

School Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
9/1/2023 9:37:48 AM	Kelly Watts	Status changed to 'School Strategic Plan Approved by County'.	S
7/19/2023 11:38:48 AM	Robin Ramey	Status changed to 'School Strategic Plan Completed'.	S
7/19/2023 9:05:42 AM	Kristin Giles	Status changed to 'School Strategic Plan Returned Not Approved by County'.	S
5/30/2023 9:49:38 AM	Beverly Holley	Status changed to 'School Strategic Plan Completed'.	S
5/30/2023 8:32:27 AM	Kristin Giles	Status changed to 'School Strategic Plan Returned Not Approved by County'.	S
5/25/2023 8:38:48 AM	Beverly Holley	Status changed to 'School Strategic Plan Completed'.	S
5/16/2023 7:12:02 AM	Robin Ramey	Status changed to 'School Strategic Plan Started'.	S
1/17/2023 11:23:48 AM	Elizabeth Younis	Status changed to 'School Strategic Plan Not Started'.	S

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

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

- Robin Harmon, Principal, rramey@k12.wv.us
- Beverly Holley, Assistant Principal, bjholle@k12.wv.us
- Cammie McCourt, Assistant Principal, cmccourt@k12.wv.us
- Clara Gray, CIS Coordinator, clara.metz@k12.wv.us
- Kim Burgess, 3-5 Academic Coach, kburgess@k12.wv.us
- Tosha Roberts, K-2 Academic Coach tmroberts@k12.wv.us
- Alison Townson, 5th grade teacher, alison.townson@k12.wv.us
- Rachel Mandola, 4th grade teacher, rachel.mandola@k12.wv.us
- Alisha Brumfield, 3rd grade teacher, alisha.brumfield@k12.wv.us
- Brittany Blankenship, 2nd grade teacher, bdjeffers@k12.wv.us
- Breanna Knotts, 1st grade teacher, beknotts@k12.wv.us
- Laura Booth, Pre-K teacher, llbooth@k12.wv.us
- Teresa Crum, Art teacher, tcrum@k12.wv.us
- Kari Wenck, Special Education teacher, kari.wenck@k12.wv.us

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

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

Central City Elementary Mission Statement: Central City Elementary is committed to creating an engaging partnership with students, parents, and the community to provide each student with the knowledge, skills, and attitude to become thriving citizens in a diverse, technological world.

Central City Vision Statement: Central City Elementary strives to develop and nurture well-rounded, life long learners who are confident, creative, and critical thinkers.

Central City Elementary Core Beliefs:

- We believe that students learn best in an environment that is safe - physically, socially, and emotionally-for all students, and where the development of character traits such as integrity and mutual respect are the expectation.
- We believe students deserve a high quality, standards-based, data-driven education that promotes creative and critical thinking as well as perseverance in applying acquired skills and knowledge to solve real-world problems.
- We believe that students are most successful when they see themselves as a vital partner of the school and their families to achieve their unique potential as a learner-- including work ethic development and regular attendance.
- We believe that ongoing, embedded, professional development is essential to provide educators with the tools necessary to support life-long learning and student success in a diverse, technologically integrated society.

School Strategic Plan - Demographic Data

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)	School (2022-23)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.28	53.17	91.02
English Learners	0.87	0.94	--
Foster Care	1.46	1.67	2.74
Homeless	3.09	2.88	3.24
Military Connected	0.17	0.02	--
Students with Disabilities	18.05	21.53	31.17
Race			
American Indian or Alaska Native	0.25	0.52	1.00
Asian	0.99	1.41	1.00
Black or African American	7.23	11.78	15.96
Hispanic or Latino Native	2.20	1.54	2.99
Multi-Racial	0.43	1.02	2.99
Native Hawaiian or Other Pacific Islander	0.14	0.13	--
White	88.57	82.60	76.06
Gender			
Female	48.35	48.02	47.88
Male	51.65	51.98	52.12

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

*** In the text box below, summarize the 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.

Demographic Data	Total Population 355
EL Screener Data (Ask your EL teacher for this)	Behavior: 38 Level 1 Behavior Incidents: 11 Level 2 Behavior Incidents: 9 Level 3 Behavior Incidents: 18 Level 4 Behavior Incidents:
ELL Students 1 student in 4 th grade	SATS SAT Plans - 65 students on plans 14 of students on SAT plans qualified for special education services. 3 of the students on SAT plans qualified for TAG. 6 of the students on SAT plans moved from our school. 3 of the students on SAT plans moved to 504 plans.
Number of Special Education students by exceptionality– 194 students with IEPs	IEPS and breakdown of gender/race/grade
Transient/Out of Area Transfers	Gifted/TAG and breakdown of gender/race/grade 6 total, 17% Female, 83% Male 17% Black, 17% Multi-Race, 66% White

	1 in 3 rd grade 3 in 4 th grade 2 in 5 th grade	
Male/Female	Foster Care and breakdown of gender/race/grade	
Chronically Absent <u>Chronically Absent students – 42.67%</u> males are chronically absent females are chronically absent of the students have IEPs and 15 have SAT plans with attendance specifically being addressed in the SAT plans.	At-Risk Students and breakdown of gender/race/grade	

Practices Implemented	Implementation Results	Start/Stop/Continue
Walk to Intervention	Increase in math and reading scores for grades 2-5, utilizing all classroom teachers, title teachers, interventionists, and academic coaches	Continue, improved this year with the addition of academic coaches to assist with data collection and determining correct groups, also 3-5 grades are focusing on content standards that are weak
Brag Tags	Achievement and attendance awards during lunch for K-5 to celebrate student success	Continue, very successful
Attendance Incentives	Classroom competitions and individual incentives for chronically absent students and their families	Continue
Behavior Reward Trips	Using Class Dojo, BIFs written, and attendance as data for eligibility to improve student morale.	Continue, every 9 weeks

Accelerated Reader Rewards	Reading incentives to encourage students, 30%, 60% and 100% milestone rewards for reaching goals	Continue, throughout the year, added more incentives this year
Cougar Store	Incentive for students to earn Cougar Bucks to spend in the Cougar Store for behavior and attendance to improve student morale	Continue, students enjoy the store and the experience of shopping and using "money"
After School Tutoring	Second grade teachers work with small groups after school in math and reading	Continue, very successful
After School Robotics	Grades 3-5 STEM activities for enrichment, teachers trained in Robotics program	Continue
After School Music Class	Enrichment, students learn drumming and piano	Continue
Student Support Team	School counselor, social worker, CIS coordinator, school nurse, parent partners and administration meet to plan and organize small groups for intervention in social/emotional needs	Continue
One-to One ipads for Students	Everyone student is assigned an ipad for school and home use. All students utilize ipads for iready as well as to create and produce products that assist in mastering College and Career Readiness Standards.	Continue

- After School Programs to help students in these subgroups include: Robotics for STEM and enrichment, tutoring in math and reading for students not on grade level, and music enrichment classes.
- School counselor, social worker, and CIS logs (37 students were referred for counseling with the CCE student support team and were seen through the year, a referral form was created on Microsoft Forms for teachers/staff to refer students for counseling which also collected this data)
- Parent/family engagement (see chart below)

Practices/Strategies Implemented

Back to School Bash
A considerable amount of families attended and participated in the event.
Over 450 people attended

Stop, Start, Continue, Continue with modification

Continue this style of open house, helped families prepare for the beginning of school, open house, families met teachers, supplies, and haircuts. It was a carnival atmosphere to start the school on a positive note.

Trunk or Treat	A considerable amount of families attended and participated in the event. Over 350 attended.	Continue with modifications: Change donation protocols for candy and use title I funding to buy supplies to send home with families on trick or treat safety.
Cookies with Santa	A considerable amount of families attended and participated in the event.	Continue: Read-aloud in the cafeteria while students create their own cookie designs and work on fun Christmas math and reading games with their families
Earth Day	A considerable amount of families attended and participated in the event. Over 450 people attended	Continue: Families learned how to recycle, reuse, upcycle, and reduce. Parents brought in cardboard boxes for recycling.
Batman Bingo	Some families participated in the event	Continue with modifications: Last year we had Batman come and do a read aloud and then families played Book Bingo to win Accelerated Reader books that were donated by Scholastic, read-aloud book was too long, will choose a shorter one this year like Flamingo Bingo. May need to change theme next year to go with book.
Fine Arts Night	A considerable amount of families attended and participated in the event.	Continue with modifications: Host families for arts and crafts activity station and music programs. The feedback on the crafting activity was negative, next year we are revamping our Fine Arts Night with take home packets that coincide with the music programs.
We Love to Read Night	Some families participated in the event	Continue with modification: We held the We love to Read Night and book fair/open house. Parent feedback was somewhat negative. Next year we will get more books donated for giveaways and pair the Literature Fair with the We Love to Read Night

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.

At Central City Elementary, the school utilizes a variety of data sources to identify student demographics. These sources tell us that our student population is at a huge disadvantage economically. Our percentage of economically disadvantaged students is almost double the county and state percentage at 81.32%. This greatly affects student achievement and parent involvement. Also, our percentage of students living foster care is slightly greater than the county and state percentages. A number of students are also being raised by grandparents or other family members other than their biological parents. The percentage of students with IEPs at Central City is 33.3%; this is significantly higher than both county and state. The number of Black or African American population has steadily grown over recent years and is also higher than county and state averages with a current average of 19%. Our new ELA curriculum teaches about other cultures and our new county counseling curriculum also address the needs of these subgroups at our school.

In order to improve subgroup performance we have instituted the following strategies and practices:

Continue: We have been doing more targeted home visits for students that are transient and chronically absent and tardy.

Continue: We have attendance incentives as a whole school, individual classes, and for individual families that have students at risk. We utilize our CIS coordinator, social worker, counselor, and administration team to help carry out these strategies.

Continue: We have two new interventionists and academic coaches that work closely with Title I Math and Reading teachers to assist all low-performing students with small group instruction based on their deficiencies in math and reading.

Continue: We do monthly parent engagement activities to involve families more with their children's educational path.

Continue: We have an ELL teacher that pulls students and works with English language skills for ELL learners and helps modify classroom assignments.

Continue: After school programs for Robotics, Tutoring, and Music Enrichment

Continue: One to one use of ipads for students for iready, testing and other projects that assist in mastering the College and Career Readiness Standards.

School Strategic Plan - Academic Data

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Academic Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	
Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Assessment data or Scorecard Ratings in the GPS data tables.	

2030 Annual English Language Arts (ELA) Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	34.07	36.61	39.14	39.14	41.68	44.21	46.75	49.28	51.82	54.36	56.89	59.43	61.96	64.50	67.04

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

ELA Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	19.44	30.49		46.40	41.83
Status						
Economically Disadvantaged	--	18.71	28.28		32.78	31.26
English Learners	--	25.00	0.00		26.32	11.70
Foster Care	--	0.00	0.00		25.34	24.08
Homeless	--	16.67	55.56		36.78	26.23

Military Connected	--	--	--		0.00	52.94
Students with Disabilities	--	1.59	12.90		13.23	11.06
Race						
American Indian or Alaska Native	--	33.33	--		12.50	28.26
Asian	--	--	--		76.92	70.21
Black or African American	--	0.00	27.27		22.92	26.27
Hispanic or Latino Native	--	33.33	16.67		48.24	36.45
Multi-Racial	--	22.22	23.81		41.29	36.93
Native Hawaiian or Other Pacific Islander	--	--	--		--	45.28
White	--	19.58	32.54		48.27	42.67
Gender						
Female	--	20.25	33.77		52.06	46.48
Male	--	18.81	27.59		41.04	37.43

ELA Academic Progress

Student Groups	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students		% of Students	% of Students
All	51.46		48.87	46.05
Status				
Economically Disadvantaged	52.17		43.86	41.93
English Learners	0.00		36.84	37.91
Foster Care	100.00		39.97	36.98
Homeless	57.14		48.21	41.82
Students with Disabilities	38.10		36.53	33.10
Race				
American Indian or Alaska Native	--		25.00	26.79
Asian	--		78.95	67.70
Black or African American	60.00		43.26	37.93
Hispanic or Latino Native	0.00		42.86	45.70
Multi-Racial	54.55		48.17	44.54

Native Hawaiian or Other Pacific Islander	--		--	39.13
White	53.01		49.33	46.34
Gender				
Female	--		--	--
Male	--		--	--

Reading Lexile Distribution - School (2021-22)

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

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

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

iReady Proficiency in Reading (Tier 1)	BOY %	MOY 1 %	MOY 2 %	EOY %
K	n/a	29	63	83
1	3	9	16	47
2	17	24	42	52

3	13	23	40	52
4	18	25	33	40
5	11	11	14	21

GSA 2022-2023 ELA Data

	3 rd ELA	4 th ELA	5 th ELA	Overall ELA
(22-23)	33	40	30	35
(21-22)	29	33	30	31
Brumfield	41			
Gannon	24			
Golomb	33			
Casto		37		
Mandola		57		

Offutt		29		
Brumfield			30	
Huffer			17	
Townson			42	

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Title I reading teacher and interventionists plan and provide interventions to Tier 2 and Tier 3 students based on diagnostic data and screening tools.	Title I reading teacher and interventionists are able to focus on the gaps that occur when students are significantly below grade level. Using data from screeners and diagnostics such as Spelling Inventory, the PAST, DIBELS, and i-Ready, they provide intense instruction to students who are sometimes significantly below grade level. With this additional instruction, many of these students were able to make more than one year of growth during the school year, helping to close the gaps and bring them closer to grade level.
Academic coaches to assist teachers with PLCs, best practices, data, common assessments and student groups.	This school year we are using our two academic coaches to target Tier 2 (yellow) students to higher levels within the tier or even into Tier 1 (green) status. They will pull students three days a week and their groupings will be fluid based on need.
Continue with professional development and implementation of LETRS Strategies in grades Pre-K-3.	Teachers continued utilizing LETRS strategies from LETRS volume 1. Two educators from Central City are LETRS facilitators and can provide additional professional development in the program. Also, several teachers completed volume 2 and our Pre-K teacher completed LETRS Early Childhood this past year. All new teachers that are K-3 have taken LETRS volume 1 through the county TIP program. Special Education participated in continued PD to strengthen existing knowledge and best practices. There were opportunities for more modeling of best practices using LETRS manipulatives. The teachers have continued to express that they have seen great results from implementing what they have learned through the program. We continue to see a drastic increase in scores in the reading domain of phonological awareness.

Continue utilizing reading programs that teachers were previously provided professional development in to reinforce early reading skills in the primary grades (Heggerty, LiPS, Superkids Skill Builder, Foundations Blueprint for Phonics, Recipe for Reading, and Wilson Reading) and help students develop strategies for decoding multisyllabic words in the intermediate grades (Rewards).	Primary grades saw success with the continued use of the core ELA program, Superkids. Some general education and special education continued to use components of Foundations also. These programs are also based on the Science of Reading and LETRS. Our data shows a reduction in students at risk in foundational ELA skills. At mid-year, K-2 grades decreased Tier III (red) in I-Ready from 25% to 7% in phonemic awareness, 24% to 7% in phonics, and high frequency words from 16% to 10%.
Reading comprehension and Lexile scores in grades 3-5 are below level; however, we have seen a decrease in Tier III this year. In vocabulary, Tier III went from 62% at beginning of year to 34% at end of year. In literary or narrative text, Tier III went from 66% at beginning of year to 37% by end of year. Informational text at Tier III went from 70% at BOY to 42% at EOY. Additionally, our overall GSA scores in ELA fell short of the 2023 goal of 44.21% determined by the WVDE; however, scores did increase by an approximate 4% from 31% to 35% from last year. To continue our improvement, we will use many strategies from Science of Reading and LETRS found in the CKLA curriculum.	Intermediate grades saw success with the implementation of CKLA, our new ELA curriculum, which is also based on research from The Science of Reading and LETRS. Our teachers utilize both curriculums with fidelity and we have seen growth. At mid-year, 100% of students in grades 3-5 were proficient in phonemic awareness according to I-Ready. This data shows that the work of foundational skills in K-2 is solid and transferring to intermediate students.
We are continuing to work on raising achievement levels in grades 3-5 in the domains of comprehension of literature and informational text. With the implementation of our new core ELA for 3-5, CKLA we have seen considerable growth in vocabulary, comprehension of literature and informational text. We have utilized close reading strategies in these grades.	The CKLA curriculum has provided considerable support in advancing vocabulary and understanding of literary and informational text. This curriculum combines building rich background knowledge with essential research-based foundational skills. Our data in I-Ready from BOY to EOY grades 3-5, Tier I (green) proficiency in Vocabulary is 18% to 40% growth, narrative text comprehension is 14% to 40%, and informational text comprehension increased from 13% to 37%.
Minimize the number of intervention programs to create consistency throughout grade levels and focus on using research-based programs that emphasis best practices.	Teachers continue to utilize only approved intervention programs in their classrooms. Again, this is something that needs to be addressed and monitored to ensure only research-based programs are being utilized.
Refresh on SRSD Writing this year for grades 2-5 and will continue next year.	During our Spring Conference 2022, we utilized CCE admin and teachers to present SRSD writing (Self-Regulated Strategy Development) and Pulling Apart the Prompt. We shared pre and post writing data. The training emphasized the importance of graphic organizers in the writing process. This research-based pedagogy of writing was modeled in a special education class and two third grade classrooms with great success. We believe more dedicated use of the program will lead to an overall increase in writing proficiency, which is a significant portion of the WV-GSA. Additionally, we will begin using the CKLA Writing Studio that is integrated and will align with the current reading series and SRSD.
We continue to use the Spelling Inventory, QPS, DIBELS, and iReady Diagnostics to guide instruction and monitor student achievement.	The data collected from these benchmark tests allow us to group students based on specific needs. Between these benchmarks, screening assessments such as the PAST, QPS, DIBELS and iReady progress monitoring allow us to closely monitor student progress in specific areas, plan intensive interventions, and identify areas where reteaching is necessary.

The master schedule designates times for specific types of instruction, including core, small group instruction, and interventions.	Designated times for small group instruction allow teachers to support the core at various levels of differentiation to ensure that all students are mastering grade-level concepts. It also ensures that "whole-group" instruction is limited. However, further support from school and county coaches is needed to help teachers provide support of core concepts through differentiated small group core instruction. Teachers also have a wide variety of research-based materials to use during each level of instruction.
Incentives are provided for progress, growth, and achievement percentages in the I-Ready Reading program, which provides students with a differentiated learning path to work through. Students are recognized for their efforts during a monthly celebration.	Our students continued to earn brag tags to celebrate their success in the I-Ready program and it continues to motivate them to work hard to not only complete but pass lessons. Additionally, the admin team challenges and rewards students for passing a certain number of lessons.
We have continued utilizing the I-Ready curriculum and data dashboard, which is in its fifth year.	Teachers feel comfortable using the program to assess student learning and utilizing data to plan instruction. This year the central office records usage and percentage passed. We have used this data in principal's challenges to motivate students. The students have made tremendous growth using the I-Ready program which provides them with a learning path individualized to their specific needs. Teachers are also able to assign specific lessons to their students to help them with core concepts. It also provides common assessments that focus on various standards for grades 2-5. Teachers have used this data in Walk to Intervention and shared in team meeting PLCs. This program also assists interventionists, title, and special education teachers by allowing them to make specific groups from different classes and use I-Ready suggested lessons.
We have continued our partnership with the ICLE to utilize an instructional leadership coach in the areas of rigor and engagement.	While all K-3 classrooms have sound walls displayed, utilization varied greatly between classrooms and grade levels. All teachers have received professional development on using sound walls, which allows them to be much more efficient when delivering strategies. Materials for sound walls were provided to all teachers to allow for consistency and continuity. Additional materials will be purchased to extend the use of these concepts in grades four and five. Interventionists, Title I reading, and special education teachers will also be expected to implement/reinforce sound wall concepts.
Sound walls were established in all K-3 classrooms, special education, Title I Reading and our K-2 interventionist.	While all K-3 classrooms have sound walls displayed, utilization varied greatly between classrooms and grade levels. All teachers have received professional development on using sound walls, which allows them to be much more efficient when delivering strategies. Materials for sound walls were provided to all teachers to allow for consistency and continuity. Additional materials will be purchased to extend the use of these concepts in grades four and five. Interventionists, Title I reading, and special education teachers will also be expected to implement/reinforce sound wall concepts. New sounds walls for K-2 that correspond to Superkids will be given out at the beginning of the new school year.
Teachers will utilize new CKLA classroom digital resources so that all materials are housed in the same area and instruction will be smoother.	We will provide professional development for the CKLA Writing Studio for our teachers through our county academic specialist and CKLA trainers. For SRSD, our county academic specialist will model and supply resources such as articles and prompts for use in the classroom.

Teachers in grades 3-5 will be trained to use the CKLA Writing Studio to help integrate SRSD pedagogy with current student articles and books.

We will provide professional development for the CKLA Writing Studio for our teachers through our county academic specialist and CKLA trainers.

Thinking
Maps

Training and implementation of thinking maps during PD and PLCs throughout the year to all classroom teachers.

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.

When reviewing our data, we began differentiated instruction during "Walk to Intervention" to address student deficiencies while continuing on-level instruction. This intervention was monitored with common assessments. We have identified the root cause of our low reading achievement as students not mastering foundational reading skills such as phonics and vocabulary that still tend to be a weakness in the primary grades. As a result, students in the intermediate (3-5) grades struggle with overall comprehension because lack of background knowledge along with vocabulary. Teachers have been trained in LETRS Volume 1 and 2, Sound Walls, Superkids, Heggerty, Morpheme Magic and CKLA to help address the deficiencies in phonics and vocabulary.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	24.59	27.49	30.39	30.39	33.29	36.19	39.09	41.99	44.89	47.79	50.69	53.59	56.49	59.39	62.29

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

Mathematics Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	21.11	32.32		36.07	32.69
Status						
Economically Disadvantaged	--	20.00	27.59		23.95	22.95
English Learners	--	0.00	0.00		31.58	15.82
Foster Care	--	0.00	50.00		23.39	17.01
Homeless	--	25.00	33.33		19.66	18.52
Military Connected	--	--	--		0.00	50.27
Students with Disabilities	--	9.52	16.13		12.76	10.11

Race

American Indian or Alaska Native	--	0.00	--		25.00	22.83
Asian	--	--	--		79.49	67.72
Black or African American	--	10.00	18.18		13.62	16.66
Hispanic or Latino Native	--	16.67	33.33		29.41	25.76
Multi-Racial	--	5.56	23.81		31.12	26.94
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	24.48	34.92		37.86	33.58
Gender						
Female	--	18.99	23.38		35.15	31.40
Male	--	22.77	40.23		36.94	33.92

Math Academic Progress

Student Groups	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students		% of Students	% of Students
All	48.54		45.73	44.43
Status				
Economically Disadvantaged	47.83		38.88	39.18
English Learners	50.00		36.84	35.58
Foster Care	100.00		40.41	59.74
Homeless	57.14		43.39	38.25
Students with Disabilities	38.10		35.76	31.65
Race				
American Indian or Alaska Native	--		25.00	42.11
Asian	--		68.42	72.01
Black or African American	80.00		35.94	35.26
Hispanic or Latino Native	50.00		41.82	40.82
Multi-Racial	27.27		40.91	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	49.40		46.95	44.86

Gender				
Female	--		--	--
Male	--		--	--

Mathematics Performance Distribution - School (2021-22)

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

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

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

iReady Proficiency in Math	BOY %	MOY 1 %	MOY 2 %	EOY %
K	n/a	27	66	77
1	2	14	31	40
2	7	17	35	47
3	4	9	27	40

4	15	18	35	40
5	11	11	18	33

CCE GSA Data: 2022-2023

	3rd Math	4th Math	5th Math	Overall Math
(22-23)	40	35	23	32
(21-22)	33	38	26	32
Brumfield	41			
Gannon	41			
Golomb	47			
Casto		32		
Mandola		38		
Offutt		38		

Brumfield			25	
Huffer			11	
Townson			32	

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Minimize the number of intervention programs to create consistency throughout grade levels and focus on using research-based programs that emphasis best practices.	Teachers continue to utilize only approved intervention programs in their classrooms. Again, this is something that needs to be addressed and monitored to ensure only research-based programs are being utilized.
The master schedule designates times for specific types of instruction, including core, small group instruction, and interventions	Designated times for small group instruction allow teachers to support the core at various levels of differentiation to ensure that all students are mastering grade-level concepts. It also ensures that "whole-group" instruction is limited. However, further support from county and school coaches is needed to help teachers provide support of core concepts through differentiated small group instruction. Teachers also have a wide variety of research-based materials to use during each level of instruction.
Utilize the Do the Math program for interventions	Our teachers have seen student success with using this program in small groups and during student-led centers. Additionally, intervention specialists utilize this program. Students find the hands-on activities and use of manipulative engaging. Additional support was given to teachers this year with PD from Do the Math facilitators.
Continue to implement the Ready Math curriculum currently adopted by Cabell County Schools.	Teachers are well versed in the Ready Math curriculum. This is the fifth year of implementation of the program. We received additional support this year from Curriculum Associates in properly implementing the program as well as how to assign prerequisite lessons for pre-teaching new concepts. Teachers continued working on strategies that allowed students to be more involved and engaged in the lessons.

Continue to implement the I-Ready program, which is in its fifth year.	Teachers feel comfortable using the program to assess student learning and utilizing data to plan instruction. The students have made tremendous growth using the I-Ready program which provides them with a learning path individualized to their specific needs. Teachers are also able to assign specific lessons to their students to help them with core concepts. Teachers have used this data in Walk to Intervention and shared in team meeting PLCs. This program also assists interventionists, title, and special education teachers by allowing them to make specific groups from different classes and use I-Ready suggested lessons.
Incentives are provided for progress, growth, and achievement percentages in the I-Ready Math program, which provides students with a differentiated learning path to work through. Students are recognized for their efforts during a monthly celebration.	Our students continued to earn brag tags to celebrate their success in the I-Ready program and it continues to motivate them to work hard to not only complete but pass lessons. Additionally, the admin team challenges and rewards students for passing a certain number of lessons.
Utilize academic coaches for intervention of Tier 2 students.	We are using our two academic coaches to target yellow (T2) students to higher levels within the tier or even into Tier 1 (green) status. They will pull students three days a week and their groupings will be fluid based on need.
At beginning of year 49% of third grade students, 62% of fourth grade students, and 72% of fifth grade students are below grade level in math according to I-Ready diagnostic scores. Our school-wide focus has been to increase student achievement in the numbers and operations domain, particularly in the primary grades, in order to give students a strong foundation in number sense upon which to build other skills. At the beginning of the year, 44% of students were below grade level in the number and operations domain. Our GSA data from 22-23 in mathematics stayed the same at 32% proficient.	At end of year, 16% of students fell into the Tier 3 category in the numbers and operations domain according to I-Ready diagnostic data. This decreased from 45% at the beginning of the year. Math journals, Fact Master programs, number talks, fact family of the week activities, and online I-Ready lessons have all helped us to lower that number. Additionally, our Tier I students in the numbers and operations domain grew from 12% BOY to 47% EOY. Our goal moving forward is to continue strengthening this domain to give students a strong foundation in number sense.
We have partnered with the ICLE to utilize an instructional leadership coach in the areas of rigor and relevance.	Our work with ICLE this year has been beneficial. The consultant has worked with teachers to help them improve their instruction by adding more rigorous components to lessons. She has helped teachers to analyze their lessons and look for areas that provide opportunities for higher-level thinking to make concepts really "stick" with students. Additionally, teachers learned strategies for creating an engaging learning environment and developing and using formative assessments to guide instruction. During the in-person visits, the consultant was able to provide professional development and observe teachers for implementation of strategies and best practices they learned. Feedback on strengths and weaknesses was also provided through individual coaching sessions. She also added modeled lessons for small group intervention, and whole group this year that helped teachers see best practices in action with their students.
Thinking Maps	Training and implementation of thinking maps during PD and PLCs throughout the year to all classroom teachers.

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.

This year was a typical year, post pandemic. After reviewing our data, we began differentiated instruction during “Walk to Intervention” to address student deficiencies while continuing on-level instruction. This intervention was monitored with common assessments.

We will continue to strengthen our delivery of instruction using the Ready Math program to include more student engagement and conversations. We will maintain our relationship with the International Center for Leadership in Education to increase the levels of rigor and engagement. The ICLE consultant will continue to help teachers learn strategies for applying mathematical knowledge with high student student engagement. General Education, Title I Math, and Special Education teachers will continue to provide interventions based on frequently gathered data from a wide variety of assessment types. We also utilized our two school academic coaches to pull out students for small group, intensive instruction. We plan to continue limiting the number of intervention programs utilized in order to target specific skills based on collected data and utilize best practices for instruction. We will continue using the Do the Math program for small group instruction and interventions. Students will also continue completing a minimum of 45 minutes each week working on their unique learning path in the I-Ready platform.

English Language Proficiency Assessment Results (ELPA21)

	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	50.00	50.00	0.00	26.51	39.49

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	1	2	1	14	348
Level 2	1	0	1	10	346
Level 3	0	0	0	29	596
Level 4	0	0	0	14	207
Level 5	0	0	0	11	166

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	1	1	1	15	382
Level 2	1	1	1	12	335
Level 3	0	0	0	34	672

Level 4	0	0	0	10	162
Level 5	0	0	0	7	112

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	1	1	1	13	254
Level 2	1	0	0	16	274
Level 3	0	0	0	21	507
Level 4	0	1	1	11	299
Level 5	0	0	0	17	329

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	0	1	1	6	131
Level 2	1	0	0	4	125
Level 3	1	0	0	21	524
Level 4	0	1	1	23	470
Level 5	0	0	0	24	413

 ☐ Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
EL support is provided from central office.	An EL teacher works with students and connects with classroom teachers to determine the specific needs of each student. She also provides classroom teachers with resources and ideas they can use in their classrooms.
EL students are provided with peer mentors in the classroom.	Peer mentors help our EL students with understanding the operational aspects of school, social skills, developing their use of the English language, and understanding assignments. We will continue to utilize peer mentors for our students who do not speak English as a first language as it has been highly success in the past.

When necessary and available, students use an application on an iPad to translate from one language to another. Additionally, important documents are sent home to families in their primary language.

This has helped students to feel more comfortable expressing themselves and asking for help. It has also helped parents and families to feel comfortable and involved in their child's learning experiences.

Utilization of the Imagine Learning--online program ELs can use at home and/or school to help build literacy skills

Students have access to this program to help continue building literacy skills.

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.

The percentage of Central City students who are designated as EL students is 0.71%. While this is a small percentage of students, we continue to make sure that supports are in place to help ensure their success. Two students were tested on the ELPA 21 during the 21-22 school year. Of these students, one scored in the "emerging" level of proficiency, the other scored in the "progressing" level. Specific achievement results in each of the four domains (listening, reading, writing, and speaking) varied by both students, with one excelling in listening and speaking. Students will continue to receive support from an EL teacher on a regular basis in the middle school since both are fifth graders. This includes pull-out and push-in services. As needed with new enrollment, our teachers will be provided with support from the EL teacher in effectively giving instruction to EL students. We will also utilize peer mentors to help EL students feel more comfortable in the classroom.

School Strategic Plan - High School Graduation and Student Success Data

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

☐ ☒ Not Applicable (Elementary and Middle Schools)

On Track

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

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

10th Graders with Twelve Earned Credits					
Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

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

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

2030 4-Year Cohort Graduation Rate Goal Targets

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

Graduation 4-Year Cohort

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

Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
Gender						
Female						
Male						
Graduation 5-Year Cohort						
Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						

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

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

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

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

College Readiness (Dual Credit)

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

Career Readiness (CTE Completer and Advanced Courses)

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

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

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

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

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<div></div>	<div></div>

High School Graduation and Student Success Needs Assessment Summary:

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

School Strategic Plan - Attendance and Behavior Data

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Percent of students chronically absent

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	21.34	30.92	36.72		28.42	29.08
Status						
Economically Disadvantaged	21.94	33.33	38.46		39.21	38.44
English Learners	0.00	0.00	0.00		23.86	24.03
Foster Care	12.50	66.67	60.00		37.62	36.88
Homeless	--	18.75	50.00		47.16	42.27
Military Connected	--	--	--		50.00	16.50
Students with Disabilities	31.17	41.28	40.00		33.76	34.90
Race						
American Indian or Alaska Native	66.67	40.00	--		42.86	29.34
Asian	--	--	--		20.00	12.16
Black or African American	18.75	25.00	17.65		36.54	29.90
Hispanic or Latino Native	11.11	0.00	45.45		36.81	30.28
Multi-Racial	28.57	18.42	48.89		31.52	31.13

Native Hawaiian or Other Pacific Islander	--	--	--		0.00	19.42
White	20.38	33.56	35.50		27.43	29.05
Gender						
Female	24.34	26.45	38.41		29.93	29.59
Male	18.75	34.31	35.33		27.03	28.61

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

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	98.78	98.33	97.31		97.58	95.56
Status						
Economically Disadvantaged	98.92	98.10	97.32		96.57	94.15
English Learners	100.00	100.00	100.00		100.00	97.49
Foster Care	87.50	100.00	100.00		97.14	89.30
Homeless	--	100.00	100.00		94.15	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	96.10	96.33	95.65		96.16	92.96
Race						
American Indian or Alaska Native	100.00	100.00	--		88.89	96.97
Asian	--	--	--		100.00	98.53
Black or African American	93.75	100.00	100.00		94.76	89.69
Hispanic or Latino Native	100.00	100.00	100.00		99.03	96.16
Multi-Racial	97.14	100.00	95.56		97.44	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	99.25	97.92	97.33		97.77	95.85
Gender						
Female	100.00	99.35	99.34		98.76	97.56
Male	97.73	97.55	95.65		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	Attendance YTD: 91.67% Chronic: 30% Chronic by subgroup: American Indian: 17% Asian: 13% Black or African American: 29% Hispanic or Latino: 14% Multi-Racial: 50% Not Reported: 40% White: 31% Chronic by grade level" Kindergarten: 49% 1 st Grade: 30% 2 nd Grade: 32% 3 rd Grade: 43% 4 th Grade: 31% 5 th Grade: 30%

Social Worker Classroom Data	Classrooms that spelled out Perfect Attendance and received a pizza party: 6 Students that attended 1 st semester Perfect attendance trip: 18	
Social Worker Chronic Data	64 Families identified with chronic attendance Decrease in chronic attendance: (enter at EOY)	
Practices/Strategies Implemented	Implementation Results	Stop, Start, Continue, Continue with modification
Classroom Attendance Incentive	YTD: 6 classrooms have spelled out Perfect Attendance and have received a pizza party Classroom with highest % of attendance for the month receives a trophy/stuffed cougar for the month.	Continue with modification: Will substitute pizza for another reward as Title funds cannot cover pizza and the fund raised money has been depleted.
Brag Tag for attendance	Brag Tags are given out monthly	Continue with modification: The results of the strategic plan survey indicated a desire to celebrate brag tags every nine weeks rather than monthly.
Perfect Attendance trip one per semester	18 students had no absences first semester and attended a reward trip.	Continue with modification: The reward for perfect attendance each semester will be done at the school rather than a trip.
Family Chronic Attendance Incentive	The social worker has made contact with 64 families (75 students) that have chronic attendance. Prize packs were offered for the most improved attendance.	Continue as is
Support from Social Worker, CIS, Counselor	Since the new social worker began in January, she had made 4 home visits for attendance, contacted 64 families	Continue as is

	<p>and rewarded 6 classrooms for perfect attendance incentives.</p> <p>CIS has a case load for behavior but has identifies those students with attendance issues as well.</p>		
Student Support Team	Team meets monthly and consists of admin, social worker, CIS coordinator, Parent Partner, Counselor and Nurse.	Continue as is	
WVEIS Behavior Data	<p>49 Total Incidences</p> <p>Level 1: 15</p> <p>Level 2: 14</p> <p>Level 3: 20</p> <p>Level 4: 0</p> <p>ISS: 8</p> <p>OSS: 5</p> <p>Students referred to EBA: 4</p> <p>3 male/1 female/ all white/2 IEPs</p> <p>Total Students: 21</p> <p>19 Male/2 Female/19 white/1 mixed race/1 black/10 with IEPs</p>		
CIS Coordinator Behavior Data	<p>YTD BIFs: 148Goal for the year: 214</p> <p>Last years BIFs: 238</p> <p>BIFs are down 62% from last year so far this year</p>		

Practices/Strategies Implemented	Implementation Results	Stop, Start, Continue, Continue with modification	
Behavior Reward Trips each nine weeks	<p>First nine weeks: 158 attended 71 disqualified for attendance</p> <p>Second nine weeks: 145 attended 94 disqualified for attendance</p>	Continue with modification. We are currently discussing in leadership and behavior teams about adding a whole child element rather than just behavior/attendance.	
Cougar Store	Cougar Store held monthly. All students participate.	Continue as is.	
Behavior Support from Counselor, CIS and Social Worker	<p>CIS has a case load of 40 students monitored for behavior.</p> <p>Top six students with BIFs are assisted to Counselor, Social worker or CIS and met with weekly</p> <p>Counselor, Social Worker and CIS meet with small groups of students with like needs.</p>	Continue with modification: Social worker and CIS are adding a group for students experiencing grief.	
Behavior Team	This team meets monthly	Continue meeting monthly	
Student Support Team	This team meets monthly	Continue meeting monthly	

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
A social worker was hired to focus in part on improving attendance and reducing the number of chronically absent students.	Our social worker continues to build relationships with students and their families this year. She monitors attendance daily and weekly and contacts the parents of students who have poor attendance. She works one-on-one with students to address concerns that may be affecting their attendance. She also communicates often with teachers to keep them updated on issues that may impact a student's attendance. The principal and the social worker frequently made home visits to contact hard-to-reach-parents. She also developed an incentive program for students and parents that have chronic absenteeism. She also rewards perfect attendance. This outreach has strengthened relationships and improved family views of the importance of attendance and student achievement.
A Communities in Schools Facilitator was hired to build lasting relationships with businesses, volunteers, agencies, healthcare providers, and educators to help students stay focused.	Our CIS Facilitator has continued to work closely with the school social worker, counselor, administration, and classroom teachers to build relationships with students and families. The students thoroughly like her and work hard to meet the goals she sets for them regarding their behavior. She has worked alongside the parent partners and staff to create an atmosphere at Central City in which parents feel welcome and appreciated. This has helped to increase communication with parents regarding issues such as attendance, behavior, and academics, as well as increasing overall parent engagement. She frequently makes social media posts which display the great things going on at CCE to parents and community members.
An attendance incentive plan has been implemented.	Students were rewarded on a 9-week basis with brag tags for perfect attendance and a monthly attendance incentive. A bulletin board is displayed in the hallway to let each classroom know if they have perfect attendance. This visual helps to emphasize the importance of attendance to students. Every nine-weeks, attendance is a factor for deciding which students would attend the behavior reward events. This helped motivate students to come to school regularly. We also recognize classroom perfect attendance daily with afternoon announcements. Next year, we would like to send home post cards for students absent more than three days in a row and an incentive for perfect attendance in addition to the brag tags we use currently.
A behavior incentive plan has been implemented.	The students love being recognized for good behavior during our 9-week behavior celebrations. To attend these events, students must meet certain criteria that was determined by the school's behavior team. Last school year, 21-22, students went bowling, skating, watched a movie, visited Camp Arrowhead and Pump up the Fun. Additionally, teachers have behavior systems established in their own classrooms with incentives such as desk pets and prize boxes. Students struggling with behavior will have weekly incentives for making good choices.
A behavior team has been created and meets regularly.	A behavior team was created late in the 19-20 school year and consists of administration, grade level teachers, and/or members of the student support team. The behavior plan introduced at the beginning of the 20-21 school year has been modified and used consistently this year, with the behavior team meeting monthly to discuss issues and make changes as needed. Behavior team meetings are open to all staff members who wish to participate. BIFs (Behavior Intervention Forms) are reviewed during the meetings and the information is logged to help track trends in student behavior. The plan/team has allowed for consistent procedures and consequences throughout the school which has benefited both students and staff. Staff has also been using PBIS (Positive Behavioral Interventions and Supports) behavioral supports to continue improving student behavior. The team also collects and reviews the data on an EXCEL spreadsheet and analyzes trends in behavior and makes modifications as needed. This past year we implemented a Cougar Store, using Class Dojo and BIF data, in which students can earn Cougar Cash and spend on prizes as a positive behavior reinforcement.

We have continued implementing the Cougar Leaders program that focuses on student leadership.	This year our CIS coordinator has instituted a Cougar Leader Program. To be eligible for the program, students must have no more than 3 tardies and 5 unexcused absences per 9-weeks. Additionally, they cannot have any in- or out-of-school suspensions to participate. They can only miss one CL meeting and then will be ineligible. This has been a big success in motivating students to be at school on time each day and exhibit role model behavior. These students are role models to their peers and younger students. They are given extra job responsibilities in the building and contribute to developing a positive culture in our school. They have been able to do leadership activities like welcoming students to school, running the Cougar Store and assisting teachers. As a school, we are focusing on Cougar Character Expectations such as: curiosity, respect, cooperation, compassion, craftsmanship, and trustworthiness. These expectations are announced daily, and the CIS coordinator plans monthly lessons around these expectations with the Cougar Leaders.
All teachers have implemented the Classroom Dojo application to better communicate with parents and track student behavior.	We have seen a definite increase in parent communication since all teachers have implemented this program. Parents have shared that they like the program because they can see how their kids are doing each day in real-time. They can immediately see what their students are earning points for (positive behavior) or losing points for (negative behaviors). Duty teachers and specialists are also able to use the program so parents can get feedback from all stakeholders instead of just their child's classroom teacher. Parents and teachers can easily communicate back and forth on the application, which has helped us find success in working as a team with the parents of our students. Additionally, the application allows teachers to track a student's behavior over an extended period to identify trends and patterns. Reports are sent home weekly for parents to sign and return.
Acknowledge students doing well and contact parents and celebrate students with PATS- (Positive Acknowledgement from Teacher about Student)-phone calls, postcards, student of the month, and student success center	Acknowledge students that are making good choices.

Attendance and Behavior Needs Assessment Summary:

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

Attendance continues to be a major area of concern at Central City. Many of the practices and strategies we put in place (a social worker that focuses on attendance, a CIS coordinator who builds relationships with families, and incentives for good attendance) has helped some of our students improve their overall attendance. While our social worker continues to track attendance and contacts families, we saw growth through our student and family incentives. Our current percentage of students who are identified as chronically absent is 32.35, which is up from last year. We remain firm in our desire to significantly decrease this number. Our plan is to continue utilizing the strategies described above to reduce our day-to-day absences, improve our overall attendance rate, and drastically reduce the number of students who are chronically absent.

Our school-wide behavior plan was implemented this year, which helped provide consistency in the monitoring and reporting of student behavior. With all teachers utilizing the Classroom Dojo program, we were better able to track student behavior. The team used this data more purposefully to identify trends that allowed us to be more proactive in managing and preventing recurring, difficult behavior. This data also provided direction for our social worker and CIS coordinator to be trained in specific methods and they were able to share with teachers and staff. Our counselor, social worker, and CIS coordinator were

closely involved in the monitoring of student behavior and worked with students to develop strategies that would help them to be more successful with their behavior at school.

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

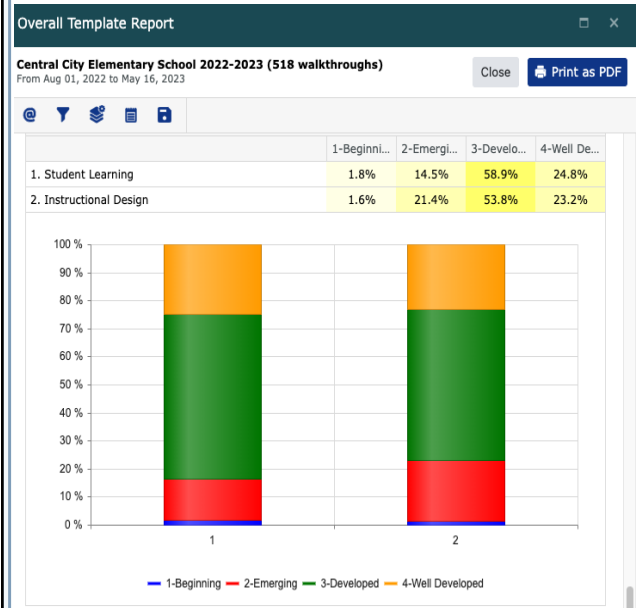
School Strategic Plan - Educator Effectiveness Data

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

Additional Data Sources, including results:

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

End of year Well Developed improved from 8% student learning to 24.8% at EOY



Central City 2022-2023 Professional Development

Date	Presenter	Topic	Audience
8/15/22	Tosha Roberts	Phoneme Grapheme Mapping	K-2
8/15/22	Kim Burgess	Iready diagnostics, morning meetings	3-5
8/15/22	Robin Ramey/ Nikki Kidder	Student engagement/Routines and Procedures	All

8/16/22	Kim Cooper	Active Shooter	All
8/16/22	Robin Ramey	Title One video	All
9/19/22- 9/20/22	Leah Lecomte	ICLE: Student Engagement	All
10/10/22- 10/11/22	Leah Lecomte	ICLE: Student Engagement	New/Targeted Teachers
10/31/22	Tom Turner	Ready Math	All
11/9/22- 11/10/22	Leah Lecomte	ICLE: Student Engagement	New/Targeted Teachers
11/14-22	Tom Turner	Ready Math	All
11/28/22	Tom Turner	Ready Math	All
12/1/22- 12/2/22	Leah Lecomte	ICLE: Student Engagement	All
1/4/23	Robin Ramey	Increasing iready lessons passed	All
1/19/23- 1/20/23	Leah Lecomte	ICLE: Student Engagement	New/Targeted Teachers
1/23/23	Tom Turner	Ready Math	All
2/7/23	Robin Ramey/Bev Holley	Meghan's Law, Testing, Ewalk Data	All
2/16/23- 2/17/23	Leah Lecomte	ICLE: Student Engagement	New/Targeted Teachers
2/22/23	Tom Turner	Ready Math	All
3/14/23- 3/15/23	Leah Lecomte	ICLE: Student Engagement	New/Targeted Teachers
4/5/23	Tom Turner	Ready Math	All
4/10/23	Tom Turner	Ready Math	All
4/17, 18 and 19/23	Leah Lecomte	ICLE: Student Engagement	All
5/8/23- 5/9/23	Leah Lecomte	ICLE: Student Engagement	All

5/11/23	Tom Turner	Ready Math	All
Biweekly PLCS	Kim Burgess/Tosha Roberts	Data/Student engagement/Common Assessments etc.	All

Staff Participation in Parent Engagement Activities

Date	Topic	# of Staff Participating
8/16/22	Back to School Bash	39
9/13/22	Annual Title One Meeting	8
10/24/22	Trunk or Treat	19
11/17/22	Nutrition	6
1/24/23	Student Led Conferences	25
3/2/23	We Love to Read	29
3/30/23	Kindergarten Transition	10
4/11/23	Carnival of the Animals	4
4/28/23	Earth Day	26
5/24/23	Student Led Conferences	22

Culture Survey

Central City Elementary School

2020-2021 2021-2022

2022-
2023

Collaborative Leadership - Collaborative Leadership: Describes the degree to which school leaders establish and maintain collaborative relationships with school staff

3.19

4.18

2.99

Learning Partnerships - Learning Partnerships: Describes the degree to which teachers, parents and students work together for the common good of the student

3.07

3.23

3.10

Efficacy - Efficacy Factor: Assesses the extent to which teachers consider their students to be capable of successful learning and consider themselves to be responsible and effective agents in instructing students	3.54	3.65
		3.52
Unity of Purpose - Unity of Purpose: Describes the degree to which teachers work toward a common mission for the school	3.81	4.16
		3.69
Teacher Collaboration - Teacher Collaboration: Describes the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school	3.23	3.58
		3.22
Professional Development - Professional Development: Describes the degree to which teachers' value continuous personal development and school-wide improvement	3.82	4.28
		3.88
Collegial Support - Collegial Support: Describes the degree to which teachers work together effectively	3.79	3.89
		3.77
Leadership Survey		
Central City Elementary School	2020-2021	2021-2022 2022-2023
Providing an Appropriate Model- behavior on the part of the principal that sets an example for the school staff members to follow consistent with the values the principal espouses	2.55	3.60
		2.72
Identifying and articulating a vision- behavior on the part of the principal aimed at identifying new opportunities for his or her school staff members and developing, articulating, and inspiring others with his or her vision of the future	2.61	3.59
		2.79
Fostering the acceptance of groups goals- behavior on the part of the principal aimed at promoting cooperation among school staff members and assisting them to work together toward common goals	2.80	3.56
		2.99
Providing intellectual stimulation - behavior on the part of the principal that challenges school staff members to reexamine some of the assumptions about their work and rethink how it can be performed	2.71	3.40
		2.83

Providing individualized support - behavior on the part of the principal that indicates respect for school staff members and concern about their personal feelings and needs			2.77	3.54
			2.85	
Holding high performance expectations - behavior that demonstrates the principal's expectations for excellence, quality, and high performance on the part of the school staff			2.87	3.55
			3.00	
Educator Effectiveness Needs Assessment Summary:				
<p>* 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.</p> <p>The effectiveness of teachers has a direct correlation with the level of student achievement. Frequent and current professional development is necessary, with teacher input valued and considered. This year, teachers completed two PD needs assessment surveys. This was completed by staff members so that each had a say in what PD they considered necessary and relevant. The Admin Team planned and provided PD, team building activities and support based on the results of the survey. Professional development has been provided to help teachers focus on improving their instruction using best practices, and peer-reviewed, research-based programs. Teachers learned to maximize instructional time and deliver interventions that help students who are below grade level to make the growth needed to eventually obtain grade level proficiency. Implementation of and professional development in programs like LETRS, Superkids, CKLA, Do the Math, Ready Math, and I-Ready that is ongoing and provides training, coaching, modeling and instructional feedback.</p> <p>Additional support is needed for long term substitutes and new teachers (in addition to the TIP program, which all new teachers participate in). New teachers to the building have also expressed the need for extra support in county-adopted curriculum programs such as SRSD writing, LETRS and Do the Math. We will continue to utilize our PLCs to identify best practices in teaching, including research-based strategies and identifying high-quality resources. We also created formative assessment opportunities in our Walk to Intervention Model and kept track of student progress in the essential standards teachers previously identified. Grade level teams will then use these assessments along with other data to guide their instruction. Effective PLCs have a direct result on the achievement of students, so we look forward to the continued improvement of our process. Walk-through data gathered by administrators will also be used to support teachers and provide them with immediate, individualized feedback for improving instruction. Additionally, administration will choose specific look-fors to focus on during each round of walkthroughs. Next year, we will once again continue our professional development partnership with the ICLE (International Center for Leadership in Education). Administration has already worked with the company to identify the successes from this year and specific needs moving forward such as better questioning strategies. Teachers have demonstrated growth in their ability to create an engaging environment for learning, with rigor and relevance being the focus for the 2022-2023 school year. We believe that giving students more opportunities to engage in higher-level thinking will help them to make more real-world connections to what they are learning and allow that learning to occur on a deeper, more permanent level.</p> <p>* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment and the strategic plan activities.</p>				
Professional Development Plan for 2023-2024				
ICLE- Engagement Strategies and Procedures	Sept 2023	K-5		
ICLE- Questioning Strategies and Procedures	Oct 2023	K-5		
Thinking Maps- Initial Training	August 2023	K-5		
Thinking Maps	Monthly PLCs	K-5		
Apple Learning Coach	3 Months TBA	CCE Coaches		
Ready Math Coach	Monthly PLCs	K-5		
Sibme-Coaching Training/Mentoring	Weekly	CCE Coaches		
Spring CCE	March 2024	K-5		

Conference		
Apple Integration Specialist	Monthly PLCs	K-5

- *Continue ICLE staff development expanding to student engagement strategies to more specific questioning strategies
- *Continue PD with Ready Math representative
- *Continue BiWeekly PLCs with academic coaches focusing on data, student engagement and thinking maps
- *Continue staff participation in monthly parent engagement activities including Back to School Bash, Student Led Conferences, PreK/Kindergarten Transition
- *Start Ongoing PD in thinking maps led by academic coaches
- *Start Monthly work with Apple Coach for academic coaches

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

Plan Items

1 Achievement and Growth

Description:

Central City Elementary achievement results will raise from 35% proficient to 49.28% proficient in ELA and Math scores will raise from 32% proficient to 41.99% on the state summative assessment.

PM 1.1 Data Analysis of Student Achievement

Description:

Student progress and performance will be measured in math and reading using the i-Ready diagnostic in grades K-2 and the General Summative Assessment in grades 3-5.

S 1.1.1 Curriculum Focus Areas

Description:

In math, an emphasis will be placed on the numbers and operations domain in grades K-5 to strengthen achievement in other domains. In reading, an emphasis will be placed on phonics in grades K-2, and vocabulary in grades 3-5, which data shows to be our weaker area of performance in reading.

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

AS 1.1.1.1 Data Analysis

Description:

On-going data analysis of the numbers and operations domain in math, the vocabulary domain in reading for grades 3-5, and the domain of phonics in reading for grades K-2 will be completed in PLCs to frequently monitor progress in curriculum focus areas

Person Responsible:

Classroom teachers, S.E. teachers, Title I specialists/interventionists, academic coaches

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 1.1.1.2 Professional Development

Description:

Provide teachers with professional development as needed to strengthen instruction in Math, ELA, and the WVDE recommendations to support efficient and effective use of instructional time.

Person Responsible:

Nikki Kidder, Tosha Roberts, Kim Burgess, Title I specialists, county support/PD

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	resources	\$8,078.70

AS 1.1.1.3 Teacher Resources

Description:

Provide teachers with resources as needed to strengthen instruction in the numbers and operations domain in math and the domains of vocabulary (grades 3-5) and phonics (grades K-2) in reading

Person Responsible:

Robin Ramey

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	General Supplies, Supplemental books, General Tech	\$40,000.00

§ 1.1.2 Intervention

Description:

Differentiate student instruction by planning and implementing intervention and enrichment activities

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

AS 1.1.2.1 Monitor and Utilize Data

Description:

Use timely data from a variety of sources (screening, diagnostic, observations) to create instructional groupings and frequently adjust groups and instruction as needed

Person Responsible:

Classroom teachers, S.E. teachers, Title I specialists/interventionists, academic coaches

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 1.1.2.2 Utilize Approved Resources

Description:

Provide all teachers with county- or school-level approved resources and strategies to implement effective intervention and enrichment activities

Person Responsible:

Administration, Nikki Kidder, academic coaches

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 1.1.2.3 Specialized Instruction

Description:

Title I teachers, interventionists (2), academic coaches, and classroom teachers will collaborate at minimum after each diagnostic assessment to plan effective interventions and enrichment activities for all students

Person Responsible:

Title I teachers, interventionists, academic coaches, and classroom teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	salaries	\$329,841.08

AS 1.1.2.4 After-School Tutoring and Robotics

Description:

After-school tutoring will be utilized to further support students who are below grade level and enrichment for students on or above grade level

Person Responsible:

Robin Ramey, Beverly Holley, Cammie McCourt, & Hired After School Positions

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplemental Contract	\$13,849.20

§ 1.1.3 Core Instruction

Description:

Teachers will use multiple sources of data including formative assessments to deliver and support core instruction.

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

AS 1.1.3.1 Monitor and Utilize All Available Data

Description:

Use data from multiple sources to create instructional groups and plan and deliver differentiated core instruction. Data will be analyzed frequently through PLCs to monitor and track progress and make timely instructional decisions, including groupings and specific needs.

Person Responsible:

Administrators, Classroom teachers, academic coaches, Title I specialists, interventionists

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 1.1.3.2 Formative Assessment

Description:

Teachers will develop multiple types of formative/common assessments to use in their classrooms in order to provide additional data on student progress and to be utilized in the frequent regrouping of students for small-group instruction

Person Responsible:

Administration, academic coaches, ICLE consultant, county academic specialist, classroom teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 1.1.3.3 Utilizing County-Adopted Curriculum

Description:

Teachers will use only county-adopted curriculum for core instruction (Ready Math K-5, Superkids K-2, CKLA 3-5)

Person Responsible:

Administration, Nikki Kidder, academic coaches

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 1.1.3.4 Academic Field Trips

Description:

Field Trips will be planned to support core instruction when possible

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

S 1.1.4 Academic Incentives and Recognition of Student Achievement

Description:

Incentives will be provided to students for a variety of academic successes.

Component	Item Name
-----------	-----------

Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Address the needs of at-risk learners

AS 1.1.4.1 Academic Incentives

Description:

Incentives are provided to students on a regular basis for a wide variety of academic goals including individual achievement and growth as well as top performance by classrooms

Person Responsible:

Classroom teachers, academic coaches, administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

S 1.1.5 Involving Students in the Learning Process

Description:

Students will actively participate and take ownership of their learning.

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

AS 1.1.5.1 Teacher-Student Data Chats

Description:

Teachers will involve students in the learning process by having data-based conversations about achievement levels and growth after BOY, MOY, and EOY diagnostic/benchmark assessments

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 1.1.5.2 Portfolios and Student-Led Conferences

Description:

Students will use all available data to reflect on their own academic progress and set goals for growth using portfolios. Additionally, students will participate in student-led conferences to share their progress with family members

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

S 1.1.6 Thinking Maps

Description:

Strategies to help students gather and organize data to strengthen and support content.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 1.1.6.1 Implementation of Thinking Maps

Description:

Teachers will be trained through professional development and PLCs to use Thinking Maps to help students gather and organize data to strengthen and support content. Students will gain more higher-order thinking strategies and automaticity of content.

Person Responsible:

County academic specialist, academic coaches, administration, and classroom teachers

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

PM 1.2 Data analysis, PD agendas and sign in sheets, PLC agendas & minutes, PD needs assessments and feedback surveys, walk-through data, educator evaluations

Description:

A variety of tools will be utilized to gather information regarding educator effectiveness.

PM 1.3 Instructional Practices Assessment (IPA), walk-through data, educator evaluations

Description:

Consultants from ICLE will complete the IPA in Spring 2024 which will identify growth and future areas for improvement.

PM 1.4 I-Ready Growth Monitoring and DIBELS

Description:

I-Ready Growth Monitoring in grades K-5 in mathematics and grades 2-5 in ELA. DIBELS progress monitoring will be used for grades K-1 for ELA.

G 2 Integrating Family and Community Engagement

Description:

Central City Elementary School will improve family and community engagement participation as evidenced by an increase in attendance to 75%.

PM 2.1 Sign in logs (volunteers), sign in sheets (family engagement events)

Description:

Sign in logs and sign in sheets will be used to identify trends and monitor parent involvement and participation

S 2.1.1 Parent/Community Volunteers

Description:

The parent partners and CIS Coordinator will continue to plan and implement the volunteer program to increase parent engagement.

Component	Item Name
Title I Schoolwide	Parent and family engagement

AS 2.1.1.1 Recruitment of Volunteers

Description:

The parent partners and CIS coordinator will recruit parent and community volunteers through multiple methods of communication and social media, as well as at family engagement events. We will also send home sign-up forms several times throughout the year

Person Responsible:

Parent Partners, CIS coordinator, administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Parent Partner Contracts	\$23,308.56

AS 2.1.1.2 Volunteer Program

Description:

The parent partners will schedule volunteers and work with teachers to provide a variety of options for volunteer work

Person Responsible:

Parent Partners

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	stipends	\$8,078.70

S 2.1.2 Family and Community Engagement Events

Description:

A variety of engagement opportunities will be planned and executed so that parents and community members can be active participants within the school.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program
	Parent and family engagement

AS 2.1.2.1 Event Planning

Description:

Parent partners, CIS Coordinator, and school staff will work together to create a variety of family engagement opportunities throughout the year with an emphasis on education, learning, and student progress

Person Responsible:

Parent Partners, CIS coordinator, administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Parent Activities	\$8,500.00

AS 2.1.2.2 Family Input

Description:

Input from parents and families will be used to plan events that are relevant and meaningful to children and their families and encourage parents to be an authentic part of the learning process. Surveys and forms will be developed to allow parents to express what types of engagement activities they desire and give feedback on each event they attend

Person Responsible:

Parent Partners, CIS coordinator, administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount

§ 2.1.3 Family Communication

Description:

Teachers and administration will communicate with parents about the progress of students and the events in the school

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Address the needs of at-risk learners
	Parent and family engagement

AS 2.1.3.1 Classroom Communication

Description:

Teachers and staff will communicate in a variety of methods (Classroom Dojo, newsletters, communication logs, Schoology, phone calls, face-to-face meetings, etc.) with parents about student progress and events occurring in their classrooms and the school

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 2.1.3.2 School Communication

Description:

The administration will use a variety of communication methods (call-out system, newsletters, videos, Facebook, School Dojo, LSIC meetings, PTSO meetings, etc) to keep parents informed of school events and important information

Person Responsible:

Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	printing materials	\$2,000.00

§ 2.1.4 CIS Coordinator

Description:

A Communities in Schools coordinator will continue building and strengthening relationships with parents, families, and the community

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

AS 2.1.4.1 CIS Coordinator on site

Description:

Our CIS Coordinator will continue building relationships with parents, families, and the community

Person Responsible:

CIS Coordinator (Clara Gray) and Social Worker (Anne Marie Maynard)

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$78,528.00

AS 2.1.4.2 Critical Resources

Description:

The CIS coordinator and social worker will assist in the access of critical resources for families including food, housing, healthcare, counseling, and remote technologies

Person Responsible:

CIS Facilitator (Clara Gray) and Social Worker (Anne Marie Maynard)

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	Social Worker	\$60,228.15

3 Sustaining a Model of Continuous Improvement

Description:

Central City Elementary School will improve educator outcomes and increase student learning outcomes by increasing attendance rate to 93% and decreasing chronic absenteeism to 25%.

3.1 Attendance Records/Behavior Data

Description:

Attendance records and behavior data will utilized to closely monitor school progress towards attendance and behavior goals.

3.1.1 Attendance & Behavior Support

Description:

A school-based social worker and behavior team will work to identify and reduce chronically absent students as well as behavior problems.

Component	Item Name
Title I Schoolwide	Increase the quality and amount of learning time
	Address the needs of at-risk learners
	Parent and family engagement

3.1.1.1 Analyze Data of Attendance and Behavior

Description:

Analyze attendance data frequently to identify students who are chronically absent as well as data from digital BIFs (Behavior Intervention Forms) on the Educator's Handbook, an online platform, and WVEIS 2.0 to identify students with frequent behavior

problems.

Person Responsible:

Social worker, CIS coordinator, behavior team, and administration

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	assistant principal	\$47,508.25

AS 3.1.1.2 Family Support

Description:

Work with families to identify and solve problems leading to chronic absenteeism and/or behavior

Person Responsible:

CIS coordinator and social worker

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$0.00

AS 3.1.1.3 Student Support

Description:

Social worker will meet with students one-on-one to conference and address/monitor absenteeism and/or behavior

Person Responsible:

CIS coordinator, social worker, and counselor

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$0.00

AS 3.1.1.4 Attendance Incentive Program

Description:

Students are provided incentives for perfect/faithful attendance on a weekly, monthly and bi-annual (semester) basis

Person Responsible:

CIS coordinator, social worker, and administration

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 3.1.1.5 Behavior Incentive Program

Description:

Students are provided incentives monthly (school store) and each 9-weeks (celebrations/field trips)

Person Responsible:

Behavior Team, social worker, and CIS coordinator

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Transportation	\$8,078.70

AS 3.1.1.6 Tier 2 & 3 Behavior Intervention Supports

Description:

Student Support Team works with parents, teachers, and students to provide students with self-regulation strategies to better meet their social, emotional, and behavioral needs

Person Responsible:

Social Worker, Counselor, and CIS coordinator, administration

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

PM 3.2 PLC Agendas, Minutes, and Documents

Description:

PLCs will occur regularly with agendas and minutes serving as the primary data source.

S 3.2.1 Professional Learning Communities

Description:

Teachers and school/county level coaches will plan and carry out the PLC process on a regular basis.

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

AS 3.2.1.1 Bi-Monthly PLCs

Description:

Professional Learning Communities will be held twice monthly to closely monitor student progress and adjust instruction as needed. Additionally, PLCs will be used to identify best practices and strategies in teaching.

Person Responsible:

Academic coaches, classroom teachers, administration

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	PD	\$53,350.00

AS 3.2.1.2 PLC Effectiveness

Description:

PLCs will be planned using approved agenda templates that adhere to the four guiding questions of PLCs in order to ensure all topics relate directly to academic achievement

Person Responsible:

Academic coaches, classroom teachers, administration

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	stipends	\$47,508.25

PM 3.3 Agendas, Minutes, Other Documentation from Team/Committee Meetings

Description:

None

S 3.3.1 Distribution of Leadership

Description:

School leadership will be distributed through a variety of teams/committees including the leadership team and the behavior team

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

AS 3.3.1.1 School Leadership Team

Description:

A leadership team that consists of a wide variety of staff members and is representative of the staff will meet regularly to discuss school-wide instructional and operational issues. This team will also meet to review the strategic plan and make notes of progress.

Person Responsible:

Administration, leadership team

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Building rental/travel	\$21,000.00

AS 3.3.1.2 Behavior Team

Description:

The "Pawsitive Success" team will meet regularly to develop and monitor a school-wide behavior plan with consistent expectations, incentives, and consequences. The team will also use behavior data to track trends in student behavior and address issues as needed

Person Responsible:

Administration, behavior team

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 3.3.1.3 Student Support Team

Description:

The student support team will meet regularly to identify trends in referrals and develop courses of action to improve the mental and physical health of students

Person Responsible:

Student Support Team and Administration

Estimated Begin Date:

8/17/2023
Estimated Completion Date:
5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 3.3.1.4 Student Leadership

Description:

Cougar Leaders will complete an application process, and if selected, participate in monthly meetings to build leadership skills. They will disseminate information to the rest of the students and participate in community service projects.

Person Responsible:

Behavior Team and Administration

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

PM 3.4 School Climate Survey

Description:

A school-wide climate survey will be conducted in the Spring of 2023. The results will be shared with professional and service personnel.

S 3.4.1 Culture and Climate

Description:

Teachers will have the opportunity to provide input on the school's overall culture so that changes can be made when necessary.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 3.4.1.1 School Climate Survey

Description:

A survey will be completed by staff in the Spring of 2024 to collect insights from employees within the school to assess and improve overall school culture and climate.

Person Responsible:

Administration

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

AS 3.4.1.2 Culture and Climate Intervention

Description:

The leadership team will review data from school culture surveys, identify trends and plan interventions to improve school culture and climate.

Person Responsible:

Leadership Team and Administration

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

AS 3.4.1.3 Team Building

Description:

The leadership team will create team building opportunities for staff throughout the year to improve climate and culture.

Person Responsible:

Leadership Team and Administration

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/31/2024

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0☐ **Not Applicable****Required Items** [Expand All] [Collapse All]**Component
Met****1) Opportunities for all children including subgroups**

Address strategies to create opportunities for all children including subgroups

Explanation

To ensure opportunities for all children including subgroups are provided, Goal 1 (Achievement and Growth) lists several action steps and strategies. This includes data analysis of all students, specialized instruction from Title I, Special Education, and Interventionists, strengthening of core programs and involving students in the learning process. Additionally, Goal 3 (Becoming a Model Continuous Improvement Organization) identifies Professional Learning Communities as being an effective way to analyze data and identify the unique needs of each student.

1 Achievement and Growth**PM 1.1 Data Analysis of Student Achievement****S 1.1.1 Curriculum Focus Areas****S 1.1.2 Intervention****S 1.1.3 Core Instruction****S 1.1.4 Academic Incentives and Recognition of Student Achievement****S 1.1.5 Involving Students in the Learning Process****2 Integrating Family and Community Engagement****PM 2.1 Sign in logs (volunteers), sign in sheets (family engagement events)**

§ 2.1.3 Family Communication

§ 2.1.4 CIS Coordinator

☐ 3 Sustaining a Model of Continuous Improvement

PM 3.2 PLC Agendas, Minutes, and Documents

§ 3.2.1 Professional Learning Communities

PM 3.3 Agendas, Minutes, Other Documentation from Team/Committee Meetings

§ 3.3.1 Distribution of Leadership

2) Activities that strengthen a well-rounded educational program

Address strategies that strengthen a well-rounded educational program



Explanation

We have identified several strategies within the plan that strengthen a well-rounded educational program. In Goal 1, we address the importance of using frequently gathered data from a variety of sources to plan instruction. Additionally, core instruction will be strengthened with the use of formative assessments and new county-adopted reading curriculum. Furthermore, Professional Learning Communities addressed in Goal 3, allow teachers to identify best practices and strategies in teaching.

☐ 1 Achievement and Growth

PM 1.1 Data Analysis of Student Achievement

§ 1.1.1 Curriculum Focus Areas

§ 1.1.2 Intervention

§ 1.1.3 Core Instruction

§ 1.1.4 Academic Incentives and Recognition of Student Achievement

§ 1.1.5 Involving Students in the Learning Process

§ 1.1.6 Thinking Maps

☞ 2 Integrating Family and Community Engagement

PM 2.1 Sign in logs (volunteers), sign in sheets (family engagement events)

§ 2.1.2 Family and Community Engagement Events

§ 2.1.3 Family Communication

§ 2.1.4 CIS Coordinator

☞ 3 Sustaining a Model of Continuous Improvement

PM 3.2 PLC Agendas, Minutes, and Documents

§ 3.2.1 Professional Learning Communities

PM 3.3 Agendas, Minutes, Other Documentation from Team/Committee Meetings

§ 3.3.1 Distribution of Leadership

PM 3.4 School Climate Survey

§ 3.4.1 Culture and Climate

3) Increase the quality and amount of learning time

Address strategies that increase the quality and amount of learning time



Explanation

To increase the quality and amount of learning time, Goal 1 states that we will use frequent data from a variety of sources to ensure that instruction is tailored to the unique needs of each learner. Additionally, Goal 3 addresses the importance of PLCs for improving quality of instruction by using research based strategies and best practices. Furthermore, Goal 4 identifies the need for on-going and embedded professional development to be provided to continue improving instruction. Professional development and coaching support from ICLE will help to improve the quality of instruction by making it more rigorous and engaging.

G 1 Achievement and Growth

PM 1.1 Data Analysis of Student Achievement

S 1.1.1 Curriculum Focus Areas

S 1.1.2 Intervention

S 1.1.3 Core Instruction

S 1.1.5 Involving Students in the Learning Process

G 2 Integrating Family and Community Engagement

PM 2.1 Sign in logs (volunteers), sign in sheets (family engagement events)

S 2.1.4 CIS Coordinator

G 3 Sustaining a Model of Continuous Improvement

PM 3.1 Attendance Records/Behavior Data

S 3.1.1 Attendance & Behavior Support

PM 3.2 PLC Agendas, Minutes, and Documents

S 3.2.1 Professional Learning Communities

PM 3.3 Agendas, Minutes, Other Documentation from Team/Committee Meetings

S 3.3.1 Distribution of Leadership

4) Provide an enriched and accelerated curriculum

Address strategies that provide an enriched and accelerated curriculum



Explanation

In Goal 1, we have identified the importance of using data to identify students who are in need of enrichment activities. Additionally, by strengthening core instruction, more opportunities for enrichment will be provided to students. In Goal 4, our partnership with ICLE is discussed. This professional development helps teachers to provide more rigorous and engaging instruction to students and allows them to participate in frequent moments of higher-level thinking.

G 1 Achievement and Growth

PM 1.1 Data Analysis of Student Achievement

S 1.1.1 Curriculum Focus Areas

S 1.1.2 Intervention

S 1.1.3 Core Instruction

S 1.1.5 Involving Students in the Learning Process

G 3 Sustaining a Model of Continuous Improvement

PM 3.2 PLC Agendas, Minutes, and Documents

S 3.2.1 Professional Learning Communities

PM 3.3 Agendas, Minutes, Other Documentation from Team/Committee Meetings

S 3.3.1 Distribution of Leadership

5) Address the needs of at-risk learners



Address strategies that address the needs of at-risk learners that may include the following:

- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation

Goal 1 identifies the importance of intervention for students who are at-risk academically. Goal 2 addresses the importance of including families in the educational process which is critical when dealing with at-risk learners. The Communities in Schools facilitator will focus addressing the needs and resources for the school's at-risk learners. Additionally, In Goal 3, we have identified attendance as being a crucial component of academic success. Because of this, the on-site social worker focuses on reducing chronic absenteeism.

1 Achievement and Growth

PM 1.1 Data Analysis of Student Achievement

1.1.1 Curriculum Focus Areas

1.1.2 Intervention

1.1.3 Core Instruction

1.1.4 Academic Incentives and Recognition of Student Achievement

1.1.5 Involving Students in the Learning Process

2 Integrating Family and Community Engagement

PM 2.1 Sign in logs (volunteers), sign in sheets (family engagement events)

2.1.3 Family Communication

2.1.4 CIS Coordinator

3 Sustaining a Model of Continuous Improvement

3.1 Attendance Records/Behavior Data

3.1.1 Attendance & Behavior Support

3.2 PLC Agendas, Minutes, and Documents

3.2.1 Professional Learning Communities

3.3 Agendas, Minutes, Other Documentation from Team/Committee Meetings

3.3.1 Distribution of Leadership

6) **Parent and family engagement**

Address strategies that increase the parent and family engagement



Explanation

In Goal 1, we have discussed the importance of involving parents and families in the learning process. We have addressed this need by planning student-led conferences which give families the opportunity to understand their student's progress. Furthermore, communication between the school and families will continue to improve as addressed in Goal 2. Multiple platforms will be utilized to relay important information between the school and home. Engagement events will be planned by the school's CIS facilitator and parent partners to increase parental/family involvement to make them feel welcomed at their child's school.

1 Achievement and Growth

1.1 Data Analysis of Student Achievement

1.1.5 Involving Students in the Learning Process

2 Integrating Family and Community Engagement

2.1 Sign in logs (volunteers), sign in sheets (family engagement events)

2.1.1 Parent/Community Volunteers

§ 2.1.2 Family and Community Engagement Events

§ 2.1.3 Family Communication

§ 2.1.4 CIS Coordinator

G 3 Sustaining a Model of Continuous Improvement

PM 3.1 Attendance Records/Behavior Data

§ 3.1.1 Attendance & Behavior Support

PM 3.3 Agendas, Minutes, Other Documentation from Team/Committee Meetings

§ 3.3.1 Distribution of Leadership

Cabell County Schools (012) Public District - FY 2024 - Central City Elementary School (012-290) Public School - School Strategic Plan - Rev 0

☐ Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Identify students to be served Address strategies to identify students to be served</p> <p>Explanation Demographic data is utilized to identify students who are at risk (low SES, poor attendance, homeless students, etc.). The student support team, consisting of a social worker, counselor, and CIS facilitator, then work with these students and families to build relationship and provide necessary services, as addressed in Goals 2 & 3. Diagnostic assessments and screening data discussed in Goal 1 are used to identify students who are at risk academically. PLCs (Professional Learning Communities), addressed in Goal 3 are then utilized to plan intensive interventions for these students.</p>	<input checked="" type="checkbox"/>
<p>2) Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups</p> <p>Explanation To ensure opportunities for all children including subgroups are provided, Goal 1 (Achievement and Growth) lists several action steps and strategies. This includes data analysis of all students, specialized instruction from Title I, Special Education, and Interventionists, strengthening of core programs and involving students in the learning process. Additionally, Goal 3 (Becoming a Model Continuous Improvement Organization) identifies Professional Learning Communities as being an effective way to analyze data and identify the unique needs of each student.</p>	<input checked="" type="checkbox"/>
<p>3) Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program</p> <p>Explanation We have identified several strategies within the plan that strengthen a well-rounded educational program. In Goal 1, we address the importance of using frequently gathered data from a variety of sources to plan instruction. Additionally, core instruction will be strengthened with the use of formative assessments and new county-adopted reading curriculum. Furthermore, Professional Learning Communities addressed in Goal 3, allow teachers to identify best practices and strategies in teaching.</p>	<input checked="" type="checkbox"/>
<p>4) Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time</p> <p>Explanation To increase the quality and amount of learning time, Goal 1 states that we will use frequent data from a variety of sources to ensure that instruction is tailored to the unique needs of each learner. Additionally, Goal 3 addresses the importance of PLCs for improving quality of instruction by using research based strategies and best practices. Furthermore, Goal 4 identifies the need for on-going and embedded</p>	<input checked="" type="checkbox"/>

professional development to be provided to continue improving instruction. Professional development and coaching support from ICLE will help to improve the quality of instruction by making it more rigorous and engaging.

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

Address strategies that provide an enriched and accelerated curriculum



Explanation

In Goal 1, we have identified the importance of using data to identify students who are in need of enrichment activities. Additionally, by strengthening core instruction, more opportunities for enrichment will be provided to students. In Goal 4, our partnership with ICLE is discussed. This professional development helps teachers to provide more rigorous and engaging instruction to students and allows them to participate in frequent moments of higher-level thinking.

6) **Address the needs of at-risk learners**

Address strategies that address the needs of at-risk learners that may include the following:

- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition



Explanation

Goal 1 identifies the importance of intervention for students who are at-risk academically. Goal 2 addresses the importance of including families in the educational process which is critical when dealing with at-risk learners. The Communities in Schools facilitator will focus addressing the needs and resources for the school's at-risk learners. Additionally, In Goal 3, we have identified attendance as being a crucial component of academic success. Because of this, the on-site social worker focuses on reducing chronic absenteeism.

7) **Parent and family engagement**

Address strategies that increase the parent and family engagement



Explanation

In Goal 1, we have discussed the importance of involving parents and families in the learning process. We have addressed this need by planning student-led conferences which give families the opportunity to understand their student's progress. Furthermore, communication between the school and families will continue to improve as addressed in Goal 2. Multiple platforms will be utilized to relay important information between the school and home. Engagement events will be planned by the school's CIS facilitator and parent partners to increase parental/family involvement to make them feel welcomed at their child's school.

8) **Coordination of program**

Address strategies that coordinate program services



Explanation

As a Targeted Assistance School, a focus is placed on addressing the components and strategies necessary to provide a well-rounded education and meet the needs of all learners, especially those identified as at-risk. These strategies are addressed extensively in the action steps in Goals 1-4 of the strategic plan.

9) **Minimize pull-out instruction**



Address strategies that minimize pull-out instruction

Explanation

Students in need of intensive interventions provided by specialists are identified using a variety of data sources. All students will receive Tier 1 instruction in their general education classroom. Students who are significantly below grade-level, whose deficits cannot be addressed from core instruction, will be provided intensive intervention during a time designated in the school's master schedule.

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



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

Explanation

Strategies to review the progress of children are addressed in Goals 1-4 of the strategic plan. this includes the frequent analyzing of data (Goal 1), communicating and engaging with parents and families (Goal 2), participating in effective professional learning communities (Goal 3), and receiving professional development to ensure effective instruction is taking place (Goal 4).

Required Documents

This page is currently not accepting Related Documents.

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