

Cabell County Schools (012) Public District - FY 2025 - Village Of Barboursville Elementary Sch (012-291) Public School - School Strategic Plan - Rev 1

Plan Items)

PM 1 Achievement and Growth

Description:

By the end of the 2025 school year, Village of Barboursville Elementary School overall achievement results will raise from 65.54% to 75% proficient in ELA and Math scores will raise from 60.80% proficient to 75% proficient on the state summative assessment.

PM 1.1 Diagnostic Assessment

Description:

BOY, two MOY, and EOY iReady diagnostic assessments analysis and comparison for student growth in math and reading and annual growth on the GSA in both ELA and Math.

AS 1.1.1 Differentiated Instruction

Description:

Teachers will continue to implement differentiated instruction for math and reading.

AS 1.1.1.1 Tiered Instruction and Small Groups

Description:

Tiered instruction in math and reading (all grade levels) Daily implementation with fidelity of the Ready Math core curriculum, Superkids (K-2) and CKLA (3-5) reading curriculum, and use of Ready Reading. iReady online, differentiated instruction of both reading and math (county mandated minutes) Data analysis within grade level PLCs bi-monthly Weekly math fact drills (scaffolded, based on standards for the grade level) Small intervention focus groups for K-5 students with county interventionists

Person Responsible:

classroom teachers

Estimated Begin Date:

8/13/2024

Estimated Completion Date:

5/23/2025

PM 1.2 Teacher Self-Reflection

Description:

In order to improve teacher effectiveness, teachers will participate in self-reflection through the online evaluation site. Administrators will utilize the self-reflection to determine teacher effectiveness throughout the year and for the final evaluation.

S 1.2.1 Teacher Goals

Description:

Teachers will create personal, professional goals at the beginning of the school year and reflect on them at the end of the school year. This will be completed through the teacher evaluation protocol.

AS 1.2.1.1 Student Achievement

Description:

Through the use of grade level PLCs and individualized data analysis of Ready progress monitoring, common assessments, and classroom work to determine student needs, teachers will adjust instructional practices based on data analysis of student strengths and weaknesses.

Person Responsible:

classroom teachers

Estimated Begin Date:

8/13/2024

Estimated Completion Date:

5/23/2025

AS

1.2.1.2 Teachers will create EOY goals for math and reading based on a set of data beginning with BOY as the benchmark for growth.

Description:

Teachers may utilize iReady Math and Reading data, GSA results, common assessments for BOY through EOY, student data notebooks in some grade levels, and portfolios to based their goals upon.

Person Responsible:

classroom teachers

Estimated Begin Date:

8/13/2024

Estimated Completion Date:

5/23/2025

S 1.2.2 Professional Development and Accomplishments

Description:

Teachers will determine their levels on their self-reflection by determining their participation in relevant and intentional professional development, as well as their past teacher accomplishments and evaluations.

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1.2.2.1 Teachers will participate in the relevant professional development opportunities offered by the county.

Description:

Specifically teachers will participate in the PD for Super Kids and CKLA, reading series for K-2 and 3-5. Teachers will continue participation in the iReady PD offered throughout the year. Thinking Map training will be a requirement so teachers and staff can

complete the remainder of the maps.

Person Responsible:
classroom teachers
Estimated Begin Date:
8/13/2024
Estimated Completion Date:
5/23/2025

PM 1.3 iReady Math and Reading online progress monitoring 4 times per year

Description:

Classroom teachers will utilize the online iReady math and reading program to provide growth monitoring checks for students in grades K-5. Data will be analyzed and utilized for specific instructional needs and determining student growth.

S 1.3.1 iReady math and reading BOY/MOY/EOY data analysis during PLCs to determine student growth.

Description:

Teachers will discuss student growth in bi-monthly PLCs and will utilize the student data collected to determine student needs and instructional strategies.

AS 1.3.1.1 Academic Specialist

Description:

Teachers will work with our academic specialist for individualized assistance with data analysis, classroom strategies, and the iReady program.

Person Responsible:
Jordan Gnatuck
Estimated Begin Date:
8/13/2024
Estimated Completion Date:
5/23/2025

G 2 Integrating and Improving Family and Community Engagement

Description:

VOBE will improve family and community engagement by utilizing student, staff, parent, community, and business resources to directly impact the majority of our families and stakeholders by holding PTO/LSIC together so all parents will have an opportunity to attend (75% of our population) as evidenced by committee sign in sheets, documentation of community/business support throughout the year, and student BOY, MOY, and EOY data.

PM 2.1 Stakeholder Engagement

Description:

VOBE will utilize student, parent, community, and business resources to enhance stakeholder engagement and will determine success by utilizing stakeholder surveys and county surveys.

S 2.1.1 Staff Engagement and Leadership

Description:

Staff will participate in committees, teams, and relevant professional development. Teachers will participate in bi-monthly PLC meetings throughout the school year. Staff will establish relevant relationships with parents and guardians through classroom participation and with the school academic specialist.

AS 2.1.1.1 Professional Teams/Committees and Leadership Opportunities

Description:

Leadership Team and Operational Team with each grade level, special education, and specialist represented, Bi-Weekly PLC Meetings, LSIC and Town Hall Meetings, Faculty Senate, PTO, School-based Committees (Budget, Safety, Social, Wellness, Reading, Technology), Cross-curricular professional development, School partnership with Marshall University (Professional Development School). All will work together to increase student achievement by conducting data analysis meetings and basing instruction on specific student needs resulting in 100% of students showing growth throughout the year.

Person Responsible:

School Staff

Estimated Begin Date:

8/13/2024

Estimated Completion Date:

5/23/2025

S 2.1.2 Student Engagement

Description:

Staff will facilitate and supervise student leadership groups.

AS 2.1.2.1 Student Leadership

Description:

5th grade students are selected for Safety and Fire Patrols, 5th grade students apply for membership in the Technology Club, Students in 3rd-5th grades may try out and participate in Jump Rope Team Students in 4th and 5th grades may participate in the Wellness Council, Students in 5th grade are mentors to Kindergarten students (Pirate Buddies), Students in K-5 participate in Accelerated Reading and Math Facts (recognized through various rewards throughout the school year), Classroom helpers/jobs in K-5, Students in grades 4 and 5 have the opportunity to try out and participate in the Pirate Crew school choir.

Person Responsible:

Staff and Students

Estimated Begin Date:

8/13/2024

	Estimated Completion Date: 5/23/2025 S 2.1.3 Parent Engagement Description: Parents are invited and encouraged to lead, participate, and facilitate multiple activities throughout the school, such as back to school events, PTO/LSIC meetings, field day, field trips, American Education Week read alouds. AS 2.1.3.1 Parents are invited and encouraged to lead, participate, and facilitate multiple activities throughout the school. Description: LSIC and Town Hall Meetings, PTO, Classroom Volunteers, Library Volunteers, Volunteer Orientation (online), Special Activities (parties, spaghetti dinner, book fair, field day, reading night, healthy chef contest, back-to-school bash, pancake breakfast), Regular communication about school events (agenda, Class DoJo, Remind, Callout System, Newsletters, PTO calendar). Parent participation will increase by 50% according to sign in sheets and communication logs. Teams meetings will also be utilized as a form of communication. Person Responsible: Parents and Staff Estimated Begin Date: 8/13/2024 Estimated Completion Date: 5/23/2025
	S 2.1.4 Community and Business Engagement Description: Community resources and business partners will be utilized to assist with the Back to School Community Bash, Field Day, field trips, and other activities throughout the year. AS 2.1.4.1 Opportunities for community and businesses to be involved in school activities and meetings. Description: LSIC and Town Hall Meetings, Regular community service projects, such as providing needed materials for events such as the literature fair, , PTO Meetings, Part-time resource officer, Business partners, Back-to-school bash, Partners in Education, GoNoodle, Special Activities, Student incentives and rewards offered through business partnerships, MU Nutritional Program for K-2. Person Responsible: Staff, Parents, Community Estimated Begin Date: 8/13/2024 Estimated Completion Date: 5/23/2025

PM 2.2 Student Engagement

Description:

Growth monitoring using iReady Reading and Math, Counselor sessions for social/emotional issues, Prestera for outside emotional support, and Behavior Plans/Rewards.

S 2.2.1 Student and Family Support

Description:

Students and families will be offered counseling services through our school counselor and/or Prestera. Our county has several social workers that are available for specific family outside resources/needs. Attendance office will provide support for students and families where attendance is failing.

AS 2.2.1.1 Outside Family Resources

Description:

The school counselor and administration will offer to connect families and students with outside resources for social and emotional issues when the school cannot provide assistance.

Person Responsible:

Counselor and Administration

Estimated Begin Date:

8/13/2024

Estimated Completion Date:

5/23/2025

AS 2.2.1.2 Increase Student Positive Behaviors

Description:

Students with no behavioral incidents will be rewarded at the end of each 9-week period with rewards, an assembly, or other type of incentive. Records will be kept through WVEIS reports and classroom teacher incident reports.

Person Responsible:

Kelli Jordan

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/23/2025

AS 2.2.1.3 Increase Student Attendance

Description:

Students with 3 or less absences per 9 week period will be offered incentives such as prizes, rewards, or special assemblies. WVEIS data will be utilized to determine number of days absent. Person Responsible: Kelli Jordan Estimated Begin Date: 8/14/2024 Estimated Completion Date: 5/23/2025	PM 2.3 Staff Engagement and Leadership Description: Staff will participate in committees, teams, and relevant professional development. Teachers will participate in bi-monthly PLC meetings with grade level teachers, specialists, and special education staff. One of the PLCs will be led by our academic specialist and will focus on monthly data of student growth in reading and math. Administration and staff will establish meaningful relationships with parents and guardians through communication and school/classroom participation. S 2.3.1 Professional Teams/Committees and Leadership Opportunities Description: Leadership Team, Operational Team (each grade level, specialists, and special education represented), Bi-monthly PLC Meetings, LSIC and Town Hall Meetings, Faculty Senate, PTO, School-based Committees (budget, safety, social, wellness, reading, technology), Cross-Curricular PD, School Partnership with Marshall University Associate Teacher Program AS 2.3.1.1 Teacher Leaders Description: Teachers are offered many opportunities to fill a leadership role in the school. They are provided with the autonomy to make educational decisions based on their data analysis and knowledge of their students. They are given opportunities to lead within the county by conducting teacher led workshops and classes, such as LeTRS, Padlet, and Apple Activities. Teachers also fill leadership positions on several committees by volunteering to serve in those areas. Person Responsible: classroom teachers Estimated Begin Date: 8/13/2024 Estimated Completion Date: 5/23/2025
G 3 Becoming a Model of a Continuous Improvement Description:	

Village of Barboursville Elementary will improve educator effectiveness and increase student learning outcomes by monitoring classroom instruction and developing a foundation for a professional learning environment centered on the holistic development of each child, evidenced by a 25% quarterly increase in Reading and Math iReady scores.

PM 3.1 Student Assistance

Description:

In alignment with WVMTSS, VOBE will continue to monitor and assist students with social, emotional, and academic needs. The Leadership Team will meet bi-monthly, or as situations arise, to assist with school improvement and to reflect on progress. After-care students are provided with STEM activities.

S 3.1.1 Resources for Student Assistance

Description:

VOBE will continue to utilize the available school and community resources provided to our students who have additional social, emotional, and academic needs.

AS 3.1.1.1 Student Assistance and Well Being

Description:

At-Risk student assistance (Prestera, full time, school based counselor, county social workers, attendance directors), classroom management plans with similar positive/negative reinforcement, SAT plan for monitoring students at academic, behavioral, or attendance risk, outside resources offered to parents/guardians as needed, County-wide trauma training and resources, Academic Specialist to assist teachers with academically, at risk students, County interventionists for reading and math, co-teaching model in some special education programs

Person Responsible:

Staff and Outside Resources

Estimated Begin Date:

8/13/2024

Estimated Completion Date:

5/23/2025

AS 3.1.1.2 Family Support

Description:

The school counselor and county attendance office will assist families with finding outside support as needed, such as outside physicians, food bank, Echo, clothing pantries, resource/police officer, mobile dentist, utilization of Ball Toyota funding to assist with our clothing and shoe pantry, community businesses who purchase deodorant and other hygiene products.

Person Responsible:

counselor and social workers

Estimated Begin Date:

8/6/2024

Estimated Completion Date:

5/23/2025	AS 3.1.1.3 Student engagement will be monitored by the administration through eWalks and teacher observations. Description: Administrators will hold conferences with teachers at least once per month about their level of student engagement after visiting their classrooms. Person Responsible: Kelli Jordan Estimated Begin Date: 8/14/2024 Estimated Completion Date: 5/23/2025
	PM 3.2 School Safety Description: VOBE will utilize various resources to ensure the safety of all students and staff. S 3.2.1 School Safety Resources Description: VOBE will utilize various resources to ensure student and staff safety. AS 3.2.1.1 School Safety Plan Description: Resource Officer Visits, Periodic Safety Drills (crisis, fire, shelter in place, lock-down, lock out, evacuation drill, tornado drill), ID badges for employees and visitors, safety/fire patrols, all doors and windows locked and numbered, central office emergency walkie-talkie, school-wide camera surveillance system, safety committee, ongoing relationship with local first responders, leadership team members have keys to all gates, crisis drill feedback from police department, students know not to open outside doors to anyone, night locks on classroom doors Person Responsible: School Staff and Resources Estimated Begin Date: 8/13/2024 Estimated Completion Date: 5/23/2025