School Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - Guyandotte Elementary School (012-236) Public School - School Strategic Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
9/1/2023 9:39:00 AM	Kelly Watts	Status changed to 'School Strategic Plan Approved by County'.	S
8/29/2023 4:40:10 PM	Beverly Holley	Status changed to 'School Strategic Plan Completed'.	S
5/30/2023 9:53:46 AM	Mike Krenzel	Status changed to 'School Strategic Plan Started'.	S
1/17/2023 11:23:28 AM	Elizabeth Younis	Status changed to 'School Strategic Plan Not Started'.	S

School Strategic Planning Team

Cabell County Schools (012) Public District - FY 2024 - Guyandotte Elementary School (012-236) Public School - School Strategic Plan - Rev 0

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

Josie Krenzel - kindergarten - josie.krenzel@k12.wv.us
Jordan Javorsky - Reading Interventionist - jjavorsky@k12.wv.us
Sandra Patterson - 2nd grade - smpatter@k12.wv.us
Tara Perdue - 3rd grade - tbperdue@k12.wv.us
Mary Russell- 4th grade - marussell@k12.wv.us
David Stewart - 5th grade - d.stewart@k12.wv.us
Mike Krenzel - Principal - mkrenzel@k12.wv.us
Susan Linsley - SpEd - susan.linsley@k12.wv.us
Jennifer Thompson - Math Interventionist - jthompson@k12.wv.us
Doug Cisco - bus driver/LSIC - decisco@k12.wv.us
Bob Huron - pastor/LSIC - bob.huron@gmail.com
Cora Black - corablack65@yahoo.com
Kimberly Johnston - Parent Partner & Parent - kimberly.johnston@k12.wv.us
Megan Woods - CIS Faciliator - megan.woods@k12.wv.us
Kelli Stotts - Counselor - kelli.stotts@k12.wv.us

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

<u>Core Beliefs</u> - Guyandotte faculty and staff believe that children should feel safe at school, receive effective data-driven instruction daily, set high expectations with support from parents and faculty, be responsible citizens, and become life-long learners.

<u>Mission Statement</u> - At Guyandotte Elementary, we provide a safe environment in which we educate the whole child, creating life-long learners through effective data-driven instruction where high expectations focus on building responsible citizens who will make a positive contribution to society.

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School Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)	School (2022-23)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.28	53.17	81.48
English Learners	0.87	0.94	--
Foster Care	1.46	1.67	3.24
Homeless	3.09	2.88	1.39
Military Connected	0.17	0.02	--
Students with Disabilities	18.05	21.53	28.70
Race			
American Indian or Alaska Native	0.25	0.52	0.46
Asian	0.99	1.41	--
Black or African American	7.23	11.78	14.35
Hispanic or Latino Native	2.20	1.54	--
Multi-Racial	0.43	1.02	1.39
Native Hawaiian or Other Pacific Islander	0.14	0.13	--
White	88.57	82.60	83.80
Gender			
Female	48.35	48.02	47.22
Male	51.65	51.98	52.78

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.

The data summarized here was obtained from ZoomWV, WVEIS, Office of Attendance and Home Services, and EL Records.

Total Population	Male	Female	Black	White	Native American	Multi-race	Asian	IEP SpEd/(SLP)	SAT	TAG	At-Risk
PreK 27	16	11	8	9	8	2	0	12 (8)	0	0	
K 32	19	13	8	24	0	0	0	1 (5)	9	0	
1st 36	23	13	3	33	0	0	0	4 (13)	9	0	
2nd 28	16	12	1	26	1	0	0	8 (6)	8	0	
3rd 21	11	10	3	18	0	0	0	6 (4)	6	0	
4th 21	14	7	2	19	0	0	0	3 (4)	6	1	
5th	8	16	1	23	0	0	0	8 (4)	9	0	

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24													

Being raised by grandparents:
K- 4
1- 7
2- 1
3-1
4-1
5-1

Foster care (that we know 100%)
Pre-k: 1 Campbell- there may be more
2 - 1
3 - 1
4 - 1
5-1

Methods of Stakeholder Communication/Involvement:
All-Calls
Website
Menugram Newsletter Home Weekly
Parent Engagement Activities
Horrace Mann - Attendance Incentives
Woodman - Staff Support, Student support (Christmas)
Schoology
Class Dojo
Facebook
LSIC (low turnout)
PTO (low turnout)

Family Events

Practices/Strategies Implemented	Implementation Results/ Stop, Start, Continue, Continue with modification
Meet the Teacher Night / Title I Meeting	We receive a large number of our families at this event. We are able to give out information to many of our families about Title I, our strategic plan and are able to offer other needs the parents/students have (backpacks were given out, information on after school activities – Good News Club & Boys and Girls Club, as well as a local business gave free haircuts to children, and more). This event has steadily increased over the years; 2016-17- 77 people attended, 2017-18- 77 people attended, 2018-19- 112 people attended, 2019-20 -247 people attended, 2020-21- 197 people attended, 2021-22- 200 people attended, & 2022-23 – 256 people attended. We plan on continuing this event and adding to it as we can.

Discussions with Donuts	A handful attended the first Discussions with Donuts in 2019-20, then the number slipped to 1 person each year attending (2020-21 and 2021-22 it was the same parent), 2022-23 we had 1 parent attend. The event was created to get a group of parents to tell us what they think/want us to add to our school/events, what they expect from us at the school, and to give input. With the low attendance rate it might be better to use forms to get parents input or to send out papers that they can fill out and return to the school.
Volunteer Orientation	We hold one meeting in the day and one in the evening to try and allow everyone to attend that wants to. We do paperwork, a tour and go over different tasks parents can help with in the school. Attendance rates are low. We do plan on continuing with the event. 2016-17- 11 attended, 2017-18-5 attended, 2018-19- 8 attended, 2019-20-5 attended, 2020-21- 1 attended, 2021-22- 2 attended, 2022-23- 3 attended. With Covid 19 the rates may have dropped. We could do just an evening orientation
Data & Donuts	Kindergarten teachers explain iReady reading/Math to parents with their children present. It's a well-attended event focused on Kindergarten but follows parents through 5th. We plan on continuing this event. Attendance rates for 2021-22- 18 people, for 2022-23 – 26 people
Health Fair	For the Health Fair we invite places in our community that offer health related subjects to come to talk to the families/students/community. The DHHR, WIC, Dr. Pinia, Cabell County Health Department and others offer assistance to our families. 2019-20 – 31 people attended, it was in person in our gym. 2021-22 – 24 people attended, it was a drive thru due to Covid. We were not able to have flu shots and such. 2022-23 – 18 people attended.

	We will be combining the health and safety Fairs together for next year.
Spooky Flashlight Reading Night / Was Flashlight Reading	We offer books that are spooky or fall themed and flashlights. Parents and kids can find a spot to read the books together and get to keep the books as well as the flashlight to use at home. We want to continue this event centered around the 'spooky' theme to help bring in families. 2018-19- 18 people attended 2021-22- 51 people attended 2022-23 – 30 people attended
Safety Fair	This is an event to help spread safety awareness to our families/communities. Batman has spoken about Bullying safety, Mr. Jackson about cyber safety, the rail road has passed out information of railroad safety, we have passed out information on different subjects (Mountaineer Gas sent papers, Tree Lighting safety papers, car seat safety and so on). We would like to continue this event and add to our resources. In 2019-20 – 55 people attended In 2022-23 – 58 people attended, we had Batman attend. Next year we will combine with the Health Fair
Cookies with Santa	Children are given a sheet of paper with prices and a bag of fake, but realistic looking, to go around and buy ingredients to decorate their cookie, or gingerbread house. Santa also reads a story to the kids and takes pictures with them. This is one of our best attended events. We plan on continuing this event and adding to it if we believe an idea would make it better. 2018-19- 81 attended 2019-20- 148 attended 2020-21 – 39 attended. Home kits were picked up at the school as we were not able to do this event in person. 2021-22- 121 attended 2022-23- 164 people attended. We combined with the 3rd -5th grade students concert.

Family Game Night	This event is to help families add fun activities while helping their kids with reading and math. We use board games that deal with numbers, matching, or reading to help build skills. (Candyland for younger students to help with counting and colors; Scrabble Jr. for older kids to help with spelling and vocabulary. As examples) 2019-20 – 79 attended 2020-21 – 22 attended 2021-22 – 69 attended 2022-23 – 70 people attended
Tech Help Night	This event helps to show how parents can help their child on the iPad, iReady, reach their child's teacher and answers any questions parents have on the technology we use at the school. This is not a well-attended event. We are looking for ways to improve, and will probably do one night instead next year. 2021-22 – we held 3 different nights, a total of 6 people attended. 2022-23 – we held 2 different nights, a total of 1 person attended.
IEP Help Night	This event is to help parents understand their child's IEP. This event is catered towards parents that have 1 child or more with an IEP at our school. The events are not well attended and we will do one next year instead. 2021-22 – we held 3 different nights, a total of 8 people attended. 2022-23 – we held 2 different nights, a total of 1 people attended.
Turkey Trot	For grades k-2. Math and reading activities based on pilgrims and Native Americans and history. This is done on the day of the Holiday Meal parents attending go class to class with their child and complete activities. Then they can eat lunch with their child if they have purchased a lunch for the holiday. (Lunch was unavailable during Covid). 2017-18 – 53 attended 2018-19 – 92 attended 2019-20 – 39 attended 2020-21 – 0 2021-22 – 22 attended

	_ We are going to combine this with Makers Challenge
Pumpkin Math	Parents are invited in in the am for grades k-2 and in the afternoon for 3-5th graders. Classes are split into groups and pumpkins are given to each group to observe, weight, feel, and so forth with the kids 'guessing' before the pumpkin is weighted and cut open to see what the right answer is. We add to this by purchasing different colored pumpkins (White pumpkins, are they white inside? Orange? As an example). 2018-19 – 53 attended 2020-21- 17 attended 2021-22 – 13 attended 2022-23 – 22 attended
Cultures Around the World	3rd – 5th graders and their parents move room to room and learn about different cultures; Germany, Australia, Japan and others in the past, and how they do or don't celebrate Christmas. 2017-18 – 24 attended 2021-22 – 5 attended
Kindergarten WV Day	Kindergarteners have their parents come in and they show off all they have learned about WV. Golden Horseshoe awards are also given out to those that have earned them. 2018-19 – 18 attended 2021-22- 33 attended 2022-23 – 18 attended
Book Bingo / For the Love of Reading Book Bingo	Bingo with book titles. Winners are allowed to pick out Valentine/ Love themed books to take home. Promotes reading as a family. We recently moved this to the February/Valentines theme. We plan on continuing this event, while adding and editing it to help receive more participants. 2013-14 – 56 attended 2019-20 – 32 attended 2020-21 – 9 attended 2021-22 – 19 attended

	2022-23 – 31 attended
2nd Semester Check-In	To allow parents to talk to teachers about what their child needs help with. If they are advancing in addition, but need to work on subtraction, then parents can focus on subtraction when at home. 2021-22 – 39 attended 2022-23 – We were snowed out that night.
Kindergarten Recognition	Parents are invited to the school to show off the students work over the year, ask any questions that they may have about next year, receive summer activities to help students get ready/stay on point for 1st grade and to learn the importance of keeping their children interested in reading/math over the summer months. 2021-22 – 108 attended 2022-2023 – 123 attended
5th Grade Recognition	Parents are invited to the school to receive rewards for their children, watch a musical performance by the students, receive tips for helping their child with anxiety and fears going into middle school, receive materials to help with the transition and materials to help their child stay focused on math/reading skills over the summer. 2021-2022 – 60 attended 2022-2023 – 86 attended
Lunch Bunch	Kindergarten teachers ask parents to come in for lunch with their child and go over activities that children are learning in class or a skill that the parents can help with at home. 2022-23 – 12 attended
Makers Challenge	New to this year, Jennifer Thompson hosted the event where the kids and adults made different stem activities. Such as cars from materials and balloons and rain sticks. 2022-2023 – 8 Adults and 110 kids

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.

Guyandotte Elementary serves approximately 190 students on site and approximately 83.7% of students come from families considered economically disadvantaged. This percentage is 27% more compared to the state and/or county average. While our area is somewhat economically depressed, some poverty is generational. Our demographics remain consistent with previous years due to housing and job opportunity. Our student body shows little diversity and is nearly even regarding gender. There is also a high rate of drug use in our area and an increase in drug affected children yielding various issues such as extreme disruptive behavior and/or difficulty retaining information. There is a high number of our onsite population that is identified as students with disabilities while another quarter is on academic SAT with Title I supports. As a Title I school, these elements impact us in planning for learning as many students come with additional needs that need to be met. We are currently utilizing our federal funds to employ a parent partner and two reading and two math interventionists. Community in schools grant provides for CIS Facilitator who helps coordinate services in the building as well as assists in monitoring attendance. We have been notified of 2 staffing cuts next year due to class size as well as an additional cut to one interventionist position due to loss of CSI funds. Below are additional strategies we have in place to assist our students in becoming more successful.

Enrollment at Guyandotte Elementary School continues to decline. As of 2/14/23, our enrollment onsite stands at 189 students. This is 53 less than the 2018-2019 school year. 15 students are being raised by grandparents while approximately 5 are currently living in a foster placement. Reasons for decline in enrollment range from families moving out of district/state and those enrolling in either online schooling or home schooling. Approximately 83.5% of our students live in what would be considered low socioeconomic households.

Several races and ethnicity are represented in the school; however, the population is predominately white. Our current student population is 189 (onsite), of whom at least 70% qualify for free or reduced lunch. The student population is 56% male and 44% female. This population is comprised of 85% Caucasian, 5% African American, 7% Hispanic, and 3% Multi-racial. Assessment data shows a trend of performance, particularly in the area of reading.

The following information was collected from WVEIS and Zoom WV dashboard:
    IEP – 42 SpEd, 44 SLP, 47 SAT
    504 - 0
    ELL - 0
    Gifted- 1
    Chronically Absent Students - 27.03%
    Low SES – %

Only 4 students were retained this year. These retentions took place due to attendance. While the students made good progress through the year, they are still below level. The parents and classroom teachers believe that one more year, if attendance is consistent, may catch them up to where they need to be as they are week in one or more foundational skills.

Strategy	Start, Stop, Continue
PBIS program	Continue

Rhythm App (Social Emotional Checkin)	Continue
Respect & Protect Behavior Program	Continue
Food/Clothing Pantry	Continue
School-based behavioral health with Prestera	Continue
Access to Valley Health or other mental health agencies	Referrals made if Prestera is not desirable
Grand Families Support	Continue
Monitor High Need Student Population	Continue
Provide Social/Emotional Learning for all students in both a group and individual setting	Continue
Provide resources and open communications for grand families	Continue
Provide family support workshops/events throughout the year to retain students in the school and to reduce the number of students in the at-risk demographics	Continue

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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	28.18	30.94	33.70	33.70	36.47	39.23	41.99	44.75	47.52	50.28	53.04	55.80	58.57	61.33	64.09

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	--	26.97	26.87		46.40	41.83
Status						
Economically Disadvantaged	--	25.97	24.53		32.78	31.26
English Learners	--	80.00	--		26.32	11.70
Foster Care	--	--	100.00		25.34	24.08
Homeless	--	60.00	--		36.78	26.23

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Student Groups				2021-22 Scorecard Rating		
Military Connected	--	--	--		0.00	52.94
Students with Disabilities	--	17.24	13.64	(red)	13.23	11.06
Race						
American Indian or Alaska Native	--	--	--	(gray)	12.50	28.26
Asian	--	75.00	--	(gray)	76.92	70.21
Black or African American	--	0.00	0.00	(red)	22.92	26.27
Hispanic or Latino Native	--	--	--	(gray)	48.24	36.45
Multi-Racial	--	33.33	33.33	(yellow)	41.29	36.93
Native Hawaiian or Other Pacific Islander	--	--	--	(gray)	--	45.28
White	--	24.36	26.67	(red)	48.27	42.67
Gender						
Female	--	26.67	25.71	(red)	52.06	46.48
Male	--	27.27	28.13	(red)	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	41.46	(yellow)	48.87	46.05
Status				
Economically Disadvantaged	40.54	(yellow)	43.86	41.93
English Learners	--	(gray)	36.84	37.91
Foster Care	--	(gray)	39.97	36.98
Homeless	--	(gray)	48.21	41.82
Students with Disabilities	28.57	(red)	36.53	33.10
Race				
American Indian or Alaska Native	--	(gray)	25.00	26.79
Asian	--	(gray)	78.95	67.70
Black or African American	--	(gray)	43.26	37.93
Hispanic or Latino Native	--	(gray)	42.86	45.70
Multi-Racial	75.00	(green)	48.17	44.54

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Native Hawaiian or Other Pacific Islander	--		--	39.13
White	37.84		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.

View	Population	Time	Measure
Segment Results by: School Report Level: Account Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: 2 Grades District: Cabell County School District School: Guyandotte Elementary School	School Year: 2022-2023 Period: All Periods	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels

⬆District	School ⇕	■ Well Below Benchmark ⇕	■ Below Benchmark ⇕	■ At Benchmark ⇕	■ Above Benchmark ⇕	Total Students ⇕

Cabell County School District — Current as of 05/29/2023

Grade K — Reference Data (Compare these results against a wider population)

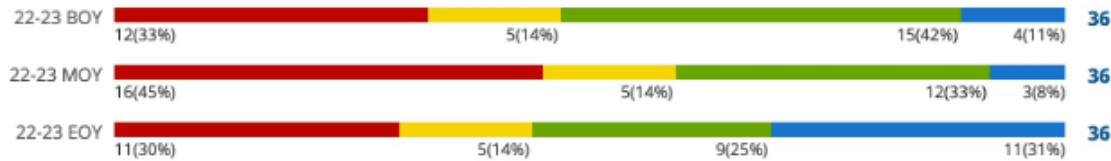Guyandotte Elementary School

22-23 BOY	24(73%)	4(12%)	4(12%)	1(3%)	33
22-23 MOY	13(40%)	7(21%)	11(33%)	2(6%)	33
22-23 EOY	5(16%)	4(13%)	15(48%)	7(23%)	31

Grade 1 — Reference Data (Compare these results against a wider population)

Guyandotte Elementary School

22-23 BOY	12(33%)	5(14%)	15(42%)	4(11%)	36
22-23 MOY	16(45%)	5(14%)	12(33%)	3(8%)	36
22-23 EOY	11(30%)	5(14%)	9(25%)	11(31%)	36

Criterion Referenced

	Enhanced	
3-Level Placement	5-Level Placement	Projected Proficiency

Pla

Standard V

Students Assessed/Total: **162/172**

Overall Placement

- ● At Risk for Tier 3
  16% (From 35%)
- ● Tier 2
  28% (From 54%)
- ● Tier 1
  56% (From 11%)

Most Recent

BOY All

Placement By Domain

PA

PH

HFW

VOC

LIT

INFO

ⓘ **The Mapping Between 5-Level and
3-Level Placements**

Grade ▾		Overall Grade-Level Placement	Students Assessed/Total
Grade K	Most Recent	100%	30/33
	BOY All	13% · 83% · 3%	
Grade 1	Most Recent	69% · 31%	35/37
	BOY All	11% · 74% · 14%	
Grade 2	Most Recent	39% · 36% · 25%	28/30
	BOY All	43% · 57%	
Grade 3	Most Recent	67% · 10% · 24%	21/21
	BOY All	19% · 29% · 52%	
Grade 4	Most Recent	39% · 39% · 22%	23/25
	BOY All	17% · 35% · 48%	
Grade 5	Most Recent	12% · 52% · 36%	25/26
	BOY All	8% · 40% · 52%	

Reading iReady Breakdown	

Grade	Gender	# Of Total Students 176	Phonological Awareness Tier I	Phonics Tier I	Frequency Words Tier I	Vocabulary Tier I	Comprehension Literature Tier I	Comprehension Informational Tier I
K	Male	20	18	18	15	15	19	18
	Female	14	12	11	8	11	12	13
1	Male	22	17	15	17	12	12	14
	Female	16	10	9	10	9	8	8
2	Male	17	12	6	10	6	7	5
	Female	13	9	3	8	3	6	5
3	Male	11	11	9	9	8	7	8
	Female	10	10	7	7	3	5	5
4	Male	15	15	10	14	7	5	5
	Female	10	12	8	12	5	4	4
5	Male	10	10	9	10	2	2	1
	Female	18	18	13	17	4	5	3

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
WV Explicit Instruction for Phonics Intervention is a program consisting of lessons that provide explicit instruction for phonics intervention. The daily instructional routine includes the following components: warm-up activities, phonological awareness and articulation of skill, letter-sound correspondence, word reading, blending routines, word work, and decodable text application. Phonemic awareness, phonics, and fluency are the focus of the daily lessons used to build strong reading awareness in young students. We feel the scope and sequence of the program is developmentally appropriate and has helped strengthen our students' phonemic skills, ability to recognize and decode common phonics patterns, and overall fluency.	Continue use of WV Explicit Instruction for Phonics Intervention - We have seen evidence in our DIBELS data that this program has helped fill in specific gaps that our students have in the foundational skills they need to become strong readers. We hope to see the same progress in our iready reading data in the next few years. We believe that this type of instruction will provide a strong foundation for our students that can be built upon in the intermediate grades.
Heggerty - Phonemic awareness refers to the ability to focus on and manipulate phonemes in spoken words. Students who are phonemically aware are able to isolate, manipulate, blend, and segment sounds into spoken and written words, which in turn helps them to learn to read. The Heggerty curriculum includes the following phonemic awareness, rhyming, identifying onsets, blending, identifying final and medial phonemes, segmenting, substituting phonemes, adding phonemes and deleting phonemes. Additionally, daily opportunities for their letter naming practice are included.	Students are able to recognize beginning, middle and end sounds. Able to segment words. Able to manipulate sounds in words. Able to distinguish words that rhyme. Able to distinguish onset and rime.
REWARDS is professional development to improve instruction in reading, writing, and spelling. A fundamental idea in LETRS is that language is an important common denominator that links reading with writing, speaking, and listening comprehension. Students who experience difficulties with reading and writing need to be directly taught the structures and functions of language.(3-5, Title I)	Continue use of Rewards - We are seeing improvement in students' ability to independently attack multisyllabic words in context.
Recipe for Reading is a comprehensive, multisensory, phonics-based reading program. The following skills are addressed: consonant sounds, digraphs, consonant blends, diphthongs, spelling rules, short vowels, long vowels, inflectional endings and suffixes. (Title I)	Continuing use of Recipe for Reading

Fundations is a **systematic program** in critical **foundational skills**, emphasizing on Phonemic awareness, Phonics/ word study, High frequency word study, Reading fluency, Vocabulary, Comprehension strategies , Handwriting, and Spelling.	Continue supplemental use of Fundations in conjunction with SuperKids curriculum.
LETRS is a professional development course for instructors of reading, spelling, and related language skills. **LETRS** gives the teacher the knowledge of what essential skills should be taught during reading and spelling instruction. LETRS instructs teachers in phonology, phoneme awareness, and the writing system (orthography) of English. Then progresses to topics in vocabulary, fluency, and comprehension instruction.	Over the course of several years, teachers have used knowledge gained by **LETRS** training and the support received from personally working with Dr. Tolman on how to drill down specific instructional practices to better support all learners. These specific strategies/best teaching practices are used during whole group and small group instruction as well as one on one with students. Teachers have seen growth in student learning by using such strategies as the **"Sound Wall"** along with **LIPS** protocols for placement of lips and tongue in mouth when saying sounds. High priority has been given to phonological awareness and its importance in building the foundation for good reading. Readers must have awareness of the speech sounds that letters and letter combinations represent in order to move from a printed word to a spoken word (reading), or a spoken word to a written word (spelling). Our primary students are moving forward at a faster rate because of this.

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.

According to **Dibels**, our areas of focus remain will be:

- **K** - Word Reading and Decoding
- **1**[st] - Word Reading and Letter Names

Growth according to DIBELS: **Kindergarten BOY** showed **85% below benchmark** and **15% at or above benchmark** by the **EOY 29% below benchmark** and **71% at or above benchmark**.
First Grade DIBELS GROWTH: **BOY** shows 47% of students below benchmark and 53% at or above benchmark by the **EOY** 44% below benchmark and 56% at or above benchmark.
Overall these students made great gains. To close gaps teachers will be using a **"catch & release"** protocol to ensure that each individual child's skill need is met to the fullest. During "Catch & Release" time students will work on skills that are specific to their needs. Teachers will utilize strategies learned in LETRS as well as county provided curriculum resources.

According to **iReady Reading**, our areas of focus are:
Intermediate (Grades 3-5): Vocabulary and Comprehension (a small pocket of students also need additional supports in Phonics which will be addressed via intervention),
Primary (Grades 1-2): Phonics and Comprehension

In grades 3-5 teachers will continue to use county provided curriculum as well as knowledge gained through LETRS training that focuses on Vocabulary and Comprehension best practices.

Data looks like it does because students are entering school way below benchmark in several areas. Socioeconomics, attendance rate, and mental health also play a role in the child's academic growth.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	19.09	22.20	25.31	25.31	28.43	31.54	34.65	37.76	40.87	43.99	47.10	50.21	53.32	56.43	59.54

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	--	23.60	31.34	🟥	36.07	32.69
Status						
Economically Disadvantaged	--	22.08	26.42	🟥	23.95	22.95
English Learners	--	60.00	--	⬜	31.58	15.82
Foster Care	--	--	100.00	🟩	23.39	17.01
Homeless	--	0.00	--	⬜	19.66	18.52
Military Connected	--	--	--	⬜	0.00	50.27
Students with Disabilities	--	13.79	18.18	🟥	12.76	10.11
Race						
American Indian or Alaska Native	--	--	--	⬜	25.00	22.83
Asian	--	50.00	--	⬜	79.49	67.72
Black or African American	--	0.00	100.00	🟩	13.62	16.66
Hispanic or Latino Native	--	--	--	⬜	29.41	25.76
Multi-Racial	--	33.33	66.67	🟦	31.12	26.94
Native Hawaiian or Other Pacific Islander	--	--	--	⬜	--	35.85
White	--	21.79	26.67	🟥	37.86	33.58
Gender						
Female	--	20.00	20.00	🟥	35.15	31.40
Male	--	27.27	43.75	🟧	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	31.71		45.73	44.43
Status				
Economically Disadvantaged	29.73		38.88	39.18
English Learners	--		36.84	35.58
Foster Care	--		40.41	59.74
Homeless	--		43.39	38.25
Students with Disabilities	21.43		35.76	31.65
Race				
American Indian or Alaska Native	--		25.00	42.11
Asian	--		68.42	72.01
Black or African American	--		35.94	35.26
Hispanic or Latino Native	--		41.82	40.82
Multi-Racial	75.00		40.91	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	27.03		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):

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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 <u>here</u>, under Strategic Planning Tool Resources.

		Mathematics iReady Breakdown				
Grade	Gender	# Of Total Students	Numbers and Operations Tier I	Algebraic Thinking Tier I	Geometry Tier I	Measurement and Data Tier I
K	Male	20	18	17	19	16
	Female	14	9	10	11	11
1	Male	22	16	16	18	15
	Female	16	7	9	10	10
2	Male	17	11	9	6	11
	Female	13	7	7	5	8
3	Male	11	8	7	5	8
	Female	10	4	6	2	5
4	Male	15	8	6	6	7

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	Female	10	5	6	3	4
5	Male	10	4	6	3	4
	Female	18	6	2	2	5

Subject

Math ▾

School

GUYANDOTTE ELEMENTARY SCHOOL

Academic Year

Current Year ▾

Diagnostic

Most Recent ▾

Prior Diagnostic

BOY All ▾

08/17/22 - 09/16/22

Criterion Referenced

Enhanced

3-Level Placement   5-Level Placement   Projected Proficiency

Standard

Students Assessed/Total: **163/172**

Overall Placement

● At Risk for Tier 3
12% (From 37%)

● Tier 2
31% (From 56%)

● Tier 1
56% (From 7%)

Most Recent

BOY All

Placement By Domain

NO

ALG

MS

GEO

ⓘ The Mapping Between 5-Level and 3-Level Placements

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Grade ▾ ⌄		Overall Grade-Level Placement	Students Assessed/Total

Grade K	Most Recent	87% — 13%	31/33
	BOY All	3% — 94% — 3%	
Grade 1	Most Recent	63% — 34% — 3%	35/37
	BOY All	9% — 66% — 26%	
Grade 2	Most Recent	54% — 32% — 14%	28/30
	BOY All	11% — 54% — 36%	
Grade 3	Most Recent	52% — 33% — 14%	21/21
	BOY All	5% — 38% — 57%	
Grade 4	Most Recent	43% — 35% — 22%	23/25
	BOY All	9% — 39% — 52%	
Grade 5	Most Recent	28% — 44% — 28%	25/26
	BOY All	4% — 32% — 64%	

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
iReady toolbox utilized to identify and plan for math interventions for students.	Continue implementation of county adopted curriculum Ready math. iReady Toolbox will be supplemented on an as-needed-basis in conjunction with Do The Math interventions.
Implementation of Do The Math Interventions	Continue implementation of Do The Math interventions school-wide in conjunction with iReady Toolbox.

Implementation of math activities utilizing manipulatives	Continue utilizing manipulatives in math instruction to solidify student knowledge of mathematical concepts.

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.

According to the i-Ready End of Year Diagnostic Data, we see many areas of growth (green) especially within the highest placement area which is the Mid or Above Grade Level category. We also see decreases (yellow) in the placement areas of Two Grade Levels Below and Three or More Grade Levels Below. As the chart above shows, each red box indicates our areas where we see a change that needs to be addressed. Within the NO Domain, we see a slight decrease in the percentage of students On Grade Level and One Grade Level Below. Also, we see an increase within the MS Domain in the category of Two Grade Levels Below. The last area of concern to focus on is within the Geometry Domain where 55% of our students fall into the categories of One to Three Grade Levels Below.

Our overall area of focus for grades k-5 will be measurement/data and geometry. Math interventions and small group instruction will continue to be a high priority in helping make gains in these areas. During small group instruction teachers will also use "Catch & Release" protocol to effectively instruct students in their areas of need. Teachers will continue to facilitate discourse amongst students to engage them in higher levels of thinking. By allowing discourse students will be able explain their reasoning and critique the reasoning of others. These areas of focus will also be embedded each day as a warm up or Number Talk at the start of the day, during morning meetings, or as bellringer type activities. Students will also use math manipulatives, Ready math curriculum/resources, i-Ready/i-Ready Toolbox, Brigance (i-Ready Pre-K Resources), TouchMath, and Do the Math.

Data looks like it does because students are entering school way below benchmark in several areas. Socioeconomics, attendance rate, and mental health also play a role in the child's academic growth.

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)	100.00	50.00	--	26.51	39.49

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

English Language Proficiency Assessment Results for the Reading Domain

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

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English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	0	0	--	15	382
Level 2	0	0	--	12	335
Level 3	0	0	--	34	672
Level 4	1	0	--	10	162
Level 5	1	1	--	7	112

English Language Proficiency Assessment Results for the Speaking Domain

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

English Language Proficiency Assessment Results for the Listening Domain

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

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

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

EL 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.

Cabell County Schools (012) Public District - FY 2024 - Guyandotte Elementary School (012-236) 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					

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

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

2030 4-Year Cohort Graduation Rate Goal Targets

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

Graduation 4-Year Cohort

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

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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						

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

Post-Secondary Achievement Data

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

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					

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College Readiness (Dual Credit)

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

Career Readiness (CTE Completer and Advanced Courses)

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

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

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

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

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

High School Graduation and Student Success Needs Assessment Summary:

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

Cabell County Schools (012) Public District - FY 2024 - Guyandotte Elementary School (012-236) 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	16.27	25.00	37.11		28.42	29.08
Status						
Economically Disadvantaged	16.90	26.39	38.69		39.21	38.44
English Learners	0.00	0.00	--		23.86	24.03
Foster Care	12.50	--	20.00		37.62	36.88
Homeless	0.00	28.57	100.00		47.16	42.27
Military Connected	--	--	--		50.00	16.50
Students with Disabilities	21.15	22.22	41.18		33.76	34.90
Race						
American Indian or Alaska Native	--	--	--		42.86	29.34
Asian	0.00	0.00	--		20.00	12.16
Black or African American	0.00	60.00	50.00		36.54	29.90
Hispanic or Latino Native	--	0.00	--		36.81	30.28
Multi-Racial	0.00	33.33	40.00		31.52	31.13

	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
Native Hawaiian or Other Pacific Islander	--	--	--		0.00	19.42
White	18.24	23.97	36.62		27.43	29.05
Gender						
Female	11.25	17.44	35.90		29.93	29.59
Male	20.93	32.93	38.27		27.03	28.61

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

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	98.80	95.83	97.48		97.58	95.56
Status						
Economically Disadvantaged	98.59	95.83	97.08		96.57	94.15
English Learners	100.00	100.00	--		100.00	97.49
Foster Care	87.50	--	100.00		97.14	89.30
Homeless	100.00	100.00	100.00		94.15	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	98.08	95.56	94.12		96.16	92.96
Race						
American Indian or Alaska Native	--	--	--		88.89	96.97
Asian	100.00	100.00	--		100.00	98.53
Black or African American	100.00	100.00	100.00		94.76	89.69
Hispanic or Latino Native	--	100.00	--		99.03	96.16
Multi-Racial	100.00	91.67	100.00		97.44	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	98.65	95.89	97.18		97.77	95.85
Gender						
Female	98.75	97.67	98.72		98.76	97.56
Male	98.84	93.90	96.30		96.49	93.68

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

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

ZoomWVe

Attendance:

Chronically Absent Students	Male	Female	Black	White	Multi-race	Asian	IEP	SAT
K	13	3			6		6	3
1	7	5		11	1		5	2
2	7	4		9	2		2	4
3	6	2		6	2		1	3
4	2	1		3			2	1
5	3	4		7			3	2

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Goal Achievement : Student Goals

% of Students Improved: Academics

Key

Met Goal
Progress
Goal Not Met
No Data
School Closure

% of Students Improved: Attendance

55%
7%
0%
38%
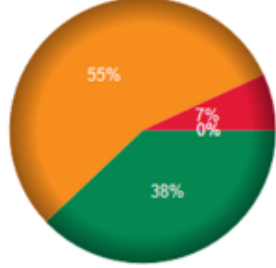
% of Students Improved: Behavior

% of Students Improved: SEL

93%
3%
0%
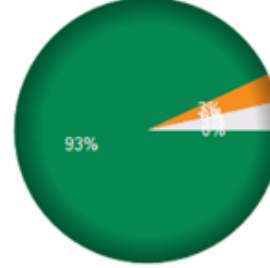
Behavior:

Out of School Suspension	Male	Female	Black	White	Multi-race	Asian	IEP	SAT
K		1			1			1
1	2			2			1	
2		2		2			2	

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3								
4	3	1		2	2			2
5	3			3				2

Behavior Incidents	Targeted Time of Incidents	Top Incident Types	Number of Students with 20 or more incident reports
K	During Class	Insubordination	0
1	During Class	Disruptive/Disrespectful Behavior	0
2	During Class	Insubordination	0
3	During Lunch	Profane Language	0
4	During Class	Inappropriate Language or Indecent Act	0
5	During Class	Habitual Breaking of Rules Disrupting Class	0

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results

To continue: Implementation of Respect and Protect	The implementation of respect and protect has greatly reduced our behavioral referrals over the past 6 years by creating a network of support for students/families.
To continue: Implementation of PBIS and Trauma-Based response to student behavior	The implementation of PBIS and Trauma-based response to student behaviors has also contributed to the reduction in behavioral referrals over the past 6 years. These practices will continue to be implemented.
To continue: CIS Coordinator will assist in tracking/monitoring student attendance, make phone calls daily, accompany admin on home visits, and facilitate breakfast bunch for chronically absent students.	As seen in our data, we have started seeing an improvement with come of our chronically absent students. We will continue the implementation of these services as facilitated by our CIS Coordinator.
To continue: Utilizing and/or working in conjunction with school-based counselor, Prestera counselors, counselors, and other mental health/behavioral agencies in the area.	Our decrease in behavioral referrals is a direct reflection of our work with our available counseling agencies in finding the assistance/supports students need to be successful.
Breakfast Bunch - breakfast groups focused on chronically absent students, utilizing incentives and relationship building to encourage increased attendance - facilitated by CIS facilitator.	Continue usage of program into next school year, possibly update incentives.

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.

According to our 2022-2023 attendance data, approximately 36% of our student population is chronically absent; which is about 1/4 of our on site population. 33% of our chronically absent population have IEPs and 26% are on an academic SATs. Lack of attendance is a direct contributor to low academic skills. While few may have legitimate medical documentation to justify this problem, many do not. While we work within our means to improve attendance via daily contact, weekly focused rapport building, and incentives, our % continues to remain high. Current state policy does not enforce any type of consistent consequences for parents who continue to neglect their child's education.

CIS Facilitator Chronic Attendance Report:
55% of the students on my caseload met their attendance goal this year! There have been a few students that had surgeries, illnesses, and hospital stays so their excused absences were high but unexcused were low. Lastly, we will still have a few families that we filed truancy on and still struggling to improve attendance but it's a low percentage of families/students. SEL is on the rise with Kelli and I using "A little spot" curriculum and promoting the Be Kind program schoolwide!

According to our 2022-2023 behavioral data, our behavioral referrals remain low compared to previous years due to the consistency in which we handle behavioral infractions and provide student supports, while holding them accountable. We always approach this process using it as a learning experience to correct the problem so that it does not reoccur. We analyze each situation, identify either immediate triggers or underlying issues that need to be addressed. Many of the behavioral issues that occur are an inappropriate reaction to something that occurs. By providing adequate and consistent counseling, we aim to educate the child and teach proper responses and/or coping strategies.

Cabell County Schools (012) Public District - FY 2024 - Guyandotte Elementary School (012-236) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

Performance Level	School (2021-22) % of Teachers	County (2021-22) % of Teachers	State (2021-22) % 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 underlined, under Strategic Planning Tool Resources.

All teachers are certified to teach in the area they are placed. There is generally low turn over in this facility although this year we had 2 retirements and one resign for health reasons.

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.

While our educator effectiveness percentage is high, we continually review our data to improve our instructional practices. While we have a high retention rate of educators, this is not the case with instructional programs. There are many factors that aren't taken into account in looking at our students needs. We are continually attempting to address those needs as we educate the child. There are some skill deficiencies that remain as students pass from primary to intermediate grades. We are currently focused on providing high quality professional development to our intermediate grades to address these needs.

* 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 continue to utilize Ready Math as our core math curriculum. We will also continue the implementation of Do The Math and iReady Toolbox to facilitate math interventions. We will continue professional development with the designated iReady county rep as well as with our Title I math chair for our Do The

Math implementation.

To address ELA proficiency, we will receive professional development and continued support for the implementation of the new reading series SuperKids (primary) and CKLA (intermediate). We will continue to training and supplementation with Heggerty, LETRS, and Fundations. Phonics For Reading, Recipe for Reading, Kilpatrick, Rewards, Heggerty, Fundations will continue to be implemented as interventions as well.
Policy 2510 Alternative PE - Movement in the classroom, to continue to address behavior/mental health/wellbeing, we will be providing training in some elements of PBIS, Calm Classroom, WVTIME4K,

We will continue our partnership with ICLE and implementation of student collaborative engagement protocols as well as focus on the improvement of small group instruction/intervention.

Administrator will conduct walkthroughs weekly and conference with teachers for feedback. Observations/conferences will be conducted according to progression schedule.

TWIG science will be implemented across k-5 classrooms on a rotating monthly basis.

Thinking Maps training will be faciliated at the beginning of the year. Staff will focus on implementing one map structure a month.

Cabell County Schools (012) Public District - FY 2024 - Guyandotte Elementary School (012-236) Public School - School Strategic Plan - Rev 0

Plan Items

G 1 Achievement and Growth

Description:

By June 2024, Guyandotte Elementary will provide high quality, rigorous, and relevant instruction in order to increase proficiency rates from 36% to 45% in ELA and from 36% to 38% in Mathematics as measured by summative assessment (GSA).

PM 1.1 State Assessment GSA, iReady, Dibels, QPS, PAST, PLCs (including Title I, SpEd teachers), use of county curriculum maps, quarterly benchmark assessments, Interim assessments, classroom observations, WVEIS/Early Warning Reports.

Description:

All third through fifth grade students will take the designated state assessment at the end of the year. We will utilize iReady to benchmark K-5 students at the beginning, middle, and end of the school year. Progress monitor using Dibels and iReady will take place throughout the school year at specified intervals depending on the student's performance level. QPS and PAST are screeners which will be used to determine strengths and weaknesses in decoding and phonemic awareness. WV Interims, common assessments, and quarterly benchmarks will be scheduled throughout the school year to better prepare students for the end of the year assessment. The use of county curriculum maps and ongoing data will guide us during our PLCs to drive quality instruction.

S 1.1.1 Utilization of screeners, diagnostics, and benchmarks to identify students areas academic needs.

Description:

Classroom teachers and/or Title teachers will utilize DIBELS, iReady, QPS, PAST (Phonological Awareness Screening Test), Spelling Inventory, Interims, GSA , and Do The Math module placement to assess student areas of need to help drive instruction in core, small group, and intervention.

Component	Item Name
Title I Schoolwide	Address the needs of at-risk learners

AS 1.1.1.1 School staff will utilize a variety of assessments to identify student needs throughout the school year.

Description:

DIBELS (K-1), iReady (K-5), QPS, PAST (Phonological Awareness Screening Test), and Do The Math module placement will be utilized at the beginning of the school year to assess students academic level and to set appropriate intervention groups. DIBELS and iReady will be utilized every 3 weeks to progress monitor tier 2 & 3 students as well as in setting interventions/groups. DIBELS, iReady, QPS, and PAST will be given BOY, MOY, EOY as diagnostics. GSA data will be utilized to assess overall school weakness in ELA, Math, Writing, and Science and identify root causes/skills/standards that need to be addressed school-wide throughout the school year. Interims will be administered throughout the school year (grades 3-5) and reviewed to address skills to be assessed during GSA.

Person Responsible:

Classroom Teachers, Title I teachers, Special Ed Teachers

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

AS 1.1.1.2 Resources and Professional Development

Description:

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

Person Responsible:

academic specialist, Title I teachers, county support/PD, principal

Estimated Begin Date:

8/8/2023

Estimated Completion Date:

5/30/2024

S 1.1.2 Implement Professional Learning Communities (PLCs)

Description:

PLCs will be utilized to implemented school culture and interpret data to drive/refine instruction (i-Ready, DIBELS, GSA, Interims, QPS, PAST, and Common Formative Assessments). Grade Level and vertical PLCs will occur bi-monthly. This time will also be utilized to debrief learning opportunities.

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

AS 1.1.2.1 Grade Level and Vertical PLCs

Description:

PLCs will be utilized to interpret data and drive instruction. Grade Level and vertical PLCs will occur bi-monthly. This time will also be utilized to debrief learning opportunities.

Person Responsible:

All Staff

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	PD subs and stipends	$10,000.00

S 1.1.3 Small Group Instruction & Intervention (ELA and Math)

Description:

Small group instruction and intervention groups will be implemented daily by the classroom, title, and special education teachers. Student data will be utilized to drive instruction based on student needs.

Component	Item Name
Title I Schoolwide	Address the needs of at-risk learners

AS 1.1.3.1 Small Group Instruction provided by Classroom, Title, and Special Education Teachers

Description:

Teachers provide small group interventions in reading and math to k-5 students, with Title I implementing walk-to model, per school and county expectations.

Person Responsible:

classroom, title, special education teachers

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Title 1 Teachers salaries	$150,000.00

S 1.1.4 Integration of Writing

Description:

Rigorous writing tasks will be embedded into classroom instruction to align with grade level standards.

Component	Item Name
Title I Schoolwide	Increase the quality and amount of learning time

AS 1.1.4.1 Rigorous writing tasks

Description:

Rigorous writing tasks will be embedded into classroom instruction to align with grade level standards.

Person Responsible:

Classroom Teachers, Special Education Teachers

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

S 1.1.5 Curriculum Maps

Description:

Teachers will use the county curriculum maps and standards to identify the appropriate quarter to teach standards and unpack standards to determine which part of the standard to teach. Teachers will gain an understanding of when and how to teach standards to increase the depth of knowledge for instruction.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time

AS 1.1.5.1 Standards based planning

Description:

Teachers will utilize standards based planning aligned with district curriculum maps to ensure that all grade level standards are taught.

Person Responsible:

All Teachers

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

S 1.1.6 Student Academic Ownership

Description:

Students will set individual student/classroom goals through the implementation of digital data notebooks in grades K-5 that collect attendance, behavior, assessment data, and student work samples. Students will be given the opportunity to share their learning with their parent/guardian through student-led conferences.

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

AS 1.1.6.1 Teachers will work with the students to continue setting individual student/classroom goals using data notebooks.

Description:

Teachers will work with the students to continue setting individual student/classroom goals through the implementation of digital data notebooks in grades K-5 that collect attendance, behavior, assessment data, and student work samples.

Person Responsible:

All staff, Admin, and Students

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	materials	$1,500.00

S 1.1.7 School-Wide Practices/Programs

Description:

Guyandotte Staff will continue implementing school-wide instructional practices.

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

AS 1.1.7.1 School-Wide Instructional Strategies will be utilized by the teachers and monitored by Admin.

Description:

Guyandotte Staff will continue implementing school-wide instructional strategies such as SOLVE, TAG,Close Reading, Heggerty, Ashlock, LIPS,cooperative learning strategies for student discourse, LETRS, Learning Targets, higher order thinking skills/questioning, math manipulatives, brain breaks using Go Noodle, Word Wall (using Common Vocabulary), Sound Walls (for Primary), Mighty Math, Grades 3-5 mock Math Field Day, REWARDS, Phonics For Reading, Fundations, Utilizing Board Games to reinforce mathematics, Do The Math, Fundations, PBIS - Calm Classroom/Mindfulness, Kilpatrick, Newsela, DTM, student engagement protocols.

Person Responsible:

All Staff, Admin

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

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

S 1.1.8 Student Leadership

Description:

All grade level teachers will provide opportunities for student leadership.

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

AS 1.1.8.1 Providing Student Leadership Opportunities

Description:

All grade level teachers will provide opportunities for student leadership within their classrooms. 5th grade will continue to provide opportunities with safety patrol, flag care/duty, morning announcements, duties within school (breakfast carts)

Person Responsible:

classroom teachers

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

AS 1.1.8.2 Student Mentors

Description:

Primary and Intermediate grade levels will be paired up so Intermediate students will be provided opportunity for mentoring opportunities with primary students - reading (AR) and/or math facts.

Person Responsible:

All Staff

Estimated Begin Date:

8/15/2023
Estimated Completion Date:
5/30/2024

S 1.1.9 Peer Mentors For New Staff

Description:

Establish peer mentors for new staff members in the building.

AS 1.1.9.1 Peer Mentors For New Staff

Description:

Peer mentors will be assigned to new staff members to ensure they have the supports they need to provide smooth transition into the building and the implementation of school-wide practices/procedures.

Person Responsible:

admin, grade level/programmatic partner

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

G 2 Integrating Family and Community Engagement

Description:

Guyandotte Elementary will improve family and community engagement by/through the facilitation of parent engagement activities as evidenced by event invites and sign-in sheets.

PM 2.1 Parent Workshops, Family Engagements, School Performances/Student Work Displays, Parent/School Communication

Description:

We will use Sign in sheets, Agendas, Communication Logs, the Call-Out System, Webpage, and the Menugram.

S 2.1.1 Family Engagements

Description:

Guyandotte Elementary will facilitate a variety of family engagement activities such as Meet the Teacher, Student-Led Conferences, Holiday Lunches, music performances, Community Halloween Parade, County "A Night on 5th" Art Night, McTeacher Night, and Reading and/or Math nights.

Component	Item Name

Title I Schoolwide	Parent and family engagement

AS 2.1.1.1 Meet the Teacher, Student-Led Conferences, Holiday Lunches, and Parent Engagement nights

Description:

We will facilitate a Meet the Teacher, Student-Led Conferences, Holiday Lunches, and Parent Engagement nights throughout the course of the school year.

Person Responsible:

Parent Partner and All Staff

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		$1,500.00

AS 2.1.1.2 CIS Family Engagement Supports

Description:

CIS Facilitator will help in providing additional supports for family engagements in coordination with the parent partner.

Person Responsible:

CIS Facilitator (Megan Woods), Parent Partner, Admin, Social Worker, Teachers

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		$0.00
Other	Other	Title I	$0.00
		Total	$0.00

AS 2.1.1.3 Provide Access To Transportation

10/23/2023 3:20:15 PM

Description:

    Guyandotte Elementary will obtain free bus passes for parents to attend school activities, if needed.

Person Responsible:

    CIS Facilitator, Social Worker

Estimated Begin Date:

    8/15/2023

Estimated Completion Date:

    5/30/2024

AS 2.1.1.4 Childcare During Events

Description:

    Guyandotte Elementary will obtain student/community volunteers to assist with childcare during events that are focused soley on parent professional development.

Person Responsible:

    CIS Facilitator, Parent Partner

Estimated Begin Date:

    8/15/2023

Estimated Completion Date:

    5/30/2024

AS 2.1.1.5 Collective Commitment Per Schedule Rotation

Description:

    Schedule rotation will be developed for teachers to attend at least 2 after school activities during the course of the school year.

Person Responsible:

    Staff, Admin, Parent Partner

Estimated Begin Date:

    8/15/2023

Estimated Completion Date:

    5/30/2024

S 2.1.2 Consistent Parent/School Communication

Description:

    Guyandotte Elementary will facilitate consistent communication with families regarding class/school information.

Component	Item Name

Title I Schoolwide	Parent and family engagement

AS 2.1.2.1 Parent Communication

Description:

Teachers will make contact via phone calls, notes, verbal face-to-face communication, emails, messages through Class Dojo, Remind 101, or newsletters. A weekly menugram is created and distributed by our Parent Partner to all families to inform them of important school information/events. The school will utilize the call out system, school website, and school marquee for mass communication.

Person Responsible:

All Staff and Parent Partner

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

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

S 2.1.3 Health Services

Description:

Health service programs will be utilized throughout the year to address the overall well-being of our students. Mental Health Services (Prestera, School Counselors, referrals to NECCO, Oasis, etc) Health services (SMILES Dental, Vision), Social Worker Supports, Healthy Eating - MU, Generation RX, Big Bros Big Sis

Component	Item Name
Title I Schoolwide	Address the needs of at-risk learners

AS 2.1.3.1 SMILES Dental Visits

Description:

SMILES dental program will be scheduled at least twice during the course of the year to ensure our students have access to dental services.

Person Responsible:

admin, school nurse

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

AS 2.1.3.2 Vision Screenings

Description:

Vision screenings will be conducted at beginning of the year to ensure students with vision problems are provided proper care and resources.

Person Responsible:

admin, school nurse

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

AS 2.1.3.3 Additional Services and Supports

Description:

Additional nutrition and mental health supports will be coordinated throughout the school year as needed. Nutrition services will be supported through school nurse and Marshall University. Mental health supports will be provided through counselor, Prestera, and other behavioral/mental health agencies in the area. Referrals will be made as needed.

Person Responsible:

admin, counselor, student support director

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

S 2.1.4 Respect and Protect

Description:

Respect and Protect Team will coordinate with all staff to help support all students and the alignment of our school-wide positive behavior program.

AS 2.1.4.1 Respect and Protect - Student Support

Description:

Respect and Protect Team will coordinate with all staff to help support all students and the alignment of our Positive Behavior Program school-wide in collaboration with parents/guardians.

Person Responsible:

Admin, OperationsTeam, Parent/Guardian

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

S 2.1.5 Community Assistance

Description:

Guyandotte staff will coordinate with local entities to provide for additional needs of students.

AS 2.1.5.1 Consistent stocking of food pantry/clothing closet and disbursement of food bags weekly.

Description:

We coordinate with a local church to provide food bags for select students every Friday. We will also coordinate with various local entities to collect food for our pantry for food disbursement. A clothes closet is kept and stocked for student needs.

Person Responsible:

Admin, Secretary, Parent Partner, Community in Schools Facilitator

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

G 3 Sustaining a Model of Continuous Improvement

Description:

Guyandotte Elementary will improve educator outcomes and increase student learning outcomes by/through the consistent implementation of PLC process and best instructional practices as evidenced by 2024 summative assessment (GSA).

PM 3.1 Leadership Teams

Description:

Leadership Team Meetings facilitated throughout the school year. OH agendas, minutes, sign-in (monthly)

S 3.1.1 Implementation of Leadership Teams

Description:

Guyandotte staff will implement the use of leadership teams to streamline school protocols and procedures. Information will be shared out in meetings, handouts, one drive, and emails from admin or designated members.

Component	Item Name

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

AS 3.1.1.1 School Improvement Team

Description:

Guyandotte will analyze survey data provided by WVDE or other with faculty and use the data to make changes to current procedures. This process will be monitored via agendas, sign-in sheets, strategic plan review, OH meetings will be facilitated on a monthly basis by designated members, PLC meetings/minutes.

Person Responsible:

ADMIN and all staff

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	After school stipends	$2,000.00

PM 3.2 Self Reflection/Student Goals

Description:

All professional staff will complete annual self reflections and set student learning goals.

S 3.2.1 WVEIS Evaluation System

Description:

All professional staff will utilize the WVEIS Evaluation System for the self reflection and setting student goals.

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

AS 3.2.1.1 Utilization of WVEIS Evaluation System

Description:

All professional staff will utilize the WVEIS evaluation system to initially to reflect on their professional practice and set student learning goals for the year. Progress will be monitored at BOY, MOY, and EOY.

Person Responsible:

All professional staff - monitored by Admin

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

PM 3.3 Guyandotte Elementary staff will strive for excellence.

Description:

Guyandotte Elementary staff will provide a well-rounded education for our students. This means we will give them every opportunity possible to become their best.

S 3.3.1 Student Engagement will be Maximized

Description:

Guyandotte Elementary staff will ensure High Levels of Learning for all students by providing rigorous lessons/activities in all classrooms for all students

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

AS 3.3.1.1 Lesson Plans

Description:

The principal will monitor and check lesson plans throughout the year. This will keep the teachers focused on their goals and ensure high quality, rigorous lessons/activities are planned and facilitated throughout the school year.

Person Responsible:

Mike Krenzel

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

S 3.3.2 Leadership and Organizational Teams

Description:

The Leadership and Organizational team will research, review and determine various additional resource expenditures for the school.

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
	Parent and family engagement

AS 3.3.2.1 School Budgets Created to Streamline Spending

Description:

School budgets will created based on school need and fidelity of various programs. This will ensure that monies and resources are used appropriately. Title I and federal budgets till be utilized to hire and maintain interventionist staff.

Person Responsible:

Mike Krenzel

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

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

AS 3.3.2.2 Technology Inventory and Materials Audits

Description:

Computer inventory and instructional materials will be audited on a yearly basis or as per needed based on situations.

Person Responsible:

Mike Krenzel/David Stewart

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

[S] 3.3.3 Professional Development for the implementation of best practices.

Description:

The County and School will provide the appropriate staff development needed to implement our school-wide strategies. School Professional Development will entail LETRS - Volume 2, LETRS Module 10 & EC, QPS/PAST, Kilpatrick strategies (Title I Funds), Fundations (Title I Funds), integration of technology into curriculum via Apple products (training provided through Apple consultant), Morning Meeting, Math: Ready and i-Ready Math with Joe Carey: Discourse, Ready core math instructional practices, Problem Solving, and additional topics according to needs of students and teachers (Title I Funds), technology training, Follow-up coaching sessions will be scheduled with classroom teachers with academic coach and Ready Math support. Continue Trauma/Mental Health/Wellbeing: Calm Classroom/Trauma Training, elements of PBIS, The BE KIND School

[AS] 3.3.3.1 The county and school will provide the appropriate staff development needed to implement our school-wide strategies as well as county adopted curriculum.

Description:

The county and school will provide the appropriate professional development needed to implenet our school-wide practices (iReady w/ Joe Carey, Integration of technology, Kilpatrick, LETRS, QPS, PAST, Fundations, Trauma Training Book Studies, The BE KIND School, PBIS.

Person Responsible:

County and school staff

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Title I	$0.00

[AS] 3.3.3.2 Improving School Culture and Relationships through implementation of Morning Meeting.

Description:

Refresher training will be provided at beginning of the year on implementation of Morning meeting - to be facilitated at the beginning of every school day.

Person Responsible:

All staff, Josie Krenzel facilitator

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

AS 3.3.3.3 Integration of PBIS and Mindfulness Strategies

Description:

PBIS behavioral and mindfulness supports/strategies will be implemented school-wide to help improve teacher & student relationships, improve school culture and safety, help students who have suffered trauma, help students acclimate to school environment. Teach students and teachers how to respond to stressful situations, teacher students how to cope with emotional feelings, help ensure quality education, teach encourage positive school-wide discipline, and to reduce number of behavior referrals. Teachers will also learn methods to increase student motivation and engagement.

Person Responsible:

School Staff, admin, Teryl Jones, Killi Stotts, Megan Woods

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

AS 3.3.3.4 Effectively utilize technology to support rigorous classroom instruction.

Description:

Professional development will be provided by apple consultant Patrick Drafton on improving the implementation of technology in the classroom as well as creating school-wide digital data notebooks for students to utilize throughout the year.

Person Responsible:

Patrick Drafton

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

AS 3.3.3.5 Peer Mentors/Training for New Staff

Description:

Establish peer mentors for new staff members in building.

Person Responsible:

Grade level or programmatic partner, academic coach

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

AS 3.3.3.6 Continued partnership with ICLE

Description:

School will continue partnership with ICLE with professional development focusing on student engagement strategies and small group/intervention structures.

Person Responsible:

ICLE consultant/coach

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Title I	$0.00

AS 3.3.3.7 Improving school culture through the implementation of the "BE KIND SCHOOL" program.

Description:

All classrooms will implement the "BE KIND SCHOOL" program to focus on monthly character traits to develop a common expectation and language relating to selected character traits. This will be facilitated and maintained school-wide. School staff will nominate students monthly who exhibit the monthly character trait the best and will receive recognition as designated by lead facilitator.

Person Responsible:

All Staff, Jordan Javorsky

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/26/2024

Funding Application	Grant	Notes	Amount
Other	Other	Title I	$6,925.00

AS 3.3.3.8 Thinking Maps

Description:

Professional development will be provided on the implementation of thinking maps into ELA, Math, Science, and Social Studies curriculum. Staff will focus on implementing one map per month.

Person Responsible:

Classroom/SpEd/Title Teachers

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

PM 3.4 Recognizing perfect attendance monthly and rewarding the highest attendance percentage/improved attendance percentage.

Description:

We announce perfect attendance over the intercom monthly. The classroom with the highest attendance percentage will receive a reward (to be determined by CIS Faciliator)

S 3.4.1 One-on-one goal setting

Description:

works with students that continue to decline in attendance by setting a custom goal for each student. She meets with them at the end of the grading period to update them on their progress and offer support when needed.

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

AS 3.4.1.1 Monthly Perfect Attendance Recognition

Description:

All students at Guyandotte will be recognized on a monthly, semester and end of the year basis for attending school each day.

Person Responsible:

Megan Woods

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

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

AS 3.4.1.2 Attendance Monitored Daily

Description:

Attendance will be monitored daily. Data will be reviewed at approximately 8:15 to identify any absenteeism. Follow-up phone calls/home visits will be made to confirm reason for absence and/or to initiate the delivery of the child to school.

Person Responsible:

Mike Krenzel, Megan Woods CIS

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

AS 3.4.1.3 Breakfast club

Description:

Mrs. Woods creates and facilitates groups with students in the chronically absent category. In the groups, we have activities and discussions based around attendance, routines, and problem solving. Incentives will be provided to students to encourage consistent attendance. Perfect Attendance reward group

Person Responsible:

Megan Woods

Estimated Begin Date:

8/15/2023

Estimated Completion Date:

5/30/2024

Title I Schoolwide

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☐ **Not Applicable**

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

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

Explanation
Guyandotte will continue free breakfast/lunch program for all students as provided by County funds. Guyandotte also has 4 title interventionists federal funds. CIS Facilitator will coordinate parent engagement activities throughout the school year.

> **G** 1 Achievement and Growth
>
> > **PM** 1.1 State Assessment GSA, iReady, Dibels, QPS, PAST, PLCs (including Title I, SpEd teachers), use of county curriculum maps, quarterly benchmark assessments, Interim assessments, classroom observations, WVEIS/Early Warning Reports.
> >
> > > **S** 1.1.6 Student Academic Ownership
> > >
> > > **S** 1.1.8 Student Leadership

> **G** 3 Sustaining a Model of Continuous Improvement
>
> > **PM** 3.2 Self Reflection/Student Goals
> >
> > > **S** 3.2.1 WVEIS Evaluation System
> >
> > **PM** 3.3 Guyandotte Elementary staff will strive for excellence.
> >
> > > **S** 3.3.1 Student Engagement will be Maximized
> > >
> > > **S** 3.3.2 Leadership and Organizational Teams

PM 3.4 Recognizing perfect attendance monthly and rewarding the highest attendance percentage/improved attendance percentage.

S 3.4.1 One-on-one goal setting

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

Explanation
As discussed in Goal 1: Improving Teaching and Learning, Guyandotte will utilize a variety of research-based instructional strategies to ensure a well-rounded educational program. We run an SPL model in the school to address the needs of all students at multiple academic levels. Our Title I teachers service our intensive students. Classroom teachers provide intervention and enrichment for the remainder of our students via small group work.   Our PLC/data meetings help us stay focused on student performance, areas of weakness that need to be strengthened, and the effectiveness of our current instructional practices. This also provides time to discuss the needs of our teachers and what additional trainings/resources they may need. In reading and math, we will be using county adopted texts. New curriculum TWIGS will be used to facilitate hands-on instruction in science. Interims will be scheduled throughout the year to identify areas of concern - what was missed, why it was missed, and how scores can be improved.

G 1 Achievement and Growth

PM 1.1 State Assessment GSA, iReady, Dibels, QPS, PAST, PLCs (including Title I, SpEd teachers), use of county curriculum maps, quarterly benchmark assessments, Interim assessments, classroom observations, WVEIS/Early Warning Reports.

S 1.1.2 Implement Professional Learning Communities (PLCs)

S 1.1.5 Curriculum Maps

S 1.1.7 School-Wide Practices/Programs

G 3 Sustaining a Model of Continuous Improvement

PM 3.1 Leadership Teams

S 3.1.1 Implementation of Leadership Teams

PM 3.2 Self Reflection/Student Goals

§ 3.2.1 WVEIS Evaluation System

PM 3.3 Guyandotte Elementary staff will strive for excellence.

§ 3.3.1 Student Engagement will be Maximized

§ 3.3.2 Leadership and Organizational Teams

PM 3.4 Recognizing perfect attendance monthly and rewarding the highest attendance percentage/improved attendance percentage.

§ 3.4.1 One-on-one goal setting

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

Explanation
Our focus this year will be to facilitate the various research-based instructional practices as mentioned in Goal 1 - Improving Teaching and Learning. Our current schedule follows the county frame work with the exception of having 2 intervention times to address ELA and Math daily for all students via our walk-to model.   SPL small groups are built into the schedule. Title and special ed teachers have worked together to create a schedule to maximize our instructional/walk-to intervention times within our master schedule.

G 1 Achievement and Growth

PM 1.1 State Assessment GSA, iReady, Dibels, QPS, PAST, PLCs (including Title I, SpEd teachers), use of county curriculum maps, quarterly benchmark assessments, Interim assessments, classroom observations, WVEIS/Early Warning Reports.

§ 1.1.4 Integration of Writing

§ 1.1.5 Curriculum Maps

G 3 Sustaining a Model of Continuous Improvement

PM 3.2 Self Reflection/Student Goals

§ 3.2.1 WVEIS Evaluation System

PM 3.3 Guyandotte Elementary staff will strive for excellence.

§ 3.3.1 Student Engagement will be Maximized

PM 3.4 Recognizing perfect attendance monthly and rewarding the highest attendance percentage/improved attendance percentage.

§ 3.4.1 One-on-one goal setting

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

Explanation
Enrichment is provided in the classroom through differentiated instruction as well as during our SPL intervention blocks for students who are performing above grade level.   At times, if the schedule permits, students can be placed in a classroom a grade level above to receive enrichment during SPL time.   If a student shows they may need advanced placement, they are placed on a SAT and referred for further screening to qualify for our county's gifted (TAG) program.

G 3 Sustaining a Model of Continuous Improvement

PM 3.3 Guyandotte Elementary staff will strive for excellence.

§ 3.3.1 Student Engagement will be Maximized

§ 3.3.2 Leadership and Organizational Teams

PM 3.4 Recognizing perfect attendance monthly and rewarding the highest attendance percentage/improved attendance percentage.

§ 3.4.1 One-on-one goal setting

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
Guyandotte currently utilizes the Respect and Protect behavior system. In-school based student support services include our counselor, Prestera representatives, and our school nurse. SAT and IEP services are also utilized to help support struggling/at-risk learners. We should be receiving additional trainings Working With Drug-Affected Children and trauma affected students. Guyandotte also utilizes annual Pre-k transition days to prep students for their transition to kindergarten the following year. Interims will be scheduled by the leadership team to occur monthly so that intermediate students have exposure to the structure of GSA-like test questions and give teachers the opportunity to assess student's current knowledge and utilize this as a point of instruction. Our academic coach will also work with teachers throughout the year - modeling best practices and helping support the strengthening of these practices. Our PLCs/data meetings help guide the process in monitoring student achievement and providing our focus towards the needed intervention/enrichment of all students. These meetings also provide a forum for teachers to discuss current instructional practices, their effectiveness, areas of need, and the possibilities for further professional development based on the needs of our students. Our faculty senate has voted to utilize a hiring team of 1 classroom teacher, 2 interventionists, and the administrator. We use this hiring process to hire teachers most qualified for the positions needed.

> **G** 1 Achievement and Growth
>
> > **PM** 1.1 State Assessment GSA, iReady, Dibels, QPS, PAST, PLCs (including Title I, SpEd teachers), use of county curriculum maps, quarterly benchmark assessments, Interim assessments, classroom observations, WVEIS/Early Warning Reports.
> >
> > > **S** 1.1.1 Utilization of screeners, diagnostics, and benchmarks to identify students areas academic needs.
> > >
> > > **S** 1.1.3 Small Group Instruction & Intervention (ELA and Math)

> **G** 2 Integrating Family and Community Engagement
>
> > **PM** 2.1 Parent Workshops, Family Engagements, School Performances/Student Work Displays, Parent/School Communication
> >
> > > **S** 2.1.3 Health Services

> **G** 3 Sustaining a Model of Continuous Improvement
>
> > **PM** 3.3 Guyandotte Elementary staff will strive for excellence.

S 3.3.1 Student Engagement will be Maximized

S 3.3.2 Leadership and Organizational Teams

PM 3.4 Recognizing perfect attendance monthly and rewarding the highest attendance percentage/improved attendance percentage.

S 3.4.1 One-on-one goal setting

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

Explanation
Guyandotte's parent partner works with our Title I staff to facilitate a variety of parent /family engagement activities throughout the school year which include parent cooking activities involving reading and math, math and reading activities, read-to-me days, etc. Our CIS Facilitator will organize family engagement events to educate parents on the importance of attendance, health, safety, etc. Our counselor facilitates lessons on cyber safety/bullying, talking to kids about college/careers, good touch/bad touch, etc. We also host family movie nights, fundraisers/school dances, talent shows, student-led conferences, and music programs. At the beginning of the year, we hold our first Title I meeting to discuss the various aspects of Title I, introducing our staff & parent partner, discussing the schools current strategic plan/monitoring report (providing a copy to all attendees), information pertaining to state testing/grading system, volunteer opportunities, and things to watch for (parent school compact - 100% returned, parent engagement activities, etc).

G 2 Integrating Family and Community Engagement

PM 2.1 Parent Workshops, Family Engagements, School Performances/Student Work Displays, Parent/School Communication

S 2.1.1 Family Engagements

S 2.1.2 Consistent Parent/School Communication

G 3 Sustaining a Model of Continuous Improvement

PM 3.4 Recognizing perfect attendance monthly and rewarding the highest attendance percentage/improved attendance percentage.

S 3.4.1 One-on-one goal setting

PM 3.3 Guyandotte Elementary staff will strive for excellence.

S 3.3.2 Leadership and Organizational Teams

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☐ **Not Applicable**

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

1) Identify students to be served
Address strategies to identify students to be served ☑

Explanation
Guyandotte currently utilizes PLCs/data meetings as a way for all staff (classroom teachers, Title I, SpEd, data coach) to collaborate and discuss current student data (from progress monitoring, classroom assessments); identifying the various performance levels of all students. The data gained gives all staff a picture of what interventions/enrichment is needed during our SPL/small group instruction/interventions. Our title teachers provide interventions for students who are labeled Tier 2/3, while classroom teachers provide interventions for Tier 1/2. While instruction is differentiated in the classroom, students who continue to struggle (and not identified as SpEd) are placed on a Student Assistance Team (SAT). These students are progress monitored every 3 weeks and see our title interventionists. Referrals are made for additional screening for special education as needed. We also plan on implementing an after school tutoring program if funds are available.

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

Explanation
Guyandotte will continue free breakfast/lunch program for all students as provided by County funds. Guyandotte also has a math and reading interventionist provided by Title I funds. We will possibly be running an after school program this 2022-23 school year.

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

Explanation
As discussed in Goal 1: Improving Teaching and Learning, Guyandotte will utilize a variety of research-based instructional strategies to ensure a well-rounded educational program. We run an SPL model in the school to address the needs of all students at multiple academic levels. Our Title I teachers service our intensive students. Classroom teachers provide intervention and enrichment for the remainder of our students via small group work. Our PLC/data meetings help us stay focused on student performance, areas of weakness that need to be strengthened, and the effectiveness of our current instructional practices. This also provides time to discuss the needs of our teachers and what additional trainings/resources they may need. In reading and math, we will be using county adopted texts. TWIGS curriculum will be used to facilitate hands-on instruction in science. We will possibly implement an after school tutoring program this 2020-21 school year if funds are available.

4) Increase the quality and amount of learning time
Address strategies that increase the quality and amount of learning time ☑

10/23/2023 3:20:15 PM

Explanation

Our focus this year will be to facilitate the various research-based instructional practices as mentioned in Goal 1. Our current schedule allows for two 30 minute intervention blocks of time for ELA and Math daily for all students, along with core instruction for ELA, Math, Science/Social Studies. Within that time frame, we have time for our SPL small groups built in. Title and special ed teachers have worked together to create a schedule to maximize our instructional/intervention times within our master schedule.

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

Explanation

Enrichment is provided in the classroom through differentiated instruction as well as during our SPL intervention blocks for students who are performing above grade level. At times, if the schedule permits, students can be placed in a classroom a grade level above to receive enrichment during SPL time. If a student shows they may need advanced placement, they are placed on a SAT and referred for further screening to qualify for our county's gifted (TAG) program.

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

Guyandotte currently utilizes the positive behavior system Respect and Protect. In-school based student support services include our counselor, Prestera representatives, and our school nurse. SAT and IEP services are also utilized to help support struggling/at-risk learners. We will be receiving additional training on PBIS, Working With Drug-Affected Children and trauma affected students. Information from these trainings will be integrated into how we work with these students. Morning meeting will continue to be implemented in the morning during breakfast to build positive relationships between staff and students, which will continue to improve our school culture. Guyandotte also utilizes annual prek transition days to prep students for their transition to kindergarten the following year. Our academic coach will also work with teachers throughout the year - modeling best practices and helping support the strengthening of these practices. Our PLCs/data meetings help guide the process in monitoring student achievement and providing our focus towards the needed intervention/enrichment of all students. These meetings also provide a forum for teachers to discuss current instructional practices, their effectiveness, areas of need, and the possibilities for further professional development based on the needs of our students. Our faculty senate has voted to utilize a hiring team of 3 teachers and the administrator. We use this hiring process to hire teachers most qualified for the positions needed.

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

Explanation

Guyandotte's parent partner works with our Title I staff to facilitate a variety of parent /family engagement activities throughout the school year which include parent cooking activities involving reading and math, math and reading activities, read-to-me days, cyber safety/bullying, talking to kids about college and careers, good touch/bad touch (from our counselor) . Our CIS facilitator will organize family engagement events to educate parents on the importance of attendance, health, safety, etc. We also host family movie nights, fundraisers/school dances, talent shows, student-led conferences, and music programs. At the beginning of the year, we hold our first Title I meeting to discuss the various aspects of Title I, introducing our staff & parent partner, discussing the schools current strategic plan/monitoring report (providing a

copy to all attendees), information pertaining to state testing/grading system, volunteer opportunities, and things to watch for (parent school compact - 100% returned, parent engagement activities, etc).

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

Explanation
All staff works collaboratively through our OH teams and PLC/Data/Grade level meetings which occur weekly and monthly. Our schedule also enables grade level teachers to share a common planning to allow for time to collaborate. Classroom teachers communicate weekly with parents through students' take-home folders, notes homes, and phone calls. Parent/teacher conferences are scheduled (when needed) as needed to focus on how to support a child's needs. SAT and IEP meetings are scheduled in compliance with law. Achievement data is shared during these meetings as well as ways in which the student can be supported at home. All decisions to coordinate program services are base on the various data our school analyzes on a regular basis. Referrals are made in a timely manner for consideration for additional services as needed through the proper special education procedures/documentation.

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

Explanation
Currently, our schedule is arranged so that a great majority of our SPL is taken care of by our classroom teachers throughout the day. Our Title I and special education teachers provide additional supports for the students who continually struggle academically. The time in which these students are worked with align as much as possible with the classrooms identified SPL/small group instruction time. Students who are identified as in need of intensive services work with our title I teachers are progress monitored every 3 weeks. These students are usually placed on a SAT with documented interventions and data collected regarding their progress. Our goal with using these interventionists is to improve their achievement, pulling them off of their SAT, and into an higher intervention and/or enrichment group.

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

Explanation
Throughout the school year, we look at multiple types of student achievement data - iReady/Early Literacy, Dibels, Early Numeracy, GSA, anecdotal notes, classroom assessments, interim/ICA tests, and Do The Math Module Placements. We utilize these various forms of data to monitor student academic progress and their overall needs in areas they need to grow. Appropriate interventions are assigned based on what the student needs. We also utilize WVEIS data to monitor things such as attendance and behavior. Referrals are made to appropriate services as needed - Respect and Protect team, counselor, Prestera (or other mental health provider), attendance officer, WVTIME4K. Time is set aside weekly for PLCs/Data/Grade level meetings in which this type of data is reviewed. This time also give opportunity to discuss and arrange for focused professional development as needed. Student Assistance Team (SAT) meetings are scheduled every 45 days for review. IEPs are scheduled in compliance with law, but are revisited throughout the year if additional concerns surface in our data and need to be addressed.

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School Strategic Plan Related Documents

Cabell County Schools (012) Public District - FY 2024 - Guyandotte Elementary School (012-236) Public School - School Strategic Plan - Rev 0

Required Documents
This page is currently not accepting Related Documents.

School Strategic Plan Checklist

Cabell County Schools (012) Public District - FY 2024 - Guyandotte Elementary School (012-236) Public School - School Strategic Plan - Rev 0

Checklist Description (Collapse All   Expand All)