

School Strategic Plan History Log

Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) Public School - School Strategic Plan - Rev 1

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10/10/2023 9:40:43 PM	Mary Ann Triplett	Status changed to 'School Strategic Plan Monitoring'.	S

Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) 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:

Allen Tanner	Principal	atanner@k12.wv.us
Angela Nichols	Asst. Principal	annichols@k12.wv.us
Robert Morris	Asst. Principal / CTE Director	rbjmorri@k12.wv.us
Kirsten Hanshaw	Teacher/ SS Dept Head	ehanshaw@k12.wv.us
Tasha Pennington	Teacher/ ELA Dept. Head	tpenning@k12.wv.us
Melody Hubbard	Teacher/ Sci Dept Head	melody.hubbard@k12.wv.us
Luella Dancy	Teacher/ Math Dept Head	ldancy@k12.wv.us
Julie Greenlee	Teacher/ CTE Dept Head	julie.greenlee@k12.wv.us
Joy Miller	Teacher/ Arts Dept Head	j.miller@k12.wv.us
Leslie Osburn	Guidance Counselor	losburn@k12.wv.us
Sabrina Corwell	Counselor/Title 1/ SAT and 504	sabrina.corwell@k12.wv.us
B.J. Evans	LSIC Chairperson	bj.evans@828advisors.com
Kelly Tinney	LSIC and PAC member	
Tracy Osborne	LSIC and PAC member	
Lisa Arnold	CIS Facilitator	ljarnold@k12.wv.us
Greg Knopp	CIS Facilitator/Attendance	gknopp@k12.wv.us
Business Partners	Local Community Members	atanner@k12.wv.us
	atanner@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.

Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) Public School - School Strategic Plan - Rev 1

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

After reviewing the West Virginia High Quality Standards for School, the core beliefs guiding our continuous improvement to reflect the high expectations we hold for our school include the following:

Core Beliefs:

We, the staff at Clay County High School, believe ...

Coming to school today will lead to achievement tomorrow.

The **C**ulture of caring within our school develops personal and professional relationships that foster a positive learning environment.

Honesty, integrity, and fairness guide every decision made by the staff and students.

Students have the ability to build skills that are essential for a successful transition to college and/or the work force.

Mission Statement: Students at Clay High School will **C**ome Prepared, **H**ave High Expectations, and **S**how Respect.

Vision Statement: Empowering Students for a 21st Century World through **C**aring, **L**eadership, **A**dvocacy, and **Y**outh Involvement.

School Strategic Plan - Demographic Data

Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) 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
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.28	64.62	67.17
English Learners	0.87	--	--
Foster Care	1.46	2.97	2.81
Homeless	3.09	22.30	21.76
Military Connected	0.17	0.56	0.19
Students with Disabilities	18.05	18.03	15.01
Race			
American Indian or Alaska Native	0.25	0.06	--
Asian	0.99	0.43	0.38
Black or African American	7.23	0.43	--
Hispanic or Latino Native	2.20	0.43	0.56
Multi-Racial	0.43	0.31	--
Native Hawaiian or Other Pacific Islander	0.14	0.06	--
White	88.57	98.27	99.06
Gender			
Female	48.35	46.47	46.34
Male	51.65	53.53	53.66

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.

During the 2015-2016 school year, Clay County High School had 551 students enrolled. After the flood in June 2016, our enrollment for 2016-2017 was 522. Enrollment increased for the 2017-2018 school year by 25 students for a total of 547 students. Over the next 5 years, enrollment has stayed relatively the same. Our current enrollment for the 2023-2024 school year is 543 students. We expect to see a decrease in our enrollment over the next 3 years. Because of our declining enrollment, we must begin looking at mitigating the issues incurred with transfer and Reduction in force.

During FY23, our sustained, ongoing professional learning activities correlating with our goals, strategies, and action steps included research-based strategies for improving student achievement for our new teachers and administrators delivered in a professional learning community. Standards-based Instruction professional development was delivered by WVDE content specialists to all staff and Principals as well. The WVDE also delivered professional development specifically for administrators discussing the WV Standards for Highly Effective Schools and improving attendance. These topics had been identified as needs on our comprehensive needs assessment. Walkthrough data was used to hold teachers accountable for changing teacher practice to incorporate the lessons learned.

Due to COVID mitigation strategies, CCHS was not open to parents, families, and community stakeholders from March 16, 2020 through June, 2022 for parent trainings and other family engagement opportunities. All communication with stakeholders were conducted through electronic means. This included Sarah the School Messenger (robo calls), school website, and school Facebook page. When families were welcomed back inside school buildings in the Fall of 2022, participation had increased over pre-pandemic numbers.

Although staffing has stayed relatively stable during our previous years with reduction in force being handled through attrition, during the spring of FY23 the possibility of reduction in force of personnel became possible with some people possibly losing jobs. Previously, this was a formality with retirements taking care of loss of positions; however, we had to look at personnel losing jobs.

With our high percentage of students who are economically disadvantaged, CCHS is a Title I school. We use the comprehensive needs assessment to develop a strategic plan to address student needs and ensure educational stability for all students. We use Title I funds to hire an additional counselor to ensure that students receive the services that they may need, specifically ensuring that 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. We also use Title I funds for additional supplies and materials.

The number of students who are economically disadvantaged continues to increase since the 2018-2019 school year, with 64.62% of county-wide students labeled economically disadvantaged during the 2022-2023 school year. The lack of economic development, the loss of jobs, and the movement of families because of the flood of June, 2016, and the COVID pandemic could contribute to this increase. According to WV Kids Count, 47% of our county's children live in high poverty areas, 38.4% live in poverty, 27.3% have parents who lack secure employment, and 20% are in households with high housing cost burdens.

The number of students in foster care has alternated between three and four percent of our student population for the last four school years since data has been disaggregated to look at that subgroup. According to WV Kids Count, 19.6% of our county's children in foster care are under Medicaid. Fifteen percent of our county's children are in kinship care or living with grandparents.

The number of students experiencing homelessness was 32% pre-pandemic. Since the beginning of the pandemic, our numbers have averaged around 24% during each of the three years following the onset of the pandemic. During FY23, our percentage of students experiencing homelessness was 22.3%.

The number of students with special needs has decreased over the past couple years. The cause of this could be due to declining enrollment county-wide. A number of students with special needs have also began considering home-school as well. This is in part due to the financial instability of many families, and

students seeking employment at a young age.

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.

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.

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 educate 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 SAT School Day test. 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 our staff members need regarding initiatives identified to enhance the attainment of our goal to improve student achievement. For the time being, we must stop investing in new programs and use of limited funding to invest in our most valuable resource: our educators.






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.

School Strategic Plan - Academic Data

Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Academic Data

Color Reference Guide



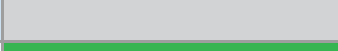


Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	
<p>Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Assessment data or Scorecard Ratings in the GPS data tables.</p>	

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	65.81	67.13	68.44	68.44	69.76	71.07	72.39	73.70	75.02	76.33	77.65	78.96	80.28	81.59	82.91

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
All	--	34.29	41.90		35.03	41.83
Status						
Economically Disadvantaged	--	26.67	33.49		28.91	31.26
English Learners	--	--	--		--	11.70
Foster Care	--	0.00	100.00		17.54	24.08
Homeless	--	33.33	37.89		25.71	26.23

Military Connected	--	0.00	0.00		52.63	52.94
Students with Disabilities	--	0.00	16.19		7.10	11.06
Race						
American Indian or Alaska Native	--	--	--		0.00	28.26
Asian	--	--	--		66.67	70.21
Black or African American	--	0.00	--		--	26.27
Hispanic or Latino Native	--	100.00	--		0.00	36.45
Multi-Racial	--	0.00	--		40.00	36.93
Native Hawaiian or Other Pacific Islander	--	--	--		--	45.28
White	--	33.98	41.90		34.96	42.67
Gender						
Female	--	43.18	50.75		43.45	46.48
Male	--	27.87	31.35		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	--		35.58	46.05
Status				
Economically Disadvantaged	--		32.96	41.93
English Learners	--		--	37.91
Foster Care	--		39.97	39.47
Homeless	--		32.89	41.82
Students with Disabilities	--		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	--		60.00	44.54

Native Hawaiian or Other Pacific Islander	--		--	39.13
White	--		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.

We are concerned about the proficiency level (41.90%) of all students, especially those who are labeled economically disadvantaged (33.49%), homeless (37.89%), or labeled students with disabilities (16.19%) because the percentage of all student 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 2022 negatively affected those student 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 iXL diagnostics, and utilize Khan Academy benchmarking three times per year. We also administer the PSAT to all tenth and eleventh graders in October and a practice test in December or January for eleventh graders as well as the ASVAB in February for eleventh graders.

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 during their regularly scheduled English classes and supplement their instruction using resources, such as iXL, Khan Academy, and College Board.

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.

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 the CCHS School-Home compact as well as through parent workshops on Title 1, College and Career Readiness Standards for English Language Arts, English Language Arts 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.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	19.66	22.75	25.84	25.84	28.93	32.02	35.11	38.20	41.29	44.38	47.47	50.56	53.65	56.74	59.83

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	--	11.43	15.33		23.89	32.69
Status						
Economically Disadvantaged	--	4.44	7.97		17.34	22.95
English Learners	--	--	--		--	15.82
Foster Care	--	0.00	0.00		8.77	17.01
Homeless	--	0.00	12.63		15.71	18.52
Military Connected	--	0.00	0.00		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	--	0.00	--		--	16.66
Hispanic or Latino Native	--	0.00	--		0.00	25.76
Multi-Racial	--	0.00	--		40.00	26.94
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	11.65	15.33		23.81	33.58
Gender						
Female	--	9.09	16.92		25.14	31.40
Male	--	13.11	13.44		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
All	--		39.28	44.43
Status				
Economically Disadvantaged	--		37.85	39.18
English Learners	--		--	35.58
Foster Care	--		40.41	52.63
Homeless	--		41.89	38.25
Students with Disabilities	--		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	--		80.00	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	--		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.

We are concerned about the mathematics proficiency level (15.33%) and academic progress of all (23.89%) students, especially those who are economically disadvantaged (7.97%), living in foster care (0.00%), homeless (15.71%), or labeled students with disabilities (0.00%) 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 review student work samples, have personal communication with students, and administer diagnostics three times per year with iXL and Khan Academy. Our teachers will have the ability to take advantage of the assessment tools available through Khan Academy and College Board. Our 10th and 11th grade students will take the PSAT in the fall and the 11th graders will also take the ASVAB in the spring.

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

Our first improvement practice will be to develop the knowledge, skills, understanding, and competencies of our educators through professional learning opportunities.

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.

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.

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.

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.

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.

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.

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.

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 iXL, Khan Academy, and College Board.

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 the CCHS School-Home Compact as well as through parent workshops on Title 1, 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.

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:


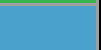


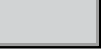
* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This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

School Strategic Plan - High School Graduation and Student Success Data

Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) Public School - School Strategic Plan - Rev 1



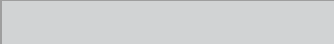




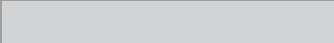
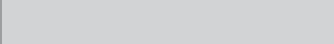
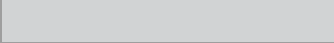
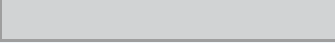
School Strategic Plan - High School Graduation and Student Success Data

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	93.20	81.42	61.15		61.15	76.86
Status						
Economically Disadvantaged	88.60	76.12	54.87		54.87	64.95
English Learners	--	--	--		--	66.66
Foster Care	75.00	75.00	75.00		75.00	42.94
Homeless	100.00	75.86	55.17		55.17	61.64
Military Connected	--	--	--		--	92.85
Students with Disabilities	91.30	85.71	56.52		56.52	65.03
Race						
American Indian or Alaska Native	--	--	--		--	57.14
Asian	--	--	--		--	81.35
Black or African American	--	--	--		--	71.16
Hispanic or Latino Native	100.00	--	0.00		0.00	68.63

Multi-Racial	100.00	--	--		--	68.80
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	92.98	81.42	61.66		61.66	77.53
Gender						
Female	94.55	81.36	65.95		65.95	80.73
Male	92.14	81.48	58.10		58.10	73.13

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
All	96.80	94.69	80.16	80.16	88.56
Status					
Economically Disadvantaged	94.73	92.53	74.39	74.39	80.63
English Learners	--	--	--	--	88.46
Foster Care	100.00	100.00	100.00	100.00	64.10
Homeless	100.00	89.65	75.86	75.86	77.53
Military Connected	--	--	--	--	92.85
Students with Disabilities	95.65	100.00	78.26	78.26	82.47
Race					
American Indian or Alaska Native	--	--	--	--	64.28
Asian	--	--	--	--	95.76
Black or African American	--	--	--	--	85.16
Hispanic or Latino Native	100.00	--	0.00	0.00	83.85
Multi-Racial	100.00	--	--	--	82.23
Native Hawaiian or Other Pacific Islander	--	--	--	--	100.00
White	96.69	94.69	80.83	80.83	88.99
Gender					
Female	96.36	91.52	80.85	80.85	90.60
Male	97.14	98.14	79.72	79.72	86.61

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
All	89.60	68.14	61.15	61.15	77.63
Status					
Economically Disadvantaged	82.45	59.70	54.87	54.87	66.03
English Learners	--	--	--	--	66.66
Foster Care	50.00	50.00	75.00	75.00	42.94
Homeless	100.00	62.06	55.17	55.17	62.19
Military Connected	--	--	--	--	92.85
Students with Disabilities	86.95	71.42	56.52	56.52	66.79
Race					
American Indian or Alaska Native	--	--	--	--	57.14
Asian	--	--	--	--	81.35
Black or African American	--	--	--	--	72.00
Hispanic or Latino Native	100.00	--	0.00	0.00	69.25
Multi-Racial	100.00	--	--	--	70.45
Native Hawaiian or Other Pacific Islander	--	--	--	--	100.00
White	89.25	68.14	61.66	61.66	78.28
Gender					
Female	92.72	71.18	65.95	65.95	81.49
Male	87.14	64.81	58.10	58.10	73.91

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
90.77	91.10	91.42	91.75	92.07	92.40	92.72	93.05	93.37	93.70	94.02	94.35	94.67	95.00

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

All	94.50	96.18	99.19		99.19	91.17
Status						
Economically Disadvantaged	94.87	--	100.00		100.00	85.32
English Learners	--	--	--		--	80.56
Foster Care	--	0.00	--		--	--
Homeless	--	96.30	--		--	--
Military Connected	--	100.00	--		--	--
Students with Disabilities	93.33	100.00	100.00		100.00	83.06
Race						
American Indian or Alaska Native	--	--	--		--	95.24
Asian	--	--	--		--	96.72
Black or African American	0.00	--	100.00		100.00	86.94
Hispanic or Latino Native	--	0.00	100.00		100.00	85.53
Multi-Racial	--	100.00	100.00		100.00	89.45
Native Hawaiian or Other Pacific Islander	--	--	--		--	90.00
White	95.37	96.90	99.16		99.16	91.51
Gender						
Female	93.02	98.31	100.00		100.00	92.82
Male	95.45	94.44	98.61		98.61	89.64

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		% of Students	% of Students
All	87.60	94.50	96.18		96.18	92.65
Status						
Economically Disadvantaged	94.74	--	94.62		94.62	87.80
English Learners	--	--	--		--	95.63
Foster Care	--	--	--		--	--
Homeless	--	--	--		--	--

Military Connected	--	--	--		--	--
Students with Disabilities	80.00	93.33	100.00		100.00	85.66
Race						
American Indian or Alaska Native	--	--	--		--	100.00
Asian	--	--	--		--	100.00
Black or African American	--	0.00	--		--	88.53
Hispanic or Latino Native	--	--	0.00		0.00	91.80
Multi-Racial	--	--	100.00		100.00	92.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	87.60	95.37	96.90		96.90	92.82
Gender						
Female	82.54	93.02	98.31		98.31	94.60
Male	92.42	95.45	94.44		94.44	90.83

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	% 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)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
All	32.65	19.84	42.62	42.62	30.68
Status					
Economically Disadvantaged	20.83	7.58	37.09	37.09	17.29
English Learners	--	--	--	--	14.11
Foster Care	--	0.00	0.00	0.00	18.84
Homeless	17.14	7.69	45.00	45.00	16.19
Military Connected	--	50.00	--	--	64.28
Students with Disabilities	--	0.00	7.40	7.40	5.11
Race					
American Indian or Alaska Native	--	--	--	--	10.52
Asian	--	--	--	--	49.15
Black or African American	--	--	0.00	0.00	19.88
Hispanic or Latino Native	--	--	0.00	0.00	20.23
Multi-Racial	--	100.00	100.00	100.00	21.72
Native Hawaiian or Other Pacific Islander	--	--	--	--	37.50
White	32.65	19.20	43.22	43.22	31.57
Gender					
Female	56.41	15.79	60.78	60.78	38.69
Male	16.95	23.19	29.57	29.57	22.97

Career Readiness (CTE Completer and Advanced Courses)

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	45.92	30.16	44.26	44.26	38.24
Status					
Economically Disadvantaged	35.42	15.15	35.48	35.48	38.91
English Learners	--	--	--	--	20.00

Foster Care	--	0.00	50.00	50.00	34.78
Homeless	34.29	12.82	35.00	35.00	32.99
Military Connected	--	100.00	--	--	42.85
Students with Disabilities	--	12.50	40.74	40.74	39.18
Race					
American Indian or Alaska Native	--	--	--	--	31.57
Asian	--	--	--	--	19.49
Black or African American	--	--	0.00	0.00	26.14
Hispanic or Latino Native	--	--	0.00	0.00	23.21
Multi-Racial	--	0.00	100.00	100.00	25.05
Native Hawaiian or Other Pacific Islander	--	--	--	--	0.00
White	45.92	30.40	44.91	44.91	39.72
Gender					
Female	48.72	21.05	25.49	25.49	33.06
Male	44.07	37.68	57.74	57.74	43.23

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.

We are concerned about whether our students are on track to graduate on time. Although all students meet the standard, during the spring the pandemic hit, we had an increased percentage of students on track to graduate than we did pre-pandemic. That number has decreased considerably since then. We wonder if the high number on track to graduate on time can be attributed to students not being held accountable to complete assignments during remote learning when the governor said they could not be penalized. When the percentage decreased, we wonder if we were still fighting the mentality that students need not complete assignments as students returned to school during the 2020-2021 school year as well as the interruptions to their education caused by the pandemic and the increase in students enrolling in virtual school, but they were not dedicating the time necessary to be successful. While all and the subgroup of students with disabilities partially met the standard, the subgroups of students who are economically disadvantaged, in foster care, and homeless did not meet the standard.

The percentage of our tenth graders with twelve or more earned credits has decreased from 96.8% to 94.69% to 80.16%. When we look at our subgroup data, our economically disadvantaged subgroup decreased from 94% to 92% to 74%. One hundred percent of our tenth graders who are in foster care continued to earn at least twelve credits. The percentage of students who are homeless tenth graders earning twelve or more credits decreased from 100% to 89% to 75%. Our tenth graders with special needs improved from 95.65% to 100% to 78.26% earning twelve or more credits.

When reviewing tenth graders with two credits in English, math, science, and social studies, the percentage of all tenth graders and each subgroup

decreased from pre-pandemic percentages to 2021-2022 with the exception of our students in foster care, who increased from 50% in 2020-2021 to 75% in 2021-2022.

Our four-year graduation cohort continues to exceed the standard for percentage of students graduating in all and all subgroups with the exception of students in foster care, which does not meet the standard.

Our five-year graduation cohort meets the standard for percentage of all students and students with special needs subgroup graduating. There were not enough students in the economically disadvantaged, homeless, and students in foster care subgroups to disaggregate the data.

When reviewing Post-secondary Achievement Data, no data was shown in the table. Going back to the data in our FY23 plan, all students partially met the standard, but our homeless and students with disabilities subgroups did not meet the standard. There were not enough students in the homeless and students in foster care subgroups to disaggregate the data.

Our high school offers seven in-person Advanced Placement classes (AP English Language and Composition, AP English Literature and Composition, AP US History, AP United States Government and Politics, AP Comparative Government and Politics, AP Human Geography, and AP Biology). We are considering offering an additional in-person AP class next year (AP European History). During the 2021-2022 school year we offered one online AP course (AP Calculus AB), expanded our offerings during the 2022-2023 school year based on student requests to add three online AP courses (AP Statistics, AP Environmental Science, and AP World History), and intend to increase our online AP offerings (AP Psychology and AP Computer Science) to six for the 2023-2024 school year if there is student interest.

In addition to the Advanced Placement classes, our high school offers Dual Credit classes through a cooperative with West Virginia State University in Communication, College Algebra, Psychology, and Sociology. We are working on ways to continue these offerings for the coming year.

Our high school has a Career Technical Education program and provides real world and simulated work-based learning opportunities. The CTE is located at the high school which enhances our ability to coordinate the CTE program with the traditional high school program. This also increases the number of students completing the CTE programs. We are almost back to the pre-pandemic level of CTE Completers (45.92%) with our 2021-2022 data. We have 44.26% completers in our all group, which is above the state average. We have 35.48% in our economically disadvantaged subgroup, which is slightly above our pre-pandemic level (35.42%). We have 50% in our students in foster care subgroup, 35% in homeless subgroup, and 40.74% in students with disabilities subgroup, which are all above the state average. We offer twelve pathways representing seven clusters and the Future Leaders Program. We are exploring the addition of one pathway in an additional cluster for the 2022-2023 school year. We are exploring additional clusters for the 2023-2024 school year. To further increase the number of students taking CTE courses, our extended day/extended year program held CTE Camps during 2022 Summer School to expose students to the programs offered. Because of the success of this program, it is scheduled to continue during 2023 Summer School.

Our high school will continue to work to bridge the gaps between where students are and where they need to be using data-informed instruction of college and career readiness standards along with assistance from our counselors, our Project Aware staff, our school nurse and school wellness staff, our Community in Schools site coordinators, our staff through Mission WV's Bridge program, our extended day/extended year staff, and our special education department to help ensure attendance, respectful behavior, achievement of college and career readiness standards, and dispositions of well-being are being met. Our high school administers the PSAT to both tenth and eleventh graders in October, a practice SAT for our eleventh graders in January, and the ASVAB to eleventh graders in February, and use the data to inform instruction in general education classes as well as during test preparation sessions during LINKS. Our teachers are also continuing their use of iXL.

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

Our first improvement practice will be to develop the knowledge, skills, understanding, and competencies of our educators through professional learning opportunities.

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.

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.

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.

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.

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.

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.

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.

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.






The updated root cause of our high school graduation and student success data is that some of our students are not on track to graduate college and career ready because they continue to have the impression they can graduate without putting in the work necessary to do so. More focus needs to be placed on keeping our students on track to graduate. While 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 so each child graduates from Clay County High School college and career ready, Clay County High School will continue to provide students with data-informed instruction during classes and encourage attendance, active participation, and respectful behavior. We will start encouraging students to use our extended day and extended year opportunities to raise their grades as soon as their grades drop below a C and recover any credits yet to be earned. We will stop waiting until some students are juniors or seniors to begin credit recovery.

School Strategic Plan - Attendance and Behavior Data








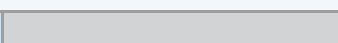
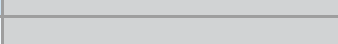



Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) Public School - School Strategic Plan - Rev 1

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	20.85	6.48	40.44		30.43	29.08
Status						
Economically Disadvantaged	29.71	9.59	48.40		35.90	38.44
English Learners	--	--	--		--	24.03
Foster Care	0.00	0.00	50.00		43.33	36.88
Homeless	26.89	6.19	55.17		38.40	42.27
Military Connected	--	16.67	100.00		22.22	16.50
Students with Disabilities	23.64	6.67	37.93		30.00	34.90
Race						
American Indian or Alaska Native	--	--	--		100.00	29.34
Asian	--	--	--		0.00	12.16
Black or African American	--	0.00	100.00		50.00	29.90
Hispanic or Latino Native	0.00	75.00	80.00		57.14	30.28
Multi-Racial	0.00	0.00	0.00		20.00	31.13

Native Hawaiian or Other Pacific Islander	--	--	--		--	19.42
White	21.12	5.95	40.00		30.37	29.05
Gender						
Female	23.04	5.02	42.92		30.47	29.59
Male	18.97	7.64	38.38		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
All	--	--	--		97.33	95.56
Status						
Economically Disadvantaged	--	--	--		96.95	93.94
English Learners	--	--	--		--	96.30
Foster Care	--	--	--		100.00	91.86
Homeless	--	--	--		96.57	92.78
Military Connected	--	--	--		100.00	98.15
Students with Disabilities	--	--	--		98.03	92.96
Race						
American Indian or Alaska Native	--	--	--		100.00	95.65
Asian	--	--	--		100.00	99.32
Black or African American	--	--	--		100.00	90.10
Hispanic or Latino Native	--	--	--		50.00	95.29
Multi-Racial	--	--	--		100.00	93.30
Native Hawaiian or Other Pacific Islander	--	--	--		--	96.83
White	--	--	--		97.39	95.75
Gender						
Female	--	--	--		98.44	97.48
Male	--	--	--		96.38	93.52

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.

From 2018-2020 the attendance rate at CCHS stayed just above 93%. In 2020-2021, the attendance rate increased to 96.49%. For the school year 2021-2022, our attendance rate decreased to 88.71%. We are concerned that our attendance rate decreased so drastically, 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. 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.

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

Our first improvement practice will be to develop the knowledge, skills, understanding, and competencies of our educators through professional learning opportunities.

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.

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.

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.

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.

When analyzing our attendance data, we see the importance of improving our student attendance rate in all subgroups from 2021-2022. We believe the attendance drop could be attributed 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, Project Aware Coordinator, and the services of our Truancy Diversion Specialist because attendance is a priority need for effective teaching and learning.

When analyzing our behavior data, we cannot ascertain why we fluctuate among the number of behavior incidents. However, the updated root cause analysis of our current discipline trends could be attributed to some students, who in the past committed discipline infractions, choosing virtual school; the number of

students absent or quarantined; the mitigation strategies in effect to address the pandemic, such as smaller classes, social distancing, walking students to the bathroom; and the implementation of Project AWARE. We will continue to analyze our discipline data, make contact with families, and use the services of our Communities in School Coordinators. We will teach our expectations and review them periodically as well as after breaks and when new students enroll because respectful behavior is a priority need for effective teaching and learning.

Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) 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. The majority of teachers in our county 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. The percentage of emerging educators is higher than the state, but we attribute this to the number of new teachers we have and those changing grades or content areas. 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. Although we continue to be below the state percentage in the number of teachers with zero to three years of experience, our percentage has been increasing since the 2019-2020 school year when we had 13.75% to 14.63% in 2020-2021 to 16.95 % in 2021-2022. 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 also have content area teams in place in our bigger schools to unofficially mentor teachers in curriculum, planning, and teaching. 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 losing experienced teachers to retirement. We have had to replace retiring 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, assign, 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 and Secondary 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 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 their school as team leaders, department chairs, Faculty Senate Officers, LSIC representative, etc. We will launch a Teacher Leader program and employ a teacher leader at each school to support experienced teachers wanting to grow professionally in order to improve student's achievement. We are also partnering with WV State University to provide a Leadership Cohort where teachers will be able to either earn their master's in educational leadership or receive certification in that area if they have a master's in another area. Experienced teachers are also invited to participate in the Beginning Teacher/Mentor Program because we believe each of us can improve our practice, and we each have lessons learned to share with beginning teachers.

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 in person, by phone, or via email throughout the month to provide technical assistance and support. Monthly Data Talks are held with beginning administrators to help them use/understand the data collected at their schools. Beginning 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. Because administrators' meetings are using a Professional Learning Community format, beginning administrators gain from networking with experienced administrators.

To ensure our school system 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 in response to their needs.

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.

Our title 1 funded student support specialist works with students on an individual basis for counseling, academic assistance through 504 and SAT processes, and advising students on potential future plans. She also helps coordinate and plan school-wide activities such as College Day, Career Day, and other monthly academic activities. She also monitors student data such as attendance and course performance. When students are struggling or data shows they are falling behind, she provides intervention to help. This includes communicating with parents and referrals to school based programs such as Project Aware and Communities in Schools.

The SAT English and Math tutors provide direct academic assistance to students in order to improve their score on the SAT School Day Test. Specific instruction on targeted skills are taught to students in small groups. Data from school-wide benchmarking is used to determine what areas need the most attention.

* 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 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 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 (PBIS), and Project AWARE because learning cannot take place in a chaotic environment and students need to be in class to learn. 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 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 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 - Clay County High School (016-501) Public School - School Strategic Plan - Rev 1

Plan Items

☐ 1 Academic Achievement: By the end of the school year, all students at Clay County High School (100%) will improve their academic achievement and will experience a 5% increase in the percentage of all students meeting or exceeding mastery from the end of one year to the end of the next year as indicated by the performance on the SAT School Day 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 progress monitoring sheets, 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 data progress sheets will be used in addition to the following supplemental program data sources to monitor student progress. Diagnostics will be administered to all students three times per year to measure progress in reading achievement via Khan Academy and Edgenuity. Diagnostics will be administered to all students three times per year to measure progress in mathematics achievement via Khan Academy and Edgenuity. The PSAT will be administered to all tenth and eleventh graders in October. The PSAT Practice Test will be administered to all eleventh graders at the end of December. The ASVAB will be administered to all eleventh graders in February. The NOCTI test will be administered to all CTE Completers in the Fall and Spring.

☐ 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 attendance to 93% with no more than 20% chronically absent.

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:

Allen Tanner

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/25/2024

AS 1.1.1.2 Increase responsible behavior by decreasing the number of office-managed incidents to 360 or less.

Description:

To accomplish our goal to increase academic achievement, we will encourage students to exhibit responsible behavior. We will explore ways to keep students in class while reducing the disruption to learning caused by inappropriate behavior through professional learning sessions on classroom management. Our school will implement Positive Behavior Interventions and Support. Building on a trusting relationship with students, teachers establish, communicate, monitor, hold students accountable, and enforce expectations with effective, consistent, fair, and timely consequences and boundaries. Teachers manage and address minimally disruptive, inappropriate behavior, using quiet, subtle monitoring and responding with low profile corrections, eye contact, proximity, signaling, and questioning. Teachers bring students back to the assigned task by demonstrating an awareness of ongoing activities; off task behavior; and student behavior, participation, and engagement. We will explore ways to keep students in class while reducing the disruption to learning caused by the student having difficulty behaving as expected through professional learning sessions on classroom management. Students will be taught expectations of behavior at the beginning of the year. Our schools will implement Positive Behavior Interventions and Support. Expectations of behavior will be reviewed in classrooms with the whole group when a new student arrives, at the beginning of each grading period, after the return from Thanksgiving, Christmas, and Easter vacations, and any other time the teacher deems necessary.

Person Responsible:

Allen Tanner

Estimated Begin Date:

8/28/2023

Estimated Completion Date:

5/24/2024

AS 1.1.1.3 Increase College and Career Readiness to the ultimate goal of 100% of students earning a C or better in all course work.

Description:

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. 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.

Person Responsible:

Allen Tanner

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/25/2024

AS 1.1.1.4 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, 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. 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.

Person Responsible:

Allen Tanner

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/25/2024

AS 1.1.1.5 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:

Allen Tanner

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/25/2024

AS 1.1.1.6 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. Students teach family members the skills they are learning.

Person Responsible:

Allen Tanner

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

5/25/2024

Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) 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. Do we want to add more? 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 Academic Achievement: By the end of the school year, all students at Clay County High School (100%) will improve their academic achievement and will experience a 5% increase in the percentage of all students meeting or exceeding mastery from the end of one year to the end of the next year as indicated by the performance on the SAT School Day 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 progress monitoring sheets, 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.

G 1 Academic Achievement: By the end of the school year, all students at Clay County High School (100%) will improve their academic achievement and will experience a 5% increase in the percentage of all students meeting or exceeding mastery from the end of one year to the end of the next year as indicated by the performance on the SAT School Day 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 progress monitoring sheets, we will use data sources from the West Virginia Measures of Academic Progress and supplemental programs to guide our work toward the goal.

S 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.

G 1 Academic Achievement: By the end of the school year, all students at Clay County High School (100%) will improve their academic achievement and will experience a 5% increase in the percentage of all students meeting or exceeding mastery from the end of one year to the end of the next year as indicated by the performance on the SAT School Day 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 progress monitoring sheets, we will use data sources from the West Virginia Measures of Academic Progress and supplemental programs to guide our work toward the goal.

S 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 Academic Achievement: By the end of the school year, all students at Clay County High School (100%) will improve their academic achievement and will experience a 5% increase in the percentage of all students meeting or exceeding mastery from the end of one year to the end of the next year as indicated by the performance on the SAT School Day 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 progress monitoring sheets, 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 Academic Achievement: By the end of the school year, all students at Clay County High School (100%) will improve their academic achievement and will experience a 5% increase in the percentage of all students meeting or exceeding mastery from the end of one year to the end of the next year as indicated by the performance on the SAT School Day 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 progress monitoring sheets, we will use data sources from the West Virginia Measures of Academic Progress and supplemental programs to guide our work toward the goal.

S 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 Academic Achievement: By the end of the school year, all students at Clay County High School (100%) will improve their academic achievement and will experience a 5% increase in the percentage of all students meeting or exceeding mastery from the end of one year to the end of the next year as indicated by the performance on the SAT School Day 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 progress monitoring sheets, 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.

Clay County Schools (016) Public District - FY 2024 - Clay County High School (016-501) Public School - School Strategic Plan - Rev 1

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