

School Strategic Plan History Log

Clay County Schools (016) Public District - FY 2024 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
10/10/2023 9:42:01 PM	Mary Ann Triplett	Status changed to 'School Strategic Plan Monitoring'.	S

School Strategic Planning Team

Clay County Schools (016) Public District - FY 2024 - Big Otter Elementary School (016-209) 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.**

Anthony Boggs, Principal
Anita Stephenson, Communities in Schools (CIS)
Dustin Vaughan, General Ed. Teacher (5th grade)
Julie Gross, Sp. Ed. Teacher
Cassie Titus, Title I Teacher
Allison Groves, School Counselor

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

1. We will promote lifelong learning.
2. We will recognize that everyone is unique and learns in different ways.
3. We will create and maintain a supportive educational environment that will nurture individual students.
4. We will strengthen partnerships among students, families, school staff, business partners, and members of the community to positively impact the learning process.
5. We will embrace the fact that everyone has the right to be challenged with the highest standards.
6. We will strive to enhance learning through collaboration and promote teaming to stimulate creativeness and relationships that foster quality work.
7. We will prepare students to be responsible citizens in the 21st century.

Mission Statement: Big Otter Elementary School is **B**uilding **O**pportunities for education by way of promoting and **E**xpecting **S**uccess for all students.
(Building Opportunities Expecting Success)

School Strategic Plan - Demographic Data

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School Strategic Plan - Demographic Data

Student Groups	State (2022-23) % of Students	County (2022-23) % of Students	School (2022-23) % of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.28	64.62	59.38
English Learners	0.87	--	--
Foster Care	1.46	2.97	2.60
Homeless	3.09	22.30	11.98
Military Connected	0.17	0.56	1.56
Students with Disabilities	18.05	18.03	16.15
Race			
American Indian or Alaska Native	0.25	0.06	--
Asian	0.99	0.43	1.04
Black or African American	7.23	0.43	0.52
Hispanic or Latino Native	2.20	0.43	1.04
Multi-Racial	0.43	0.31	--
Native Hawaiian or Other Pacific Islander	0.14	0.06	0.52
White	88.57	98.27	96.88
Gender			
Female	48.35	46.47	47.40
Male	51.65	53.53	52.60

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.

Big Otter Elementary School has an enrollment of students that are high poverty and that come from economically disadvantaged families. These students are usually below grade level. Big Otter Elementary School meets these students' needs through interventions using SPL and Tiered instruction. SWD class size has shown an increase over the last couple of years, due to more students who are qualifying with learning and intellectual disabilities, as well as speech services.

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.

Big Otter Elementary will continue to use best practices and strategies to help meet and maintain the needs and wellbeing of all students socially, emotionally, physically, and academically.

Clay County Schools (016) Public District - FY 2024 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Academic Data

Color Reference Guide






Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	
<p>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.</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
Target	63.46	64.87	66.27	66.27	67.68	69.08	70.49	71.89	73.30	74.70	76.11	77.51	78.92	80.32	81.73

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

ELA Proficiency

Student Groups	School (2019-20)	School (2019-20)	School (2020-21)	School (2020-21)	School (2021-22)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	
All	--	--	38.55	38.55	38.75	38.75		35.03	35.03	41.83
Status										
Economically Disadvantaged	--	--	34.78	34.78	32.00	32.00		28.91	28.91	31.26
English Learners	--	--	--	--	--	--		--	--	11.70
Foster Care	--	--	0.00	0.00	100.00	100.00		17.54	17.54	24.08
Homeless	--	--	25.00	25.00	8.33	8.33		25.71	25.71	26.23

Military Connected	--	--	--	--	52.63	52.94
Students with Disabilities	--	0.00	0.00	0.00	7.10	11.06
Race						
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	0.00	40.00	36.93
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	45.28
White	--	38.55	39.24	39.24	34.96	42.67
Gender						
Female	--	38.46	47.37	47.37	43.45	46.48
Male	--	38.64	30.95	30.95	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		
All		50.00			35.58	46.05		
Status								
Economically Disadvantaged		41.94			32.96	41.93		
English Learners		--			--	37.91		
Foster Care		100.00			39.97	39.47		
Homeless		20.00			32.89	41.82		
Students with Disabilities		27.27			30.19	33.10		
Race								
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		0.00			60.00	44.54		

Native Hawaiian or Other Pacific Islander	--	--	39.13
White	51.02	35.50	46.34
Gender			
Female	--	--	--
Male	--	--	--

Reading Lexile Distribution - School (2021-22)

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

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

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

Big Otter Elementary will collect i-Ready and STAR benchmark data to assist in decision making.

ELA Improvement Practices/Strategies Implemented (One Per Box)

Students will receive thirty minutes of intervention / enrichment daily.

Updated Implementation Results

Extra intervention times daily, helps us close the achievement gaps in ELA and improve student success.

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.

Progress monitoring every ten days to review data. We use this data to determine students' individual needs. Lessons are data driven and aligned with the WVCCRS. We group students in intervention groups based on needs. This progress is repeated every ten days.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	44.23	46.38	48.52	48.52	50.67	52.81	54.96	57.10	59.25	61.39	63.54	65.68	67.83	69.97	72.12

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

Mathematics Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)		State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students	
All	--	24.10	37.50		23.89	32.69	
Status							
Economically Disadvantaged	--	13.04	26.00		17.34	22.95	
English Learners	--	--	--		--	15.82	
Foster Care	--	0.00	100.00		8.77	17.01	
Homeless	--	5.00	8.33		15.71	18.52	
Military Connected	--	--	--		78.95	50.27	
Students with Disabilities	--	0.00	0.00		5.16	10.11	
Race							
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	--	24.10	37.97		23.81	33.58	
Gender							
Female	--	20.51	36.84		25.14	31.40	

Male	--	27.27	38.10	22.84	33.92
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Math Academic Progress

Student Groups	School (2021-22)	2021-22 Scorecard Rating		County (2021-22)	State (2021-22)
	% of Students			% of Students	% of Students
All	62.00			39.28	44.43
Status					
Economically Disadvantaged	54.84			37.85	39.18
English Learners	--			--	35.58
Foster Care	100.00			40.41	52.63
Homeless	50.00			41.89	38.25
Students with Disabilities	27.27			34.62	31.65
Race					
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	100.00			80.00	41.35
Native Hawaiian or Other Pacific Islander	--			--	41.67
White	61.22			38.68	44.86
Gender					
Female	--			--	--
Male	--			--	--

Mathematics Performance Distribution - School (2021-22)

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

6			
7			
8			
11			

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

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.

Big Offer Elementary will collect i-Ready and STAR benchmark data to assist in decision making.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)

Students will receive thirty minutes of intervention / enrichment daily.

Updated Implementation Results

Extra intervention times daily, helps us close the achievement gaps in Mathematics and improve student success.

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.

Progress monitoring every ten days to review data. We use this data to determine students' individual needs. Lessons are data driven and align with the WVCCRS. We group students in intervention groups based on needs. This process is repeated every ten days.

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)

N/A

N/A

Brief Description of Success

EL Needs Assessment Summary:





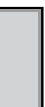
* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This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

N/A

Clay County Schools (016) Public District - FY 2024 - Big Otter Elementary School (016-209) 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
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						

Multi-Racial									
Native Hawaiian or Other Pacific Islander									
White									
Gender									
Female									
Male									

10th Graders with Twelve Earned Credits

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

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

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

2030 4-Year Cohort Graduation Rate Goal Targets

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

Graduation 4-Year Cohort

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

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

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

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

Post-Secondary Achievement Data

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

Multi-Racial									
Native Hawaiian or Other Pacific Islander									
White									
Gender									
Female									
Male									

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

College Readiness (Dual Credit)

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

Career Readiness (CTE Completer and Advanced Courses)

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

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

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.

N/A

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

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.

N/A

Clay County Schools (016) Public District - FY 2024 - Big Otter Elementary School (016-209) 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
All	13.11	3.23	18.71		30.43	29.08
Status						
Economically Disadvantaged	19.63	5.26	25.49		35.90	38.44
English Learners	--	--	--		--	24.03
Foster Care	0.00	0.00	50.00		43.33	36.88
Homeless	14.29	3.23	23.81		38.40	42.27
Military Connected	--	--	33.33		22.22	16.50
Students with Disabilities	3.23	3.45	23.33		30.00	34.90
Race						
American Indian or Alaska Native	--	--	--		100.00	29.34
Asian	0.00	--	--		0.00	12.16
Black or African American	--	--	--		50.00	29.90
Hispanic or Latino Native	--	--	0.00		57.14	30.28
Multi-Racial	--	--	0.00		20.00	31.13

Native Hawaiian or Other Pacific Islander	--	--	--	--	19.42
White	13.19	3.23	19.08	30.37	29.05
Gender					
Female	17.28	4.05	16.22	30.47	29.59
Male	9.80	2.47	20.99	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	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students
All	99.45	98.06	97.89	96.08	97.42	97.33	95.56					
Status												
Economically Disadvantaged	99.07	97.89	96.08	94.15	96.95	94.15						
English Learners	--	--	--	97.49	--	97.49						
Foster Care	100.00	100.00	100.00	89.30	100.00	89.30						
Homeless	100.00	100.00	95.24	93.70	96.57	93.70						
Military Connected	--	--	100.00	99.07	100.00	99.07						
Students with Disabilities	100.00	100.00	96.67	92.96	98.03	92.96						
Race												
American Indian or Alaska Native	--	--	--	96.97	100.00	96.97						
Asian	100.00	--	--	98.53	100.00	98.53						
Black or African American	--	--	--	89.69	100.00	89.69						
Hispanic or Latino Native	--	--	100.00	96.16	50.00	96.16						
Multi-Racial	--	--	100.00	94.10	100.00	94.10						
Native Hawaiian or Other Pacific Islander	--	--	--	100.00	--	100.00						
White	99.45	98.06	97.37	95.85	97.39	95.85						
Gender												
Female	100.00	98.65	98.65	97.56	98.44	97.56						
Male	99.02	97.53	96.30	93.68	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.

Big Otter Elementary School's attendance rate has changed very little over the last two years. According to this data our attendance rate is very good. The reason for our attendance rate being high, is due to our classroom and schoolwide attendance incentives. Big Otter Elementary School will be working very closely with our attendance director and our CIS to ensure our attendance rate improves and remains high. Professional development on attendance was held in June 2023. By increasing attendance rates, this will help increase academics.

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

Updated Implementation Results

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.

Big Otter Elementary School has good attendance rates as well as behavior. Both of these play a major factor in student achievement.

School Strategic Plan - Educator Effectiveness Data

Clay County Schools (016) Public District - FY 2024 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2021-22) % of Teachers	County (2021-22) % of Teachers	State (2021-22) % of Teachers
Performance Level			
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.

Teacher certification, attendance rates, afterschool data.

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.

Big Otter Elementary School will meet the needs of both students and staff, by providing quality professional development throughout the school year.

* 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.

Big Otter Elementary School will offer a wide range of professional learning throughout the year. PBIS, PAX, Minds in Motion, i-Ready, Reading and Mathematical support, etc.....

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Plan Items

1 Improve overall student achievement and wellness.

Description:

Staff at Big Otter Elementary School will improve student achievement and wellness by using a variety of resources, such as: data books, assessments, family and community involvement, technology, the AfterSchool program, Communities in Schools (CIS), school counselor, and school committees. Big Otter Elementary School after reviewing reading and math data determined the following goals. Students in grades K-5 is to improve proficiency by 5% on the end of the year i-Ready ELA Diagnostic and improve proficiency by 5% on the end of the year i-Ready Math Diagnostic. Students in grades 3-5 is to improve by 5% in proficiency (Meets and Exceeds Standards) in English Language Arts and 5% in Mathematics on the West Virginia General Summative Assessment. After reviewing Attendance data Big Otter Elementary School determined the following goal to address continuous improvement. The attendance goal for Big Otter Elementary is to decrease the percentage of chronically absent students by 2%.

PM 1.1 Increase instructional intensity in reading/language arts

Description:

Differentiate reading/language arts instruction using a variety of research based instructional strategies. Those that strengthen core academic programs by using small group instruction, computer-assisted instruction, College and Career Readiness Standards, and technology integration. Use formative assessment data to monitor each student's progress and adjust instruction accordingly.

1.1.1 Small group instruction (intervention / enrichment)

Description:

Students will be grouped according to their academic level in reading/ language arts (i-Ready). Students will then be assigned to an intervention / enrichment group, which focuses on a certain skill area that students are weak in. Intervention / enrichment groups last 30 minutes a day for 10 days. After the 10th day students are progressed monitored and then regrouped. This process repeats after every ten days. Teachers will focus on the needs of all students through differentiated instruction during small group time in reading blocks. Reading intervention will be offered by our Title I teacher by using the SPL model through tiered instruction.

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

AS 1.1.1.1 Increase instructional intensity in reading/language arts

Description:

Teachers will run monthly Data Reports from i-Ready and turn them in to the school principal. The principal will meet with teachers during their planning and go over data reports. This will help monitor student achievement and help in closing the achievement gap. i-Ready, STAR, and Interims (grades: 3, 4, 5) will be used to progress monitor student achievement throughout the school year. This data will be used to group students in intervention / enrichment groups. Teachers will also collaborate with each other and go over student data during instructional intervention team meetings (IIT meetings), weekly team meetings, and county PLCs.

Person Responsible:

Steve Boggs

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

6/1/2024

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

PM 1.2 Increase instructional intensity in mathematics

Description:

Differentiate mathematics instruction using a variety of research based instructional strategies that strengthen core academic programs with small group instruction, computer-assisted instruction, College and Career Readiness Standards, and technology integration. Use formative assessment data to monitor each students progress and adjust instruction.

S 1.2.1 Student intervention/enrichment through small group instruction

Description:

Students will be grouped according to their academic level in Mathematics according to i-Ready and formative assessments. Students will then be assigned to a intervention / enrichment group, which focuses on a certain skill area that students are weak in. Intervention / enrichment groups last 30 minutes a day for 10 days. After the 10th day students are progressed monitored and then regrouped. This process repeats after every ten days. Teachers will focus on the needs of all students through differentiated instruction during small group time in math blocks. Math intervention will also be utilized by using the SPL model through tiered instruction.

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

AS 1.2.1.1 Students will, at a minimum, achieve proficient or above in mathematics, as measured by the WV Summative Assessment.

Description:

Teachers will run monthly Data Reports from i-Ready and turn them in to the school principal. Principal will meet with teachers during their planning and go over data reports. This will help monitor student achievement and help in closing the achievement gap. i-Ready, STAR, and Interims (grades: 3, 4, 5) will be used to run weekly and monthly data reports to monitor student achievement and to group students in intervention / enrichment groups. Teachers will collaborate to review student data during, instructional intervention team meetings (IIT meetings), weekly team meetings, and county PLCs.

Person Responsible:

Steve Boggs

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

6/1/2024

PM 1.3 Increase students ability in writing a quality essay.

Description:

Provide opportunities for all students to meet and exceed proficiency, especially those students of historically underserved populations who are low achieving and at risk of not meeting the standards. Provide ongoing, high quality, job-embedded research based professional development. Use effective teaching strategies and resources to deliver instruction. Use WVDE writing rubric as a tool to assess student growth in the writing process.

S 1.3.1 Using writing resources to improve essay writing.

Description:

Teachers will use the "Ready Writing" program to teach the writing process. Teachers will use the writing rubric from WVDE to base student scoring and success.

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

AS 1.3.1.1 Students will be able to write a good quality essay.

Description:

Teachers will work closely with the writing program, "Ready Writing." Teachers will use the writing rubric from the WVDE and base their scoring of writing samples using this rubric. Teachers are required to submit writing samples of student work to the school principal for reviewing.

Person Responsible:

Steve Boggs

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

6/1/2024

PM 1.4 Increase the use of technology to enhance student learning

Description:

One hundred percent of teachers and students will have access to technology equipment/infrastructure that support the acquisition of twenty-first century skills and to provide connections between parents, community, and other organizations to support student learning measure digital divide, technology surveys, teacher observations, and teacher evaluation base 80% target 100%.

S 1.4.1 Using technology to support student achievement.

Description:

Teachers will utilize the computer lab, laptops, and iPads to assist in delivering high quality instruction. Teachers will use these resources to assist students in everyday learning.

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

AS 1.4.1.1 Utilize technology to enhance teacher capacity to deliver 21st century content.

Description:

Teachers will incorporate technology in their lessons by using the computer lab, laptops, and iPads.

Person Responsible:

Steve Boggs

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

6/1/2024

PM 1.5 Promote family and community involvement

Description:

Establish and maintain two-way communication with parents. Engage parents in improving student achievement in reading/language arts/mathematics. Elect parents to LSIC and hold meetings.

S 1.5.1 Family and community involvement

Description:

Families will be informed about school activities and events through newsletters, school messenger, and the school website. They will be encouraged to serve on the PTO and LSIC committees. Through these committees, parents and community members will be involved in the decision making process. BOES attendance goal for the 2023-2024 school year is to improve by 1 percent. We will accomplish this by classroom incentives (daily, weekly, and monthly). Parents will be informed about attendance through newsletters, school website, communications with CIS facilitator, and during family nights.

Component	Item Name
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Title I Schoolwide	Parent and family engagement
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AS 1.5.1.1 Promote family and community involvement

Description:

Families and community will have opportunities to volunteer within the school. Classroom teachers will have a classroom "Mom and Dad" to assist throughout the school year and help organize classroom events. Parents will be involved in the decision-making processes by serving on committees such as: LSIC and PTO.

Person Responsible:

Steve Boggs

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

6/1/2024

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 address strategies to create opportunities for all students including subgroups, Big Otter Elementary will invest in sustained, ongoing job-embedded professional learning on the strategies identified in this plan - small group instruction (intervention and enrichment) in reading/language arts and mathematics, using writing resources to improve essay writing, and using technology to support student achievement.

1 Improve overall student achievement and wellness.

PM 1.1 Increase instructional intensity in reading/language arts

S 1.1.1 Small group instruction (intervention / enrichment)

PM 1.2 Increase instructional intensity in mathematics

S 1.2.1 Student intervention/enrichment through small group instruction

PM 1.3 Increase students ability in writing a quality essay.

S 1.3.1 Using writing resources to improve essay writing.

PM 1.4 Increase the use of technology to enhance student learning

S 1.4.1 Using technology to support student achievement.

2) Activities that strengthen a well-rounded educational program

Address strategies that strengthen a well-rounded educational program

Explanation

Data books: teachers keep data books on each student's progress in reading / language arts/mathematics. These reports are from i-Ready (reading and math), formal assessments, writing samples, and Interims.
Intervention and Enrichment groups: are intervention / enrichment where students are grouped on their academic level in reading and math. Students get this extra help on a skill during a 30 minute class that lasts 10 days. After the tenth day students are progressed monitored using i-Ready. Students are then regrouped for the next intervention / enrichment group.

☑ 1 Improve overall student achievement and wellness.

PM 1.1 Increase instructional intensity in reading/language arts

☑ 1.1.1 Small group instruction (intervention / enrichment)

PM 1.2 Increase instructional intensity in mathematics

☑ 1.2.1 Student intervention/enrichment through small group instruction

PM 1.3 Increase students ability in writing a quality essay.

☑ 1.3.1 Using writing resources to improve essay writing.

PM 1.4 Increase the use of technology to enhance student learning

☑ 1.4.1 Using technology to support student achievement.

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

Address strategies that increase the quality and amount of learning time

Explanation

Big Otter Elementary, will increase the quality and amount of learning time by designing the master schedule to create a learning environment conducive to student learning. By keeping time on task, incorporating intervention / enrichment groups, and high quality classroom instruction. Teachers will participate in professional learning that will improve the quality of student learning.

☑ 1 Improve overall student achievement and wellness.



PM 1.1 Increase instructional intensity in reading/language arts

S 1.1.1 Small group instruction (intervention / enrichment)

PM 1.2 Increase instructional intensity in mathematics

S 1.2.1 Student intervention/enrichment through small group instruction

PM 1.3 Increase students ability in writing a quality essay.

S 1.3.1 Using writing resources to improve essay writing.

PM 1.4 Increase the use of technology to enhance student learning

S 1.4.1 Using technology to support student achievement.

4) Provide an enriched and accelerated curriculum

Address strategies that provide an enriched and accelerated curriculum

Explanation

Big Otter Elementary will use a variety of instructional assessments such as: i-Ready, STAR reading and math, and formative assessments. Students are grouped by academic levels to promote the acceleration of learning.

C 1 Improve overall student achievement and wellness.

PM 1.1 Increase instructional intensity in reading/language arts

S 1.1.1 Small group instruction (intervention / enrichment)

PM 1.2 Increase instructional intensity in mathematics

S 1.2.1 Student intervention/enrichment through small group instruction

PM 1.3 Increase students ability in writing a quality essay.

§ 1.3.1 Using writing resources to improve essay writing.

PM 1.4 Increase the use of technology to enhance student learning

§ 1.4.1 Using technology to support student achievement.

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

Big Otter Elementary will support students through the use of school teams such as: School Assistance Team (SAT), Individualized Educational Planning committee (IEP), and Instructional Intervention Team (IIT). Teachers will have opportunities to participate in professional development that will help them to address the needs of all students including at-risk learners. Preschool and Kindergarten teachers participate in a transition meeting annually to discuss student data. Big Otter Elementary will incorporate PBIS and PAX Good Behavior Game to improve student behavior. Big Otter Elementary will utilize the Clay AfterSchool Program (CAP) to improve student academics as well as their social and emotional well-being. Fifth grade students transition to the sixth grade (Middle School) by having Middle school staff members come in and talk to the students about the Middle School (expectations and a question answer session).

§ 1 Improve overall student achievement and wellness.

PM 1.1 Increase instructional intensity in reading/language arts

§ 1.1.1 Small group instruction (intervention / enrichment)

PM 1.2 Increase instructional intensity in mathematics

§ 1.2.1 Student intervention/enrichment through small group instruction

PM 1.3 Increase students ability in writing a quality essay.

§ 1.3.1 Using writing resources to improve essay writing.

PM 1.4 Increase the use of technology to enhance student learning

S 1.4.1 Using technology to support student achievement.

6) **Parent and family engagement**

Address strategies that increase the parent and family engagement

Explanation

Big Otter Elementary will promote family and community engagement by: using school newsletters, school messenger, and the school website. Parents will be encouraged to serve on the PTO and LSIC committees. Through these committees, family and community members will be involved in the decision making process. Big Otter Elementary will also involve our Communities in Schools Facilitator to enhance parent involvement.

G 1 Improve overall student achievement and wellness.

PM 1.5 Promote family and community involvement

S 1.5.1 Family and community involvement

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Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

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

Explanation

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

Explanation

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

Explanation

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

Explanation

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

Explanation

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

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

Explanation

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.

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