6 and 9 to have more weight, interviews were determined. Applicants have the option of face-to-face or virtual interviews, as necessary. The committee makes aa recommendation to the Superintendent with a rationale of choice aligned to the matrix used.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> 1. Must hold a current West Virginia Professional Teaching Certificate 1. Must have five years or more of successful teaching or school administration experience 1. Display high levels of professionalism in all aspects of the position. 1. Display exceptional written and verbal communication skills. 1. Ability to manage time and plan effectively. 1. Ability to teach and lead adults. 1. Possess exceptional leadership and coaching skills with a willingness to invest in new teacher residents that supports professional growth. <p>Responsibilities:</p> <ul style="list-style-type: none"> 1. Collaborate with the Executive Directors and Office of Special Education to update the current TIP (Teachers Induction Program) and the Alternative Certification GROW program to align with all county initiatives, expectations, and policies in meeting the needs of students. 1. Design monthly professional development that supports all new teachers. 1. Support and guide new teachers in the classroom through instructions and management coaching providing informal observations 1. Collaborate with the Division of Instruction and Leadership regarding curriculum, instruction, and assessment. 1. Actively model best practices in instruction
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	<ol style="list-style-type: none"> 1. Review lesson plans 1. Examine and reflect on classroom practice and student achievement with the designated teacher 1. Coordinate with school administration and partner staff to identify goals for the TIP/GROW teacher's development based on performance and resulting impact on student learning 1. Participate in ongoing professional development activities 1. Serve in multiple roles as mentor through teacher, coach, advocate, collaborator, facilitator, learner, assessor 1. Provide feedback to appropriate staff regarding program development, teacher relationship and progress 1. Provide resources for practicum exams 1. Complete monthly log of discussions/activities with the New/TIP/GROW teacher 1. Attending and planning meetings organized by the Deputy Superintendent of Instruction and Leadership. 1. Collaborate with administrators to support school-wide goals and professional learning. 1. Work closely with the district's instructional staff and the office of professional personnel. 1. Perform all other duties as assigned by the Deputy Superintendent of Instruction and Leadership.
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* County/Administrator Roles

<ul style="list-style-type: none"> ▪ Establishment of standards and expectations for teacher leadership ▪ School-wide focus on learning and reflection ▪ Culture in which teachers are valued and respected as examples and models for other teachers in the profession 	<p>The Division of Instruction and Leadership has worked to align the WV Standards for Effective Schools to Cabell County Schools. (Doc. 4) Within each school strategic plan, these standards are interwoven with an expectation. School Based leadership teams working with the principal build the strategic plan and focus on the goals and objectives that have been set for each individual school. This team works with the principal in determining the needs of the school based on all data collected, such as the leadership and school culture surveys, attendance, behavior, and academic data. Additionally, teacher leaders work collectively with the principal and the Division of Instruction and Leadership in rolling out all actions steps that support the strategic plan.</p> <p>The work of the New Teacher Specialists fits into the county strategic plan under the goal of Becoming a Model of Continuous Improvement Organization. This goal discusses the importance of professional development and support of teachers; this work will support new teachers in the development of their professional practice and should yield improved student outcomes.</p>
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<ul style="list-style-type: none"> Principal fosters, supports, and models teacher leadership Defined process for how teacher leader fits into the County Strategic Plan (role development) Defined process for how the teacher leader addresses the emergent needs of the resident teacher, beginning teacher, and experienced teacher (as aligned with the County WVSIPP Plan) Inclusion of teacher leader in school improvement planning 	<p>The WVSIPP addresses the resident teacher, beginning teacher and experienced teacher as all professional learning is built within each level of support via our academic specialist, new teacher mentor specialist, and district teacher leaders.</p>
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* Management Protocol

<ul style="list-style-type: none"> Create a county-level team that deeply understands the framework and can disseminate information and training to others Explore creating a teacher leader designation (Office of Certification) Create process for county to track funding (Step 7d) Assist schools in restructuring school day to allow for teacher leaders to maintain their classrooms while spending time co-teaching, mentoring, and providing professional learning Create cohorts of educators focused on building their degrees, certifications, and professional development 	<p>County designated team members were established during the 2021-22 school year. This team has worked on the development of The Theory of Action, Instructional Model, Profile of a Graduate, and the teacher leadership framework. This team is comprised of all programmatic levels.</p> <p>1. The following will be explored based on the recommendations of the county-level team:</p> <ul style="list-style-type: none"> 1. Create Team Leaders at Elementary Level and at the Career Center 1. Supplemental pay for Team Leaders at school level 1. Provide regular, targeted professional learning opportunities for teacher leaders encouraging redelivery in their respective schools
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- Provide regular, targeted professional learning opportunities for teacher leaders encouraging redelivery in their respective schools
- Develop a peer and self-monitoring protocol for participating teachers
- Designate Teacher Leader supervisor at school or county level
- Create and advertise incentives for teacher leaders who agree to stay in the position for designated periods of time
- Support for building-level administrators to support school culture and school structures
- Level of WVDE involvement/support

1. Continue to work with Marshall University, WV State University and Mountain State ESC to collaborate on master programs at a reduced rate and other types of certifications.
1. Reinstate the National Board Cohorts of support.
1. Create incentives for teacher leaders who agree to stay in position for designated periods of time.
1. Develop a peer and self-monitoring protocol for participating teachers.
1. Develop a coaching cycle

The following is currently being developed for the 2023-2024 school year.

1. The Division of Instruction and Leadership will work with County Team Leaders to continue the development and revision of the Teacher Leadership Framework. Quarterly meetings will occur for review and revision.
1. The Deputy Superintendent of Instruction and Leadership will manage all Step7d funds in alignment with the office of finance and WVDE.
1. Peer Observations via Sibme (Peer to peer mentor program – follow a guideline of class topics: class management, lesson plans, etc.)
1. Utilization of the Hanover Educator Learning Center for professional development videos, content, and training.
1. Monthly Principal Professional Development to build school culture and school structures. Book study for 2022-23 is “Putting the Pieces Together: A Systems Approach to School Leadership.”
1. Working with WVASA (West Virginia Association of School Administrators) with the Curriculum and Instruction series.
1. Working with WVDE in all aspects of teacher certification and instruction.
1. Working with WVDE and Marshall University with the GROW program.

* Evaluation Procedures

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| <ul style="list-style-type: none"> ▪ Defined evaluation of program ▪ Student achievement data ▪ Teacher Leader logs ▪ Portfolio demonstrating accomplishments, classroom instruction, and/or evidence of student learning ▪ Teacher Leader surveys ▪ External Evaluator ▪ Feedback from students impacted by teacher leaders ▪ Equity of plan in support of WVDE Strategic Plan 3E's: Educational Pathways, Employment, and Enlistment. ▪ Developed accountability systems to measure performance in leadership roles | <p>Currently, Cabell County Schools is working with Hanover Research in developing a five-year strategic plan around the same goals within the one-year strategic plan. This group is made up of central office staff, board members, community leaders, parents, teachers, union representatives and students. Data will be collected yearly and composed during this process to measure the effectiveness of the plan. Surveys from students, teachers, administrators, and community have been ongoing in Cabell County and the data is used to make decisions within all programs that support student achievement.</p> <p>The County team leaders will review the plan annually using the following data to aid in revisions that will strengthen the framework:</p> <ul style="list-style-type: none"> 1. Survey Data from teacher leaders, teachers, parents, administrators, and community to gather areas of exemplary, need and concern. 1. Teacher Leader Logs 1. Self-Reflection 1. Evaluation results on all Professional Development 1. Professional Personnel Advisory Council <p>The County Team leaders will begin research on evaluating the effectiveness of teacher leaders and in the development of an accountability system to measure performance in leadership roles.</p> |
|--|---|

- Methods to monitor and evaluate effectiveness of teacher leaders
- Self-reflection
- Documentation of Support
- Teacher retention data

* Estimated Budget

Step 7d budget for the 2023-24 school year.

- Estimated Salary for four New Teacher Mentor Specialist Regular Ed and Special Education \$320,000
- Stipend at the end of each semester of expected work completed for TIP Program: \$1,000/teacher estimated at \$50,000
- Hourly Rate of projected time for District Teacher Leader Cohort. 2hrs per quarterly session. \$5,000
- Supplies \$2,000
- Gas/Mileage \$3,000
- Sibme Software to support peer coaching virtually.
- Hanover Education Learning Software-\$35,000
- Instructional Resources to support new teachers. \$20,000
- Professional Development for New Teacher Mentor Specialists to build capacity with coaching model and professional practice. \$40,000
- Administrator Apprentice Program-materials\$20,000
- Substitutes for job shadowing-\$20,000

* Communication

<ul style="list-style-type: none"> ▪ Define communications flow to targeted staff regarding leadership positions (i.e., identified highly effective teachers, identified accomplished or above on evaluation). ▪ Add an easily accessible Teacher Leadership website location on the County Website. ▪ Presentations to County Board of Education on the benefits of teacher leadership ▪ Social Media Posts ▪ E-Mail blasts ▪ Talking points for families ▪ Presentations to teachers on research and how teacher leadership advances their practice and improves school culture ▪ Develop a teacher leadership network 	<p>Cabell County Schools has a communication department led by Jedd Flowers. Mr. Flowers works within all aspects of communication. He is responsible for communication from the central office. He works with all forms of media and has a great relationship with local media. He works with schools to help align their communication with parents to be effective. We both have a staff call out system with text messaging. Both the Division of Instruction and Leadership and the Division of District Operations and Support put out a monthly newsletter to staff. The Superintendent does a weekly newsletter to all board members, administration, and central office administration. The Superintendent also puts out a community connection newsletter that goes to all families and community members.</p> <p>In collaboration with local community organizations, the FCEF developed and distributed a Summer Learning Packet for families including at-home learning activities, calendars of local summer events, and summer school learning activities.</p> <p>Superintendent's Cabinet members meet weekly and discuss upcoming work within the schools for the communication department to highlight on social media.</p> <p>Board Workshops are held monthly, and teacher leadership is presented each semester.</p> <p>Board updates are given by both the Deputy of Instruction and Leadership and the Deputy of Operations and Support at each board meeting. Teacher Leadership is addressed throughout the school year.</p> <p>Board Celebrations occur at each board meeting with the teacher's success being celebrated as we are made aware of the success. Recently, AP (Advanced Placement) teachers were honored for their success of the most recent AP data. National Board Teachers are recognized every year along with Teacher of the Year.</p> <p>A Family and Community Engagement Facilitator has been hired and has done a series of Family videos to support learning. She works collaboratively with all schools on how families can be involved within their schools. Additionally, she is featured weekly on WSAZ for tips on education and highlighting our Family Academy located on our website. Estimated viewership for the 2022-2023 school year was 3.5 million.</p> <p>The state of the schools presents each year to the Board second semester of the highlights and how they have achieved their strategic plan goals. They address successes and discuss needs.</p>
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communication tool
(ex. Teams)

WVSIPP Funding Details

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 450,006.94
Support for experienced teachers	* \$ 1,334,311.00
Support for student teachers	* \$ 5,000.00
Support for other staff	* \$ 45,000.00
Professional development	* \$ 1,577,676.00

Required Items [Expand All] [Collapse All]		Component Met
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Required Items [Expand All] [Collapse All]		Component Met
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1) Science of Reading Instruction

1) Science of Reading Instruction

Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College- and Career-Readiness Standards.

Explanation

The extensive body of research provided by the Science of Reading clearly details the necessary elements of early literacy instruction: phonological awareness, phonics and word recognition, fluency, vocabulary, morphology, and oral language comprehension and text comprehension. Specifically, we now know that decoding skills must be taught systematically and explicitly to all beginning readers. Due to this research, Cabell County Schools adopted curriculum directly aligned to the best practices outlined by the Science of Reading. In grades K-2, Superkids heavily focuses on phonological awareness and decoding skills. In grades 3-5, CKLA (Core Knowledge Language Arts) is rich with opportunities for students to expand their vocabulary and understanding of complex text. Additionally, for many years now Cabell County has invested in training all PreK-3 and special education teachers in the LETRS program (Language Essentials for Teachers of Reading and Spelling). This program helps teachers to better understand the best practices and strategies that support the Science of Reading.

G 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.2 Focused Professional Development

2) Science of Reading and Numeracy Professional Learning Opportunities

2) Science of Reading and Numeracy Professional Learning Opportunities


Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and writing.


Explanation
<p>1. The first row of the matrix is the identity matrix I, which is a 3x3 matrix with 1s on the diagonal and 0s elsewhere.</p> <p>2. The second row is the first row of I multiplied by 2, resulting in $2I$.</p> <p>3. The third row is the second row of I multiplied by 3, resulting in $3I$.</p> <p>4. The fourth row is the third row of I multiplied by 4, resulting in $4I$.</p> <p>5. The fifth row is the fourth row of I multiplied by 5, resulting in $5I$.</p> <p>6. The sixth row is the fifth row of I multiplied by 6, resulting in $6I$.</p> <p>7. The seventh row is the sixth row of I multiplied by 7, resulting in $7I$.</p> <p>8. The eighth row is the seventh row of I multiplied by 8, resulting in $8I$.</p> <p>9. The ninth row is the eighth row of I multiplied by 9, resulting in $9I$.</p> <p>10. The tenth row is the ninth row of I multiplied by 10, resulting in $10I$.</p> <p>11. The eleventh row is the tenth row of I multiplied by 11, resulting in $11I$.</p> <p>12. The twelfth row is the eleventh row of I multiplied by 12, resulting in $12I$.</p> <p>13. The thirteenth row is the twelfth row of I multiplied by 13, resulting in $13I$.</p> <p>14. The fourteenth row is the thirteenth row of I multiplied by 14, resulting in $14I$.</p> <p>15. The fifteenth row is the fourteenth row of I multiplied by 15, resulting in $15I$.</p> <p>16. The sixteenth row is the fifteenth row of I multiplied by 16, resulting in $16I$.</p> <p>17. The seventeenth row is the sixteenth row of I multiplied by 17, resulting in $17I$.</p> <p>18. The eighteenth row is the seventeenth row of I multiplied by 18, resulting in $18I$.</p> <p>19. The nineteenth row is the eighteenth row of I multiplied by 19, resulting in $19I$.</p> <p>20. The twentieth row is the nineteenth row of I multiplied by 20, resulting in $20I$.</p> <p>21. The twenty-first row is the twentieth row of I multiplied by 21, resulting in $21I$.</p> <p>22. The twenty-second row is the twenty-first row of I multiplied by 22, resulting in $22I$.</p> <p>23. The twenty-third row is the twenty-second row of I multiplied by 23, resulting in $23I$.</p> <p>24. The twenty-fourth row is the twenty-third row of I multiplied by 24, resulting in $24I$.</p> <p>25. The twenty-fifth row is the twenty-fourth row of I multiplied by 25, resulting in $25I$.</p> <p>26. The twenty-sixth row is the twenty-fifth row of I multiplied by 26, resulting in $26I$.</p> <p>27. The twenty-seventh row is the twenty-sixth row of I multiplied by 27, resulting in $27I$.</p> <p>28. The twenty-eighth row is the twenty-seventh row of I multiplied by 28, resulting in $28I$.</p> <p>29. The twenty-ninth row is the twenty-eighth row of I multiplied by 29, resulting in $29I$.</p> <p>30. The thirtieth row is the twenty-ninth row of I multiplied by 30, resulting in $30I$.</p> <p>31. The thirty-first row is the thirtieth row of I multiplied by 31, resulting in $31I$.</p> <p>32. The thirty-second row is the thirty-first row of I multiplied by 32, resulting in $32I$.</p> <p>33. The thirty-third row is the thirty-second row of I multiplied by 33, resulting in $33I$.</p> <p>34. The thirty-fourth row is the thirty-third row of I multiplied by 34, resulting in $34I$.</p> <p>35. The thirty-fifth row is the thirty-fourth row of I multiplied by 35, resulting in $35I$.</p> <p>36. The thirty-sixth row is the thirty-fifth row of I multiplied by 36, resulting in $36I$.</p> <p>37. The thirty-seventh row is the thirty-sixth row of I multiplied by 37, resulting in $37I$.</p> <p>38. The thirty-eighth row is the thirty-seventh row of I multiplied by 38, resulting in $38I$.</p> <p>39. The thirty-ninth row is the thirty-eighth row of I multiplied by 39, resulting in $39I$.</p> <p>40. The fortieth row is the thirty-ninth row of I multiplied by 40, resulting in $40I$.</p> <p>41. The forty-first row is the fortieth row of I multiplied by 41, resulting in $41I$.</p> <p>42. The forty-second row is the forty-first row of I multiplied by 42, resulting in $42I$.</p> <p>43. The forty-third row is the forty-second row of I multiplied by 43, resulting in $43I$.</p> <p>44. The forty-fourth row is the forty-third row of I multiplied by 44, resulting in $44I$.</p> <p>45. The forty-fifth row is the forty-fourth row of I multiplied by 45, resulting in $45I$.</p> <p>46. The forty-sixth row is the forty-fifth row of I multiplied by 46, resulting in $46I$.</p> <p>47. The forty-seventh row is the forty-sixth row of I multiplied by 47, resulting in $47I$.</p> <p>48. The forty-eighth row is the forty-seventh row of I multiplied by 48, resulting in $48I$.</p> <p>49. The forty-ninth row is the forty-eighth row of I multiplied by 49, resulting in $49I$.</p> <p>50. The fiftieth row is the forty-ninth row of I multiplied by 50, resulting in $50I$.</p> <p>51. The fifty-first row is the fiftieth row of I multiplied by 51, resulting in $51I$.</p> <p>52. The fifty-second row is the fifty-first row of I multiplied by 52, resulting in $52I$.</p> <p>53. The fifty-third row is the fifty-second row of I multiplied by 53, resulting in $53I$.</p> <p>54. The fifty-fourth row is the fifty-third row of I multiplied by 54, resulting in $54I$.</p> <p>55. The fifty-fifth row is the fifty-fourth row of I multiplied by 55, resulting in $55I$.</p> <p>56. The fifty-sixth row is the fifty-fifth row of I multiplied by 56, resulting in $56I$.</p> <p>57. The fifty-seventh row is the fifty-sixth row of I multiplied by 57, resulting in $57I$.</p> <p>58. The fifty-eighth row is the fifty-seventh row of I multiplied by 58, resulting in $58I$.</p> <p>59. The fifty-ninth row is the fifty-eighth row of I multiplied by 59, resulting in $59I$.</p> <p>60. The sixtieth row is the fifty-ninth row of I multiplied by 60, resulting in $60I$.</p> <p>61. The sixty-first row is the sixtieth row of I multiplied by 61, resulting in $61I$.</p> <p>62. The sixty-second row is the sixty-first row of I multiplied by 62, resulting in $62I$.</p> <p>63. The sixty-third row is the sixty-second row of I multiplied by 63, resulting in $63I$.</p> <p>64. The sixty-fourth row is the sixty-third row of I multiplied by 64, resulting in $64I$.</p> <p>65. The sixty-fifth row is the sixty-fourth row of I multiplied by 65, resulting in $65I$.</p> <p>66. The sixty-sixth row is the sixty-fifth row of I multiplied by 66, resulting in $66I$.</p> <p>67. The sixty-seventh row is the sixty-sixth row of I multiplied by 67, resulting in $67I$.</p> <p>68. The sixty-eighth row is the sixty-seventh row of I multiplied by 68, resulting in $68I$.</p> <p>69. The sixty-ninth row is the sixty-eighth row of I multiplied by 69, resulting in $69I$.</p> <p>70. The seventieth row is the sixty-ninth row of I multiplied by 70, resulting in $70I$.</p> <p>71. The seventy-first row is the seventieth row of I multiplied by 71, resulting in $71I$.</p> <p>72. The seventy-second row is the seventy-first row of I multiplied by 72, resulting in $72I$.</p> <p>73. The seventy-third row is the seventy-second row of I multiplied by 73, resulting in $73I$.</p> <p>74. The seventy-fourth row is the seventy-third row of I multiplied by 74, resulting in $74I$.</p> <p>75. The seventy-fifth row is the seventy-fourth row of I multiplied by 75, resulting in $75I$.</p> <p>76. The seventy-sixth row is the seventy-fifth row of I multiplied by 76, resulting in $76I$.</p> <p>77. The seventy-seventh row is the seventy-sixth row of I multiplied by 77, resulting in $77I$.</p> <p>78. The seventy-eighth row is the seventy-seventh row of I multiplied by 78, resulting in $78I$.</p> <p>79. The seventy-ninth row is the seventy-eighth row of I multiplied by 79, resulting in $79I$.</p> <p>80. The eightieth row is the seventy-ninth row of I multiplied by 80, resulting in $80I$.</p> <p>81. The eighty-first row is the eightieth row of I multiplied by 81, resulting in $81I$.</p> <p>82. The eighty-second row is the eighty-first row of I multiplied by 82, resulting in $82I$.</p> <p>83. The eighty-third row is the eighty-second row of I multiplied by 83, resulting in $83I$.</p> <p>84. The eighty-fourth row is the eighty-third row of I multiplied by 84, resulting in $84I$.</p> <p>85. The eighty-fifth row is the eighty-fourth row of I multiplied by 85, resulting in $85I$.</p> <p>86. The eighty-sixth row is the eighty-fifth row of I multiplied by 86, resulting in $86I$.</p> <p>87. The eighty-seventh row is the eighty-sixth row of I multiplied by 87, resulting in $87I$.</p> <p>88. The eighty-eighth row is the eighty-seventh row of I multiplied by 88, resulting in $88I$.</p> <p>89. The eighty-ninth row is the eighty-eighth row of I multiplied by 89, resulting in $89I$.</p> <p>90. The ninetieth row is the eighty-ninth row of I multiplied by 90, resulting in $90I$.</p> <p>91. The ninety-first row is the ninetieth row of I multiplied by 91, resulting in $91I$.</p> <p>92. The ninety-second row is the ninety-first row of I multiplied by 92, resulting in $92I$.</p> <p>93. The ninety-third row is the ninety-second row of I multiplied by 93, resulting in $93I$.</p> <p>94. The ninety-fourth row is the ninety-third row of I multiplied by 94, resulting in $94I$.</p> <p>95. The ninety-fifth row is the ninety-fourth row of I multiplied by 95, resulting in $95I$.</p> <p>96. The ninety-sixth row is the ninety-fifth row of I multiplied by 96, resulting in $96I$.</p> <p>97. The ninety-seventh row is the ninety-sixth row of I multiplied by 97, resulting in $97I$.</p> <p>98. The ninety-eighth row is the ninety-seventh row of I</p>

Beginning in the 2018-2019 school year all teachers of K-3 students, including classroom teachers, special education teachers, and Title I reading specialists were provided with the opportunity to receive training in LETRS Volume 1. Since then, training in Volume 1 has been offered yearly. In 2021-2022, all preschool teachers in Cabell County were trained in LETRS Early Childhood and school administrators were trained in LETRS Administrators. In 2022-2023, the first LETRS Volume 2 cadre took place in which approximately 75 educators participated. Furthermore, Cabell County has invested in being able to provide their own LETRS professional development by training county staff to be certified local facilitators. All teachers receive continued professional development around LETRS strategies and best practices throughout the school year. For the 2023-2024 school year, teaching assistants in grade K-1 will be provided with professional development and ongoing support that addresses the Science of Reading. This will allow classroom assistants to assist teachers with small group instruction.

Beginning in fall of 2021 Cabell County began utilizing the newly adopted Superkids (K-2) and CKLA (3-5) as their primary ELA instructional curricula. Both of these programs align closely with the Science of Reading. Teachers received initial and ongoing professional development in the programs, as well as coaching and ongoing support. Both programs included specific professional development sessions revolving around the use of best practices as determined by the Science of Reading. Data from assessments such as DIBELS, Superkids, PAST, Spelling Inventory, i-Ready, etc is used frequently to determine student needs and drive instruction. In addition to the core curricula, teachers have also been trained on supplemental programs that reinforce the strategies behind the Science of Reading. These programs include Heggerty, Bridge the Gap, Morpheme Magic, Rewards, Phonics for Reading, West Virginia Explicit Phonics, etc.

1 Achievement and Growth

 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

 1.1.2 Focused Professional Development

3) **Assessments: Screeners, Diagnostics, Benchmarks**

Goal: Utilizing a state-approved English Language Arts and Mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics or benchmarks should include subtest reporting for dyslexia indicators.

Explanation

Cabell County teachers administer the i-Ready diagnostic four times a year as the main benchmark assessment in grades K-5. Along with each diagnostic, i-Ready growth monitoring is administered every 3-4 weeks. In grades K-1, DIBELS is administered three times a year with growth monitoring occurring for students who are at-risk academically. Additionally, at-risk students are further screened using more specific assessments including PAST, QPS, Heggerty, etc. i-Ready and DIBELS both assess skills in which a lack of success could indicate dyslexia and signal a need for further testing.

1 Achievement and Growth

 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

 1.1.1 Data Driven Decisions

4) **Multi-Tiered Systems of Support**

Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics.

This section should include a schedule for providing intervention/enrichment time to students.

Explanation

Students identified as at-risk or scoring below grade level are provided with daily intervention for that subject area. Each school is provided with 1-2 interventionists who primarily work with students who are the most at-risk but have not qualified for special education services. In addition, classroom teachers also provide tiered support to address the learning needs of all students. Once weaknesses are identified, teachers select research-based programs and strategies that will best support the Individual student. Additionally, students who are determined to be above level in reading and mathematics are provided with opportunities to receive enriching and challenging instruction. The Cabell County Elementary Daily Instructional Framework requires that forty-five minutes a day be dedicated specifically to intensive intervention (Tier 3) and enrichment. This is in addition to small group instruction during the regular math and ELA blocks.

5) **Family Notification and Involvement**




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

Explanation

Progress is reported to families four times yearly through report cards. Additionally, parent reports are sent home each time a student completes the i-Ready diagnostic. Students who are not showing adequate growth based on the assessment and classroom performance may be identified as needing a SAT plan (Student Assistance Team). Once a student is placed on SAT, a team meets every 45 days to put in place modifications and strategies to provide student success in and out of the classroom. The student may be provided additional support from the interventionist, and Title I staff. If a student is still not successful, further testing may be required to place the student in special education. Additionally, parent-teacher conferences can be scheduled to discuss the progress of the student.

3 Integrating Family and Community Engagement

 3.1 County developed surveys, family participation rates, and website analytics.

 3.1.2 Strengthen family's knowledge and skills to support and extend learning at home and in the community

6) **Extended Learning Opportunities**



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

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

Explanation

Explanation

All students have the opportunity to attend Cabell County's Summer Learning Program. This is a four-week program that provides students with additional support and enrichment. Teachers will focus on fundamental math and reading skills to help students excel in the upcoming school year. Some Cabell County Elementary Schools also offer after-school tutoring throughout the school year to provide at-risk students with additional support.

G 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.3 Extended Day and Summer Programs

Cabell County Schools (012) Public District - FY 2024 - LEA Strategic Plan - Rev 0

☐ Not Applicable

Required Items [Expand All] [Collapse All]

Component
Met1) **P – 12 Mathematics Content Knowledge**

Activities related to expanding educators' content knowledge (Ex: action steps related to training and implementation for new instructional materials, Boaler's mathematical mindsets, number talks, etc.)

Explanation

Trainings will include:

Content will be provided through the math academic specialist, job embedded iReady, PRISM Virtual Reality, and Carnegie Math Coaching and the Excellence in Education Summer Summit.

☐ 1 Achievement and Growth

☐ PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

☐ S 1.1.2 Focused Professional Development
2) **P – 12 Mathematics Pedagogy/Thinking Skills**

Activities related to expanding educators' pedagogical practices used in teaching mathematics (Ex: Cash's differentiation, thinking skills, number talks, etc.)

Explanation

Content Academies, and pedagogy will be provided at the beginning of the school year, through the math academic specialist, job embedded iReady, PRISM Virtual Reality, Carnegie Math Coaching, Classroom Assessment for Learning, Thinking Maps, Professional Learning Days and the Excellence in Education Summer Summit.

☐ 1 Achievement and Growth

☐ PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

☐ S 1.1.2 Focused Professional Development

§ 1.1.4 Instruction with Technology

§ 1.1.5 Support for ELL Students

§ 1.1.7 High Quality Instructional Programs

3) Leadership Development



Activities related to expanding administrators' and teacher-leaders' role as instructional leaders (Ex: resource allocation, planning and monitoring for success, facilitators of change related to student engagement, output and empowerment, etc.)

Explanation

Cabell County Schools is invested in building instructional leadership and teacher leaders at every school. Math diagnostics will be implemented fall, winter and spring with data dives to inform the principal and teachers of areas of needs in mathematics.

Academic Specialists will continue to work with principals and teachers in the areas of content development, teacher support, data analysis and technology integration.

Principal Support as the instructional leader will be supported by the Division of Instruction and Leadership through monthly principal meetings with focuses on data, feedback and walkthroughs.

Executive Directors will continue to design support through understanding data that support high quality instruction, quality feedback and strong PLCs.

4) Student Engagement



Activities related to expanding educators' and administrators' understanding and use of research-based student engagement processes (Ex: Kieschnick's blended learning, Boaler's mathematical mindsets, technology supports, etc.)

Explanation

Cabell County will implement county walkthroughs based on the High Quality Standards for Effective Schools. Academic Specialist will continue to work with both teachers and principals on research based student engagement processes. Cabell County will continue supporting the personalized learning days where schools will design PD to meet the schools' needs based on data. Math will be a continued area of focus.

§ 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.3 Extended Day and Summer Programs

S 1.1.4 Instruction with Technology

5) **Mathematics Coaching/Facilitating**

Activities related to developing the academic and interpersonal skills (Ex: effective coaching skills, training skills, facilitating skills, peer mentoring, etc.)

Explanation

Cabell County Schools will continue with math coaching from Curriculum Associates for the i-Ready/Ready Math elementary programs, the Carnegie/Mathia programs for middle school and PRISM Virtual Reality for middle and high school math teachers. Additionally, academic specialists will continue supporting all schools in mathematics K-12 through demonstrating teaching, coaching with feedback, data analysis and technology integration. All academic specialist, new teacher mentors and school based Title I instructional coaches have been through a cognitive coaching model through SIBME.

G 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.2 Focused Professional Development

S 1.1.4 Instruction with Technology

6) **Parent Involvement/Public Relations**

Activities related to developing and expanding parent and community involvement in mathematics (Ex: creating a heightened awareness of mathematics through community involvement, active public relations activities, math nights, student-led conferences, district/school website linked to math4life website, etc.)

Explanation

For the 2023-24 school year, Cabell County Schools will be hosting both Math and STEM/STEAM nights for parents and the community with the focus around mathematics. Dr. Ashley Stephens our Family and Community Engagement Facilitator will work with schools in building better communication and resources in the area of Mathematics for our families.

G 1 Achievement and Growth

PM 1.1 Data from county assessments will be analyzed to monitor the work toward achieving the goal.

S 1.1.2 Focused Professional Development

G 3 Integrating Family and Community Engagement

PM 3.1 County developed surveys, family participation rates, and website analytics.

S 3.1.1 Building positive relationships with students, staff, families, and communities will support student health and wellness.

S 3.1.2 Strengthen family's knowledge and skills to support and extend learning at home and in the community

S 3.1.3 Using community resources to extend educational opportunities

S 3.1.4 Improve communication systems and structures while encouraging two-way communications.

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Required Documents

This page is currently not accepting Related Documents.