

Cabell County Schools (012) Public District - FY 2025 - Culloden Elementary School (012-221) Public School - School Strategic Plan - Rev 1

Plan Items)

1 Achievement and Growth

Description:

Students at Culloden Elementary will be prepared to advance to the next grade level on time and with appropriate skills. The ELA and math targets for 2024-2025 are 70.52. By the end of the 2024-2025 school year, 70.52% of students in grades 3-5 will increase proficiency from 66% to 70.52% in ELA as evidence by the WVGSA. By the end of 2024-2025 school year will increase our proficiency in math from 67% to 70.52%.

1.1 Data Analysis

Description:

All students will be at or above grade level or show growth according to the lexile and quantile measures based on iReady assessments.

1.1.1 Standards Based Planning

Description:

Teachers will utilize standards based planning aligned with the district curriculum maps to ensure that all grade level standards are taught. Teachers will provide literacy instruction across all content areas Teachers will focus on high impact instructional strategies, technology integration, and student engagement. Teachers will ensure fidelity of instructional programs.

1.1.1.1 Learning Targets and Data Notebooks

Description:

Student ownership will be encouraged through the use of learning targets and student portfolios. The school will establish a day for data talks following each diagnostic. Parents will be invited to participate in a school wide parent conference in Oct. Parents will also be invited to attend at least one school wide student led parent conference/learning celebration.

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/23/2025

1.1.1.2 Math Fluency

Description:

Teachers will use Mighty Math program to promote Math Fact mastery. Students will be recognized for meeting math facts goals.

Person Responsible:

Teachers and Adminstration

Estimated Begin Date:
8/14/2024
Estimated Completion Date:
5/24/2025

AS 1.1.1.3 Multi-tiered Support System Intervention Model

Description:

Students will receive remediation and enrichment through scaffolding and differentiated instruction. Intervention groups for Math and Reading will be based on the iReady domains along with additional assessments QPS/PAST, Prerequisite iReady assessments, spelling inventory, DIBELS, end of unit tests, and common assessments). Grades 3-5 will use a Walk to Intervention Model. Grades K-2 will work to address domain needs and enrichment. The interventionists will also support student learning through small group and individual differentiated instruction as per data analysis.

Person Responsible:

Teachers and Adminstration

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/24/2025

AS 1.1.1.4 Technology

Description:

Technology devices and program/applications will be utilized to promote student engagement and learning.

Person Responsible:

Teachers and Adminstration

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/24/2025

AS 1.1.1.5 Thinking Maps

Description:

All teachers will receive follow-up PD on use of Thinking Maps across the content areas to support instruction.

Person Responsible:

Teacher Leaders and Academic Specialist

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

	Estimated Completion Date: 5/24/2025 AS 1.1.2.3 Positive School Culture Description: School wide expectations and positive supports for all staff and students. This will include: school wide behavior plan, county codes of conduct (handbook), behavior referrals, Shout-Out board, positive family contacts (digitally, in-person, notes/cards, phone calls), home visits, daily recitation of pledges and school Core Beliefs. Person Responsible: all staff and students Estimated Begin Date: 8/14/2024 Estimated Completion Date: 5/5/2420
G 2 Integrating Family and Community Engagement Description: Communication is key to community engagement. Culloden Elementary will be as transparent as possible in decision making, giving stakeholders a voice when possible. For the 2024-2025 we will improve family and community engagement to directly impact at least 25% of families by providing engagement opportunities in areas based on our most recent parent survey results, streamlining our communication channels, which will be measured by sign-in sheets for parent/family volunteer opportunities and events, call-out logs, and copies of newsletters/calendars. Future family survey data will also provide data for this.	PM 2.1 Family and Community Involvement Description: Event sign-in sheets, calendar of events, agendas, meeting minutes, parent/community surveys, call-out logs, news memos, and family/community engagement events will be utilized to measure community participation. S 2.1.1 Community Activities Description: The four annual LSIC and PTO meetings will provide opportunity to discuss current needs to ensure parent support exists. The school will utilize family partners to engage families/community members such as: Open House, Book Fair, afterschool events (Back to School Bash, Fallabration, Sock Hop, Spring Fling), Holiday Hullabaloo, Winter Workshop, seasonal celebrations, Fire Dept. visit, Good News Club, Huntington Museum of Art, Marshall Nutrition, PK home visits, Kindergarten orientation/transition, Career Day, Water Festival, Marshal Artist Series, Brain Expo, Veteran's Day Celebration, Field Day (CMHS), Milton Library, Safety Town, 5th grade (to MMS) and school wide Step-Up Day, Kids Heart Challenge (Heart Association), Red Cross (disaster prep), Literature Fair, Youth League sports, and community readers, SuperKids/ Little Victories, and Boy/Girl Scouts.

AS 2.1.1.1 Planning

Description:

The Leadership Team will plan and organize community events in collaboration with PTO throughout the year. Student Leadership Team and community input will be utilized when possible.

Person Responsible:

school staff and administration

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/24/2025

S 2.1.2 Student Leadership

Description:

Culloden Elementary will host a student leadership team consisting of safety patrols, CATS (character/achievement/teamwork/service) and School Buddies, to promote leadership, increase student involvement and civic responsibility.

AS 2.1.2.1 Student Leadership Teams

Description:

Fifth grade will be the focus for Safety Patrol. Other teams include School Buddies (reading), and CATS (character/achievement/teamwork/service), which will be responsible for student left news reports, assisting with community service projects, and acting as mentors (to new students and those in need of social/emotional support) and school ambassadors.

Person Responsible:

School staff and administrator

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/24/2025

PM 2.2 Communication

Description:

Newsletters, School Calendar, parent surveys, school marquee, PTO/LSIC agendas, Schoology posts, sign-in sheets, parent contact/call logs (attendance), posts to social media, and call-out system log.

S 2.2.1 School Communication

Description:

We will use multiple communication platforms/channels to ensure formation is available to our students, staff, and school community.

AS 2.2.1.1 Wildcat News

Description:

Our monthly newsletter will spotlight special events and student activities/achievements in and out of school. On the reverse, a monthly calendar of events will provide parents with dates for upcoming events.

Person Responsible:

Holly Fisher

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/24/2025

AS 2.2.1.2 Monthly Updates

Description:

The school will send home monthly calendars/newsletters and/or event fliers and post regular updates to social media/Schoolology/Dojo to inform families of news and upcoming events. In addition, classroom teachers may utilize their own newsletters.

Person Responsible:

staff and administration

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/24/2025

PM 2.3 Student Recognition

Description:

Students and classes will be recognized for meeting goals and reflecting the Core Beliefs throughout the school year through Shout-Out board, Fantastic Fridays, and end of year awards program.

S 2.3.1 Fantastic Friday

Description:

Students will be recognized bi-monthly for their academic achievement goals, character development, and attendance during lunch. Classrooms will be recognized weekly for having the highest attendance rate.

AS 2.3.1.1 Recognition

Description:

Students who have achieved an academic or character goal will be recognized bi-monthly. Attendance will also be recognized monthly.

Person Responsible:

	staff and administration Estimated Begin Date: 8/14/2002 Estimated Completion Date: 5/24/2025 S 2.3.2 Develop Attendance and Behavior Support Systems Description: Through teacher collaboration, the school will develop processes to support student growth/well-being measured through referrals for attendance, behavior, and counseling for the 2024-2025 school year. AS 2.3.2.1 Character Education Description: The counselor will provide whole group, small group, and individual lessons to support character education. Also, the Student Leadership Team will be used to promote student leadership and to exhibit role modeling. Person Responsible: counselor, teachers, county social worker Estimated Begin Date: 8/14/2024 Estimated Completion Date: 5/24/2025
	AS 2.3.2.2 Counseling Services Description: Prestera and school counselor will be used as needed to support attendance, behavior and social/emotional concerns. Person Responsible: school counsel and Prestera Estimated Begin Date: 8/14/2024 Estimated Completion Date: 5/24/2025 AS 2.3.2.3 Positive School Culture Description: School wide expectations and positive supports for all staff and students. This will include: school wide behavior plan, County Codes of Conduct (handbook), behavior referrals, Shout-Out Board, positive family contacts (digital, in-person, note/cards, phone calls), home

visits, daily recitation of pledges and and Core Beliefs.

Person Responsible:

all staff and students

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/24/2025

G 3 Sustaining a Model of Continuous Improvement

Description:

During the 2024-2025 school year, 100% of professional staff will participate in and/or provide strong instructional leadership opportunities based on the unique needs of our student population as evidenced by sign-in sheets and PD records. All students will show observable and adequate growth each year, with 100% of students demonstrating growth within and between levels, and at least 79% of students demonstrating proficiency at or above grade level in Reading and at least 78% in Math on the EOY iReady diagnostic.

PM 3.1 PD / Teacher Collaboration

Description:

Agendas, PLC minutes, Tech Central, Sign-In sheets, Faculty Senate minutes

S 3.1.1 Professional Development

Description:

PLC's and embedded professional development, academic coach support, Ready Math, SRSD Writing, Thinking Maps, Thinking Classrooms, Vertical Teaming, Routines and Procedures, and SEL/Trauma Sensitive Culture and Fostering Resiliency/Behavior 8/9- Routines & Procedures, Communication Board, Vertical Teams/Data and Alignment/Collaboration 8/13-Thinking Maps (revisited), Thinking Classrooms, SEL/Trauma/Behavior 1/3- Thinking Classrooms (revisited), and Vertical Teams/Data Collaboration 2/11- Thinking Maps (revisited)/ Strategies for engagement/rigor (revisited) PLC's will meet bi-monthly, once a month the principal will meet with each PLC to review/introduce a strategy (engagement/rigor) for implementation/practice that month (added to repertoire) Academic Coach will meet with targeted staff members 1-2 times monthly to support areas of need in ELA/Math, and will meet with grade level teachers once a month to review/introduce strategy (engagement/rigor)

S 3.1.2 Teacher Collaboration

Description:

PLCs, grade level meetings, vertical team meetings, leadership team meetings, LSIC, collaborative and supportive teams/staff

AS 3.1.2.1 Meetings

Description:

PLCs will meet bi-monthly. The minutes from the meeting will be documented on an agenda and shared with a paper &/or digital copy with administration and team members. School wide vertical team meetings will occur twice a year to discuss student performance data

and allow teachers to evaluate instructional practices for the following semester/year. Staff meetings will be held monthly or more frequently as needed. Leadership Team minutes will be held at least quarterly, with notes and agendas shared with the entire staff.

Person Responsible:

staff and administration

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/24/2025

AS 3.1.2.2 Teacher collegiality/team building

Description:

Staff will participate in one or more opportunities for a Staff Night Out to promote professional relationships and team building across the grade levels and departments.

Person Responsible:

Ashley Stephens, administrator, leadership team

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/24/2025

Funding Application	Grant	Notes	Amount
Other	Other	Staff Development Funds	\$0.00

S 3.1.3 Common/Diagnostic Assessments/Writing

Description:

Three times a year, teachers will use a common diagnostic assessment for ELA/Math, WV IMA's and common assessments (Kindergarten) to gauge student growth towards mastery. Results of the assessment will be discussed during PLC and grade level team meetings. The county pacing guide will help determine the focus each nine weeks for writing. Student work will be brought to PLC meetings to plan for instructional needs.

AS 3.1.3.1 Instructional Practices

Description:

Results of common/diagnostic assessments and writing samples will determine needs for instruction. This will also help the staff evaluate our steps towards achieving our school goals and targeted yearly goals.

Person Responsible:

staff and administration

all staff and students
Estimated Begin Date:
8/14/2024
Estimated Completion Date:
5/24/2025