

School Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - Explorer Academy (012-227) Public School - School Strategic Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
9/1/2023 9:38:35 AM	Kelly Watts	Status changed to 'School Strategic Plan Approved by County'.	S
9/1/2023 4:48:23 AM	Kristin Giles	Status changed to 'School Strategic Plan Completed'.	S
1/17/2023 2:27:06 PM	Ryan McKenzie	Status changed to 'School Strategic Plan Started'.	S
1/17/2023 9:33:51 AM	GPS Administrator	Status changed to 'School Strategic Plan Not Started'.	S

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

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

Mission

We inspire and empower our crew to lead with curiosity and compassion.

Vision

We will become a model school for West Virginia by supporting learners who master knowledge and skills, produce high quality work, and are of good character.

School Strategic Plan - Demographic Data

Cabell County Schools (012) Public District - FY 2024 - Explorer Academy (012-227) 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	61.03
English Learners	0.87	0.94	0.49
Foster Care	1.46	1.67	0.49
Homeless	3.09	2.88	1.47
Military Connected	0.17	0.02	--
Students with Disabilities	18.05	21.53	20.34
Race			
American Indian or Alaska Native	0.25	0.52	0.25
Asian	0.99	1.41	2.45
Black or African American	7.23	11.78	22.30
Hispanic or Latino Native	2.20	1.54	0.74
Multi-Racial	0.43	1.02	1.23
Native Hawaiian or Other Pacific Islander	0.14	0.13	0.25
White	88.57	82.60	72.06
Gender			
Female	48.35	48.02	47.30
Male	51.65	51.98	52.70

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.

Homeless students - 0 in Y22; unable to get exact count for this year because WVEIS 2.0 isn't working well enough to generate a list by tag as of 10.3.22; I have had 1 parent this year who meets the MV definition of homeless refuse to be classified as such. I believe this occurs frequently.

EL Students - 0 in Y22; unable to get exact count for this year because WVEIS 2.0 isn't working well enough to generate a list by tag as of 10.3.22

504 - 2

SAT - 42; 3 for TAG

IEP - unknown exact count b/c WVEIS 2.0 isn't working well enough to generate monitoring sheets as of 10.3.22; based upon past numbers, we have roughly 20% of our students on IEPs (85 students)

PTO meetings - 9 of them.

Parent Workshops - 4 Terrific Tuesdays due to Covid-19 in Y22; in Y23 we are scheduled to have 9

Staff Development Trainings - 4 PL days (school-based professional development); 1 CE day (county professional development); ongoing LETRS training for K-3 and SpEd staff; Wilson training for Instructional Guides who then trained SpEd staff; micro-PD as needed on an individual or team basis (IE - effective use of learning targets)

WVEIS Data

Zoom-e Data

Our African American students lag in both reading and math.

Our multi-racial students lag in math but exceed the white students in reading.

Our economically disadvantaged, homeless, and special education students lag in both reading and math.

All of these are on a flat proficiency model and not by growth. Our growth continues to exceed both state and district.

ROOT CAUSE ANALYSIS: We have a large population of students who have high need including a high percentage of special education students. This leads to frequent attendance issues, discipline issues, lack of parental engagement. In Y23 there was a significant backlog of students waiting to be tested and possibly qualified for IEP services. These students did not receive these services due to the backlog. I would point out that we do move students very well on a growth analysis but are still lagging on a flat proficiency model.

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.

Y24:

Practices/Strategies/Professional Development Implemented (Be Specific)	Implementation Results	Start/Stop/Continue

Parent Partner – part time – Required by Title I	Parent partner coordinates Thrilling Thursday, volunteers, clothing pantry, and support services for teachers (laminating and such).	Continue (required by Title I)
Thrilling Thursday (Parent Night) – Required by Title I	We have always done these monthly. Due to Title I budget cut of 20% in Y24, we are going to go to every other month. These are very well attended – generally 200 or more people per event. We schedule music and theater performances, Open House, and Student Led Conferences the same nights, which is a big draw.	Continue (required by Title I)
Social Worker (required by district)	Provides support services for students and families and monitors attendance. Coordinates backpack food program and food bank. Very effective.	Continue (required by district)
Counselor (required by district, funded through Social Emotional Learning grant received by district)	Provides support services for students and families. Does required classroom counseling curriculum.	Continue (required by district)
Remind, Schoology, Dojo, Facebook	We use these to communicate and share information with our families. Highly effective.	Continue

Twitter (required by district)	We only have 247 followers (our Facebook group has nearly 700) and virtually no activity – shares, likes, etc. Not effective.	Continue (required by district)	
Newsletters	Each grade level team creates a joint weekly newsletter for their families. It is sent home on paper and also shared digitally.	Continue	
Community Circle – Monthly celebration of student learning and success by our school community. A component of the EL Education model.	We average around 50-100 guests. Very well received by our school community.	Continue	
Celebrations of Learning – As-needed celebration of student learning at the end of a period of study. A component of the EL Education model.	We average around 20-30 guests. Very well received by our school community.	Continue	
Student Led Conferences – A component of the EL Education model.	We do SLCs at MOY and EOY. Very well attended – 400-500 people.	Continue	

Open House (required by district)	Done at BOY. Very well attended – 400-500 people.	Continue	
Kindergarten Orientation and Schultute Ceremony	Done at BOY after 10 th day to welcome our new kinders from our 5 th grade scholars. Parent reception. 20-30 parents attend.	Continue	
Classroom Champions	Community volunteers who work with students. We have 10 this year.	Continue	
Presteria (required and funded by district)	Provides mental health services on-site and off-site. Contracted by district. They've had some inconsistencies with personnel and the quality doesn't seem as high as they used to be.	Continue (required by district)	
Nurse (required and funded by district)	Provides on-site health services and evaluations. Ensures compliance with medical laws. Trains staff in med administration. Coordinates CPR training. There have been staffing issues leaving us sometimes with no nurse.	Continue (required by district)	

School Strategic Plan - Academic Data

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School Strategic Plan - Academic Data

Color Reference Guide

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

2030 Annual English Language Arts (ELA) Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	40.74	43.02	45.30	45.30	47.58	49.86	52.14	54.42	56.69	58.97	61.25	63.53	65.81	68.09	70.37

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	--	25.16	31.10		46.40	41.83
Status						
Economically Disadvantaged	--	15.15	18.27		32.78	31.26
English Learners	--	0.00	--		26.32	11.70
Foster Care	--	--	--		25.34	24.08
Homeless	--	100.00	33.33		36.78	26.23

Military Connected	--	--	--		0.00	52.94
Students with Disabilities	--	6.00	9.80		13.23	11.06
Race						
American Indian or Alaska Native	--	--	--		12.50	28.26
Asian	--	--	--		76.92	70.21
Black or African American	--	5.56	5.88		22.92	26.27
Hispanic or Latino Native	--	0.00	0.00		48.24	36.45
Multi-Racial	--	26.09	32.00		41.29	36.93
Native Hawaiian or Other Pacific Islander	--	--	--		--	45.28
White	--	28.83	35.00		48.27	42.67
Gender						
Female	--	31.43	39.47		52.06	46.48
Male	--	20.00	23.86		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	43.43		48.87	46.05
Status				
Economically Disadvantaged	39.06		43.86	41.93
English Learners	--		36.84	37.91
Foster Care	--		39.97	36.98
Homeless	50.00		48.21	41.82
Students with Disabilities	32.26		36.53	33.10
Race				
American Indian or Alaska Native	--		25.00	26.79
Asian	--		78.95	67.70
Black or African American	44.44		43.26	37.93
Hispanic or Latino Native	--		42.86	45.70
Multi-Racial	23.08		48.17	44.54

Native Hawaiian or Other Pacific Islander	--		--	39.13
White	46.75		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, DIBELS, teacher made/common assessments, PAST, LETRS spelling inventory, other screening tools as needed such as the QPS and Skills Block assessments

iReady MOY Data Y23:

ELA:
Explorer percentage increase: 24% (nearly 5 times district)

6 Year GSA Proficiency Trend:

	Y16	Y17	Y18	Y19	Y21	Y22	School Change	District Change	State Change
ELA	28	41	40	30	25	31	+3	+1	-7

Math	25	25	36	30	21	29	+4	+6	0
Science			43	30	24	20	-23	-5	-9

6 Year GSA SpEd Proficiency Trend, Cohort Analysis:

	Y16			Y17			Y18			Y19			Y21			Y22		
	R	M	Sci	R	M	Sci	R	M	Sci	R	M	Sci	R	M	Sci	R	M	Sci
3																		
4																		
5				+18/ 0	+3/ -4		-7/ -5	-31/ -15		-3/ -4	-3/ -12		+12/ -7	+18/ -12		+10/ +4	+5/ -1	

iReady MOY ELA Y22 data:

Race	Gender	Number of Students	Number of students on or above grade level	%tile	Number at or above 50 th percentile	%tile
Asian	Female	1	0	0	0	0
Asian	Male	1	0	0	0	0

African American	Female	9	3	33	2	22
African American	Male	28	3	11	5	18
Two or More Races	Female	30	14	47	13	43
Two or More Races	Male	34	11	32	11	32
Hispanic/Latino	Female	1	0	0	0	0
Hispanic/Latino	Male	4	3	75	3	75
White	Female	128	60	47	65	51
White	Male	133	42	32	45	34

Race	Gender	Number of students on or above grade level: Phonological Awareness	%tile	Number of students at or above grade level: Phonics	%tile	Number of students at or above grade level: High Frequency Words	%tile
Asian	Female	1	100	0	0	1	100
Asian	Male	0	0	0	0	1	100
African American	Female	7	78	5	55	5	55

African American	Male	23	82	9	32	14	50
Two or More Races	Female	24	80	18	60	21	70
Two or More Races	Male	23	68	14	41	19	56
Hispanic/Latino	Female	0	0	1	100	0	0
Hispanic/Latino	Male	4	100	3	75	3	75
White	Female	110	86	61	48	87	68
White	Male	99	74	68	51	82	62

Race	Gener	Number of students at or above grade level: Vocabulary	%tile	Number of students at or above grade level Reading Comprehension (Literature)	%tile	Number of students at or above grade level: Reading Comprehension (Informational text)	%tile
Asian	Female	0	0	0	0	0	0
Asian	Male	0	0	1	100	0	0
African American	Female	2	22	1	11	3	33

African American	Male	7	25	6	21	7	25
Two or More Races	Female	12	40	15	50	15	50
Two or More Races	Male	11	32	13	38	16	47
Hispanic/Latino	Female	1	100	0	0	0	0
Hispanic/Latino	Male	2	50	2	50	2	50
White	Female	83	65	64	50	62	48
White	Male	45	34	51	38	38	29

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

<p>High quality interventions</p>	<p>Our in-house Instructional Guides (coaches) work with teachers all year. They watch teachers teach, give critique and feedback, model, and provide PD as needed. They also do coaching cycles.</p> <p>We also have a county Academic Coach who comes once per week, other duties permitting. We have asked her to focus on getting in during intervention blocks, observing, giving feedback, and modeling. She has created a PLC schedule through February where teams will learn specific skills during their specialist time each month.</p> <p>Our staff receives intervention training through the district LETRS initiative. Almost all of our staff has had at least LETRS 1. Those who don't are currently doing it. LETRS 2 has been offered. Our IGs are also trained to train others in Wilson Reading and have been doing so with Title Reading, Interventionists, and Special Education staff. We also use it for our after school tutoring program, which targets "yellow" students in iReady. We use Do The Math for an supplemental math intervention beyond iReady toolbox.</p> <p>We use iReady data to make our groups, tweak as necessary, and track interventions used and progress using the in-house Data Management System we have developed. Core teachers use this to collaborate with other specialists for additional assistance, such as our Title I Reading teacher, two Interventionists, or Special Education staff.</p> <p>Our Kindergarten teachers use a common assessment for core skills - letters, numbers, high frequency words -which we have developed. They track student progress and use to create intervention groups.</p> <p>Y22 iReady data showed considerable growth for students. Y22 K common assessment growth also show growth. Y22 GSA performance showed growth and we met our annual targets for both ELA and Math.</p> <p>We will continue focusing on high quality interventions as our students are showing growth.</p>
<p>Skills Block/Heggerty</p>	<p>Skills Block is a direct instruction phonics piece built into the K-2 EL Education ELA curriculum we use.</p> <p>Heggerty is a direct instruction phonics piece provided by the district.</p> <p>These have both proven effective based upon DIBELS and iReady data and we will continue to use them as our students are showing growth.</p>
<p>Integrated ELA/Math/Science/Social Studies expeditions</p>	<p>Through rich expeditions, our students are immersed in topics of relevance to them anchored in our social studies and science standards. They are closely tied to the EL Education ELA curriculum we use and incorporate a variety of ELA standards. At times, they also include math standards.</p> <p>These are highly engaging for students and produce students who are capable of speaking and writing deeply about a topic. They also meet requirements for social studies and science instruction. We will continue to use them as our students are showing growth.</p>

LETRS	<p>Our in-house Instructional Guides (coaches) work with teachers all year. They watch teachers teach, give critique and feedback, model, and provide PD as needed. They also do coaching cycles.</p> <p>We also have a county Academic Coach who comes once per week, other duties permitting. We have asked her to focus on getting in during intervention blocks, observing, giving feedback, and modeling. She has created a PLC schedule through February where teams will learn specific skills during their specialist time each month.</p> <p>Our staff receives intervention training through the district LETRS initiative. Almost all of our staff has had at least LETRS 1. Those who don't are currently doing it. LETRS 2 has been offered. Our IGs are also trained to train others in Wilson Reading and have been doing so with Title Reading, Interventionists, and Special Education staff. We also use it for our after school tutoring program, which targets "yellow" students in iReady. We use Do The Math for an supplemental math intervention beyond iReady toolbox.</p> <p>We use iReady data to make our groups, tweak as necessary, and track interventions used and progress using the in-house Data Management System we have developed. Core teachers use this to collaborate with other specialists for additional assistance, such as our Title I Reading teacher, two Interventionists, or Special Education staff.</p> <p>Our Kindergarten teachers use a common assessment for core skills - letters, numbers, high frequency words -which we have developed. They track student progress and use to create intervention groups.</p> <p>Y22 iReady data showed considerable growth for students. Y22 K common assessment growth also show growth. Y22 GSA performance showed growth and we met our annual targets for both ELA and Math.</p> <p>We will continue focusing on high quality interventions as our students are showing growth.</p>
Students with Disabilities GSA Subgroup	<p>We have been designated a CIS-ATS school based upon the GSA performance of our students with disabilities subgroup. On a cohort analysis, our special education students move faster than both the district and the state. However, when analyzed by flat proficiency we fall short.</p> <p>We have been assigned a team from the WVDE to work with. We look forward to working with them and hearing their suggestions. Their initial report mostly has technical fixes, such as making sure IEP minutes and schedules match. We would appreciate more focused recommendations on how to improve the performance of this subgroup.</p> <p>We believe that continuing to focus on high quality interventions for all students will be the best way to improve the performance of this subgroup. Our students are showing growth.</p>
ICLE Consultant Services	<p>Due to our designation as a CIS-ATS school by the WVDE based upon the GSA performance of our special education students, we are required to put in place supports to address this issue. Cabell County Schools has determined that will be ICLE services.</p> <p>We are unable to provide any implementation data on this as it is new.</p>
Family Education and Engagement	<p>We will continue to provide family education and engagement opportunities during our monthly Thrilling Thursday events as required by Title I.</p>
Technology Integration and Implementation	<p>We will work with the Apple consultant provided by the district to integrate/implement technology.</p>

ELA Needs Assessment Summary:

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

Our students continue to exhibit gaps in basic skills. We have a plan in place to train and support teachers in how to identify gaps and implement high quality interventions. They will be supported by administration, our Instructional Guides, the district Academic Specialist, and our Data Management System which Mr. McKenzie has created.

ROOT CAUSE ANALYSIS: We have a large population of students who have high need including a high percentage of special education students. This leads to frequent attendance issues, discipline issues, lack of parental engagement. In Y23 there was a significant backlog of students waiting to be tested and possibly qualified for IEP services. These students did not receive these services due to the backlog. I would point out that we do move students very well on a growth analysis but are still lagging on a flat proficiency model.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	24.69	27.59	30.48	30.48	33.38	36.28	39.17	42.07	44.97	47.86	50.76	53.66	56.55	59.45	62.35

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	--	20.65	29.09		36.07	32.69
Status						
Economically Disadvantaged	--	7.07	16.19		23.95	22.95
English Learners	--	33.33	--		31.58	15.82
Foster Care	--	--	--		23.39	17.01
Homeless	--	0.00	0.00		19.66	18.52
Military Connected	--	--	--		0.00	50.27
Students with Disabilities	--	8.00	11.76		12.76	10.11
Race						
American Indian or Alaska Native	--	--	--		25.00	22.83
Asian	--	--	--		79.49	67.72
Black or African American	--	0.00	11.76		13.62	16.66
Hispanic or Latino Native	--	0.00	0.00		29.41	25.76

Multi-Racial	--	34.78	32.00		31.12	26.94
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	21.62	31.40		37.86	33.58
Gender						
Female	--	21.43	30.26		35.15	31.40
Male	--	20.00	28.09		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	35.00		45.73	44.43
Status				
Economically Disadvantaged	29.23		38.88	39.18
English Learners	--		36.84	35.58
Foster Care	--		40.41	59.74
Homeless	100.00		43.39	38.25
Students with Disabilities	25.81		35.76	31.65
Race				
American Indian or Alaska Native	--		25.00	42.11
Asian	--		68.42	72.01
Black or African American	22.22		35.94	35.26
Hispanic or Latino Native	--		41.82	40.82
Multi-Racial	30.77		40.91	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	37.18		46.95	44.86
Gender				
Female	--		--	--
Male	--		--	--

Mathematics Performance Distribution - School (2021-22)

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

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

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

iReady, GSA data

Y23 MOY iReady Y23:

Math:

Explorer percentage increase: 38% (nearly 10 times district)

6 Year GSA Proficiency Trend:

	Y16	Y17	Y18	Y19	Y21	Y22	School Change	District Change	State Change
ELA	28	41	40	30	25	31	+3	+1	-7
Math	25	25	36	30	21	29	+4	+6	0
Science			43	30	24	20	-23	-5	-9

6 Year SpEd Proficiency Trend, Cohort Analysis:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	Y16			Y17			Y18			Y19			Y21			Y22		
	R	M	Sci	R	M	Sci	R	M	Sci	R	M	Sci	R	M	Sci	R	M	Sci
3																		
4																		
5				+18/ 0	+3/ -4		-7/ -5	-31/ -15		-3/ -4	-3/ -12		+12/ -7	+18/ -12		+10/ +4	+5/ -1	

MOY Y22 iReady math data:

Race	Gender	Number of Students	Number of students on or above grade level	%tile	Number at or above 50 th percentile	%tile
Asian	Female	1	0	0	0	0
Asian	Male	1	0	0	0	0
African American	Female	9	2	22	2	22
African American	Male	25	5	20	7	28
Two or More Races	Female	30	8	27	11	37

Two or More Races	Male	32	8	25	10	31
Hispanic/Latino	Female	1	0	0	1	100
Hispanic/Latino	Male	4	2	50	2	50
White	Female	124	38	31	44	36
White	Male	130	37	28	44	34

Race	Gender	Number of students on or above grade level: Numbers and Operation	%tile	Number of students at or above grade level: Algebra and Algebraic Thinking	%tile	Number of students at or above grade level: Measurement and Data	%tile	Number of students at or above grade level: Geometry	%tile
Asian	Female	0	0	0	0	0	0	0	0
Asian	Male	0	0	0	0	1	100	0	0
African American	Female	1	11	2	22	3	33	3	33
African American	Male	5	20	5	20	7	28	7	28
Two or More Races	Female	6	20	7	23	12	40	10	33

Two or More Races	Male	10	31	10	31	11	34	8	25
Hispanic/Latino	Female	0	0	1	100	0	0	1	100
Hispanic/Latino	Male	2	50	3	75	2	50	2	50
White	Female	44	36	43	35	44	36	47	38
White	Male	42	32	38	32	44	34	39	30

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
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<div>High quality interventions</div>	<p>Our in-house Instructional Guides (coaches) work with teachers all year. They watch teachers teach, give critique and feedback, model, and provide PD as needed. They also do coaching cycles.</p> <p>We also have a county Academic Coach who comes once per week, other duties permitting. We have asked her to focus on getting in during intervention blocks, observing, giving feedback, and modeling. She has created a PLC schedule through February where teams will learn specific skills during their specialist time each month.</p> <p>Our staff receives intervention training through the district LETRS initiative. Almost all of our staff has had at least LETRS 1. Those who don't are currently doing it. LETRS 2 has been offered. Our IGs are also trained to train others in Wilson Reading and have been doing so with Title Reading, Interventionists, and Special Education staff. We also use it for our after school tutoring program, which targets "yellow" students in iReady. We use Do The Math for an supplemental math intervention beyond iReady toolbox.</p> <p>We use iReady data to make our groups, tweak as necessary, and track interventions used and progress using the in-house Data Management System we have developed. Core teachers use this to collaborate with other specialists for additional assistance, such as our Title I Reading teacher, two Interventionists, or Special Education staff.</p> <p>Our Kindergarten teachers use a common assessment for core skills - letters, numbers, high frequency words -which we have developed. They track student progress and use to create intervention groups.</p> <p>Y22 iReady data showed considerable growth for students. Y22 K common assessment growth also show growth. Y22 GSA performance showed growth and we met our annual targets for both ELA and Math.</p> <p>We will continue focusing on high quality interventions as our students are showing growth.</p>
<div>Do The Math</div>	<p>Our in-house Instructional Guides (coaches) work with teachers all year. They watch teachers teach, give critique and feedback, model, and provide PD as needed. They also do coaching cycles.</p> <p>We also have a county Academic Coach who comes once per week, other duties permitting. We have asked her to focus on getting in during intervention blocks, observing, giving feedback, and modeling. She has created a PLC schedule through February where teams will learn specific skills during their specialist time each month.</p> <p>Our staff receives intervention training through the district LETRS initiative. Almost all of our staff has had at least LETRS 1. Those who don't are currently doing it. LETRS 2 has been offered. Our IGs are also trained to train others in Wilson Reading and have been doing so with Title Reading, Interventionists, and Special Education staff. We also use it for our after school tutoring program, which targets "yellow" students in iReady. We use Do The Math for an supplemental math intervention beyond iReady toolbox.</p> <p>We use iReady data to make our groups, tweak as necessary, and track interventions used and progress using the in-house Data Management System we have developed. Core teachers use this to collaborate with other specialists for additional assistance, such as our Title I Reading teacher, two Interventionists, or Special Education staff.</p> <p>Our Kindergarten teachers use a common assessment for core skills - letters, numbers, high frequency words -which we have developed. They track student progress and use to create intervention groups.</p> <p>Y22 iReady data showed considerable growth for students. Y22 K common assessment growth also show growth. Y22 GSA performance showed growth and we met our annual targets for both ELA and Math.</p> <p>We will continue focusing on high quality interventions as our students are showing growth.</p>

Students with Disabilities GSA Subgroup	<p>We have been designated a CIS-ATS school based upon the GSA performance of our students with disabilities subgroup. On a cohort analysis, our special education students move faster than both the district and the state. However, when analyzed by flat proficiency we fall short.</p> <p>We have been assigned a team from the WVDE to work with. We look forward to working with them and hearing their suggestions. Their initial report mostly has technical fixes, such as making sure IEP minutes and schedules match. We would appreciate more focused recommendations on how to improve the performance of this subgroup.</p> <p>We believe that continuing to focus on high quality interventions for all students will be the best way to improve the performance of this subgroup. We will continue as our students are showing growth.</p>
ICLE Consultant Services	<p>Due to our designation as a CIS-ATS school by the WVDE based upon the GSA performance of our special education students, we are required to put in place supports to address this issue. Cabell County Schools has determined that will be ICLE services.</p> <p>Unable to provide implementation data as this is a new initiative.</p>
Family Education and Engagement	We will continue to provide family education and engagement opportunities during our monthly Thrilling Thursday events as required by Title I.
Technology Integration and Implementation	We will work with the Apple consultant provided by the district to integrate/implement technology.

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.

Our students continue to exhibit gaps in basic skills. We have a plan in place to train and support teachers in how to identify gaps and implement high quality interventions. They will be supported by administration, our Instructional Guides, the district Academic Specialist, and our Data Management System which Mr. McKenzie has created.

ROOT CAUSE ANALYSIS: We have a large population of students who have high need including a high percentage of special education students. This leads to frequent attendance issues, discipline issues, lack of parental engagement. In Y23 there was a significant backlog of students waiting to be tested and possibly qualified for IEP services. These students did not receive these services due to the backlog. I would point out that we do move students very well on a growth analysis but are still lagging on a flat proficiency model.

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)	33.33	28.57	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	3	3	1	14	348
Level 2	1	1	0	10	346
Level 3	1	2	0	29	596
Level 4	1	1	2	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	3	3	0	15	382
Level 2	1	3	2	12	335
Level 3	1	0	1	34	672
Level 4	1	1	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	2	0	13	254
Level 2	2	1	1	16	274
Level 3	2	2	1	21	507
Level 4	1	2	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	2	1	6	131
Level 2	1	1	0	4	125
Level 3	0	1	1	21	524
Level 4	3	2	1	23	470

Level 5		2	1	0	24	413
<div> <div></div> <div> <input type="checkbox"/> Not Applicable if EL cell size is 0 </div> </div>						
EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success					
High quality interventions	<p>Our in-house Instructional Guides (coaches) work with teachers all year. They watch teachers teach, give critique and feedback, model, and provide PD as needed. They also do coaching cycles.</p> <p>We also have a county Academic Coach who comes once per week, other duties permitting. We have asked her to focus on getting in during intervention blocks, observing, giving feedback, and modeling. She has created a PLC schedule through February where teams will learn specific skills during their specialist time each month.</p> <p>Our staff receives intervention training through the district LETRS initiative. Almost all of our staff has had at least LETRS 1. Those who don't are currently doing it. LETRS 2 has been offered. Our IGs are also trained to train others in Wilson Reading and have been doing so with Title Reading, Interventionists, and Special Education staff. We also use it for our after school tutoring program, which targets "yellow" students in iReady. We use Do The Math for an supplemental math intervention beyond iReady toolbox.</p> <p>We use iReady data to make our groups, tweak as necessary, and track interventions used and progress using the in-house Data Management System we have developed. Core teachers use this to collaborate with other specialists for additional assistance, such as our Title I Reading teacher, two Interventionists, or Special Education staff.</p> <p>Our Kindergarten teachers use a common assessment for core skills - letters, numbers, high frequency words -which we have developed. They track student progress and use to create intervention groups.</p> <p>Y22 iReady data showed considerable growth for students. Y22 K common assessment growth also show growth. Y22 GSA performance showed growth and we met our annual targets for both ELA and Math.</p> <p>We will continue focusing on high quality interventions as our students are showing growth.</p>					
Skills Block	<p>Skills Block is a direct instruction phonics piece built into the K-2 EL Education ELA curriculum we use.</p> <p>Heggerty is a direct instruction phonics piece provided by the district.</p> <p>These have both proven effective based upon DIBELS and iReady data and we will continue to use them as our students are showing growth.</p>					

Integrated ELA/Math/Science/Social Studies expeditions	Through rich expeditions, our students are immersed in topics of relevance to them anchored in our social studies and science standards. They are closely tied to the EL Education ELA curriculum we use and incorporate a variety of ELA standards. At times, they also include math standards.
	These are highly engaging for students and produce students who are capable of speaking and writing deeply about a topic. They also meet requirements for social studies and science instruction. We will continue to use them as our students are showing growth.
LETRS	<p>Our in-house Instructional Guides (coaches) work with teachers all year. They watch teachers teach, give critique and feedback, model, and provide PD as needed. They also do coaching cycles.</p> <p>We also have a county Academic Coach who comes once per week, other duties permitting. We have asked her to focus on getting in during intervention blocks, observing, giving feedback, and modeling. She has created a PLC schedule through February where teams will learn specific skills during their specialist time each month.</p> <p>Our staff receives intervention training through the district LETRS initiative. Almost all of our staff has had at least LETRS 1. Those who don't are currently doing it. LETRS 2 has been offered. Our IGs are also trained to train others in Wilson Reading and have been doing so with Title Reading, Interventionists, and Special Education staff. We also use it for our after school tutoring program, which targets "yellow" students in iReady. We use Do The Math for an supplemental math intervention beyond iReady toolbox.</p> <p>We use iReady data to make our groups, tweak as necessary, and track interventions used and progress using the in-house Data Management System we have developed. Core teachers use this to collaborate with other specialists for additional assistance, such as our Title I Reading teacher, two Interventionists, or Special Education staff.</p> <p>Our Kindergarten teachers use a common assessment for core skills - letters, numbers, high frequency words -which we have developed. They track student progress and use to create intervention groups.</p> <p>Y22 iReady data showed considerable growth for students. Y22 K common assessment growth also show growth. Y22 GSA performance showed growth and we met our annual targets for both ELA and Math.</p> <p>We will continue focusing on high quality interventions as our students are showing growth.</p>

Do The Math

Our in-house Instructional Guides (coaches) work with teachers all year. They watch teachers teach, give critique and feedback, model, and provide PD as needed. They also do coaching cycles.

We also have a county Academic Coach who comes once per week, other duties permitting. We have asked her to focus on getting in during intervention blocks, observing, giving feedback, and modeling. She has created a PLC schedule through February where teams will learn specific skills during their specialist time each month.

Our staff receives intervention training through the district LETRS initiative. Almost all of our staff has had at least LETRS 1. Those who don't are currently doing it. LETRS 2 has been offered. Our IGs are also trained to train others in Wilson Reading and have been doing so with Title Reading, Interventionists, and Special Education staff. We also use it for our after school tutoring program, which targets "yellow" students in iReady. We use Do The Math for an supplemental math intervention beyond iReady toolbox.

We use iReady data to make our groups, tweak as necessary, and track interventions used and progress using the in-house Data Management System we have developed. Core teachers use this to collaborate with other specialists for additional assistance, such as our Title I Reading teacher, two Interventionists, or Special Education staff.

Our Kindergarten teachers use a common assessment for core skills - letters, numbers, high frequency words -which we have developed. They track student progress and use to create intervention groups.

Y22 iReady data showed considerable growth for students. Y22 K common assessment growth also show growth. Y22 GSA performance showed growth and we met our annual targets for both ELA and Math.

We will continue focusing on high quality interventions as our students are showing growth.

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.

Our students continue to exhibit gaps in basic skills. We have a plan in place to train and support teachers in how to identify gaps and implement high quality interventions. They will be supported by administration, our Instructional Guides, the district Academic Specialist, and our Data Management System which Mr. McKenzie has created.

We will continue to work with our district-provided EL specialist to provide supports for EL students.

School Strategic Plan - High School Graduation and Student Success Data

Cabell County Schools (012) Public District - FY 2024 - Explorer Academy (012-227) 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

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 - Explorer Academy (012-227) 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	13.09	14.44	24.40		28.42	29.08
Status						
Economically Disadvantaged	18.18	20.94	33.48		39.21	38.44
English Learners	0.00	0.00	0.00		23.86	24.03
Foster Care	0.00	--	100.00		37.62	36.88
Homeless	50.00	0.00	80.00		47.16	42.27
Military Connected	--	--	--		50.00	16.50
Students with Disabilities	18.89	21.35	32.50		33.76	34.90
Race						
American Indian or Alaska Native	0.00	0.00	--		42.86	29.34
Asian	0.00	0.00	0.00		20.00	12.16
Black or African American	8.33	32.43	42.86		36.54	29.90
Hispanic or Latino Native	0.00	12.50	25.00		36.81	30.28
Multi-Racial	14.00	16.92	34.92		31.52	31.13

Native Hawaiian or Other Pacific Islander	--	--	--		0.00	19.42
White	14.18	11.42	18.97		27.43	29.05
Gender						
Female	13.86	13.61	21.57		29.93	29.59
Male	12.44	15.15	26.78		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	96.66	98.37	93.15		97.58	95.56
Status						
Economically Disadvantaged	95.45	97.86	91.86		96.57	94.15
English Learners	100.00	100.00	100.00		100.00	97.49
Foster Care	100.00	--	100.00		97.14	89.30
Homeless	50.00	100.00	80.00		94.15	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	94.44	95.51	83.75		96.16	92.96
Race						
American Indian or Alaska Native	100.00	100.00	--		88.89	96.97
Asian	100.00	100.00	100.00		100.00	98.53
Black or African American	88.89	94.59	85.71		94.76	89.69
Hispanic or Latino Native	100.00	100.00	100.00		99.03	96.16
Multi-Racial	100.00	100.00	98.41		97.44	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	96.93	98.43	92.67		97.77	95.85
Gender						
Female	99.40	99.41	100.00		98.76	97.56
Male	94.30	97.47	87.43		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.

We use WVEIS behavior and attendance data. Counselor and Social Worker also provide anecdotal input.

Y23 Attendance:

We have a chronic absence rate of 28.68% as of March 13. This is provided by Mrs. Giles at central office.

Unexcused absences by grade level:

K - 416.50
1st - 486
2nd - 330
3rd - 220.5
4th - 396.5
5th - 366.5

Unable to provide any summarized discipline data. WVEIS 2.0 does not do that at this time. A request for upgrade has been filed. Mrs. Scarberry at central office was able to get it into a spreadsheet for us so that we can analyze by hand.

Discipline referrals by grade level:

K - 22
1st - 88
2nd - 69
3rd - 85
4th - 68
5th - 147

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Behavior Management Team - AP, Principal, Counselor, and Social Worker meet bi-weekly to review "high flyers" and put supports in place.	This team has proven effective in identifying and providing supports for students with needs.
Crew and Character education - as part of our EL Education curriculum, we intentionally teach character and build interpersonal relationships among students and staff. We will continue this work.	We will continue to work to build students of high character because it is the right thing to do.

Character Captain program - students who meet the learning targets for a given Habit of Success can submit to be considered by the Leadership Team and then whole staff to become a Character Captain for that Habit of Success. Character Captains serve as peer-leaders and assist when we have visitors or parent activities.	This program has been effective in building student-leaders.
To support good attendance, we build crew so that every student feels seen, heard, and welcome at school. Teachers reach out to families when students miss. Counselor and Social Worker provide support. Referrals to county attendance office or Pretera are made as needed. CPS is called as well when appropriate. A crew can earn the Crew Cup at the end of the year - attendance is one of the measurements used.	Relationships matter per research and crew is an effective vehicle for intentionally building those, so we will continue to do so.
Title I Social Worker	She has been an invaluable resource for our families and students and we will continue to use her.
Title I Parent Partner	She is an invaluable resource for coordinating volunteer activities and family/community programming. We will continue. It is also required by Title I.
Central office Student Services department and attendance office. In Y23, they have been taking students to pre-diversion after 15 absences, then court if absences continue.	This is out of my hands and required by county policy. Given that chronic attendance issues is a district-wide problem, I'm not sure what any of us can do beyond what we already are. The courts need to step up and start making parents get their kids to school.
Class Dojo - we now use this program across the building. Our Crew Advisory Team came up with building-wide guidelines and trained all staff members. We are using this as a PBIS system with rewards linked in.	We just started this MOY in Y23 and we will continue to refine our practice and collect data.
Crew Advisory Team - this consists of any interested staff members. We meet and review how to implement high quality crew lessons. The staff developed norms around this and a training was held and led by teachers. We also developed expectations for the Dojo implementation and teachers led a training about it. We continue to analyze behavior and attendance data in the hope that both of these programs will improve our numbers.	We brought this team back MOY Y23 after the pandemic and will continue to use it to refine our character education and student support programming. Teacher voice and leadership is important.

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.

Y23

Attendance:

Issues with WVEIS 2.0 delayed 5 day letters going home until October. This delayed getting parents to pre-diversion and then court. We are work with the district attendance department to get families to pre-diversion and court as quickly as possible. Administrators, counselor, and social worker do home visits. Teachers are contact families via Remind or Class Dojo or making phone calls.

Our attendance continues to be a struggle and it is with most schools in the district. We believe it is a holdover from the pandemic as we did not have this

issue before.

In the past, central office would take students to pre-diversion at 10 unexcused absences instead of the 15 they are doing this year. It would really help if they'd go back to 10. We also need them to be more aggressive about getting families to court once they continue to miss and we need the courts to actually do something. All of this is out of our control.

Mr. McKenzie sent home absence sheets with a cover letter for all students who have any unexcused absences asking families to write notes. The thought is that if we can get enough of these in it could make a difference despite our chronic students. It has worked somewhat as our percentage dropped from 35% in February to 28% in March. We are now asking any parents who come into the main office to write notes on the spot.

Discipline:

Our discipline data is not a concern. We have a higher total count than most other elementaries in the district because Mr. McKenzie requires use of the system. Our K referrals are so low because those teachers have an aide and also they're less inclined to write up our newest learners as they adjust to school. Our 5th grade referrals have been higher than the other grades because we have a number of students in that group with challenging behaviors. It is also not uncommon for 5th grade behavior to worsen as they approach middle school and puberty starts to set in.

We have implemented Dojo building-wide and have weekly/bi-weekly reward parties in the classrooms and a larger reward at the end of the 9 weeks for any students who have 90% or more positives for the 9 weeks. We hope this will help with discipline and attendance (students can't earn points if they aren't present).

We also have restarted our Crew Advisory Team (CAT). Any interested staff can meet to discuss improving the quality of our crew program as well as PBIS systems across the building. This is where the Dojo implementation and rewards came from.

Cabell County Schools (012) Public District - FY 2024 - Explorer Academy (012-227) 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.

Administrator walkthroughs, Learning Walks

Our walkthrough and Learning Walk data indicate a need to continue to focus on high-quality intervention/small group strategies. Since our students are showing growth, we will continue to do so.

From eWalk:

Which county adopted core curriculum being utilized?

Which county adopted core curriculum being utilized? (Based on 488 walkthroughs)

- 1. Bridge the Gap (3-5) - 0%
- 2. CKLA - 0%
- 3. Do the Math - .6%
- 4. EL - 42.4%
- 5. Heggerty (K-2) - 2.5%
- 6. LETS Strategy - 6.6%
- 7. Newsela - 0%
- 8. iReady - 25.4%
- 9. Ready Math - 19.3%
- 10. Twig - .4%
- 11. Project Lead the Way - 0%

- 12. Primary Sources 6.1%
- 13. Superkids - 0%
- 14. Other (Please specify in note field) - 26.8%

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

We have a higher number of distinguished because of the structures and curriculum we have in place as an EL Education school - they meet the criteria of the rubric.

We will focus on increasing the use of Do the Math, LETRS, and Heggerty in our small group interventions as is appropriate.

We do not have any needs at this time.

ROOT CAUSE ANALYSIS: We have a high number of beginning teachers. This is not uncommon in a Title I school due to the challenging work environment. Our teacher turnover is around 25% per year (though in Y24 it was much lower). I am unable to determine whether this is low, high, or average because teacher turnover data for all schools in the district is not accessible by me. However, in my 20 years of experience in Title I schools, teacher turnover is not uncommon in Title I schools due to the challenging work environment. Teachers are not compensated for taking assignments in challenging schools.

Practices/Strategies/Professional Development Implemented (Be Specific)	Implementation Results	Start/Stop/Continue
BOY District Training	Organized by district.	Continue (required by district)
BOY school-based PD	Organized by school with district mandates.	Continue (required by district).
Instructional Coaching	Provided by Explorer with our on-staff Instructional Guides.	Continue

Academic Coaching, Grow Program, TIP Program	Provided by district with assigned academic coach who comes once per week.	Continue (required by district)	
Micro-PD	Provided by Explorer for individual teachers, teams of teachers, or whole staff as identified through the year by administrative and Instructional Guide observations.	Continue	
October 24 PL/FS Day	District has taken this day for parent-teacher conferences. We have been instructed not to plan anything this day.	Continue (required by district)	
Jan 3 PL Day	MOY data analysis and planning day.	Continue	
Feb 13 PL/FS Day	We have requested differentiation training from the WVDE to meet the needs of our CIS/ATS status. We have not heard back from them yet. 2 hours must be set aside for FS.	Continue	
Coaching Cycles	Provided by Explorer. Our Instructional Guides conduct coaching cycles with individual teachers around a problem of practice they want to improve.	Continue	
Offer WVDE Canvas Co-Teaching Platform to improve services for special education students.	Offered at suggestion of WVDE to meet requirements of CIS/ATS status. We are unable to pay stipends and have no remaining PL time in the school calendar. CIS/ATS funds provided by WVDE were spent on ICLE at direction of district.	Continue	
	Offered at suggestion of WVDE to meet		

Offer IRIS Intensive Intervention training to improve services for special education students.	requirements of CIS/ATS status. We are unable to pay stipends and have no remaining PL time in the school calendar. CIS/ATS funds provided by WVDE were spent on ICLE at direction of district.	Continue	
Coordinate with ICLE to provide support to teachers focused upon scaffolding, differentiation, and intervention to improve services for special education students.	Offered at suggestion of WVDE to meet requirements of CIS/ATS status.	Continue	
New Teacher Cadre	Offered by Explorer. We will meet monthly with our new staff to provide support and PD for first year Explorer teachers.	Continue	

* 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.

We will do a 1 day summer institute before school starts, we have on-going coaching and support from our Instructional Guides, we have coaching and support from our county Academic Coach. We do PD on our PL days in the calendar provided the district has not scheduled other PD for staff. We send staff to off-site PD when permitted by the district and funds permit.

To measure growth, we use walkthroughs, formal observations, and informal observations.

We will provide support for technology integration by working with the Apple coach provided by the district.

Practices/Strategies/Professional Development Implemented (Be Specific)	Implementation Results	Start/Stop/Continue
BOY District Training August 9-11, 2023	Organized by district.	Continue (required by district)
BOY school-based PD August 14-15, 2023	Organized by school with district mandates.	Continue (required by district).
Instructional Coaching Dates Ongoing 8.1.23-5.31.24	Provided by Explorer with our on-staff Instructional Guides.	Continue
Academic Coaching, Grow Program, TIP Program Dates Ongoing 8.1.23-5.31.24	Provided by district with assigned academic coach who comes once per week.	Continue (required by district)
Micro-PD Dates Ongoing 8.1.23-5.31.24	Provided by Explorer for individual teachers, teams of teachers, or whole staff as identified through the year by administrative and Instructional Guide observations.	Continue
October 24 PL/FS Day	District has taken this day for parent-teacher conferences. We have been instructed not to plan anything this day.	Continue (required by district)
	MOY data analysis and planning day.	

Jan 3 PL Day		Continue	
Feb 13 PL/FS Day	We have requested differentiation training from the WVDE to meet the needs of our CIS/ATS status. We have not heard back from them yet. 2 hours must be set aside for FS.	Continue	
Coaching Cycles Dates Ongoing 8.1.23-5.31.24	Provided by Explorer. Our Instructional Guides conduct coaching cycles with individual teachers around a problem of practice they want to improve.	Continue	
Offer WVDE Canvas Co-Teaching Platform to improve services for special education students. 8.1.23 - 12.31.23	Offered at suggestion of WVDE to meet requirements of CIS/ATS status. We are unable to pay stipends and have no remaining PL time in the school calendar. CIS/ATS funds provided by WVDE were spent on ICLE at direction of district.	Continue	
Offer IRIS Intensive Intervention training to improve services for special education students. 8.1.23-5.31.24	Offered at suggestion of WVDE to meet requirements of CIS/ATS status. We are unable to pay stipends and have no remaining PL time in the school calendar. CIS/ATS funds provided by WVDE were spent on ICLE at direction of district.	Continue	
Coordinate with ICLE to provide support to teachers focused upon scaffolding, differentiation, and intervention to improve services for special education students. Dates Ongoing 8.1.23-5.31.24	Offered at suggestion of WVDE to meet requirements of CIS/ATS status.	Continue	
	Offered by Explorer. We will meet monthly with		

New Teacher Cadre Monthly 8.1.23 - 5.31.24	our new staff to provide support and PD for first year Explorer teachers.	Continue	

Cabell County Schools (012) Public District - FY 2024 - Explorer Academy (012-227) Public School - School Strategic Plan - Rev 0**Plan Items****1 Achievement and Growth**

Description:

Explorer Academy overall achievement results will raise from 36% proficient to 52.14% proficient in ELA and Math scores will raise from 34% proficient to 39.17% on the state summative assessment.

PM 1.1 iReady

Description:

For ELA - Explorer students will demonstrate an increase in Tier 1 performance from BOY to EOY of +20. It will be measured using iReady. For Math - Explorer students will demonstrate an increase in Tier 1 math performance from BOY to EOY of +19. It will be measured using iReady.

S 1.1.1 Intervention

Description:

We will use a variety of high quality intervention strategies to service underperforming students and enrich others. Students will become leaders of their own learning as we guide them through analyzing their own data using data notebooks and goal setting. We will use our Data Management System to track student data, plan interventions, and analyze the progress of interventions. Teachers will send home diagnostic data at beginning, middle, and end of year.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Address the needs of at-risk learners

AS 1.1.1.1 Give DIBELS and iReady

Description:

DIBELS BOY, MOY, and EOY will be given for all students. Those students taking DIBELS will be progress monitored every 3-4 weeks. iReady is given BOY, MOY, and EOY but we will be examining growth BOY to MOY. Progress monitoring occurs on the county pacing every 2-4 weeks.

Person Responsible:

IGs

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.2 Classroom Champions

Description:

We collaborate with Communities In Schools to bring in mentors to pair with struggling students. These mentors work with students academically, providing additional coaching in trouble areas or homework help. They also provide needed mentoring and emotional support.

Person Responsible:

Christine Raines

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.3 Title I Reading Teacher

Description:

We will have a Title I Reading Teacher to provide pullouts and support for struggling readers.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Title I Reading Teacher	\$96,479.22

AS 1.1.1.4 After School Tutoring

Description:

We will provide after school tutoring for all students who need it based upon diagnostic data including special education students.

Person Responsible:

Kristin Giles

Estimated Begin Date:

8/2/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$52,511.55

AS 1.1.1.5 Interventionists

Description:

The district is providing two additional interventionists to work with students.

Person Responsible:

Kristin Giles

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.6 Do The Math

Description:

We will order additional Do The Math materials and provide PD and support. Teachers will use it as an intervention tool.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$30,000.00

AS 1.1.1.7 Special Education Services

Description:

Students who qualify for special education services will receive support from special education staff. The nature of these services will be based upon student need as determined by the IEP team and a review of applicable data. Necessary staff to meet those needs and the requirements of WVDE policy 2419 will be provided by the district.

Person Responsible:

Matthew Adkins

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 1.1.1.8 ICLE Consultant Services

Description:

ICLE will provide support on small group differentiation and differentiating within the classroom with a particular focus on how to improve the GSA scores of our students with special needs.

Person Responsible:

Gina Gooderham

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

S 1.1.2 Student Engaged Assessment

Description:

We follow the EL Education Student Engaged Assessment practices.

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

AS 1.1.2.1 Data Binders

Description:

Students track their progress in data binders daily or weekly. This includes quantitative data, such as iReady, DIBELS, and GSA. It also includes qualitative pieces such as reflection and goal setting sheets and work samples.

Person Responsible:

Teachers and students

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Binders, page dividers, page protectors	\$25,289.00

AS 1.1.2.2 Learning targets and target trackers

Description:

Teachers create student friendly learning targets directly from the WV content standards, creating sub-targets as necessary to scaffold students to the main target. They use learning target trackers with students during instruction to ensure mastery for all students.

Person Responsible:

Teachers

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 1.1.2.3 Student led Conference Portfolios

Description:

Students refine the work from their binders into SLC portfolios, which they present to their parents and guardians to demonstrate progress MOY and EOY.

Person Responsible:

IGs and Teachers

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding	Grant	Notes	Amount
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Application			
Consolidated	Title I Part A	Stipend, parent partner, supplies	\$4,000.00

AS 1.1.2.4 5th Grade Passages

Description:

We will conduct 5th grade passages at EOY. This is an EL Education structure.

Person Responsible:

3-5 IG and 5th Grade Teachers

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Subs, supplies, parent partners.	\$1,500.00

S 1.1.3 Curriculum Planning

Description:

We conduct extensive curriculum planning and support.

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 Pacing Guides

Description:

We will continue to refine our ELA and Math pacing guides and ensure alignment to county pacing guides. Teachers will continue to be held accountable for adhering to them.

Person Responsible:

IGs and Teachers

Estimated Begin Date:

8/1/2023
Estimated Completion Date:
5/31/2024

AS 1.1.3.2 Instructional Guides

Description:

We provide an Instructional Guide for K-2 and another for 3-5. These positions are responsible for observing teacher practice, giving feedback and critique, modeling best practices, overseeing curriculum pacing and alignment to standards, overseeing daily team meetings and weekly meetings with grade levels and principal, creating and leading PD and adult learning, and conducting differentiated coaching cycles for their assigned staff. We will be sending our IGs and administrators to off-site EL Education training to promote continued effectiveness.

Person Responsible:

IGs

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Instructional Guides	\$162,002.15

AS 1.1.3.3 Curriculum Maps

Description:

Teachers examine their standards and create curriculum maps, particularly through the integrated expeditions.

Person Responsible:

IGs and Teachers

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 1.1.3.4 Field Work

Description:

We have rigorous field work experiences embedded in our curriculum maps and expedition plans.

Person Responsible:

IGs and Teachers

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Field work buses	\$5,000.00

AS 1.1.3.5 Experts

Description:

We work hand-in-hand with experts during the course of our expeditions.

Person Responsible:

IGs, Teachers, and Harless Center

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Some experts have fees	\$1,000.00

AS 1.1.3.6 Learning Walks

Description:

Learning Walks take the place of IPI in an EL Education school. We conduct these quarterly. Focus is on a practice that is of priority to the school plan or has been requested by teachers. Teachers may or may not be part of the LW team though we will be pushing to include more teachers this year. Subs may be required. Teachers receive the report out via email. PD is then tailored to address identified needs.

Person Responsible:

Admin Team

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding	Grant	Notes	Amount
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Application			
Consolidated	Title I Part A	Used for subs if we add a staff member	\$1,000.00

AS 1.1.3.7 High Quality Work Protocol

Description:

We conduct a High Quality Work Protocol twice per year to ensure we are meeting the attributes of high quality work in our projects and products.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

S 1.1.4 Skills Block

Description:

We use the EL Education K-5 ELA Skills Block.

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 1.1.4.1 Instructional Guides

Description:

We provide an Instructional Guide for K-2 and another for 3-5. These positions are responsible for observing teacher practice, giving feedback and critique, modeling best practices, overseeing curriculum pacing and alignment to standards, overseeing daily team meetings and weekly meetings with grade levels and principal, creating and leading PD and adult learning, and conducting differentiated coaching cycles for their assigned staff.

Person Responsible:

IGs

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	IGs	\$162,002.15

AS 1.1.4.2 Skills Block Materials

Description:

Purchase of skills block materials.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$3,500.00

S 1.1.5 Ready Math Curriculum

Description:

We use the Ready Math curriculum supplied by Cabell County Schools.

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 1.1.5.1 Instructional Guides

Description:

We provide an Instructional Guide for K-2 and another for 3-5. These positions are responsible for observing teacher practice, giving feedback and critique, modeling best practices, overseeing curriculum pacing and alignment to standards, overseeing daily team meetings and weekly meetings with grade levels and principal, creating and leading PD and adult learning, and conducting differentiated coaching cycles for their assigned staff.

Person Responsible:

IGs

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	IGs	\$162,002.15

AS 1.1.5.2 Math Facts

Description:

Teachers K-5 will make use of rolling numbers, Do The Math, and other math fluency activities to increase student grasp of basic math facts and improve number sense.

Person Responsible:

IGs and Teachers

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 1.1.5.3 On-site Ready Math PD & iReady

Description:

We will continue to receive PD support from Ready Math personnel. Students will take iReady BOY, MOY, and EOY with progress monitoring every 2-4 weeks on the county pacing. We will measure our performance goal BOY to MOY this year.

Person Responsible:

Kristin Giles

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.5.4 Unpacking Ready Math Curriculum & iReady

Description:

We will conduct PD and provide time for teachers and their Instructional Guides to unpack the Ready Math curriculum and gain a deeper understanding of it. Students will take iReady BOY, MOY, and EOY with progress monitoring every 2-4 weeks on the county pacing. We will measure our performance goal BOY to MOY this year.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 1.1.5.5 Grapples and Writing

Description:

We will provide PD and support for teachers to add high quality grapples to the math curriculum as well as improve the depth and quality of our writing about math.

Person Responsible:

IGs

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

S 1.1.6 iReady

Description:

Students will take the iReady diagnostics every quarter with progress monitoring every 2-4 weeks on the county pacing. We will measure our performance goal BOY to MOY this year.

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

§ 1.1.7 EL Education Core Practices

Description:

We implement the EL Education Core Practices, a carefully curated, research-based collection of best practices.

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 1.1.7.1 Core Practice 25 - Creating Beautiful Spaces That Promote Learning

Description:

Our spaces are rich, engaging spaces that celebrate high quality student work and have the necessary materials to support the learning environment and values of the school.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$5,000.00

§ 1.1.8 Technology

Description:

We will provide the necessary technology for students and staff to achieve our school goals.

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

AS 1.1.8.1 Purchase technology as needed for staff and students.

Description:

None

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$7,000.00

S 1.1.9 Heggerty

Description:

We will use Heggerty both as a daily instruction piece and an intervention tool.

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 1.1.9.1 Purchase Heggerty materials

Description:

We will purchase Heggerty materials

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
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2 Integrating Family and Community Engagement

Description:

Explorer Academy will improve family and community engagement through school wide initiatives that directly impact at least 50% of our families during the 2023-24 school year, as evidenced by attendance sign in sheets for each event.

PM 2.1 Records of Communication

Description:

These records would include: Remind101, Schoology or Dojo, copies of all newsletters at all grade levels stored in folders in OneDrive, logs calls through Bright Arrow found on their website, messages and traffic on the PTO maintained school Facebook page, digital copies of parent flyers or notices kept in folders in OneDrive, Twitter, Instagram, etc. These are consulted throughout the year to make sure we are staying on track with our parent communications. They are a regular part of our weekly Data Meetings.

2.1.1 Communication With Parents and Guardians

Description:

We will communicate with our parents and guardians through a wide variety of platforms. Communication will be transparent and vehicles for two-way communication will be provided.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Parent and family engagement

AS 2.1.1.1 Remind, Schoology, and Dojo

Description:

All classroom teachers as well as administration will use Remind, Schoology, or Dojo to provide anonymized (no one can see each other's numbers) two way communication between school and home.

Person Responsible:

Teachers and Principal

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 2.1.1.2 Newsletters

Description:

Each grade level team is responsible for creating and sending home a weekly printed newsletter. Digital versions of this are also to be shared through their grade level Remind, Schoology, or Dojo platform. A digital copy of each newsletter is to be stored in the assigned folder in OneDrive (established and shared by administration).

Person Responsible:

Teachers and Principal

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

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

AS 2.1.1.3 Blackboard

Description:

The Principal will use the Blackboard system as needed to communicate with our families and staff.

Person Responsible:

Principal

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 2.1.1.4 PTO Facebook

Description:

The PTO maintains a Facebook group for our school called Explorer Academy Community Crew. Staff and administration may join it, but it is not mandatory. This page is a record of another way we communicate with parents. NOTE: This site requires start and end dates but this page has been in existence as long as the school as been and operates year-round.

Person Responsible:

PTO

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

PM 2.2 Sign In Sheets at Parent Engagement Events

Description:

Our parent events will be attended by an average of 75 parents, guardians, or community members.

S 2.2.1 Parent Engagement Events

Description:

None

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Provide an enriched and accelerated curriculum
	Parent and family engagement

AS 2.2.1.1 Community Circle

Description:

We do monthly Community Circles during the school day to celebrate student work and success.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

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

AS 2.2.1.2 Celebrations of Learning

Description:

We do mid-year and end of year school-wide Celebrations of Learning to showcase the high quality work of our students. Smaller Celebrations of Learning occur at each grade level at the conclusion of a unit of study (expedition or module).

Person Responsible:

IGs and Admin

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Stipends, parent partner, and supplies	\$7,000.00

AS 2.2.1.3 Thrilling Thursday

Description:

We do monthly family nights with activities and food, a grade level music performance, and other activities as appropriate. For example, the January TT usually hosts mid-year Student Led Conferences and Celebration of Learning. Same for the one in May.

Person Responsible:

IGs and Admin

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Parent partner, supplies, stipends	\$8,231.15

AS 2.2.1.4 Student Led Conferences

Description:

We do SLCs twice a year. They occur during Thrilling Thursday evening event. Stipend paid to staff. Students lead their parents or guardians through the work of the prior half year, reviewing learning targets and goals with specific work samples and talking about their goals for the upcoming remainder of year.

Person Responsible:

All professional staff & admin

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
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Consolidated	Title I Part A	Stipends, parent partner, and supplies	\$2,000.00
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AS 2.2.1.5 Open House

Description:

We host at Open House organized by the district. Staff are compensated with an adjust schedule.

Person Responsible:

Kristin Giles

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

8/15/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Stipends	\$3,500.00

AS 2.2.1.6 Kindergarten Orientation & Schultute Ceremony

Description:

We do a kindergarten orientation and welcome on the first day of school for a couple hours. On the 10th day once K enrollment has stablized, we do a schultute ceremony where the 5th graders sing our school song for the kinders and their parents at a reception, welcome them, and present them with their schultute 1:1. Schultute are a German tradition. It is a paper cone decorated by the 5th grade students and filled with a small teddy bear, a snack, some school supplies, flash cards to use at home, and a book.

Person Responsible:

K-2 IG and Kindergarten staff

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

9/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Parent partner and supplies	\$1,000.00

PM 2.3 Meetings and Logs of Work by Community Partners

Description:

We build strong relationships with community partners to enrich and support our students. We maintain these agendas and logs throughout the year. Agendas are in OneDrive and logs are in the main office.

S 2.3.1 Events with Community Partners

Description:

None

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Parent and family engagement

AS 2.3.1.1 Classroom Champions

Description:

Communities in Schools (CIS) organizes community volunteers to serve as 1:1 mentors with assigned students. We assign students who are "bubble" kids academically who could move easily with the support of a mentor. Our IGs assist with assigning students and our Counselor coordinates the program with CIS. CIS maintains records of how many volunteers are active and how many hours they put in.

Person Responsible:

Christine Raines

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 2.3.1.2 Partnership with Marshall University Harless Center

Description:

MU Harless Center provides resources and personnel to support our programs. They maintain records of who does what and how many hours. This work is virtually all academic and thus organized and monitored by our Instructional Guides.

Person Responsible:

IGs

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 2.3.1.3 Backpack Food Program

Description:

We work with a community church and Facing Hunger food bank. They provide food for about 100 students every week to take home for the weekend through our backpack food program.

Person Responsible:

Alexis Patterson

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 2.3.1.4 Clothing Pantry

Description:

We accept donations from parents, community members, and staff to maintain a clothing pantry at our school. Students access it as needed through the day with the assistance of an adult and we we also have some parents in need who access it through the year. It is run by volunteers.

Person Responsible:

Parent Partner and Alexis Patterson

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

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

AS 2.3.1.5 Pretera

Description:

Through a contract with Cabell County Schools, we offer on-site mental health services through Pretera.

Person Responsible:

Ronald Thomas

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 2.3.1.6 Parent Partner

Description:

We have a part time parent partner who coordinates volunteers and parent activities.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Parent Partner	\$11,654.28

3 Sustaining a Model of Continuous Improvement

Description:

Explorer Academy will improve educator outcomes and increase student learning outcomes by implementing the EL Education framework with high fidelity as evidenced by our Implementation Review Scores with a goal of 98.

PM 3.1 EL Implementation Review

Description:

In Y22, we will meet or exceed our Y21 annual benchmark.

3.1.1 Student Support Services

Description:

None

Component	Item Name
Title I Schoolwide	Address the needs of at-risk learners
	Parent and family engagement

AS 3.1.1.1 Pretera

Description:

Through a contract with Cabell County Schools, Pretera provides mental health services to our students.

Person Responsible:

Keith Thomas

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.1.2 Clothing Pantry

Description:

We provide a clothing pantry for our students. Volunteers staff it and it is filled by donations as well as funds from a United Way grant.

Person Responsible:

Parent Partner and Alexis Patterson

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

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

AS 3.1.1.3 Backpack Food Program

Description:

We coordinate with a local church and Facing Hunger food bank to provide weekend backpack food packs for about 100 students.

Person Responsible:

Alexis Patterson

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.1.4 Nursing Services

Description:

We have a nurse assigned by Cabell County Schools who coordinates services for students including on-site dental exams and care and eye exams.

Person Responsible:

Ronald Thomas

Estimated Begin Date:

8/1/2023
Estimated Completion Date:
5/31/2024

AS 3.1.1.5 Title I Social Worker

Description:

We will hire a Social Worker using Title I funds to provide additional support services for students and their families, assist with attendance issues, and provide behavior management support.

Person Responsible:

Keith Thomas

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$64,836.46

AS 3.1.1.6 Counselor

Description:

District provides a full-time counselor.

Person Responsible:

Ronald Thomas

Estimated Begin Date:

8/8/2023

Estimated Completion Date:

5/27/2024

S 3.1.2 EL Education Network Membership and Services

Description:

We will be a member of the EL Education network of schools, allowing us to take advantage of their resources and services. We will follow their methodologies.

Component	Item Name

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

AS 3.1.2.1 EL Education Membership MOU

Description:

The MOU outlines the annual services we get. We start with basic package with School Designer days on-site or virtual and slots for regional Leadership meeting and National Conference. We can amend it and add on services if needed.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Give or take depending upon PD.	\$30,000.00

AS 3.1.2.2 EL Education Professional Development

Description:

Through our relationship with EL Education, we get both on-site and off-site professional development services. Some from our School Designer and some from additional personnel we add onto the MOU as needed.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

7/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Amount fluctuates depending upon PD added to MOU.	\$3,000.00

§ 3.1.3 EL Education Core Practices

Description:

We implement the EL Education Core Practices, a carefully curated, research-based collection of best practices.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program

PM 3.2 Employment Records

Description:

Excluding factors outside of our control, such as RIF and transfer, moving due to a significant other becoming employed elsewhere, taking a job that is a promotion, leaving for higher pay/better benefits/etc, or finding an equivalent job with a lesser workload due to unequal expectations between buildings, etc we will not lose more than 50% of our employees in Y22.

§ 3.2.1 Distributed Leadership

Description:

None

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

AS 3.2.1.1 Leadership Team

Description:

Our Leadership Team consists of the principal, assistant principal, instructional guides, Title I reading teacher, counselor, a teacher from each grade level, a specialist teacher, and a special education teacher. Our LT is responsible for both curriculum and operations issues across the building.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.2.1.2 Teacher Led Professional Development

Description:

Teacher experts will be identified and encouraged/supported to create and deliver PD to their colleagues. We have done this in the past. We will work with central office to make them aware of the offerings our teachers are capable of doing for a wider audience at county trainings.

Person Responsible:

IGs and Admin

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.2.1.3 Peer-to-Peer Observations

Description:

Staff will visit and observe each other teach and provide structured critique and feedback to one another to improve performance.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.2.1.4 Learning Walks

Description:

Learning Walks take the place of IPI in an EL Education school. We conduct these a minimum of 4 times per year. Focus is on a practice that is of priority to the school plan or has been requested by teachers. Teachers may or may not be part of the LW team though we will be pushing to include more teachers this year. Subs may be required.

Person Responsible:

Admin Team

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

S 3.2.2 EL Education Network Membership and Services

Description:

We will be a member of the EL Education network of schools, allowing us to take advantage of their resources and services. We will follow their methodologies.

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

AS 3.2.2.1 EL Education Professional Development

Description:

Through our relationship with EL Education, we get both on-site and off-site professional development services. Some from our School Designer and some from additional personnel we add onto the MOU as needed.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$32,250.00

AS 3.2.2.2 High Quality Work Protocol

Description:

We conduct a High Quality Work Protocol twice per year to ensure we are meeting the attributes of high quality work in our projects and products.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

S 3.2.3 Professional Development

Description:

Our staff will be provided with professional development, both on-site and off-site.

Component	Item Name

Title I Schoolwide	Activities that strengthen a well-rounded educational program
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AS 3.2.3.1 Training Services

Description:

We will contract with various providers to provide either virtual or in person professional development, either on-site or off-site.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$10,655.75

AS 3.2.3.2 Instructional Guides

Description:

We provide an Instructional Guide for K-2 and another for 3-5. These positions are responsible for observing teacher practice, giving feedback and critique, modeling best practices, overseeing curriculum pacing and alignment to standards, overseeing daily team meetings and weekly meetings with grade levels and principal, creating and leading PD and adult learning, and conducting differentiated coaching cycles for their assigned staff. We will be sending our IGs and administrators to off-site EL Education training to promote continued effectiveness.

Person Responsible:

IGs

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$162,002.15

AS 3.2.3.3 On-site Ready Math PD & iReady

Description:

We will continue to receive PD support from Ready Math personnel. Students will take iReady BOY, MOY, and EOY with progress monitoring every 2-4 weeks on the county pacing. We will measure our performance goal BOY to MOY this year.

Person Responsible:

Kristin Giles

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 3.2.3.4 Unpacking Ready Math Curriculum & iReady

Description:

We will conduct PD and provide time for teachers and their Instructional Guides to unpack the Ready Math curriculum and gain a deeper understanding of it. Students will take iReady BOY, MOY, and EOY with progress monitoring every 2-4 weeks on the county pacing. We will measure our performance goal BOY to MOY this year.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.2.3.5 Grapples and Writing

Description:

We will provide PD and support for teachers to add high quality grapples to the math curriculum as well as improve the depth and quality of our writing about math.

Person Responsible:

IGs

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.2.3.6 Summer Institute

Description:

We pay staff their daily rate to attend our summer institute, where we focus on differentiated PD and curriculum planning and development.

Person Responsible:

EL School Designers and IGs

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

8/7/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$30,000.00

AS 3.2.3.7 New Teacher Cadre

Description:

We meet monthly with our new staff members and go over the basics of EL Education and how our building functions. We provide emotional support. We assign mentors. We do book studies.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.2.3.8 Travel for PD

Description:

If staff travel for PD, they will need to be reimbursed.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

7/31/2024

Funding Application	Grant	Notes	Amount
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AS 3.2.3.9 WVDE Canvas Co-Teaching Platform

Description:

To meet requirements of CIS/ATS status and recommended by WVDE. Staff will be offered to complete this online training to improve services for special education students.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.2.3.10 IRIS Intensive Intervention Training

Description:

To meet requirements of CIS/ATS status and recommended by WVDE. Staff will be offered to complete this online training to improve services for special education students.

Person Responsible:

Ryan McKenzie

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

AS 3.2.3.11 ICLE Services

Description:

To meet requirements of CIS/ATS status and required by district. ICLE will offer support to teachers focused upon scaffolding, differentiation, and intervention to improve services for special education students.

Person Responsible:

Gina Gooderham

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Cabell County Schools (012) Public District - FY 2024 - Explorer Academy (012-227) 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

We are the first EL Education school in WV and our region. We were designated by our county and with support from the WVDE to become an incubator for these practices and to serve as a living model of the high quality practices used by EL Education. This school reform model is comprehensive, addressing academics, instruction, character, school culture, and high quality work. We provide extensive training and support for our teachers to improve the quality of instruction in all classrooms for all students, carefully align our curriculum and pacing guides, create interdisciplinary expeditions, work with experts, conduct field work, teach students how to provide critique and feedback through a process of multiple drafts to improve their work, and teach students to become leaders of their own learning through continual tracking of performance data and goal setting.

1 Achievement and Growth

PM 1.1 iReady

1.1.1 Intervention

1.1.3 Curriculum Planning

1.1.4 Skills Block

1.1.5 Ready Math Curriculum

1.1.6 iReady

1.1.7 EL Education Core Practices

1.1.8 Technology

§ 1.1.9 Heggerty

2 Integrating Family and Community Engagement

PM 2.1 Records of Communication

§ 2.1.1 Communication With Parents and Guardians

PM 2.2 Sign In Sheets at Parent Engagement Events

§ 2.2.1 Parent Engagement Events

PM 2.3 Meetings and Logs of Work by Community Partners

§ 2.3.1 Events with Community Partners

3 Sustaining a Model of Continuous Improvement

PM 3.1 EL Implementation Review

§ 3.1.2 EL Education Network Membership and Services

§ 3.1.3 EL Education Core Practices

2) Activities that strengthen a well-rounded educational program


Address strategies that strengthen a well-rounded educational program


Explanation


We provide extensive professional development for our teachers as well as have two full-time Instructional Guides on staff who provide observation (non-evaluative), feedback/critique, model best practices, conduct differentiated PD, coordinate daily team planning, supervise the construction and implementation of curriculum maps and pacing guides, etc. We make use of a team planning structure wherein all teachers at a given grade level plan and teach from a common lesson plan, meet daily, and analyze results as a team under the guidance of our Instructional Guides. Teams meet weekly with Instructional Guides and Principal as well.

1 Achievement and Growth


1.1 iReady


 1.1.2 Student Engaged Assessment

 1.1.3 Curriculum Planning

 1.1.4 Skills Block

 1.1.5 Ready Math Curriculum

 1.1.7 EL Education Core Practices


 1.1.9 Heggerty

2 Integrating Family and Community Engagement

2.1 Records of Communication


 2.1.1 Communication With Parents and Guardians


2.2 Sign In Sheets at Parent Engagement Events

 2.2.1 Parent Engagement Events

3 Sustaining a Model of Continuous Improvement

3.2 Employment Records

 3.2.1 Distributed Leadership

 3.2.2 EL Education Network Membership and Services

§ 3.2.3 Professional Development

PM 3.1 EL Implementation Review

§ 3.1.2 EL Education Network Membership and Services

§ 3.1.3 EL Education Core Practices

3) **Increase the quality and amount of learning time**



Address strategies that increase the quality and amount of learning time

Explanation

We are the first EL Education school in WV and our region. We were designated by our county and with support from the WVDE to become an incubator for these practices and to serve as a living model of the high quality practices used by EL Education. This school reform model is comprehensive, addressing academics, instruction, character, school culture, and high quality work. We provide extensive training and support for our teachers to improve the quality of instruction in all classrooms for all students, carefully align our curriculum and pacing guides, create interdisciplinary expeditions, work with experts, conduct field work, teach students how to provide critique and feedback through a process of multiple drafts to improve their work, and teach students to become leaders of their own learning through continual tracking of performance data and goal setting.

Our daily calendar is also aligned with curricular goals to maximize time on task and minimize interruptions. Our students receive 45 more minutes per day of instruction than the state requirement.

Activities which support this goal are linked in under Opportunities for all children including subgroups, Activities that strengthen a well-rounded educational program, Provide an enriched and accelerated curriculum, and Address the needs of at-risk learners.

§ 1 Achievement and Growth

PM 1.1 iReady

§ 1.1.3 Curriculum Planning

§ 1.1.4 Skills Block

§ 1.1.5 Ready Math Curriculum

§ 1.1.7 EL Education Core Practices

4) Provide an enriched and accelerated curriculum



Address strategies that provide an enriched and accelerated curriculum

Explanation

We provide extensive professional development for our teachers as well as have two full-time Instructional Guides on staff who provide observation (non-evaluative), feedback/critique, model best practices, conduct differentiated PD, coordinate daily team planning, supervise the construction and implementation of curriculum maps and pacing guides, etc.

1 Achievement and Growth

1.1 iReady

1.1.3 Curriculum Planning

1.1.4 Skills Block

1.1.5 Ready Math Curriculum

1.1.7 EL Education Core Practices

2 Integrating Family and Community Engagement

2.2 Sign In Sheets at Parent Engagement Events

2.2.1 Parent Engagement Events

3 Sustaining a Model of Continuous Improvement

3.1 EL Implementation Review

3.1.2 EL Education Network Membership and Services

5) Address the needs of at-risk learners



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

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

Explanation

We have a number of support services: full time Title I Social Worker, Pretera services on-site, food bank, and clothing bank. Our discipline system has been retooled to emphasize teaching appropriate behavior and counseling instead of simply punitive measures, largely using the Responsive Classroom model. This system also aligns with our Habits of Success, the primary vehicle we use to teacher character to our students.

1 Achievement and Growth

PM 1.1 iReady

1.1.1 Intervention

1.1.3 Curriculum Planning

1.1.4 Skills Block

1.1.5 Ready Math Curriculum

1.1.7 EL Education Core Practices

1.1.9 Heggerty

3 Sustaining a Model of Continuous Improvement

PM 3.1 EL Implementation Review

3.1.1 Student Support Services

3.1.2 EL Education Network Membership and Services

6) Parent and family engagement



Address strategies that increase the parent and family engagement

Explanation

We have a number of ways to engage our parents and community: Terrific Tuesdays and Community Circles monthly, Student Led Conferences and Celebrations of Learning at semester and end of year, and an active parent-teacher group called the Explorer Academy Community Crew. We also have a part time Title I Parent Partner to coordinate parent activities and volunteers. Our full time Title I Social Worker coordinates our food bank and student and family services. We have a relationship with Prestera mental health services to provide more intensive counseling services to our students and their families. We also have partnerships with some community organizations such as 4H and Girls On The Run.

1 Achievement and Growth

PM 1.1 iReady

S 1.1.7 EL Education Core Practices

2 Integrating Family and Community Engagement

PM 2.1 Records of Communication

S 2.1.1 Communication With Parents and Guardians

PM 2.2 Sign In Sheets at Parent Engagement Events

S 2.2.1 Parent Engagement Events

PM 2.3 Meetings and Logs of Work by Community Partners

S 2.3.1 Events with Community Partners

3 Sustaining a Model of Continuous Improvement

PM 3.1 EL Implementation Review

Cabell County Schools (012) Public District - FY 2024 - Explorer Academy (012-227) Public School - School Strategic Plan - Rev 0

☐ Not Applicable

Required Items [Expand All] [Collapse All]

Component
Met1) **Identify students to be served**

Address strategies to identify students to be served

**Explanation**

We service all of our students. I do have concerns about how Title I status and poverty percentage are calculated now. Instead of every family filling out a free a reduced form, it is based upon the percentage of families who apply for and receive assistance. What about the families who choose not to apply? Or can't navigate the system? I think we are missing people. Given that I service two of the largest public housing complexes in our city and their surrounding low SES neighborhoods, I find the percent of poverty I'm being told hard to believe.

2) **Opportunities for all children including subgroups**

Address strategies to create opportunities for all children including subgroups

**Explanation**

We use Title I funds to provide a high quality education for all students in every classroom by providing two Instructional Guides who serve as coaches for our teachers. They watch instruction and give critique and feedback, model best practices, plan and conduct differentiated professional development, coordinate daily grade level collaboration and planning, coordinate the creation and maintenance of curriculum maps and pacing guides, assemble instructional materials and maintain our curriculum lab, etc. We also provide a full time Counselor and Title I Reading Teacher as well as a part time Parent Partner.

Title I funds are used to provide supplies, pay for Field Work and experts, and support programs throughout the school. They also pay for external support as part of the EL Education network - a School Designer who comes in to observe and work with our teachers and administration, off-site professional development, and on-site professional development. We also do an annual one week summer institute that includes all instructional staff.

3) **Activities that strengthen a well-rounded educational program**

Address strategies that strengthen a well-rounded educational program

**Explanation**

See number 2.

In particular, our membership in the EL Education network has been transformative as well as the use of in-house Instructional Guides. Rather than running around trying to put out fires with a Title I Reading/Math Specialist, we improve the instruction for all students in every classroom. Over time, this should greatly reduce the need for intervention services.

4) **Increase the quality and amount of learning time**

Address strategies that increase the quality and amount of learning time

Explanation

We use Title I funds to provide a high quality education for all students in every classroom by providing two Instructional Guides who serve as coaches for our teachers. They watch instruction and give critique and feedback, model best practices, plan and conduct differentiated professional development, coordinate daily grade level collaboration and planning, coordinate the creation and maintenance of curriculum maps and pacing guides, assemble instructional materials and maintain our curriculum lab, etc. We also provide a full time Counselor and Title I Reading Teacher as well as a part time Parent Partner.

Title I funds are used to provide supplies, pay for Field Work and experts, and support programs throughout the school. They also pay for external support as part of the EL Education network - a School Designer who comes in to observe and work with our teachers and administration, off-site professional development, and on-site professional development. We also do an annual one week summer institute that includes all instructional staff.

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

Address strategies that provide an enriched and accelerated curriculum

Explanation

We use Title I funds to provide a high quality education for all students in every classroom by providing two Instructional Guides who serve as coaches for our teachers. They watch instruction and give critique and feedback, model best practices, plan and conduct differentiated professional development, coordinate daily grade level collaboration and planning, coordinate the creation and maintenance of curriculum maps and pacing guides, assemble instructional materials and maintain our curriculum lab, etc. We also provide a full time Counselor and Title I Reading Teacher as well as a part time Parent Partner.

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We enhance the county math curriculum - Ready Math - by adding grapples and improved writing opportunities.

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

See number 2.

Student support services - Title I Social Worker (full time), school nurse (part time), and Parent Partner (part time). They work collaboratively with our parents and community organizations to coordinate a food bank, weekend backpack food program, clothing bank, on-site dental care, eye exams and glasses, health screenings, referral to off-site social services agencies, etc. We also have a contract with Prestera mental health services to provide counseling outside the school day/calendar as well as family counseling.

We don't do PBIS. We do a responsive classroom based model that prefers to look at discipline issues as a learning opportunity for students (and sometimes staff). We have a tiered system aligned to the WV student code of conduct. In school suspension has been replaced with our Gantry Program, which is counseling based. Lunch detention has been replaced with Lunch Life Lessons, another counseling based program. In our classrooms we have reflection spaces with grade level appropriate reflection sheets to guide student thinking prior to a brief conference with staff members. We also work closely with the special education department and make use of the Student Assistance Team program established by the state of WV. We also make use of trauma informed practices.

PD and teacher recruitment - We do differentiated PD and coaching cycles through our Instructional Guides. Leadership Team collaborates to create whole group PD as needed. The PD plan aligns with the school strategic plan and EL Education Work Plan. Title I budget is used to support both on-site and off-site PD. Teacher recruitment - we work very hard to share the good work we do here as an EL Education school. Now in our sixth year, we are seeing a larger pool of applicants coming to us who are aware of what we do and excited to become a part of it. Retention is difficult given the national teacher shortage and extremely low pay here in WV. In addition, working in Title I can be exhausting physically and emotionally after a long haul and folks need a break. The work we do as an EL Education school is also rigorous. Unfortunately, we are unable to use Title I funds to offer a bonus for staff who work here in order to encourage retention and recognize the extra work they do.

7) **Parent and family engagement**

Address strategies that increase the parent and family engagement



Explanation

We have a Parent Partner (part time), who coordinates family engagement activities and volunteers.

We do a monthly Terrific Tuesday from 5-7pm that has math/reading activities, book giveaways, refreshments, a grade level music performance, etc. The January and May TTs have our MOY and EOY Student Led Conferences and Celebrations of Learning (EL Education structures).

We work with community organizations such as Classroom Champions (mentors) and 4H (run our greenhouse/gardening programs and provide additional financial support for things Title I or school budget can't or won't cover) and Girls On The Run (mentoring for our young women). We have a Girls Who Code club.

We offer Pretera mental health services through a contract the county has. They can do counseling outside of the school day/calendar as well as family counseling and have doctors on staff.

Our 5th grade students do Passages, an EL Education structure during which they speak of their time during elementary, show artifacts, and explain their readiness for middle school.

8) **Coordination of program**

Address strategies that coordinate program services



Explanation

Program services are coordinated by the school Leadership Team, which includes the Principal, Assistant Principal, Instructional Guides, a specialist teacher, a special education teacher, our secretary, counselor, Title I Reading teacher, and a teacher from each grade level.

On a daily, operational level the services approved by our LT are coordinated by the Principal, secretary, Instructional Guides, and Parent Partner.

9) **Minimize pull-out instruction**



Address strategies that minimize pull-out instruction

Explanation

We use our Instructional Guides to support excellent instruction in every classroom. We have a Title I Reading teacher this year. However, the Cabell elementary model is for pull-out services - not push-in. This includes both Title services and Special Education.

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



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

Explanation

Our teachers analyze data from a wide variety of sources on a weekly basis under the guidance of their Instructional Guides. All data is maintained in our online database as well as on our data wall.

Required Documents

This page is currently not accepting Related Documents.

School Strategic Plan Checklist

Cabell County Schools (012) Public District - FY 2024 - Explorer Academy (012-227) Public School - School Strategic Plan - Rev 0

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