

School Strategic Plan History Log

Clay County Schools (016) Public District - FY 2024 - Lizemore Elementary School (016-205) Public School - School Strategic Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
10/10/2023 9:43:38 PM	Mary Ann Triplett	Status changed to 'School Strategic Plan Monitoring'.	S

**Clay County Schools (016) Public District - FY 2024 - Lizemore Elementary School (016-205) Public School - School Strategic Plan - Rev 1**

**\* 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.**

Although our strategic plan is developed in consultation with all teachers, administrators, service personnel, LSIC members, and students the following people are planning team members representative of those groups:

Stephanie Gauding	Intermediate Teacher	sgauding@k12.wv.us
Britni Ramsey	Principal	bramsey@k12.wv.us
Jamie Bearrows	Title I	jamie.bearrows@k12.wv.us
Teresa Huffman	Early Childhood Teacher	thuffman@k12.wv.us
Local School Improvement Council	LSIC	bramsey@k12.wv.us
General Public	Local Stakeholders	bramsey@k12.wv.us

A copy of this plan, which is developed in collaboration with all community stakeholders and revised annually, is available to the public for review and comment in the school's office and on the school website.

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

After reviewing the WV High Quality Standards for schools, the core beliefs guiding our continuous improvement to reflect the high expectations we hold for our school includes the following:

1. Acknowledge that children are one of our greatest resources and should be valued.
2. Realize that all children can learn through combined efforts of students, parents, community members, administrator, and support personnel.
3. Strive to meet the instructional, social, emotional, and technological needs of all students to prepare them for citizenship in the 21st Century.
4. Commit ourselves to continuous improvement which will enable confident self-directed life-long learning.
5. Hold students to high expectations to ensure success in the future.

Demonstrating support for all learners, our mission at Lizemore Elementary is Learning Equals Success!

Our vision at Lizemore Elementary is that we will instill in each child the values and skills necessary to become productive citizens in the 21st Century.

School Strategic Plan - Demographic Data

Clay County Schools (016) Public District - FY 2024 - Lizemore Elementary School (016-205) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)	School (2022-23)
	% of Students	% of Students	% of Students
<b>All</b>	100.00	100.00	100.00
<b>Status</b>			
Economically Disadvantaged	51.28	64.62	61.90
English Learners	0.87	--	--
Foster Care	1.46	2.97	2.86
Homeless	3.09	22.30	12.38
Military Connected	0.17	0.56	--
Students with Disabilities	18.05	18.03	22.86
<b>Race</b>			
American Indian or Alaska Native	0.25	0.06	--
Asian	0.99	0.43	--
Black or African American	7.23	0.43	2.86
Hispanic or Latino Native	2.20	0.43	--
Multi-Racial	0.43	0.31	--
Native Hawaiian or Other Pacific Islander	0.14	0.06	--
White	88.57	98.27	97.14
<b>Gender</b>			
Female	48.35	46.47	45.71
Male	51.65	53.53	54.29

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

**\* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,**

EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Lizemore Elementary School is a Title I School located in Clay, WV with an enrollment of approximately 100 students. Parents in the community are very proud and supportive of the school system and know that our county motto: Caring, Commitment, and Success is at the forefront of our priorities and concerns for Clay County children. On average, Clay County retains a low income level and one of the highest unemployment rates in the state. In addition, a growing number of students now live with and are reared by guardians other than their biological parents. Many students are now members of foster care families as well as extended families in which grandparents are providing parental care. All Clay County Schools are recipients of the Universal Free Breakfast and Lunch Program that provides free meals to students. In an effort to eliminate student learning deficiencies and improve overall student achievement, we are focusing on intensive, ongoing professional learning opportunities for educators. In recent years, enrollment has continued to drop due to an increasing decline in WV's coal industry. Clay County communities were affected by a major flood during the summer of 2016 which continues to add to the decline in our student population and increase in homelessness at almost 9%. This year we continued to implement our Communities in Schools Program that focuses on those students who need intensive support academically and emotionally. This program not only provides support at school but can provide items that our students may need such as clothing and food. Our students have really benefited from this program.

Resources, including time, personnel, and materials, are allocated to accomplish our goal to improve student achievement by ensuring high quality instruction, strong and knowledgeable instructional leadership, ongoing monitoring of instructional quality, and the impact of instruction on learning and achievement. Our limited funding must be dedicated and focused on providing the instructional resources our teachers need and building the knowledge, skills, understanding, and competencies our staff members need regarding initiatives identified to enhance the attainment of our goal to improve student achievement with a blending of local, state and federal funds as appropriate.

### Demographic Needs Assessment Summary:

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

Lizemore Elementary School (LES) exceeds the state average in percentage of students economically disadvantaged but comes in lower than the county average percentage. The economic disadvantage is partially due to the lack of jobs and steady employment in Clay County. The County has been a focus of growth economically in WV Tourism with the recent establishment of the Elk River Rail Trail State Park. LES has a higher percentage of students in foster care than the state average. There are students living with family members appointed as their guardian through the foster care system. Also, the school's percentage of students who are identified as homeless is significantly higher than the state average. This is likely due to many students living with grandparents, aunts, or uncles instead of biological parents.

With our high percentage of students who are economically disadvantaged, all the schools in our district are schoolwide Title I schools who use this comprehensive needs assessment to develop a strategic plan to address student needs and ensure educational stability for all students. Because we have countywide Title I schools, we use Title I funds to hire additional staff to help increase the quality of education all students receive and to specifically help ensure students in each subgroup are receiving the same quality education as all students and those most at-risk of not meeting the challenging state academic standards show growth and progress toward meeting the state academic standards. In addition to the additional staff at each school, Title I funds are used for additional supplies and materials; consultant fees, equipment, and other services in support of supplemental programs to support high-quality education and other experiences to close the opportunity gap and the achievement gap.

The updated root cause analysis of our enrollment trend data is the changing population within our county and the lack of connectedness families feel with our schools. Declining enrollment is not working because we are not only losing the opportunity to education children, but we are also losing staff. We will continue to monitor and analyze why children who are in our attendance district are not attending our schools, such as why families are choosing to cross county lines to educate their children or why families are choosing to homeschool their children. We will start working to develop stronger trusting relationships with our students and their families. We will increase family and community engagement by cultivating positive family and community connections that enable families and our community to become partners in education to provide the support services our students need. To begin, we will invite families and students to Open House prior to the beginning of school. During this time, we will inform families we participate in Title I, explain the requirements of Title I, elect family members to represent the school on the Local School Improvement Council, and share results of the West Virginia Measures of Academic Progress. (Individual results from the WV MAP will be sent home to families as soon as they are received by the school.) Then students and families will get their schedule and go to their classes to meet their teachers, who inform them about the WV College and Career Readiness Standards, the content specific curriculum and helping their child academically, monitoring their child's progress with Live Grades and helping at home, extra time and help available in the Clay County Afterschool Program, and the contents of the student enrollment folder. For families unable to attend, a brochure with a summary of the information is placed in the student enrollment folder. A separate meeting is held during Open House for families of students entering the lowest grade and families of new students to assist with transitions between programmatic levels and different schools. The student handbook containing the school expectations, Parent's Right to Know, the school-family compact, and the Parent and Family Engagement policy developed in consultation with families is sent home at the beginning of the year and posted on the school website. In addition to Open House, two parent conferences are scheduled to meet with families about student progress. Families can also monitor student progress through the use of Live Grades and telephone the school at any time to schedule an appointment to discuss their child's progress. Monthly newsletters with study tips and a calendar of events as well as monthly parent tips to help improve their child's achievement and the breakfast/lunch menu will be sent home and posted on the county website. Parent trainings and meetings will be offered at flexible times of the day and evening in conjunction with other activities. Throughout the year family members and community members will be invited to read with students and share their areas of expertise. Students will teach family members the skills they are learning to help them access content.

Along with declining enrollment, comes a decline in staffing. The updated root cause analysis of our staffing data could be attributed to our declining enrollment and the shortage of available certified teachers to fill positions. One thing that is working is the dedicated staff we have because they are the most valuable resource in our school system. Currently, things that are not working are the number of positions we are losing because of our declining enrollment, the number of teachers not certified for the areas in which they are teaching, and the number of "teachers" who are not education majors or content specialists. To address our needs, we will continue to retain highly qualified staff by creating a culture where teachers want to be. To address the needs of our teachers who are not certified for the subjects they are teaching, who do not have education degrees, or who are beginning their careers in our system, we provide coaching and mentoring. We have a built in support system for teachers new to our buildings through our grade level and content area professional learning communities as well as faculty meetings. We encourage new teachers to participate in the county mentoring program alongside their mentors and administrators. We encourage all teachers to continue learning through classes to obtain full certification status and be highly qualified. To attract and recruit highly qualified new teachers to the district, we will continue to host students doing observations for education classes and pre-service teachers as well as use new teachers on the substitute list to get to know teachers before they are hired. We will continue having school or county administrators attend college fairs to interview prospective employees. We will start encouraging our high school students interested in education and pursue joining the Grow Your Own Program.

Along with our staffing needs, is the need for professional learning. The updated root cause analysis regarding our professional learning could be attributed to the number of new teachers we have who might not be certified in the area in which they are teaching, the number of "teachers" who did not major in education or are content specialists, and the number of teachers new to the profession as well as our experienced teachers and administrators. One thing that is working is our experienced educators' dedication to learning from and with our new teachers as well as sharing the lessons learned from their experience. We will continue to enhance our professional learning communities by planning sustained, ongoing, job-embedded, research-based professional development. Professional development needs will be correlated with the goal outlined in the strategic plan as well as with the needs identified through the evaluation system. At the beginning of the year and prior to parent teacher conferences, all staff members are trained in how to work with parents. Professional development is presented through grade level professional learning communities, content area professional learning communities, trainer-led, web-based, conferences, videos, etc. Teachers have changed instructional practices as a result of participation in professional development. Self-evaluation as well as monitoring by the administrative team is used to evaluate the effectiveness of the implementation of changes. Team agendas/minutes, sign-in sheets, and training materials are available. Professional development is correlated to increasing student learning, especially in mathematics and language arts, for all students.

Because one of the root causes of our declining enrollment could be attributed in part to the lack of connectedness families feel with our schools, we need to update the root cause analysis regarding family engagement. Our family engagement experiences are working for some families. The issue is that our family engagement experiences are not working for all of our families. We will start investigating why our experiences are not working for some families and what we can do to address those issues. We will continue to make a concerted effort to include the families of all of our students. The CCS Family Engagement Policy, which is reviewed and revised annually as evidenced by Parent Advisory Council meeting agenda/minutes as well as sign in sheets in includes all required components and is current. A written copy of the policy is available, so parents can refer to it throughout the school year. The policy is also posted on the county website. Each school's school-home compact is current and includes all required components. A written copy of the compact is available, and a copy is posted on each school's website. To ensure parents have reviewed the compact, we ask them to acknowledge they have by signing and returning a form. When the signature form is not returned, telephone contact is made to ensure parents are aware of the compact. The compact is reviewed and revised annually during grade level team meetings, local school improvement council meetings, and parent advisory council meetings. All parent trainings, workshops, and correspondence listed in each school's Title One plan with specific titles, presenters, and dates to be conducted. Topics included Characteristics and Behaviors of Adolescents and Helping Your Child Academically. To involve more families, meetings are held at different times (lunch, afterschool) and when parents are already in the building for other activities, such as parent luncheons, ball games, concerts, and parent teacher conferences. The annual meeting with stakeholders to describe the Title One program is held in conjunction with Open House. A copy of correspondence sent home is maintained at each school. The Title One Schoolwide Plan and the Strategic Plan for both the school and the county are available in the office for parents and other stakeholders to review at any time.

The updated root cause analysis of our students who are economically disadvantaged trend data could be attributed to lack of economic development in our county, the pandemic, loss of jobs, and movement of families in search of employment elsewhere. To compensate for the increasing number of economically disadvantaged students, our district provides breakfast, lunch, and after school dinner to all students free of charge. Our district also provides our students with textbooks and other school supplies, so families do not have to purchase these. We provide extended day and extended year programs for our students with transportation provided along the major roadways throughout our district. Other organizations have helped us provide school supplies, shoes, coats, hats, gloves, clothing, and food to our students. We have a Community in Schools coordinator position in each school, with two at the largest elementary, the middle school, and the high school to address the needs of economically disadvantaged students.

The updated root cause analysis of our students in foster care trend data could be attributed to families being unable to care for their children due to economic issues and drug abuse. Our high school has two academic support liaisons through Mission West Virginia's The Bridge program who provide meaningful and effective support, so students who are in foster care can be successful in school and beyond.

The updated root cause analysis of our students experiencing homelessness trend data could be attributed to lack of economic development in our county, the pandemic, loss of jobs, and drug abuse. After training all staff members on the identification of students experiencing homelessness and how to best meet their needs, we aggressively work to identify those students, so we can provide support to them, such as the support mentioned that we provide to all students and our students who are economically disadvantaged. Our district provides transportation to students' home schools for those who are displaced. In addition to the resources our schools provide, we have a Liaison for Homeless Children and Youth who works with our VISTAs and community-based organizations and agencies to help provide food, shelter, and clothing as well as address other needs of these students and their families.

The updated root cause analysis of our number of students with disabilities trend data could be attributed to the effects of the drug crisis in our community and the pandemic where education was interrupted from March 16, 2020 to the present. To compensate for this increasing number of students with disabilities we are working to improve our support for personalized learning and support for personalized instruction. Schools are looking at how to redistributed the use of time and personnel to offer the extra help and support these students need.

The updated root cause analysis regarding funded activities is tight because of our declining enrollment and the loss of our excess levy. One thing that is working is that our teachers know how to stretch a dollar. One thing that is not working is that each dollar we have will only stretch so far. We must start dedicating our limited funding to focus on providing the instructional resources our teachers require and building the knowledge, skills, understanding, and competencies that our staff members need. Our priority need is to increase academic achievement of each child annually and to increase percentage of all students and each subgroup meeting or exceeding standards.










School Strategic Plan - Academic Data

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School Strategic Plan - Academic Data

Color Reference Guide






Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	
<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 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
<b>Target</b>	57.89	59.51	61.13	61.13	62.75	64.37	65.99	67.61	69.23	70.85	72.47	74.09	75.71	77.33	78.95

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

ELA Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	--	30.19	29.41		35.03	41.83
<b>Status</b>						
Economically Disadvantaged	--	19.35	21.21		28.91	31.26
English Learners	--	--	--		--	11.70
Foster Care	--	--	--		17.54	24.08
Homeless	--	30.77	22.22		25.71	26.23

Military Connected	--	--	--		52.63	52.94
Students with Disabilities	--	8.33	7.14		7.10	11.06
<b>Race</b>						
American Indian or Alaska Native	--	--	--		0.00	28.26
Asian	--	--	--		66.67	70.21
Black or African American	--	--	--		--	26.27
Hispanic or Latino Native	--	--	--		0.00	36.45
Multi-Racial	--	0.00	--		40.00	36.93
Native Hawaiian or Other Pacific Islander	--	--	--		--	45.28
White	--	30.77	29.41		34.96	42.67
<b>Gender</b>						
Female	--	30.77	28.57		43.45	46.48
Male	--	29.63	30.00		27.97	37.43

**ELA Academic Progress**

Student Groups	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students		% of Students	% of Students
<b>All</b>	40.00		35.58	46.05
<b>Status</b>				
Economically Disadvantaged	42.11		32.96	41.93
English Learners	--		--	37.91
Foster Care	--		39.97	39.47
Homeless	20.00		32.89	41.82
Students with Disabilities	44.44		30.19	33.10
<b>Race</b>				
American Indian or Alaska Native	--		0.00	26.79
Asian	--		33.33	67.70
Black or African American	--		--	37.93
Hispanic or Latino Native	--		0.00	45.70
Multi-Racial	--		60.00	44.54

Native Hawaiian or Other Pacific Islander	--		--	39.13
White	40.00		35.50	46.34
<b>Gender</b>				
Female	--		--	--
Male	--		--	--

**Reading Lexile Distribution - School (2021-22)**

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

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

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

We are concerned about the proficiency level (35.99%) and academic progress of all (40.00%) students, especially those who are labeled economically disadvantaged (29.41%), living in foster care, homeless (22.22%), or labeled students with disabilities (7.14%) because the percentage of all students and all subgroups meeting standards has decreased from our last pre-pandemic year. We are also concerned that the loss of face to face instructional time during the spring of 2020 negatively affected those students as well as the interruptions encountered during the 2020-2021 school year where students were ill, quarantined, or the school had to be on remote learning because of infection rate. Another factor affecting our proficiency level is the number of students in virtual learning, who did not complete the courses as scheduled.

We are concerned about ensuring all students show growth. We need to ensure all students are getting time to read and write during the school day, so they can apply the skills they are learning.

We will also review student work samples, have personal communication with students, administer the Early Learning Rating Scale in PreK and kindergarten three times per year, the STAR Early Literacy Assessment in kindergarten and first grade three times per year, the STAR Reading Assessment in grades two through five, the diagnostics with iReady three times per year, and the Computer Adapted Comprehensive Interim Assessment in grades three through eight at the beginning of each year and at the middle of the year. We recommend teachers and students take advantage of the assessment tools available through the West Virginia Measures of Academic Assessment, such as Diagnostic Assessments and Interim Module Assessments.

Of the 95 students in grades three through five who took the Computer Adapted Comprehensive Interim Assessment, 6% exceeded standards, 15% meet standards, 25% partially met standards, and 54% did not meet standards.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>Our first improvement practice will be to develop the knowledge, skills, understanding, and competencies of our educators through professional learning opportunities.</p> <p>Our second improvement practice will be to use technology to identify and address the needs of students in our subgroups in addition to the standards-based core instruction they receive.</p> <p>Our third improvement practice will be to continue extended day/extended year opportunities for students who need extra time, help, and support to master the college and career readiness standards.</p> <p>Our fourth improvement practice will be to engage with families to facilitate learning, to advocate for learner's needs, and to understand and promote learner growth and development.</p>	<p>As a result of professional learning to develop the knowledge, skills, understanding, and competencies of our educators, we have been able to improve our standards-based core instruction.</p> <p>As a result of our use of technology we have been able to identify students in each subgroup and personalize their learning to complement the standards-based core instruction they received.</p> <p>As a result of our use of the Clay Afterschool Program, we have been able to identify students in each subgroup and provide them with the extra time, help, and support they need to master concepts introduced during the standards-based core instruction they received.</p> <p>As a result of family engagement opportunities, we have been able to work with families to facilitate learning, to advocate for learner's needs, and to understand and promote learner growth and development so students could master concepts introduced during the standards-based core instruction they received.</p>

**ELA Needs Assessment Summary:**

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

The updated root cause analysis of our English Language Arts proficiency trends could be attributed to the pandemic resulting in increased absences due to illness and quarantining as well as the interruption to education since March, 2020, with schools going remote when transmission rates and infection rates were high.

Our priority need is to increase the academic achievement of each child annually and to increase the percentage of all students and each subgroup meeting or exceeding standards in English Language Arts.

We will continue to expand our educators' content knowledge and pedagogical practices, such as differentiated instruction to provide enrichment and acceleration and higher order thinking skills, implementation of district-adopted instructional resources as well as expanding educators' understanding and use of instructional time and student engagement processes through professional learning sessions and our Beginning Teacher Mentor Training. We will also continue meaningful professional learning on Working with Families, Understanding Homelessness, and other areas of concern. We will continue to expand the knowledge, skills, and understanding of our instructional leaders to help them help teachers plan and monitor the successful implementation of our English Language Arts program.

We will continue providing the best core instruction to our students and supplement their instruction using resources, such as Reading Horizons, iReady, and the assessment tools available through the West Virginia Measures of Academic Progress. In addition to extra support offered during school, we will continue offering extended day and extended year programs with transportation provided for those needing additional support and time to master the challenging state college and career readiness standards.

**2030 Annual Mathematics Goal Targets**

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
<b>Target</b>	45.61	47.70	49.79	49.79	51.89	53.98	56.07	58.16	60.25	62.35	64.44	66.53	68.62	70.71	72.80

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

**Mathematics Proficiency**

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	--	26.42	29.41		23.89	32.69
<b>Status</b>						
Economically Disadvantaged	--	12.90	15.15		17.34	22.95
English Learners	--	--	--		--	15.82
Foster Care	--	--	--		8.77	17.01
Homeless	--	15.38	22.22		15.71	18.52
Military Connected	--	--	--		78.95	50.27
Students with Disabilities	--	8.33	14.29		5.16	10.11
<b>Race</b>						
American Indian or Alaska Native	--	--	--		0.00	22.83
Asian	--	--	--		33.33	67.72
Black or African American	--	--	--		--	16.66

Hispanic or Latino Native	--	--	--		0.00	25.76
Multi-Racial	--	0.00	--		40.00	26.94
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	26.92	29.41		23.81	33.58
<b>Gender</b>						
Female	--	34.62	33.33		25.14	31.40
Male	--	18.52	26.67		22.84	33.92

**Math Academic Progress**

Student Groups	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students		% of Students	% of Students
<b>All</b>	20.00		39.28	44.43
<b>Status</b>				
Economically Disadvantaged	15.79		37.85	39.18
English Learners	--		--	35.58
Foster Care	--		40.41	52.63
Homeless	40.00		41.89	38.25
Students with Disabilities	11.11		34.62	31.65
<b>Race</b>				
American Indian or Alaska Native	--		100.00	42.11
Asian	--		66.67	72.01
Black or African American	--		--	35.26
Hispanic or Latino Native	--		0.00	40.82
Multi-Racial	--		80.00	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	20.00		38.68	44.86
<b>Gender</b>				
Female	--		--	--
Male	--		--	--

**Mathematics Performance Distribution - School (2021-22)**

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

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

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

We are concerned about the mathematics proficiency level (29.41%) and academic progress of all (20.00%) students, especially those who are economically disadvantaged (15.79%), homeless (15.38%), or labeled students with disabilities (14.29%) because the percentage of all students and all subgroups meeting standards has decreased from our last pre-pandemic year. We are also concerned that the loss of face to face instructional time during the spring of 2020 negatively affected those students.

We are concerned about ensuring all students show growth. We are also concerned that the loss of face to face instructional time during the spring of 2020 negatively affected those students as well as the interruptions encountered during the 2020-2021 school year where students were ill, quarantined, or the school had to be on remote learning because of infection rate. Another factor affecting our proficiency level is the number of students in virtual learning, who did not complete the courses as scheduled. We are also concerned about having to use substitute teachers to fill mathematics positions. We need to ensure these students are getting time to do the math, so they can apply the skills they are learning.

We will also review student work samples, have personal communication with students, administer the diagnostics with iReady three times per year, and administer the Computer Adapted Comprehensive Interim Assessment at the beginning of each year and at the middle of the year. We recommend teachers and students take advantage of the assessment tools available through the West Virginia Measures of Academic Assessment, such as Diagnostic Assessments and Interim Module Assessments.

Our results from additional data sources were not disaggregated by subgroups because we are falling short of the target with all of our students. Of the 95 students in grades three through eight who took the Computer Adapted Comprehensive Interim Assessment, 6% percent exceeded standards, 20% meet standards, 20% partially met standards, and 61% did not meet standards. When looking at longitudinal data, it appears the average scale score of our students is increasing in some grades, but the number of students demonstrating proficiency in those grades is not always increasing.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>Our first improvement practice will be to develop the knowledge, skills, understanding, and competencies of our educators through professional learning opportunities.</p> <p>Our second improvement practice will be to use technology to identify and address the needs of students in our subgroups in addition to the standards-based core instruction they receive.</p> <p>Our third improvement practice will be to continue extended day/extended year opportunities for students who need extra time, help, and support to master the college and career readiness standards.</p> <p>Our fourth improvement practice will be to engage with families to facilitate learning, to advocate for learner's needs, and to understand and promote learner growth and development.</p>	<p>As a result of professional learning to develop the knowledge, skills, understanding, and competencies of our educators, we have been able to improve our standards-based core instruction.</p> <p>As a result of our use of technology we have been able to identify students in each subgroup and personalize their learning to complement the standards-based core instruction they received.</p> <p>As a result of our use of the Clay Afterschool Program, we have been able to identify students in each subgroup and provide them with the extra time, help, and support they need to master concepts introduced during the standards-based core instruction they received.</p> <p>As a result of family engagement opportunities, we have been able to work with families to facilitate learning, to advocate for learner's needs, and to understand and promote learner growth and development so students could master concepts introduced during the standards-based core instruction they received.</p>

**Mathematics Needs Assessment Summary:**

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

The updated root cause analysis of our Mathematics proficiency trends could be attributed to the pandemic resulting in increased absences due to illness and quarantining as well as the interruption to education since March, 2020, with schools going remote when transmission rates and infection rates were high.

Our priority need is to increase the academic achievement of each child annually and to increase the percentage of all students and each subgroup meeting or exceeding standards in mathematics.

We will continue to expand our educators' content knowledge and pedagogical practices, such as differentiated instruction to provide enrichment and acceleration and higher order thinking skills, implementation of district-adopted instructional resources as well as expanding educators' understanding and use of instructional time and student engagement processes through professional learning sessions and our Beginning Teacher Mentor Training. We will also continue meaningful professional learning on Working with Families, Understanding Homelessness, and other areas of concern. We will continue to expand the knowledge, skills, and understanding of our instructional leaders to help them help teachers plan and monitor the successful implementation of our



Mathematics program.

We will continue providing the best core instruction to our students during their regularly scheduled mathematics classes and supplement their instruction using resources, such as iReady, and the assessment tools available through the West Virginia Measures of Academic Progress.

We will continue to afford families meaningful opportunities to participate in the education of their children as outlined in our Parent and Family Engagement Policy and each school's School-Home Compact as well as through parent workshops on Title I, College and Career Readiness Standards for Mathematics, Mathematics Curriculum and Assessments, Monitoring Your Child's Progress, Helping Your Child Academically, Child Development, Parenting Skills, Working with Educators, and other topics as requested by families.

Resources, including time, personnel, and materials, are allocated to accomplish our goal to improve student achievement by ensuring high quality mathematics instruction, strong and knowledgeable instructional leadership, ongoing monitoring of instructional quality, and the impact of instruction on learning and achievement. Our limited funding must be dedicated and focused on providing the instructional resources our teachers need and building the knowledge, skills, understanding, and competencies our staff members need regarding initiatives identified to enhance the attainment of our goal to improve student achievement in mathematics with a blending of local, state and federal funds as appropriate.

English Language Proficiency Assessment Results (ELPA21)

	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	--	--	--	--	39.49

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

English Language Proficiency Assessment Results for the Reading Domain

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

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	--	--	--	--	382
Level 2	--	--	--	--	335

Level 3	--	--	--	--	672
Level 4	--	--	--	--	162
Level 5	--	--	--	--	112

English Language Proficiency Assessment Results for the Speaking Domain

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

English Language Proficiency Assessment Results for the Listening Domain

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

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
<input type="text"/>	<input type="text"/>


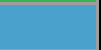


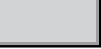
**EL Needs Assessment Summary:**

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

Clay County Schools (016) Public District - FY 2024 - Lizemore Elementary School (016-205) Public School - School Strategic Plan - Rev 1

School Strategic Plan - High School Graduation and Student Success Data

**Color Reference Guide**

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

**Not Applicable (Elementary and Middle Schools)**

**On Track**

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>						
<b>Status</b>						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
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						

**10th Graders with Twelve Earned Credits**

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
<b>All</b>					
<b>Status</b>					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
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					

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

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
<b>All</b>					
<b>Status</b>					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
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					

**2030 4-Year Cohort Graduation Rate Goal Targets**

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

**Graduation 4-Year Cohort**

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

<b>Status</b>						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
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						

<b>Graduation 5-Year Cohort</b>						
Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>						
<b>Status</b>						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						

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						

<b>Post-Secondary Achievement Data</b>						
Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>						
<b>Status</b>						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
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						

**College Readiness (AP/IB)**

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
<b>All</b>					
<b>Status</b>					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
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					



**College Readiness (Dual Credit)**

<b>Student Groups</b>	<b>School (2019-20)</b>	<b>School (2020-21)</b>	<b>School (2021-22)</b>	<b>County (2021-22)</b>	<b>State (2021-22)</b>
	<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>
<b>All</b>					
<b>Status</b>					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
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					

**Career Readiness (CTE Completer and Advanced Courses)**

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

Foster Care					
Homeless					
Military Connected					
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					

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

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

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Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<input type="text"/>	<input type="text"/>

**High School Graduation and Student Success Needs Assessment Summary:**

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






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School Strategic Plan - Attendance and Behavior Data



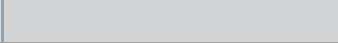




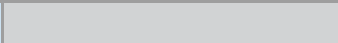
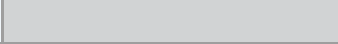



Clay County Schools (016) Public District - FY 2024 - Lizemore Elementary School (016-205) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Attendance and Behavior Data

**Color Reference Guide**

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

**Attendance - Percent of students chronically absent**

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	19.05	5.83	15.79		30.43	29.08
<b>Status</b>						
Economically Disadvantaged	25.00	7.81	17.19		35.90	38.44
English Learners	--	--	--		--	24.03
Foster Care	0.00	25.00	--		43.33	36.88
Homeless	30.43	10.00	16.67		38.40	42.27
Military Connected	--	--	--		22.22	16.50
Students with Disabilities	14.29	0.00	26.32		30.00	34.90
<b>Race</b>						
American Indian or Alaska Native	--	--	--		100.00	29.34
Asian	--	--	--		0.00	12.16
Black or African American	--	--	0.00		50.00	29.90
Hispanic or Latino Native	--	--	--		57.14	30.28
Multi-Racial	16.67	0.00	0.00		20.00	31.13

Native Hawaiian or Other Pacific Islander	--	--	--		--	19.42
White	19.17	5.94	16.13		30.37	29.05
<b>Gender</b>						
Female	23.64	3.92	6.82		30.47	29.59
Male	15.49	7.69	23.53		30.40	28.61

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

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	98.41	99.03	96.84		97.33	95.56
<b>Status</b>						
Economically Disadvantaged	97.22	100.00	98.44		96.95	94.15
English Learners	--	--	--		--	97.49
Foster Care	100.00	100.00	--		100.00	89.30
Homeless	95.65	100.00	100.00		96.57	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	100.00	100.00	100.00		98.03	92.96
<b>Race</b>						
American Indian or Alaska Native	--	--	--		100.00	96.97
Asian	--	--	--		100.00	98.53
Black or African American	--	--	100.00		100.00	89.69
Hispanic or Latino Native	--	--	--		50.00	96.16
Multi-Racial	100.00	100.00	100.00		100.00	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	98.33	99.01	96.77		97.39	95.85
<b>Gender</b>						
Female	100.00	100.00	100.00		98.44	97.56
Male	97.18	98.08	94.12		96.38	93.68

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

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

As a county, we are concerned that our attendance rate decreased during the 2021-2022 school year to 91.1%, so we emphasized the importance of school attendance from the beginning of the year with a strong start during the first twenty days and daily updates about the importance of attendance throughout the year because if students are not present, we cannot teach them. We are concerned about maintaining attendance for each of our subgroups, but we are especially concerned about the attendance of our economically disadvantaged students because students who live in poverty tend to have more health issues that prevent them from attending school. Also, some families do not value regular school attendance and allow students to stay home to help at home.

We did not meet the standards for percentage students who were chronically absent in all as well as in each of our subgroups. We are concerned with those students who are labeled chronically absent and are not attending school ninety percent of the time, especially those students who do not have excused absences. Student absenteeism is a challenge to improving learner outcomes because when students miss school, they miss out on class interactions that cannot be replicated or made up.

Although we exceed standards in behavior with the percentage of students who have no out of school suspensions in all students and each subgroup, we are concerned about the effect the pandemic has had on student behavior and how that affects academic achievement.

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

20 Day Strong Start  
Weekly Hot Wheels Car  
Incentive  
Weekly Classroom  
Incentives  
Monthly School and  
Classroom Incentives  
9 Weeks Incentives  
Professional Learning  
Opportunities for Staff  
Technology Use  
Clay County Afterschool  
Program  
Family Engagement  
Opportunities

As a result of professional learning to develop the knowledge, skills, understanding, and competencies of our educators, we have been able to improve our standards-based core instruction, so students want to attend school and meet the expectations of behavior.

As a result of our use of technology we have been able to identify students in each subgroup and personalize their learning to complement the standards-based core instruction they received, which has helped them realize success, so they want to attend school and meet the expectations of behavior.

As a result of our use of the Clay Afterschool Program, we have been able to identify students in each subgroup and provide them with the extra time, help, and support they need to master concepts introduced during the standards-based core instruction they received because they can complete any work missed due to absences under the direct supervision of a teacher.

As a result of family engagement opportunities, we have been able to work with families to facilitate learning, to advocate for learner's needs, and to understand and promote learner growth and development so students could master concepts introduced during the standards-based core instruction they received because they are attending school more regularly and meeting the expectations of behavior established in our classrooms and schools.

#### Attendance and Behavior Needs Assessment Summary:

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

As a school, we put a lot of focus on our school attendance. Over time the pandemic has created a lot of issues that does affect our school attendance. The decrease in attendance between 2020-2021 and 2021-2022 could be contributed to some of the lingering effects of the pandemic and adjusting to attending school five days a week. Poor student attendance and behavior are affecting academic achievement for not only the students missing school and the students misbehaving, but also the students whose education is interrupted because teachers are trying to catch students up who have missed and are interrupting the flow of instruction to maintain a safe, supportive learning environment. We will continue to analyze our attendance data, make contact with our families, use the services of our Community in Schools Coordinators, and use the services of our Truancy Diversion Specialist because attendance is a priority need for effective teaching and learning.

**Clay County Schools (016) Public District - FY 2024 - Lizemore Elementary School (016-205) Public School - School Strategic Plan - Rev 1**

**School Strategic Plan - Educator Effectiveness Data**

**Evaluation Data**

	School (2021-22)	County (2021-22)	State (2021-22)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished			
Accomplished			
Emerging			
Unsatisfactory			

**Additional Data Sources, including results:**

\* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Although Evaluation Data for the FY24 Strategic Plan was not pre-populated, we referred to data in our FY23 Strategic Plan. All of teachers at our school are rated accomplished on the current evaluation system. The percentage of distinguished educators is lower than the state, but we attribute that to all of our teachers realizing they can always improve. Experienced teachers are retiring and being replaced with beginning teachers, some of whom are not certified in education or the areas they are assigned to teach. This presents a challenge to attaining our academic goal because of the vast amount of experience lost with each retiring teacher, but to compensate for this we offer a strong mentoring program through our grade level teams in place in our bigger schools to unofficially mentor beginning teachers in the learner and the learning environment domains. . We encourage all teachers to participate in professional learning activities for self-renewal and to be active in our schools and communities.

Beginning teachers and their official mentors, who are teachers in their building assigned to the same grade or content area as closely as possible, also participate in the district Beginning Teacher-Mentor program. Other teachers are also invited to participate in professional learning opportunities offered through the Beginning Teacher-Mentor program because some of our experienced teachers are being challenged by the students they are teaching, and those teachers also have experiences to share. The administrative team also uses the results self-reflection, observations, and personal communication to help our teachers grow to the next level of performance.

Other data sources we review include informal observation data, personal communication, walk through data, Instructional Practices Inventory data, attendance data for students, discipline data, grade distribution data, high school graduation rates, and results of the learning environment survey completed by staff, students, and parents. We also look at the experience of our teachers, our retention rates, teacher certification, and teacher attendance rates as well as the number of positions open and the type of professional learning opportunities requested by teachers and their evaluation and implementation of the professional learning offered.

### **Educator Effectiveness Needs Assessment Summary:**

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

When analyzing our educator effectiveness data, we identified the updated root cause analysis of our trend data as teacher turnover and the high percentage of non-certified teachers. We have had to certified teachers with new teachers and substitute teachers not certified in the content area with some not being certified in education. For teachers to be successful, especially those who are new or not certified, professional learning is necessary. We will continue to analyze our educator effectiveness data, provide professional learning opportunities, and support for our teachers because educator effectiveness is a priority need to help offset the barriers of socioeconomic status.

To accomplish our goal to increase academic achievement, we will increase educator effectiveness by using effective strategies to attract, recruit, and retain certified staff to improve student achievement. With the hiring of our Title 1 funded staff, who will complete Time and Effort or Semi-Annual Certification of Time, we increase the amount and quality of instructional time through our enrichment/accelerated program and elevate the quality of instruction. Once hired, we will provide all staff members professional development designed to help implement the components outlined in the Strategic Plan, including how to analyze data and how to communicate with and work with parents as equal partners. Once professional development has been delivered, participants will evaluate the professional development. Strategies learned during professional development will be implemented by all staff members with fidelity to the model and monitored for effective implementation.

Support for beginning teachers is crucial to the success of the teacher and their students. Our beginning teachers are assigned a mentor who listens, observes, coaches, obtains resources and is available to the beginning teacher for any classroom need that arises. Elementary mentors are teachers within the school(s) who teach in the same content area. Also, we provide instructional coaches to teachers to enhance teaching and instructional practices. Mentors maintain logs and schedules of meetings and visits. We also provide professional development to the beginning teacher by conducting a Beginning Teacher Academy, consisting of monthly meetings where teachers work together on strategies that focus on improving student achievement and enriches classroom instruction. Targeted professional development in response to beginning teacher needs is provided. We encourage beginning teachers to attend training provided by the WVDE by informing teachers of the opportunities and paying the registration fee, mileage and substitute costs for new teachers who participate. In turn, these teachers share the knowledge they gain with their colleagues. Beginning teachers are also encouraged to participate in other professional development opportunities aligned with individual needs to provide learners with an engaging curriculum and learning experiences. Unfortunately, we have some classes taught by substitute teachers and teachers on a permit. Their learning curve is much steeper than other beginning teachers. They require extra attention and guidance. Beginning this year, we will employ Teacher Leaders at each school to further support our beginning teachers.

Support for experienced teachers is important to help them continue to grow and improve, so students can grow and improve. All experienced teachers are extended an invitation to attend our county's Beginning Teacher Academy. Targeted professional development in response to the needs of experienced teachers is provided. We encourage experienced teachers to attend professional learning opportunities aligned with individual needs to provide learners with an engaging curriculum and learning experiences. Experienced teachers are provided with opportunities to develop leadership skills within our school as team leaders, Faculty Senate Officers, LSIC representative, etc. We will launch a Teacher Leader program at our school to support experienced teachers wanting to grow professionally in order to improve student's achievement.

Support of student teachers is important for their success and in order to hire high quality teachers upon graduation. We provide a supervising teacher who listens, observes, coaches and is available for any classroom need that may arise. Student teachers are invited and encouraged to attend all targeted and embedded professional development for beginning teachers, as well as the Beginning Teacher Academy. Teachers in Residence are employed to fill vacancies.



Support for administrators is important for their success. Beginning administrators are assigned a mentor administrator at the time of hiring. Mentors and beginning administrators meet weekly to discuss the WV Standards for Highly Effective School. Principals attend monthly school administrator meetings with the superintendent and central office staff along with the principals from all the other schools. Beginning administrators stay after the monthly meetings with the superintendent so district administrators can provide support to the beginning administrators. They discuss the previous meeting content to be sure beginning administrators understand what they are to do with the new information. They answer beginning administrator questions and are always available by in person, by phone or via email throughout the month to provide technical assistance and support. Monthly Data Talk meetings are held with administrators to help them use/understand the data collected at their schools. Administrators create data binders and share the data with central office staff along with their plan for using the data. The goal is to help administrators own their school data and learn how to move their students in a positive way.

To ensure our school continues to be the best it can be, we provide all staff members with training/learning opportunities. Our instructional aides are invited to professional development teachers attend. Cooks, custodians, and bus drivers have scheduled professional development that is specific to them throughout the school year. Targeted professional development in response to the needs of service personnel is provided. We encourage service personnel to attend professional learning opportunities aligned with individual needs. Our support staff also have targeted professional development in response to their needs.

Using Vector Solutions, our online professional development platform, all personnel can personalize their professional development.

Resources, including time, personnel, and materials, are allocated to accomplish our goal to improve student achievement by ensuring educator effectiveness, high quality instruction, strong and knowledgeable instructional leadership, ongoing monitoring of educator effectiveness, and the impact of educator effectiveness on learning and achievement. Our limited funding must be dedicated and focused on providing the instructional resources our teachers need and building the knowledge, skills, understanding, and competencies our staff members need regarding initiatives identified to enhance the attainment of our goal to improve student achievement with a blending of local, state and federal funds as appropriate.

\* 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.

To improve student academic and success outcomes, we will provide professional learning opportunities that connect to our goal to increase the academic achievement of all students, our strategy to increase data-informed decision-making, and our action steps in addition to the professional learning opportunities required by WVDE Policies and WV State Code. All professional learning opportunities will build on increasing the academic achievement of all students. We will begin with how to analyze data to make informed decisions about teaching and learning. We will continue with sharing the results of our attendance initiatives implemented as a result of last year's professional learning session, discussing what worked, what didn't, and what changes we will make moving forward as well as a review of Policy 4110 Attendance because when students are not in school, they miss instruction. We will review our expectations of behavior and how they align with Policy 4373 Expected Behavior in Safe and Supportive Schools, Positive Behavior Interventions and Support, PAX Good Behavior Game, and Project AWARE because learning cannot take place in a chaotic environment and students need to be in class to learn. We will review Policy 2520 in content areas discussing what the standards mean and how they align with our adopted resources and the WV Measures for Academic Progress because standards-based instruction was identified in our Special Circumstances Review as the most crucial need. We will focus on dispositions of educator effectiveness specific to the needs of our subgroups, including those economically disadvantaged, in foster care, homeless, and students with disabilities. We will review the results of our extended day/extended year program and how those opportunities can help increase the academic achievement of our students. We will review how to communicate with and work with parents as equal partners.

Our school nurses provide training in first aide and specialized medical care to interested staff members.

In addition to the professional learning opportunities mentioned above, we will address the needs of our educators as reflected from other data sources such as informal observations, walkthroughs, Instructional Practices Inventories, grade distribution data, evaluation data, and results of the learning environment survey completed by staff, students, and parents.as well as personal communication with educators to honor their requests because they know best what they need to know more about. Professional learning is only beneficial when it is appropriate and meet the needs of the intended audience.

Once professional development has been delivered, participants will evaluate the professional development. Strategies learned during professional

development will be implemented by all staff members with fidelity to the model and monitored for effective implementation.

Professional development will be funded by blending local, state and federal funds as appropriate. Cares Act funds will supplement our professional development funding to better meet teacher and student needs and to increase student success.

**Clay County Schools (016) Public District - FY 2024 - Lizemore Elementary School (016-205) Public School - School Strategic Plan - Rev 1**

**Plan Items**

☐ 1 By the end of this school year, 100% of our students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress while being fiscally responsible and ensuring effective teaching in every classroom.

Description:

After analyzing various data sources that provide evidence of progress toward academic achievement, we completed the comprehensive needs assessment to identify our prioritized focus in collaboration with all stakeholders and determined the above goal to address continuous improvement in teaching and learning. A copy of this plan, which is developed in collaboration with all community stakeholders and revised annually, is available to the public for review and comment in our school's main office and on the school website.

PM 1.1 In addition to group and cohort data provided at <https://zoomwv.k12.wv.us>, SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks, we will use data sources from the West Virginia Measures of Academic Progress and supplemental programs to guide our work toward the goal.

Description:

The following assessments are used to diagnose what a student already knows and inform teaching and learning. Results are shared with students, teachers, and families. Teachers disaggregate results by all students but especially those at-risk of failing to meet the college and career readiness standards, so needs-based programs with effective, timely interventions can be implemented and computers, software, books, and supplies can be used to address the needs of students while working to improve the instructional program of the school. SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks will be used in addition to the following supplemental program data sources to monitor student progress: In Grades PreK-5: Early Learning Rating Scale (ELRS) (PreK-K) will be administered three times per year. STAR Early Literacy Assessment (K-1) will be administered three times per year to determine their reading level and to measure growth. STAR (2-5) to determine reading levels, measure growth, and adjust zone of proximal development levels and to determine math levels and to measure growth. iReady Diagnostic Assessment in ELA and Mathematics (K-5) will be administered three times per year to identify which students are below level in order to provide targeted instruction. WVGSA Diagnostics, Interim Module Assessments, and Comprehensive Interim Assessments (3-5) will be administered throughout the year. CIAs will be administered twice a year.

☐ 1.1.1 Our strategy is to use data-informed decision-making to increase the academic achievement of all students, including subgroups.

Description:

Because data-informed decision-making reflects best practices, we have chosen it as our strategy aligned with the data sources mentioned above to provide evidence of progress toward goals. To support and align with our goal to increase academic achievement as it relates to improved teaching and learning, we identify and implement data-informed decision-making as the strategy within our local capacity to address the priority needs of the entire school population, various subgroups, and individuals. After sharing the results of the West Virginia Measures of Academic Progress and the additional progress monitoring data sources listed above with all educators, educators analyze and use the data to make informed decisions about teaching and learning. Teachers share the data with families and students, so students can identify where they are, where they need to be, and how to bridge the gap between the two. Teachers and students focus on their strengths and identify their next steps for increased academic achievement. Making data-informed decisions help teachers provide all students with the opportunities they need to access the content being taught and address the needs of students at-risk of failing to meet the college and career readiness standards. When students and teachers address the gaps between where students are and where they need to be, students can access an enriched and accelerated curriculum. Closing the gap also provides students with the skills they need for a well-rounded educational program. By implementing data-informed decision-making, the quality and amount of learning time is increased because students

will be learning what they need to know at that time, not spending time on concepts they already know or spending time on concepts they are not yet ready to master because of a lack of the prerequisite skills necessary to learn the concept being presented. Students are encouraged to discuss where they are and what they are doing to move forward with their families each evening to help us increase family engagement.

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

**AS** 1.1.1.1 Increase Student Attendance

Description:

To accomplish our goal to increase academic achievement, we will encourage students to attend school every day by creating a positive climate and cohesive culture. Teachers will offer attendance incentives in addition to the school-wide attendance incentives offered by school leadership. By tracking attendance, we can make data-informed decisions about who is missing school, identify the reasons why, and help create plans to address the reasons the student is absent.

Person Responsible:

Britni Ramsey

Estimated Begin Date:

8/23/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.2 Increase dispositions of educator effectiveness by focusing on moving teachers from one level of performance to the next on each indicator.

Description:

To accomplish our goal to increase academic achievement, we will increase educator effectiveness. To accomplish our goal to increase academic achievement, we will increase educator effectiveness by using effective strategies to attract, recruit, and retain certified staff to improve student achievement. With the hiring of our Title 1 funded staff, who will complete Time and Effort or Semi-Annual Certification of Time, we increase the amount and quality of instructional time through our enrichment/accelerated program, and elevate the quality of instruction. Once hired, we will provide all staff members professional learning opportunities designed to help implement the components outlined in the Strategic Plan, including how to analyze data and how to communicate with and work with parents as equal partners. Once professional learning has been delivered, participants will evaluate the professional development. Strategies learned during professional development will be implemented by all staff members with fidelity to the model and monitored for effective implementation. To increase educator effectiveness, we will provide professional learning opportunities that connect to our goal to increase the academic achievement of all students, our strategy to increase data-informed decision-making, and our action steps in addition to the professional learning opportunities required by WVDE Policies and WV State Code. All professional learning opportunities will build on increasing the

academic achievement of all students. We will begin with how to analyze data to make informed decisions about teaching and learning. We will continue with sharing the results of our attendance initiatives implemented as a result of last year's professional learning session, discussing what worked, what didn't, and what changes we will make moving forward as well as a review of Policy 4110 Attendance because when students are not in school they miss instruction. We will review our expectations of behavior and how they align with Policy 4373 Expected Behavior in Safe and Supportive Schools, Positive Behavior Interventions and Support, PAX Good Behavior Game, and Project AWARE because learning cannot take place in a chaotic environment and students need to be in class to learn. We will review Policy 2520 in content areas discussing what the standards mean and how they align with our adopted resources and the WV Measures for Academic Progress because standards-based instruction was identified in our Special Circumstances Review as the most crucial need. We will focus on dispositions of educator effectiveness specific to the needs of our subgroups, including those economically disadvantaged, in foster care, homeless, and students with disabilities. Our school nurses provide training in first aid and specialized medical care to interested staff members. In addition to the professional learning opportunities mentioned above, we will address the needs of our educators as reflected from other data sources such as informal observations, walkthroughs, Instructional Practices Inventories, grade distribution data, evaluation data, and results of the learning environment survey completed by staff, students, and parents as well as personal communication with educators to honor their requests because they know best what they need to know more about. Professional learning is only beneficial when it is appropriate and meets the needs of the intended audience. Once professional development has been delivered, participants will evaluate the professional development. Strategies learned during professional development will be implemented by all staff members with fidelity to the model and monitored for effective implementation.

Person Responsible:

Britni Ramsey

Estimated Begin Date:

8/23/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.3 Increase use of extended day and extended year opportunities by all students, but especially those students at-risk of failing to meet the college and career readiness standards.

Description:

To accomplish our goal to increase academic achievement, teachers and students will use extended day/extended year to increase the amount and quality of learning time. Teachers and students will identify where they are, where they need to be, and how to bridge the gap between the two. Teachers and students will focus on their strengths and identify their next steps for increased academic achievement. Using extended day and extended year will provide all students, especially those at risk of failing, with the opportunities they need to access the content and learn the knowledge, skills, and understanding to increase their academic achievement. By implementing extended day and extended year, the quality and amount of our learning time will be increased because students will have access to an additional 150 instructional minutes each day Monday through Thursday focused on what they need to know at that time. Students will be encouraged to discuss where they are and what they are doing to move forward with their families each evening to help us increase family engagement.

Person Responsible:

Britni Ramsey

Estimated Begin Date:

8/23/2023

Estimated Completion Date:

5/31/2024

**AS** 1.1.1.4 Increase family and community engagement by making contact monthly with each family.

Description:

To accomplish our goal to increase academic achievement, we will increase family and community engagement by cultivating positive family and community connections that enable families and our community to become partners in education to provide the support services our students need. During teacher preparation days at the beginning of the year, we provide professional development for all staff members on how to communicate with and work with families as equal partners in the education of their children. To begin the year, we invite families and students to Open House prior to the beginning of school. During this time, we inform families we participate in Title I, explain the requirements of Title I, elect family members to represent families on the school's Local School Improvement Council, and share results of the WV MAP. (Individual results from the WV MAP are sent home to families as soon as they are received by the school.) Then students and families get their schedule and go to their classes to meet their teachers, who inform them about the WV College and Career Readiness Standards, the content specific curriculum and helping their child academically, monitoring their child's progress with Live Grades and helping at home, extra time and help available in the Clay County Afterschool Program, and the contents of the student enrollment folder. For families unable to attend, a brochure with a summary of the information is placed in the student enrollment folder. A separate meeting is held during Open House for families of students entering the lowest grade and families of new students to assist with transitions between programmatic levels and different schools. The student handbook containing the school expectations, Parent's Right to Know, the school-family compact, and the Parent and Family Engagement policy developed in consultation with families is sent home at the beginning of the year and posted on the school website. In addition to Open House, two parent conferences are scheduled to meet with families about student progress. Families can also monitor student progress through the use of Live Grades and telephone calls to the school at any time to schedule an appointment to discuss their child's progress. Although we want to attract and retain certified staff to deliver services to our students, we sometimes have teachers who are not certified, so families are provided timely notice when their child has been taught for four or more consecutive weeks by a teacher who is not certified and are informed of the Parents' Right to Know licensing for grade level and subject, emergency or provisional status, bachelor major and graduate degree, and paraprofessional qualifications. In addition to partnerships between home and school, we cultivate partnerships with community and business organizations as members of our local school improvement councils, our county Parent Advisory Council, and guest presenters in our schools. To involve families and community members in program decision-making regarding planning, design, implementation, and expenditures, the strategic plan is available for families and community members to review when they come to school and posted on the school website with a form to offer suggestions for revision. Monthly newsletters with study tips and a calendar of events as well as monthly parent trainings to help improve their child's achievement and the breakfast/lunch menu are sent home and posted on the school website. School and county websites, Facebook pages, and our robo caller Sarah, the School Messenger, are used to keep families informed about happenings at our schools. Parent trainings and meetings are also offered at flexible times of the day and evening in conjunction with other activities. Throughout the year family members and community members are invited to read with students and share their areas of expertise.

Person Responsible:

Britni Ramsey

Estimated Begin Date:

8/23/2023

Estimated Completion Date:

5/31/2024

Clay County Schools (016) Public District - FY 2024 - Lizemore Elementary School (016-205) Public School - School Strategic Plan - Rev 1

Not Applicable

Required Items [Expand All] [Collapse All]

Component  
Met

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



Address strategies to create opportunities for all children including subgroups

**Explanation**

To create opportunities for all students including subgroups, our school will continue to invest in sustained, ongoing, job-embedded professional learning on the strategy and action steps identified in this plan – using data-informed decision-making to increase the academic achievement of all students, including subgroups by increasing attendance, respectful behavior, college and career readiness, dispositions of teacher effectiveness, extended day/extended year programs, and family and community engagement. By using data-informed decision-making, all students including subgroups will have more personalized instruction to meet students where they are and propel them forward. By increasing family and community engagement, all students including subgroups will benefit from the positive family and community connections and increased communication among all stakeholders..

¶ 1 By the end of this school year, 100% of our students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress while being fiscally responsible and ensuring effective teaching in every classroom.

PM 1.1 In addition to group and cohort data provided at <https://zoomwv.k12.wv.us>, SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks, we will use data sources from the West Virginia Measures of Academic Progress and supplemental programs to guide our work toward the goal.

§ 1.1.1 Our strategy is to use data-informed decision-making to increase the academic achievement of all students, including subgroups.

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



Address strategies that strengthen a well-rounded educational program

**Explanation**

To create activities that strengthen a well-rounded educational program for all students including subgroups, our school will continue to invest in sustained, ongoing, job-embedded professional learning on the strategy and action steps identified in this plan – using data-informed decision-making to increase the academic achievement of all students, including subgroups by increasing attendance, respectful behavior, college and career readiness, dispositions of teacher effectiveness, extended day/extended year programs, and family and community



engagement. By using data-informed decision-making, all students including subgroups will have more personalized instruction to meet students where they are and propel them forward, which will lead to a well-rounded educational program.

1 By the end of this school year, 100% of our students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress while being fiscally responsible and ensuring effective teaching in every classroom.

PM 1.1 In addition to group and cohort data provided at <https://zoomwv.k12.wv.us>, SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks, we will use data sources from the West Virginia Measures of Academic Progress and supplemental programs to guide our work toward the goal.

1.1.1 Our strategy is to use data-informed decision-making to increase the academic achievement of all students, including subgroups.

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

Address strategies that increase the quality and amount of learning time



#### Explanation

To increase the quality and amount of learning time for all students including subgroups, our school will continue to invest in sustained, ongoing, job-embedded professional learning on the strategy and action steps identified in this plan – using data-informed decision-making to increase the academic achievement of all students, including subgroups by increasing attendance, respectful behavior, college and career readiness, dispositions of teacher effectiveness, extended day/extended year programs, and family and community engagement. By using data-informed decision-making, all students including subgroups will benefit from a more effective and efficient use of time through a personalized learning environment. Time will not be wasted teaching students concepts they have already mastered or trying to teach students concepts for which they are not yet ready because they lack pre-requisite skills. Time and support will also be provided outside the regular school day for continuous improvement.

1 By the end of this school year, 100% of our students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress while being fiscally responsible and ensuring effective teaching in every classroom.

PM 1.1 In addition to group and cohort data provided at <https://zoomwv.k12.wv.us>, SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks, we will use data sources from the West Virginia Measures of Academic Progress and supplemental programs to guide our work toward the goal.

1.1.1 Our strategy is to use data-informed decision-making to increase the academic achievement of all students, including subgroups.



#### 4) Provide an enriched and accelerated curriculum



Address strategies that provide an enriched and accelerated curriculum

##### Explanation

To provide an enriched and accelerated curriculum for all students including subgroups, our school will continue to invest in sustained, ongoing, job-embedded professional learning on the strategy and action steps identified in this plan – using data-informed decision-making to increase the academic achievement of all students, including subgroups by increasing attendance, respectful behavior, college and career readiness, dispositions of teacher effectiveness, extended day/extended year programs, and family and community engagement. By using data-informed decision-making, all students including subgroups will be able to access an enriched and accelerated curriculum because time will not be wasted teaching students concepts they have already mastered. benefit from an enriched and accelerated curriculum. our students will be able to access an enriched and accelerated curriculum because time will not be wasted teaching students concepts they have already mastered.

Formative assessment will occur along the way to help us measure our progress toward the implementation and institutionalization of our action steps. Our staff closely monitors their continuous improvement efforts because they are committed to meeting the learning needs of all students, especially those at-risk of dropping out of school while offering an enriched and accelerated curriculum. Our staff will implement the lessons learned from their weekly grade level team, weekly content area, and monthly entire staff professional learning communities as well as through their informal conversations with each other. To ensure that the necessary adjustments and improvements will be made, we begin with a staff of dedicated professionals committed to continuous improvement.

Data-informed instruction for our students will use the results of customized testing as well as other means of formative assessment, such as teacher observation, personal communication, and student work samples to help us offer an enriched and accelerated curriculum. Data will be used to aid students in reflecting upon their achievement goals and the progress they are making toward accomplishing those goals. Teachers will use the data to adjust learning plans for students and differentiate instruction. These venues will provide our staff with regular and continuous feedback so the adjustments needed can be made. For example, if we realize our goals are too ambitious, we will continue to work to the best of our ability on the part we feel is most crucial for increasing academic achievement.

Summative assessment for our staff will take place when they reflect on the work they are doing during their grade level and their content area professional learning communities. Staff will celebrate their accomplishments sharing what they have learned, why their learning is important, how they have used their learning, and how they will continue to apply what they have learned. Staff will receive regular continuous feedback through classroom observations, coaching, and feedback. The summative assessment for students will be the results of the West Virginia Measures of Academic Progress when we compare and measure student performance against our previous results and the goal we established.

1 By the end of this school year, 100% of our students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress while being fiscally responsible and ensuring effective teaching in every classroom.

PM 1.1 In addition to group and cohort data provided at <https://zoomwv.k12.wv.us>, SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks, we will use data sources from the West Virginia

Measures of Academic Progress and supplemental programs to guide our work toward the goal.

§ 1.1.1 Our strategy is to use data-informed decision-making to increase the academic achievement of all students, including subgroups.

#### 5) **Address the needs of at-risk learners**



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

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

#### **Explanation**

To address the needs of at-risk learners, our school will provide student support services; positive behavior interventions and supports (PBIS); sustained, ongoing, job-embedded professional learning on the strategy and action steps identified in this plan – using data-informed decision-making to increase the academic achievement of all students, including subgroups by increasing attendance, respectful behavior, college and career readiness, dispositions of teacher effectiveness, extended day/extended year programs, and family and community engagement. By using data-informed decision-making, our students at risk will benefit from a more personalized learning environment.

In addition to our counseling services offered by our school counselor and psychologist, our staff will incorporate activities through Project AWARE, so we can become a more trauma sensitive school. We also want to learn more about youth mental health first-aid and handling our students with care. Our nutrition department provides our students with breakfast, lunch, and dinner free of charge. Our transportation department operates activity buses four days a week, so students can take advantage of after school activities, such as dining, academic support, and extra-curricular activities. Our school nurses and school-based wellness centers help meet the health needs of our students. Through our liaison for Homeless Children and Youth, our Communities in Schools Coordinators, and our VISTAS, partner with community-based organizations and agencies to help provide food, shelter, and clothing as well as address other needs of these students and their families.

As part of PBIS, our school has identified, defined, and taught school-wide expectations of behavior. We invest in professional learning around classroom management. When teachers have exhausted their means of addressing discipline issues in their classroom, students will be sent to the behavior specialist who will consult with the student and develop a plan of action. If the plan does not work, the teacher will involve the student's family. If a student needs referred to the office for discipline, the student will complete a personalized behavior intervention sheet. If the student continues to be referred to the office, the student will complete personalized behavior intervention modules through Ripple Effects. For students who do not change their behavior after these interventions, the behavior specialist will observe the student and meet with the student, the teachers, and the counselor to develop a plan of interventions to help change the behavior.

Our staff will engage in high quality, researched-based professional learning. This will be in addition to the sustainable, job-embedded professional learning opportunities that are already in place and other professional learning sessions offered by the district and state. The topics selected will be site-based decisions and driven by our school's data analysis and needs assessment included in our strategic plan as well as the information gained through completion of Educator Evaluation Self-Reflections and our School Monitoring Report. The schedule will also be determined by our school. We will implement a master schedule that optimizes instructional time and provides sustained, ongoing, job-embedded professional learning time for teachers.

The Clay County School district will use a variety of strategies to recruit, place, and retain staff at our school. In order to recruit highly qualified personnel, our administrative team will keep abreast of who has certification in which areas for the personnel of Clay County Schools in the event the best person for the position is already hired by the county. Our administrative team will also attempt to use the new teachers on the substitute teaching list to teach when people are absent in the building. This enables administrators to observe these teachers teaching and interacting with our students and teachers. Our principal also shares some of the built in support we offer at our school, such as professional learning communities and the technology available. Our administrator attempts to place teachers where they fit best. By determining the competencies necessary to work successfully with our students, especially our subgroups and students at risk, and providing teachers with a supportive environment where they can participate in professional learning and have the resources needed to address student needs, we hope to retain our staff members.

Our grade level teams work together to ease the transition from teacher to teacher while our content area teams work together to ease the transition from grade to grade. In the spring our school hosts a step up day for incoming students while our outgoing students go to the next school to ease the transition from programmatic level to programmatic level. Our school also provides transition opportunities through the summer for incoming students as well as returning students.

1 By the end of this school year, 100% of our students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress while being fiscally responsible and ensuring effective teaching in every classroom.

PM 1.1 In addition to group and cohort data provided at <https://zoomwv.k12.wv.us>, SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks, we will use data sources from the West Virginia Measures of Academic Progress and supplemental programs to guide our work toward the goal.

1.1.1 Our strategy is to use data-informed decision-making to increase the academic achievement of all students, including subgroups.

## 6) Parent and family engagement

Address strategies that increase the parent and family engagement



### Explanation

To increase family and community engagement, our school will invest in sustained, ongoing, job-embedded professional learning on increasing family and community engagement and the role families play in helping us on the strategy and action steps identified in this plan – using data-informed decision-making to increase the academic achievement of all students, including subgroups by increasing attendance, respectful behavior, college and career readiness, dispositions of teacher effectiveness, extended day/extended year programs, and family and community engagement. By increasing family and community engagement, all students including subgroups and students at risk will benefit from the positive family and community connections because students realize that their education is a cooperative effort among home, school, and community.

To provide ongoing mechanisms for family engagement, family trainings held at different times are focused on the developmental characteristics of our students and helping them achieve academically. For families who do not attend traditional family meetings, information is available during other school functions as well as in the office when families check out students. Families are involved in decision-making during quarterly LSIC meetings as well as any time they enter the building. We also engage families through different means of communication: digital, snail mail, telephone calls, and face-to-face meetings. We will use Live Grades, our school website, our school Facebook page, email, snail mail, and robo calls to increase family engagement.

To provide ongoing mechanisms for community engagement, the community is invited to attend school functions and luncheons. We also have a business representative on our local school improvement council and host the county board of education meeting once each year. Different community groups use our facilities for recreational activities, meetings, and dinners. We encourage teachers to invite community members as guest speakers in their classes when relevant.

1 By the end of this school year, 100% of our students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress while being fiscally responsible and ensuring effective teaching in every classroom.

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S 1.1.1 Our strategy is to use data-informed decision-making to increase the academic achievement of all students, including subgroups.

Clay County Schools (016) Public District - FY 2024 - Lizemore Elementary School (016-205) Public School - School Strategic Plan - Rev 1

Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Identify students to be served</b> Address strategies to identify students to be served</p> <p><b>Explanation</b></p>	<input type="checkbox"/>
<p>2) <b>Opportunities for all children including subgroups</b> Address strategies to create opportunities for all children including subgroups</p> <p><b>Explanation</b></p>	<input type="checkbox"/>
<p>3) <b>Activities that strengthen a well-rounded educational program</b> Address strategies that strengthen a well-rounded educational program</p> <p><b>Explanation</b></p>	<input type="checkbox"/>
<p>4) <b>Increase the quality and amount of learning time</b> Address strategies that increase the quality and amount of learning time</p> <p><b>Explanation</b></p>	<input type="checkbox"/>
<p>5) <b>Provide an enriched and accelerated curriculum</b> Address strategies that provide an enriched and accelerated curriculum</p> <p><b>Explanation</b></p>	<input type="checkbox"/>
<p>6) <b>Address the needs of at-risk learners</b> Address strategies that address the needs of at-risk learners that may include the following:</p> <ul style="list-style-type: none"> <li>- Student support services</li> <li>- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)</li> <li>- PBIS</li> <li>- Professional development and teacher recruitment</li> <li>- Preschool transition</li> </ul> <p><b>Explanation</b></p>	<input type="checkbox"/>

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

**Explanation**

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

**Explanation**

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

**Explanation**

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

**Explanation**

**Required Documents**

This page is currently not accepting Related Documents.

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