

School Strategic Planning Team

**Mason County Schools (049) Public District - FY 2022 - Ashton Elementary School (049-216) 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.**

Charlotte Oshel, Principal, coshel@k12.wv.us  
Jill Martin, Assistant Principal, jamartin@k12.wv.us  
Lenora Richardson, Academic Coach, lrichard@k12.wv.us  
Regina Driscoll, Title, rdriscol@k12.wv.us  
Becky Ferrell, Title, rferrell@k12.wv.us  
Jessica Whittington, jessica.whittington@k12.wv.us (Parent)  
Ashley Buckle, 2nd grade, abuckle@k12.wv.us  
Katie Burns, 4th grade, katie.burns@k12.wv.us  
Dee Ann Clendenin, SPED, dclenden@k12.wv.us  
Abby Hull, 5th/6th grade, abby.hull@k12.wv.us  
Becky Adkins, parent , jameswilliam1@frontier.com  
Aimee Stein, Kindergarten, astein@k12.wv.us  
Aimee Long, business partner, adkinsaimie@yahoo.com  
Matthew Douthit, Secondary Vocational, mdouthit@k12.wv.us

**Mason County Schools (049) Public District - FY 2022 - Ashton Elementary School (049-216) Public School - School Strategic Plan - Rev 0**

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

**Mission Statement:**

Ashton Elementary focuses on the whole child providing a learning environment that makes children confident and creative leaders of their future.

**Vision Statement:**

Ashton Elementary will educate All the students of today to become the leaders of tomorrow.

- L- Listen and Learn
- E- Everyday shows kindness and Love
- A- Always do our best
- D- Do what leaders do  
(Learn , Lead, Live with a Purpose)

**Core Beliefs:**

- 1) Ashton Elementary is committed to high expectations for all learners.
- 2) Providing a safe and nurturing environment.
- 3) Providing researched based Reading, Writing, and Math instruction.

School Strategic Plan - Demographic Data

**Mason County Schools (049) Public District - FY 2022 - Ashton Elementary School (049-216) Public School - School Strategic Plan - Rev 0**

**School Strategic Plan - Demographic Data**

<b>Student Groups</b>	<b>State (2020-21)</b>	<b>County (2020-21)</b>	<b>School (2020-21)</b>
	<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>
<b>All</b>	100.00	100.00	100.00
<b>Status</b>			
Economically Disadvantaged	47.92	48.79	53.08
English Learners	0.67	0.08	--
Foster Care	2.27	2.32	5.57
Homeless	3.48	2.32	2.05
Military Connected	0.11	--	--
Students with Disabilities	19.31	17.68	20.82
<b>Race</b>			
American Indian or Alaska Native	0.08	0.08	--
Asian	0.63	0.16	--
Black or African American	4.09	0.78	0.88
Hispanic or Latino Native	2.01	0.47	--

Multi-Racial	3.84	2.29	1.76
Native Hawaiian or Other Pacific Islander	0.05	--	--
White	89.30	96.22	97.36
<b>Gender</b>			
Female	48.23	47.82	51.91
Male	51.77	52.18	48.09

**Additional Data Sources:**

\* In the text box below, summarize the other (locally obtained) demographic data sources 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.). Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

**Current Enrollment:**

**Transient:** 9 transferred out of county, 1 transferred out of state  
 4 Transferred in from out of county, 7 transferred back from homeschool  
**Retentions:** 3 kindergarten, 1 first grade, 2 second grade retentions from 19-20 year

**Virtual and F2F Student**

Grade	Virtual 9.16.20	Virtual 3.30.21	F2F 9.16.20	F2F 3.30.21
Kindergarten	16	8	29	40

1st	13	4	20	26
2nd	15	3	29	46
3rd	16	5	40	48
4th	17	8	24	31
5th	20	4	27	42
6th	13	6	25	34
Total	110 (36.2%)	38 (12.5%)	194	267

25 currently homeschooled in 2020-2021 compared to 0 in 2019-2020

During the 20-21 school year, the pandemic school options have lead to enrollment fluctuations and changes as parents have move in and out of homeschool to school-based/virtual enrollment.

**Methods of Stakeholder Communication and Involvement:**

1. LSIC meetings twice a semester
2. School Website- Strategic Plan Posted
3. DOJO- teachers use to communicate with parents regarding upcoming events, student progress, and behavior issues.
4. Ashton Bulldog Facebook page
5. Live Grades
6. Google Classroom
7. Microsoft Teams meetings
8. Story Walk for Holidays (Outside school decorated and story posted in a gallery walk)
9. Paint Night- students and parents work with an artist (virtual)
10. Virtual Family Math Night
11. School Call-out System

**Demographic Needs Assessment Summary:**

\* After review of all identified data results, provide the updated **root cause analysis** in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?)

Ashton Elementary continues to serve a lower economic community. COVID pandemic has acerbated the continued need for support due to loss of income and students not attending school 5 days per week; therefore, missing meals. The district provided meals but all students were unable to access that when bus delivery stopped. During the 2020-2021 school year, the number of virtual students began at 36.2% with the spring semester having a decrease to

12.5% students learning virtually.

The number of students in foster care or living with relatives continues to be a factor as parents are unable to care for their children due to a variety of issues, such as drug or alcohol addiction. There are limited aspects for economic growth in the area. There is not a transient population as found in areas with multiple assisted housing aspects. The school is an important resource for the community in providing assistance and referrals for county and state agencies.






One goal from 2019 was to improve communication between school and community. The school stepped up communication between classroom and home and school and home due to the pandemic remote learning issues.

School Strategic Plan - Academic Data

**Mason County Schools (049) Public District - FY 2022 - Ashton Elementary School (049-216) Public School - School Strategic Plan - Rev 0**

**School Strategic Plan - Academic Data**

**Color Reference Guide**

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	
<p><b>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.</b></p>	

**2030 Annual English Language Arts (ELA) Goal Targets**

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
(Base)															
<b>Target</b>	34.22	36.75	39.28	39.28	41.81	44.34	46.87	49.40	51.93	54.46	56.99	59.52	62.05	64.58	67.11



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

**ELA Proficiency**

Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating	County (2019-20)	State (2019-20)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	32.22	33.33	--		--	--
<b>Status</b>						
Economically Disadvantaged	18.56	21.05	--		--	--
English Learners	--	--	--		--	--
Foster Care	0.00	50.00	--		--	--
Homeless	50.00	0.00	--		--	--
Military Connected	--	--	--		--	--
Students with Disabilities	6.45	3.13	--		--	--
<b>Race</b>						
American Indian or Alaska Native	--	--	--		--	--
Asian	--	--	--		--	--
Black or African American	0.00	0.00	--		--	--
Hispanic or Latino Native	0.00	--	--		--	--
Multi-Racial	--	0.00	--		--	--

Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--
White	32.77	34.34	--	--	--	--
<b>Gender</b>						
Female	38.54	40.24	--	--	--	--
Male	25.00	26.97	--	--	--	--

**ELA Academic Progress**

Student Groups	School (2019-20) % of Students	2020 Scorecard Rating	County (2019-20) % of Students	State (2019-20) % of Students
<b>All</b>	--		--	--
<b>Status</b>				
Economically Disadvantaged	--		--	--
English Learners	--		--	--
Foster Care	--		--	--
Homeless	--		--	--
Students with Disabilities	--		--	--
<b>Race</b>				
American Indian or Alaska Native	--		--	--
Asian	--		--	--

	Black or African American	--		--		
	Hispanic or Latino Native	--		--		
	Multi-Racial	--		--		
	Native Hawaiian or Other Pacific Islander	--		--		
	White	--		--		
<b>Gender</b>						
	Female	--		--		
	Male	--		--		

**Reading Lexile Distribution - School (2019-20)**

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 the data results:

In the text box below, list the additional data sources that have been reviewed to determine the root cause of the ELA data results (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

**K-2 DIBELS**

DIBELS Composite 20-21			
Grade	BOY Intensive	MOY Intensive	EOY Intensive
Kindergarten	62%	71%	34%
First	60%	58%	44%
Second	38%	38%	38%

**K-2 Heggerty Phonemic Awareness**

**Kindergarten Phonemic Awareness Assessment Data MOY**

I. Kindergarten students have been working on Phonemic Awareness with Heggerty since the beginning of the school year. Their Baseline testing was completed at the end of the first nine weeks after following a blended model in which each student was getting two days of in-person instruction each week.

1. At the beginning of February the Middle of Year Testing (MOY) was conducted after students returned to in-person learning 4 days a week. Gains were made overall in areas that were tested in both the Beginning of Year (BOY) and MOY tests, with the exceptions of Rhyme Recognition which decreased from 74% proficient to 44% proficient and Onset Fluency which remained about the same in proficiency (45% BOY to 44% MOY) but increased in the percentage of students in the Developing rating (6% BOY to 34% MOY). Rhyme Production increased from 23% to 56% proficiency; Isolating Final Sounds increased from 19% to 38%; and segmenting went from 13% to 38

II. First Grade students have been working on Phonemic Awareness with Heggerty since the beginning of this school year. Their baseline testing was completed at the end of the first nine weeks after following a blended model. Each student getting two days of in-person instruction each week.

1. At the end of January, Phonemic Awareness Testing, (MOY), began again after students returned to in-person learning 4 days per week. However, we are pleased to say gains were made, as the difficulty increased. We saw gains in areas such as Rhyme Product, Onset Fluency, Isolating and Blending Sounds. We also saw deficits in the areas of Adding, Deleting, and Substituting Phonemes. 22% of first grade students tested at benchmark levels, 48% of students tested at strategic levels, and 30% of students tested at intensive levels.

III. Second Grade did not give MOY testing

**Heggerty:**

### **Kindergarten Phonemic Awareness Assessment Data Summation - EOY**

- a. Kindergarten students have been working on Phonemic Awareness with Heggerty since the beginning of the school year. Their Baseline testing was completed at the end of the first nine weeks after following a blended model in which each student was getting two days of instruction each week. In late January, students returned to school four days a week.
- b. At the end of April, the End of Year Testing (EOY) was conducted. Large gains were made overall in areas that were tested in all three tests-- Beginning of the Year (BOY), Middle of the Year (MOY), and End of Year (EOY).
- c. The exception is Rhyme Recognition which bafflingly went from 74% Proficient at the BOY test to 44% at MOY and then back up to 61% at EOY. Additionally, in Segmenting into Syllables, at the MOY students achieved 72% proficiency but dropped to 61% at EOY.

- d. Onset Fluency initially remained about the same in proficiency (45% BOY to 44% MOY) but increased at the EOY to 74%. Rhyme Production increased from 23% to 66% proficiency; Isolating Final Sounds increased from 19% (BOY) to 38% (MOY) to 66%; and segmenting went from 13% (BOY) to 38% (MOY) to 79% at the EOY!
- e. Areas that were only assessed at the MOY and EOY all increased, from Blending Syllables (88-95% proficiency); Isolating Medial Sounds and Blending Phonemes more than doubled (from 25-63% and 38-82% respectively).
- f. The three areas that teachers had not even addressed at the MOY but students were tested on increased greatly from MOY to EOY. Adding Initial Phonemes went from 16% to a whopping 63% proficiency; Deleting Initial Phonemes increased from 25-74%; and Substituting Initial Phonemes essentially tripled from 19% to 58%.

### **First Grade Phonemic Awareness Assessment Data Summation - EOY**

First Grade students have been working on Phonemic Awareness with Heggerty since the beginning of this school year. Their baseline testing was completed at the end of the first nine weeks after following a blended model. Each student getting two days of in-person instruction each week.

At the end of January, Phonemic Awareness Testing, (MOY), began after students returned to in-person learning 4 days per week. We have continued Heggerty instruction into the third and fourth nine weeks with students attending four days a week.

We began the End of Year testing just prior to our DIBELS assessment in May. This assessment tests the more advanced skills taught within this nine weeks. Not only have we seen gains in Rhyming, Onset Fluency, Isolating, and blending sounds, we have begun to see a rise in their awareness of adding and substituting phonemes. We also, however, have seen a large deficit in the area of Deleting and Segmenting Phonemes that begin and end with blends. 38% of the first grade students tested at benchmark, an increase of 16 percentage points. 42% of students tested at strategic levels, a decrease of 6 percentage points. And 20% of students tested at intensive Levels, a decrease of 10 percentage points.

As a Grade level, we will focus instruction on the areas of deficit in their everyday instruction, with small group interventions. We will pass on this data to the second grade teachers.

**Grades 3-6 ELA Comprehensive Interim Assessment:**

Grade/Assessment	# Students	Does Not Meet Standards	Partially Meets Standard	Meets Standard	Exceeds Standard
ELA					
3 <sup>rd</sup> (Baseline)	36	86%	8%	6%	0%
4 <sup>th</sup> (3 <sup>rd</sup> Grade CIA)	17	71%	17%	12%	0%
5 <sup>th</sup> (4 <sup>th</sup> Grade CIA)	26	58%	27%	15%	0%
6 <sup>th</sup> (5 <sup>th</sup> Grade CIA)	21	48%	29%	19%	5%

**Writing- Comprehensive Interim Assessment**

Grade 3 & 4

1. Opinion 1.62 out of 10 (3<sup>rd</sup> Average 1.11 out of 10) (4<sup>th</sup> Average 2.5 out of 10)
2. Informational 2.04 out of 10 (3<sup>rd</sup> Average 2.04 out of 10) (4<sup>th</sup> Average 3.5 out of 10)

Grade 5

1. Opinion - 3.67

2. Informational- 3.08

Grade 6

- 1. Opinion/Argument - 4.5
- 2. Informational- 3.73

**State Summative Assessment Raw Data (5.7.21)**

Trend Data			
ELA 2018-2019	% Proficient	ELA 2020-2021	% Proficient
3	23%	3	15%
4	33%	4	27%
5	37%	5	15%
6	40%	6	34%

ELA Longitudinal Data-Comparing 2019 to 2021 test data		
	23%	15%
		-7



3 <sup>rd</sup> compared to 5 <sup>th</sup> (same set of students)			
4 <sup>th</sup> compared to 6 <sup>th</sup> (same set of students)	33%	34%	+1

<b>ELA Improvement Practices/Strategies Implemented (One Per Box)</b>	<b>Updated Implementation Results</b>
NEWSELA	Limited implementation. Only 3 teachers utilized the resource. Need to continue with support by academic coach.

Heggerty Phonemic Awareness Curriculum

Will continue with Heggerty Phonemic Awareness and Heggerty Bridge the Gap Intervention program.

**Kindergarten**

Areas that still need improvement include Initial Phoneme work (Adding, Deleting, and Substituting) and Isolating Medial Sounds. These skills have barely been touched on, if addressed at all, due to decreased time in class due to Covid-19, but are on the agenda to be worked on for the rest of the year.

**First Grade**

As a Grade level, we will focus instruction on the areas of deficit in their everyday instruction. Small group sessions will concentrate on other areas of need for individuals and/or small groups.

**Second Grade**

MOY data was not collected for 2nd grade.

Heggerty Bridge the Gap Intervention K-3

Newly added in March. Teachers were trained March 26, 2021 with implementation immediately for rest of year. Data will be collected at EOY for student improvement of intensive.

SRSD Writing Using Graphic Organizers and 30 minutes Writing/Language mechanics required in grades K-2.

Grades 4-6 have continued to show improvement. However, with limited in-person instruction during the year until late January, the proposed implementation in K-2 has not happened. This will continue to be an emphasis during the 2021-2022 school year. Administration is requiring 30 minutes of Language Mechanics/Writing in grades K-2 in addition to the reading block.

Academic Coach has worked with 3rd grade to improve opinion writing utilizing OREO graphic organizer through modeling building background knowledge (NEWSELA) and whole group writing. Students will use interim writing assessment to gather further data.

**K-2 Grade Level Skills  
Must-Knows**

Teachers began to discuss what skills are "must knows" transitioning from one grade level to the next. Due to the pandemic and inconsistency in attendance, the aim of skill mastery has been limited. This will continue during the 2021-2022 school year.

120 minute Reading Block  
(90 minutes core instruction  
of which 45 minutes is  
uninterrupted and 30  
minutes intervention)

The disruption to face to face instruction due to pandemic limited the intended effectiveness. This reading block will continue during the 2021-2022 year. Based on test results, targeted instruction in both informational and literary text will be a priority with monitoring.

**ELA Needs Assessment Summary:**

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

**K-2 DIBELS Reading**

The school goal was for 60% of K-2 students in each grade level to demonstrate benchmark. No K-2 grade level met the goal. (Kindergarten: 55% Benchmark; First: 32% Benchmark; Second: 51% Benchmark)

Grades 3-6 Comprehensive Interim Assessment (Fixed Form)- given late September or early October.

Unfortunately, due to the pandemic, the number of students who were present for testing was not representative of all enrolled Gr. 3-6 students. Students had also been without face to face instruction since March 13, 2020. The CIA was given as an indicator of students' previous year's proficiency with the limited data available. Having virtual students complete the CIA posed issues for students for scheduled times and internet availability and/or connectivity at homes. The number of students who did not "meet standard" was alarming which prompted the block of catch-up time built into the schedule to allow for remediation and teaching of content not addressed in the 2019-2020 year. This allowed for teachers to focus instructional time on the current grade level content.

**Writing Root Cause Analysis**

Third grade continues to score below proficient when given writing assessments. Discussions with primary grades(k-2) has exposed a weakness in fitting writing instruction within the daily/weekly schedule, especially during 20-21 school

year with the pandemic. Continued focus on SRSD needs to be an area of concern for the 2021-2022 school year with monitoring of student work incorporated in student portfolios. Goals will developed for each primary grade for a skill progression to provide a foundation for 3rd grade writing skills.

**Remote and Virtual Instruction**

At beginning of the year, 36% of Ashton Elementary students were instructed through remote virtual learning. Many students (112 students did not log in remotely) failed to attend regularly scheduled virtual class instruction by the classroom teacher. Students also failed to complete NTID packets and virtual assignments due to a variety of factors. Several of these students (72 students) returned for face to face instruction at the school for lack of progress and completion of assignments. Students have had multiple opportunities to switch instructional platforms which has contributed to the lack of consistency in student instruction.

Root cause: There is a lack of consistency in utilizing instructional researched based strategies and differentiating instruction.

**2030 Annual Mathematics Goal Targets**

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
<b>Target</b>	27.27	30.07	32.86	32.86	35.66	38.46	41.26	44.05	46.85	49.65	52.45	55.24	58.04	60.84	63.64

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

**Mathematics Proficiency**

Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating	County (2019-20)	State (2019-20)

	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students
<b>All</b>	32.78	30.00	--		--	--
<b>Status</b>						
Economically Disadvantaged	21.65	21.33	--		--	--
English Learners	--	--	--		--	--
Foster Care	0.00	75.00	--		--	--
Homeless	50.00	66.67	--		--	--
Military Connected	--	--	--		--	--
Students with Disabilities	12.90	6.25	--		--	--
<b>Race</b>						
American Indian or Alaska Native	--	--	--		--	--
Asian	--	--	--		--	--
Black or African American	0.00	20.00	--		--	--
Hispanic or Latino Native	0.00	--	--		--	--
Multi-Racial	--	0.00	--		--	--
Native Hawaiian or Other Pacific Islander	--	--	--		--	--
White	33.33	30.49	--		--	--
<b>Gender</b>						
Female	35.42	30.49	--		--	--

Male	29.76	29.55	--	--	--
------	-------	-------	----	----	----

### Math Academic Progress

Student Groups	School (2019-20)	2020 Scorecard Rating	County (2019-20)	State (2019-20)
	% of Students		% of Students	% of Students
<b>All</b>	--		--	--
<b>Status</b>				
Economically Disadvantaged	--		--	--
English Learners	--		--	--
Foster Care	--		--	--
Homeless	--		--	--
Students with Disabilities	--		--	--
<b>Race</b>				
American Indian or Alaska Native	--		--	--
Asian	--		--	--
Black or African American	--		--	--
Hispanic or Latino Native	--		--	--
Multi-Racial	--		--	--
Native Hawaiian or Other Pacific Islander	--		--	--

White	--	--	--
<b>Gender</b>			
Female	--	--	--
Male	--	--	--

**Mathematics Performance Distribution - School (2019-20)**

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 the data results:

In the text box below, list the additional data sources that have been reviewed to determine the root cause of the Math data results (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

**Mathematics Grades 3-6 Comprehensive Interim Assessment- Fixed Form**

Grade/Assessment	# Students	Does Not Meet Standards	Partially Meets Standard	Meets Standard	Exceeds Standard
Math					
3 <sup>rd</sup> (Baseline)	36	91%	9%	0%	0%
4 <sup>th</sup> (3 <sup>rd</sup> Grade CIA)	19	63%	32%	5%	0%
5 <sup>th</sup> (4 <sup>th</sup> Grade CIA)	27	63%	30%	7%	0%
6 <sup>th</sup> (5 <sup>th</sup> Grade CIA)	22	59%	32%	9%	0%

CIA Math FF Grade (late March and April)	# Tested	DNMS	PMS	MS	ES
3	68	60%	32%	6%	1%



5	59	63%	31%	7%	0		
6	30	57%	20%	23%	0		

### State Assessment Raw Data

Longitudinal Data-Comparing 2019 to 2021 test data			
3 <sup>rd</sup> compared to 5th	15%	10%	-5
4 <sup>th</sup> compared to 6th	31.82%	26%	-5.82

Trend Data		
% Proficient	Math 2020-2021	% Proficient
15%	3	31% (+16)
31.82%	4	10% (-21.82)

36.54%	5	10% (-26.54)
35.09%	6	26% (-11.09)

5th Grade (Comprehensive Computer Adaptive Assessment)

Grade/Assessment	# Students	Does Not Meet Standards	Partially Meets Standard	Meets Standard	Exceeds Standard
Math- Comprehensive Adaptive					
5th	27	59%	19%	15%	7%

DIBELS Mathematics Composite 20-21			
Grade	BOY Intensive	MOY Intensive	EOY Intensive
Kindergarten	36%	26%	13%

First	16%	23%	23%
Second	32%	27%	22%

Updated Implementation Results	
<b>Mathematics Improvement Practices/Strategies Implemented (One Per Box)</b>	
IXL Support	This program is used to provide individualized support of skill deficits. While this is used frequently, the data needs to be more closely watched.
Number Talks	This is a strategy that continues to need additional PD and resources. Some teachers are using number talks effectively but others struggle with implementing. The school purchased grade level appropriate number talks activities. Classroom sets of materials need to be developed for use during the 21-22 school year.
COVID Catch Up of Skills	This daily block of time allowed teachers to do remediation of skills missed during the pandemic. This worked well towards the intended purpose. This will continue next year with more directive regarding the expectations for teachers and students. Based on the raw state test data, the need for continued time to be included in the schedule for closing skill deficit gap is high.
Math Block 90 minutes (60 core instruction and 30 intervention)	The disruption to face to face instruction due to pandemic limited the intended effectiveness. This math block will continue during the 2021-2022 year. Based on test results, targeted instruction in foundational skills and intervention of previous grade level content during the Catch Up Skill Deficit time block.

### **Mathematics Needs Assessment Summary:**

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

#### **K-2 DIBELS Mathematics**

In Kindergarten, the school met the goal of 60% proficient; however, the first and second grade did not meet the goal. (Kindergarten: 61% benchmark; First: 28% benchmark; Second: 27% benchmark)

#### **Grades 3-6 Comprehensive Interim Assessment (Fixed Form)- given late September or early October.**

Unfortunately, due to the pandemic, the number of students who were present for testing was not representative of all enrolled Gr. 3-6 students. Students had also been without face to face instruction since March 13, 2020. The CIA was given as an indicator of students' previous year's proficiency with the limited data available. Having virtual students complete the CIA posed issues for students for scheduled times and internet availability and/or connectivity at homes. The number of students who did not "meet standard" was alarming which prompted the block of catch-up time built into the schedule to allow for remediation and teaching of content not addressed in the 2019-2020 year. This allowed for teachers to focus instructional time on the current grade level content.

#### **5th Grade Comprehensive Adaptive Assessment- December 2020**

5th grade math was assessed on grade level to determine progress. 41% of students who had taken the CIA-Adaptive where partial mastery or higher. This was heartening as students were still doing blended instruction during the week. Teachers made assignments that continued with on-grade level material with limited review assignments in order to expose the students to current content.

#### **Root Cause Analysis:**

Students are struggling with on-grade level mathematics due to not having mastered the previous grades' skills. This is due to a variety of factors of skills including, addition and subtraction, multiplication facts, number sense, and reading problems. Reading and understanding process rather than computation is a high need. Lesson design needs to include more hands on manipulatives and metacognition strategies. There is a lack of the consistent use of effective

research based instructional strategies. The gap of math skills seen in intermediate grades begins in grades K-2. These are the foundational math skills which build number sense towards mathematical reasoning. Kindergarten students are benchmarking at 60% but 1st and 2nd grade students are less than 30% benchmarking. Students who struggle with reading comprehension find it difficult to solve math problems involving written text scenarios. Students need to have a consistent methodology for solving word problems. The 2020-2021 strategic plan had included CUBES for a schoolwide reading problem process; however, the pandemic has impacted the implementation of this strategy.

The rising 6th graders were very low as 3rd graders and have lost ground over the last two years. These students are in need of more support and interventions based on their lack of progress. The lack of continuous face to face instruction due to COVID have not provided opportunities to "catch up" on skill deficits. School administrators will develop a walkthrough schedule that targets math instruction at different parts of the math block in order to observe all the components of math instruction. (Beginning, middle, end)

English Language Proficiency Assessment Results (ELPA21)

	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	--	--	--	100.00	40.97

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20
Level 1	--	--	--	0	342

Level 2	--	--	--	--	1	291
Level 3	--	--	--	--	1	599
Level 4	--	--	--	--	0	234
Level 5	--	--	--	--	0	246

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20
Level 1	--	--	--	0	317
Level 2	--	--	--	0	295
Level 3	--	--	--	1	697
Level 4	--	--	--	1	214
Level 5	--	--	--	0	183

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20
Level 1	--	--	--	0	237
Level 2	--	--	--	0	223
Level 3	--	--	--	1	420
Level 4	--	--	--	0	335
Level 5	--	--	--	1	489

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	School 2017-18	School 2018-19	School 2019-20	County 2019-20	State 2019-20
Level 1	--	--	--	0	144
Level 2	--	--	--	0	121
Level 3	--	--	--	0	448
Level 4	--	--	--	2	485
Level 5	--	--	--	0	516






Not Applicable if EL cell size is 0

School Strategic Plan - High School Graduation and Student Success Data

**Mason County Schools (049) Public District - FY 2022 - Ashton Elementary School (049-216) 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)**








School Strategic Plan - Attendance and Behavior Data

Mason County Schools (049) Public District - FY 2022 - Ashton Elementary School (049-216) 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 (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating	County (2019-20)	State (2019-20)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	20.12	19.76	20.19		20.83	19.37
<b>Status</b>						
Economically Disadvantaged	28.72	30.77	25.15		27.96	26.92

English Learners	--	--	--	--	--	0.00	13.67
Foster Care	27.27	12.50	5.88	17.74	24.01		
Homeless	0.0000	33.33	20.00	32.91	30.06		
Military Connected	--	--	--	--	10.63		
Students with Disabilities	31.75	30.00	28.36	25.48	24.64		
<b>Race</b>							
American Indian or Alaska Native	--	--	--	33.33	19.79		
Asian	--	--	--	0.00	6.31		
Black or African American	0.0000	0.0000	0.00	16.67	17.67		
Hispanic or Latino Native	100.	--	--	5.56	17.05		
Multi-Racial	--	100.	33.33	21.25	19.01		
Native Hawaiian or Other Pacific Islander	--	--	--	--	18.42		
White	20.06	19.75	20.26	20.96	19.60		
<b>Gender</b>							
Female	15.24	19.23	17.83	20.99	19.89		
Male	24.85	20.22	22.50	20.69	18.88		

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

Student Groups	School (2017-18)	School (2018-19)	School (2019-20)	2020 Scorecard Rating		County (2019-20)	State (2019-20)
	% of Students	% of Students	% of Students			% of Students	% of Students
<b>All</b>	98.50	99.40	98.11			97.56	97.00
<b>Status</b>							
Economically Disadvantaged	97.34	99.36	98.83			97.04	95.70
English Learners	--	--	--			100.00	98.15
Foster Care	100.00	100.00	100.00			97.56	93.62
Homeless	100.00	100.00	100.00			100.00	94.70
Military Connected	--	--	--			--	99.47
Students with Disabilities	98.41	100.00	95.52			94.96	94.48
<b>Race</b>							
American Indian or Alaska Native	--	--	--			100.00	99.15
Asian	--	--	--			100.00	99.17
Black or African American	100.00	100.00	100.00			92.86	93.07
Hispanic or Latino Native	100.00	--	--			100.00	97.63
Multi-Racial	--	100.00	66.67			93.75	96.15
Native Hawaiian or Other Pacific Islander	--	--	--			--	100.00

White	98.48	99.38	98.39	97.68	97.17
<b>Gender</b>					
Female	100.00	100.00	100.00	99.43	98.59
Male	97.04	98.88	96.25	95.97	95.51

**Additional Data Sources**, including the data results:

In the text box below, list the additional data sources that have been reviewed to determine the root cause of the performance results (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.). Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

**Attendance**

Virtual and F2F Student

Grade	Virtual 9.16.20	Virtual 3.30.21	F2F 9.16.20	F2F 3.30.21
Kindergarten	16	8	29	40
1 <sup>st</sup>	13	4	20	26
2 <sup>nd</sup>	15	3	29	46

3 <sup>rd</sup>	16	5	40	48
4 <sup>th</sup>	17	8	24	31
5 <sup>th</sup>	20	4	27	42
6 <sup>th</sup>	13	6	25	34
Total	110 (36.2%)	38 (12.5%)	194	267

**School Daily Attendance Average: 96.88 %**

**Chronically Absent: 6.05%**

**Breakdown by Grade Level for Attendance**

Grade Level	No Absence Issues	Chronically Absent	Needs Attention	Grade Level % Chronic and Needs Attention
Pre-K	32	2	6	20%

K	34	4	10	29%
1	23	2	6	26%
2	33	3	13	33%
3	40	3	11	26%
4	34	1	6	17%
5	36	2	8	22%
6	24	2	13	39%

70% of teachers responding to survey know which kids are classified as chronically absent or in need of attention. Only 30% of teachers said that they were updated monthly on any classification changes for student attendance. Teachers said the top reasons for absences are: illness, quarantine, missed bus

Social Worker Intervention Data:

Grading	Calls Home	Home Visits	Attendance	Letter	Court Filings	CPS Referrals
---------	------------	-------------	------------	--------	---------------	---------------

Period				Director Ref.	Notification	
1	118	7	31			
2	92	16	24		21	
3	118	22	17		4	
Total 4/26	389	45	72		25	9
						40

**Behavior:**

- 1 out of school suspension
- 7 in school suspensions
- 1 Student Conference with reprimand
- 1 bus suspension
- Most of behaviors occurred in physical education class

Counselor: 4th 9 weeks 33 conferences with students for behavior; 21 conferences for emotional issues

## Updated Implementation Results

### Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)

Social Worker

Social worker monitors the status of students' absenteeism. She makes parent contact by phone, referrals to CPS, Court, attendance director, and home visits. There are several incentives that are coordinated through the social worker. This position will continue during the 2021-2022 school year.

Attendance Incentives

There are several incentives in place: brag tags, attendance banner, schoolwide competition, student choice rewards, etc. There are bicycles for perfect attendance. Teachers were surveyed and felt that additional options for the incentive program can be added and funding secured. The social worker is looking at different options to engage students in attendance competitions.

### Attendance and Behavior Needs Assessment Summary:

\* After review of all identified results, provide the updated **root cause analysis**, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?) This section, also, provides the rationale to support local, state, and federal funded activities and connect to the strategic plan goals, strategies, and action steps.

Due to the remote learning schedule during the year, students were only in-person two days per week until beginning of second semester. After students began attending four days per week, some behaviors escalated. Most incidents were minor in nature and handled by classroom teacher or school administrator conferencing with student. The majority of the incidents occurred during physical education class where students are up moving around into other children's space. There was a lack of individualized or small group interventions for behavioral issues other than teacher or administrative conferences. This needs to be addressed in the comprehensive schoolwide counseling plan to include additional support for students struggling with behavioral or emotional issues.

The school had planned to implement PBIS; however, the pandemic created issues with training availability and the alternating days of student face to face and remote learning did not provide implementation opportunities. This will



again be addressed during the 21-22 school year as students return to normal schedule.

**Attendance:**

The social worker worked to monitor and intervene with students struggling with absenteeism. At least 40 students have been referred to CPS for educational neglect; however, there has been limited support due to CPS being "lenient" during the pandemic. With students coming full week next year, the expectation of daily attendance will be reinforced.

Teachers were surveyed as to the major causes of students missing. Teachers felt that too many parents make the decision to not send their kids to school (oversleep, missed bus, education not a priority, dysfunctional family dynamics, etc.) Some teachers shared that they try to make class engaging so students want to come to school each day.

**Counselor:**

Due to COVID pandemic, small group support sessions were unable to be instituted. The Comprehensive Schoolwide Counseling Plan needs to be adjusted to include interventions by counselor as part of the school behavior intervention pyramid. The counseling position is underutilized for preventive behavior issues or for ongoing behavior issues. Hopefully, with PBIS being instituted, the counselor will become a core part of the school behavior plan..

School Strategic Plan - Educator Effectiveness Data

**Mason County Schools (049) Public District - FY 2022 - Ashton Elementary School (049-216) Public School - School Strategic Plan - Rev 0**

**School Strategic Plan - Educator Effectiveness Data**

**Evaluation Data**

	School (2019-20)	County (2019-20)	State (2019-20)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished	-	5.18	12.91
Accomplished	76	84.86	82.46
Emerging	24	9.96	4.59
Unsatisfactory	-	-	0.03

**Additional Data Sources**, including results:

\* In the text box below, list the additional data sources that have been reviewed to determine the root cause of the results (i.e. retention rates, areas of need, teacher attendance rates, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.) Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

**Walk Throughs and Observations**

Walkthrough Data Collection	
128 recorded observations	Oshel- 69.5% Martin- 30.5%

Grade Level Observations	Pre-K	8 (6.4%)
	Kindergarten	17 (13.6%)
	First	9 (7.2%)
	Second	29 (23.2%)
	Third	23 (18.4%)
	Fourth	18 (14.4%)
	Fifth	15 (12%)
	Sixth	17 (13.6%)
	ELA	65 (52.8%)
	Math	39% (31.7%)
	Science	8 (6.5%)
	Content (123 Responses)	

	Social Studies	9 (7.3%)
	Related Arts	16 (13%)
	Clear Focus for Lesson	104 (82.5%)
	Direct/Overt Instruction	63 (50%)
	Students Engaged with content	97 (77%)
	Descriptive Feedback	14 (11.1%)
	Multiple Exposures	10 (7.9%)
	Students applying Knowledge	101 (80.2%)
	Students working together	43 (34.1%)
	Check for Understanding	88 (69.8%)
High Yield Strategies (126 Responses)		
Learning Target Evident		

to Students (127 Responses)	All teachers had Learning Targets posted
Learning Targets Related to Standards	All Learning Targets were grade appropriate
Webb's Depth of Knowledge	Level 1: Recall 12.8%
	Level 2: Skill/Concept 52.8%
	Level 3: Strategic Thinking 31.2%
	Level 4: Extended Thinking 3.2%

**Teacher Qualification**

- 1. Three teaching positions were either RESA sub or provisional certification.
- 2. Long-term subs-
  - a. Year Long: 1 special educator, music
  - b. Maternity Leave: 2 maternity leave

Professional Development: 6 teachers did not meet the 18 hour of professional development. 3 were late hires.

**Teacher Support:**

- 1. Academic Coach

**Professional Staff Attendance:**

As of April 27, 2021, a total of 381 absences for professional staff. This averages to 13 days per staff. Included are 2 maternity leaves and 14

professional staff being quarantined due to COVID exposure. Some where quarantined multiple times.

Parent Survey:

	Comments	
I am satisfied with the instructional program at our school; that it prepares students to succeed in the 21st Century.	<b>81 responses</b> 89%	<b>10 responses</b> 11%
I am satisfied with the health and safety conditions of our school.	<b>83 responses</b> 91%	<b>8 responses</b> 9%
I am satisfied that families are welcome and are provided with opportunities for family involvement in our school.	<b>79 responses</b> 87%	<b>12 responses</b> 13%
I am satisfied with the opportunities for communication between school and home.	<b>82 responses</b> 90%	<b>9 responses</b> 10%
I have used the school's social media (Facebook, Twitter, School Messenger,	<b>85 responses</b>	<b>6 responses</b>

App, website) for information about school activities.	<b>93%</b>	<b>7%</b>
Overall, I am satisfied with our school.	<b>85 responses</b> <b>93%</b>	<b>6 responses</b> <b>7 %</b>

Negative Comments: Most were related to COVID instruction and technology. Parents overwhelmingly preferred face to face instruction for 5 days per week. Some issues were related to internet accessibility at home and student devices.

**Educator Effectiveness 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?) which includes connections between educator effectiveness and student academic/success results identified within the comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, professional development opportunities provided and feedback from those sessions, effectiveness of past professional learning opportunities, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue.

Due to COVID restrictions, effective face to face professional development was not accessible. Virtual Teams meetings replaced the traditional interactive in-person professional development which did not allow for collaboration and discussion.

The 20-21 strategic plan goals for educator effectiveness need to continue for next year. The academic coach focused on supporting the long term sub with no teaching experience and 3rd grade (1 experienced 3rd grade teacher, 1 new teacher, and 1 teacher moving from primary to 3rd grade) per administrative request.

Walk Through data indicates that there is a discrepancy in observing grade levels equally. This will be an administrative goal for 21-22 school year to improve visibility between all grade levels and instruction. Observed instruction showed strengths in the following areas: checking for understanding, application of knowledge, clear lesson focus, posting learning targets visible to students, and engaging students with content. Areas which need further attention include: providing descriptive feedback, multiple exposures to content, and students working collaboratively (social distancing concerns). Further analysis needs to be

done regarding Webb's DOK with student work to address questions such as, 1. Does instruction in the classroom meet the level of rigor assessed on the State Summative Assessment? 2. Are primary students being exposed to DOK 3-4 learning experiences? 3. Have assignments been analyzed for DOK? Do they include higher level critical thinking skills as well as basic Level 1 thinking? Walk Through data indicates a need for PD related to designing lessons and student performance activities in Level 3 and Level 4 DOK. Teachers still struggle with differentiation beyond using computer programs that base assignments on skill deficits. Differentiated student assignments should include a variety of options and levels of complexity. Every student should not be doing the same worksheet in a differentiated class. This requires knowledge of students' strengths and weaknesses and what needs to be included to provide students opportunities to successfully accessing the grade level curriculum.

Several teachers are in the 0-3 years experience group. With the COVID pandemic, the experiences of new teachers has been beyond the normal experiences and planning required of a beginning teacher. It has been trying for everyone to meet the needs of all students with the variety of instructional options, remote, blended and state virtual. Veteran teachers have experienced a less than normal year as well for the same reason. Hopefully, with the return of five days of instruction during the 2021-2022 school year, students and teachers will be able to close the gap on skill deficits.

\* 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.

PD Event	Those Attending	Date	PD Facilitator	Follow-up	Monitoring Implementation	Evidence of Success	Source of Funding/ Completion	Estimated Title I Stipend Hours
Science of Reading	PK-6 Teachers	July 19-20	Alison Glass	On-going	Admin.	Improved Reading Scores	SIG	NA
HMH Textbook Training	PK-6 Teachers	August 3	HMH	On-going	Admin.	Improved Reading Scores	County	9-11



Ashton-Policies and Procedures	PK-6 Teachers	August 17	Admin.		Admin.	Improved Test Scores	County	NA
Parent Engagement	PK-6 Teachers	September PLC	Admin./ Title I	On-going	Admin.	Improved Family Engagement	County	NA
Ashton-CPR/First Aid/Covid preparedness	PK-6 Teachers	August 17	Nurse Lydia Gordan	On-going	Admin.	Better Emergency Preparedness	County	NA
Ashton-Best Practices for Instruction 1. Depth of Knowledge 2. Using writing frames for scaffolding 3. Writing using Graphic Organizers	PK-6 Teachers	August 18	Lenora Richardson	On-going	Admin.	Improved Test Scores	SIG	NA
Ashton Data Meeting	PK-6 Teachers	September PLC	Admin.		Admin.	Improved Test Scores	County	NA

DIBELS Data Meeting	K-2 Teachers	October	Jill Martin/ Title I	On-going	Admin.	Improved Test Scores	County	NA
DIBELS Data Meeting	K-2 Teachers	January	Jill Martin/ Title I	On-going	Admin.	Improved Test Scores	County	NA
PLC Meetings	PK-6 Teachers	Aug. -June	Admin.	On-going	Admin.	Improved Test Scores	County	NA
PBIS	Schoolwide	August - June	Admin & PBIS School Team	On-going	Admin	Consistent Behavior Plan	WVDE	NA
Saxon Phonics	K-3	August 4	Saxon Cons.	On-going	Admin	Improve phonics	County	9-11

**Mason County Schools (049) Public District - FY 2022 - Ashton Elementary School (049-216) Public School - School Strategic Plan - Rev 0**

**Plan Items**

1 Improving Academic Achievement

Description:

Ashton Elementary students in grades 3-6 will increase ELA and Math proficiency by 6% on the State Summative Assessment from the end of 2021 to the end of 2022. State assessment target goals for Ashton Elementary are ELA (44.34) and Math (38.46) for 2021-2022. During the 2021-2022 school year, 60% of K-2 students will reach benchmark on EOY assessment in phonemic awareness, reading and math.

**PM** 1.1 ELRS, DIBELS, mClass, GSA, ALEKS, Reading Eggs, NEWSELA, Interims, County CFAs, Classroom assessments, WVEIS, ZOOM-e

Description:

Upon re-entry in fall, teachers in grades 3-6 will analyze the GSA 2021 test results in order to determine significant weaknesses. Third grade will give the fixed-formed CIA as a pre-test. in ELA and math. An assessment calendar will be developed for interims in ELA and math to be utilized in PLC meetings and grade level meetings. In K-2, DIBELS and Heggerty will be monitored for student intervention plans. Data analysis will drive instructional decisions and lessons.

**S** 1.1.1 Improve Tier 1 & 2 Instructional Practices and Interventions by using appropriate grade level instructional materials and having high expectations for student achievement.

Description:

Tier I instruction is delivered by whole group explicit instruction and then small group instruction with levels of differentiation: on-level instruction, re-teaching for struggling students, and extensions for advanced students. Tier I small group targeted instruction is a component of core instruction. Tier 2 interventions will occur when the classroom interventions have limited impact.

**Component** **Item Name**

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

**Schoolwide**

- Increase the quality and amount of learning time
- Provide an enriched and accelerated curriculum
- Address the needs of at-risk learners
- Parent and family engagement

**AS** 1.1.1.1 Improve differentiated instruction using small group interventions, centers, and provide enrichment during classroom instructional practices in ELA and mathematics.

## Description:

Teachers will designate time during scheduled PLC meetings with documentation on agenda/notes of strategies and interventions determined by data with a focus on math. The agendas and notes will be submitted to administrator following meetings. Professional development on differentiating instruction, scaffolding, checking for understanding, and lesson planning will be included. Classroom observations and walk-throughs will focus on monitoring implementation of differentiated instruction for interventions, centers and enrichment. Teachers will develop understanding that differentiation goes beyond utilizing a computer program to provide differentiated instruction.

## Person Responsible:

administrator and teachers

## Estimated Begin Date:

8/1/2021

## Estimated Completion Date:

6/30/2022

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Title I teachers' salaries with fixed costs	\$206,704.03
<b>School Improvement</b>	School Improvement Planning	Full-time interventionist salary with fixed costs	\$49,918.14
<b>Total</b>			<b>\$256,622.17</b>

**AS 1.1.1.2** Administration will monitor progress of implementing county pacing guides, data portfolios, and provide assistance as needed. (Work plans and lesson plans)

**Description:**

Teachers will revisit the county pacing guides at the beginning of school and correlate with adopted instructional materials. Work plans will be submitted at the beginning of each grading period to designated administrator. K-4 will submit ELA, math and writing. Departmentalized grade levels will submit content area plan. Data portfolios will be monitored during walk throughs by administrators.

**Person Responsible:**

Charlotte Oshel

**Estimated Begin Date:**

8/1/2021

**Estimated Completion Date:**

6/30/2022

<b>Funding Application</b>	<b>Grant</b>	<b>Notes</b>	<b>Amount</b>
<b>Consolidated</b>	Title I Part A	40% of Assistant Principal salary with fixed costs	\$36,808.83
<b>School Improvement</b>	School Improvement Planning	60% of assistant principal's salary with fixed cos	\$55,213.27
<b>Total</b>			<b>\$92,022.10</b>

**AS 1.1.1.3** Improve writing instruction through implementation of SRSD Writing Protocol K-6 and across disciplines utilizing appropriate writing graphic organizers and scaffolding.

**Description:**

There will be a progression of instructional expectations beginning in kindergarten of writing skills for each successive grade level through 3rd grade. The purpose is to increase writing capabilities for 3rd grade students to improve writing skills when tested on GSA. Students will be expected to produce scheduled writing samples throughout the year to include in his/her data portfolio and to assess student progress. Writing block (30 minutes) will be included in all K-4 daily instruction and emphasis in the 5th and 6th ELA block.

**Person Responsible:**

administrator and teachers

Estimated Begin Date:

8/1/2021

Estimated Completion Date:

6/30/2022

**AS** 1.1.1.4 Reading Skills: Improve foundational reading skills (phonemic awareness, phonics) for K-3 and improving reading informational and literary text in grades 3-6.

Description:

Improve instructional practices for phonemic awareness using Heggerty Phonemic Awareness Curriculum for K-2 and older learners who struggle to decode. Teachers will continue building instructional expertise using Heggerty Phonemic Awareness Curriculum and Heggerty Bridge the Gap Interventions with PD support. Saxon Phonics for K-3rd grade will be implemented during the 2021-2022 school years to help decrease the gap in reading deficit skills. New reading curriculum materials have been adopted for the next six years. Teachers will be expected to teach with fidelity to the program, participate in professional development, and be monitored by administration to assess quality of instructional practices and support needed to improve instruction and interventions. Additional professional development will be provided based on need either individually or group. Master schedule will include 120 minutes of reading instruction in K-4. For grades 5 and 6, increase use of Newsela and other secondary sources in addition to the newly adopted reading materials.

Person Responsible:

administrator and K-2 teachers

Estimated Begin Date:

8/1/2021

Estimated Completion Date:

6/30/2022

**AS** 1.1.1.5 Improving math instruction by engaging in mathematical practices to build numeracy and literacy with K-6 learners.

Description:

Teachers will improve math instruction through building a toolbox of high quality strategies focusing on math. This will include CUBES, math centers, differentiated math instruction, math facts, high level questioning

techniques, scaffolding strategies. Math block in K-4 master schedule will be 60 minutes daily (30 minutes whole group and 30 minutes interventions)

Person Responsible:  
 administrator and teachers  
 Estimated Begin Date:  
 8/3/2021  
 Estimated Completion Date:  
 6/30/2022

**AS** 1.1.1.6 Professional Learning and instructional support will be provided by academic coach in conjunction with in-house teaching experts and identified needs.

Description:

The academic coach will work collaboratively to support implementation of the strategic plan goals, especially instructional practices. Walk through data indicates need for professional development related to depth of knowledge, writing strategies, scaffolding, differentiating instruction, data analysis, and other to be determined needs from leadership team and administration. Planned Professional Development: 1. Working Effectively with Parents on Achievement/ Parent Engagement 2. Science of Reading 3. HMS Textbook Training for ELA adoption 4. Policies and Procedures 5. Best Instructional Practices 6. Data Analysis for State Assessment 7. DIBELS Data Analysis 8. PLC Review 9. PBIS 10. Saxon Phonics

Person Responsible:  
 Academic Coach and School Administrators  
 Estimated Begin Date:  
 8/17/2021  
 Estimated Completion Date:  
 6/1/2022

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



**S** 1.1.2 Family and Stakeholder Engagement

Description:

Increase family and stakeholder engagement to support student learning

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

**AS** 1.1.2.1 Increased communication to all community stakeholders including student/parent handbook, media presence, school website, DoJo, newsletter, and Live Grades.

Description:

Student/parent handbook will be revised and updated. Will be uploaded to school website for easy access.

Person Responsible:

Charlotte Oshel

Estimated Begin Date:

8/1/2021

Estimated Completion Date:

6/30/2022

**AS** 1.1.2.2 Family Engagement Nights

Description:

Targeting math, reading and writing activities scheduled throughout the year. This will include: STEAM night, Story Walk, and other activities deemed engaging for the school community. These may be face to face or virtual depending on COVID restrictions.

Person Responsible:

administrator and title 1 teachers

Estimated Begin Date:



8/1/2021

Estimated Completion Date:

6/30/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies for family engagement	\$3,051.56

**AS** 1.1.2.3 Create a Student Advisory Committee

Description:

Advisory Committee consisting of grades 2-6 to provide input to school administrators and teachers on increasing student engagement in the classrooms.

Person Responsible:

Charlotte Oshel

Estimated Begin Date:

9/1/2021

Estimated Completion Date:

6/30/2022

**2** Student Support

Description:

Decrease chronically absent percentage to 5% or below by the end of the 2021-2022 school year. Maintain overall attendance rate 95% or higher by the end of the 2021-2022 school year. Collect baseline data on social-emotional and academic support for all students and prioritize support based on students' needs. .

**PM** 2.1 WVEIS, Zoom-WV, social worker referrals, counselor data, attendance

Description:

Student support will include providing assistance to students and their families as needed by social worker and school counselor.

**S** 2.1.1 Social Worker

Description:

Full-time social worker will be available to meet social/emotional needs of students and families to help students academic achievement.

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

**AS** 2.1.1.1 Social Worker

Description:

Full-time social worker will be available to meet social/emotional needs of students and families to help students academic achievement.

Person Responsible:

Charlotte Oshel

Estimated Begin Date:

8/1/2021

Estimated Completion Date:

6/30/2022

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	50% of social worker salary and fixed costs	\$25,489.34

**S** 2.1.2 Counselor

Description:

Full-time counselor will be available to support student learning and emotional needs. Counselor will work collaboratively with staff, students, and families. Counselor will address the behavioral intervention needs of students through the use of ABE, as well as providing development guidance lessons

Component	Item Name
<b>Title I Schoolwide</b>	Activities that strengthen a well-rounded educational program Address the needs of at-risk learners

**AS** 2.1.2.1 Counselor

Description:

Full-time counselor will be available to support student learning and emotional needs. Counselor will work collaboratively with staff, students, and families. Counselor will address the behavioral intervention needs of students through the use of ABE, as well as providing development guidance lessons.

Person Responsible:

Charlotte Oshel

Estimated Begin Date:

8/1/2021

Estimated Completion Date:

6/30/2022

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	50% of counselor salary and fixed costs	\$26,378.91

**S** 2.1.3 Positive Behavior Support Plan

Description:

None

**Component** Item Name

**Title I** Increase the quality and amount of learning time

**Schoolwide**

Address the needs of at-risk learners

**AS** 2.1.3.1 School-wide Behavior Support plan will be developed and implemented with staff training and communication to students and parents/guardians.

Description:

PBIS phase 1 will begin with training team in fall of 2020 with full school implementation over 2020-2021.  
Need updated PD and implementation schedule (?)

Person Responsible:

Charlotte Oshel

Estimated Begin Date:

8/1/2021

Estimated Completion Date:

6/30/2022