

LEA Strategic Plan History Log

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
6/25/2024 9:48:54 AM	Philip Dobbins	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S
6/25/2024 8:55:17 AM	Elisabeth Samples	Status changed to 'LEA Strategic Plan Completed'.	S
3/6/2024 10:12:40 AM	Mary Ann Triplett	Status changed to 'LEA Strategic Plan Started'.	S
12/26/2023 9:40:03 AM	Elizabeth Younis	Status changed to 'LEA Strategic Plan Not Started'.	S

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

*** Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with appropriate stakeholder groups including Federal Program personnel.**

The following planning team members developed the strategic plan in consultation with administrators, teachers, service personnel, parents, community members, and students from each school as well as Clay County Board of Education Members:

Philip Dobbins,	Superintendent,	philip.dobbins@k12.wv.us
E. Michelle Samples	Assistant Superintendent,	emsample@k12.wv.us
Tina Burnette,	Director of Elementary/Special Education,	tburnette@k12.wv.us
Jared Fitzwater,	Director of Student Support Services,	jfitzwat@k12.wv.us
Crystal Gibson,	Director of McKinney-Vento and 21st CCLC,	crystal.gibson@k12.wv.us
Jeffrey Krauklis	Director of Technology,	jkrauklis@k12.wv.us
Jennifer Paxton,	Treasurer,	jennifer.paxton@k12.wv.us
Jerry Linkinoggor,	Truancy Diversion Specialist,	jerry.linkinoggor@k12.wv.us
LSIC from each school, Families, Local Stakeholders, and General Public		emsample@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 central office and on the county website. The strategic plan is shared with the Local School Improvement Councils (LSIC) comprised of administrators, teachers, service personnel, parents, community members, and students of each school. The LSIC at each school also serves as the school's Parent Advisory Council and meets during LSIC meetings. The assistant superintendent meets with the LSIC/Parent Advisory Council in the spring to review progress toward our goals and plan for the following year's Clay County Schools Strategic plan.

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

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

The core beliefs guiding continuous improvement in Clay County Schools include the following:

1. Caring, commitment, and success of the professional and service personnel work force can be achieved through effective staff development, constructive supervision, evaluation of work skills, and trust in the ability of our employees.
2. Caring, commitment, and success of all students can be achieved through skilled instruction, innovative school programs, provision of opportunities to demonstrate talents and abilities, purposeful management of student behavior, diverse student support services, and development of work readiness skills.
3. Caring, commitment, and success among all staff and all students can be achieved through a shared vision of success for the Clay County School System and a belief that the school system can and will meet the instructional, social, emotional, and technological needs of students.
4. Caring, commitment, and success of the community can be achieved through parent and citizen involvement, shared decision making, and effective communication.
5. Through the emphasis on caring and commitment, success for all students can be achieved as measured by the West Virginia Measures of Academic Progress and the West Virginia Performance Based Accreditation System.

Demonstrating support for all learners, our mission is Excellence in Education through Caring, Commitment, and Success.

Our vision is to develop students who care about themselves and others, commit to lifelong learning, and succeed in an ever-changing world.

LEA Strategic Plan - Demographic Data

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Demographic Data

Student Groups	State (2023-24)	County (2023-24)
	% of Students	% of Students
All	100.00	100.00
Status		
Economically Disadvantaged	54.23	71.06
English Learners	0.97	--
Foster Care	2.36	4.24
Homeless	5.04	32.78
Military Connected	0.35	0.53
Students with Disabilities	19.71	20.99
Race		
American Indian or Alaska Native	0.09	0.07
Asian	0.68	0.20
Black or African American	4.16	0.20
Hispanic or Latino Native	2.41	0.66
Multi-Racial	4.51	0.86
Native Hawaiian or Other Pacific Islander	0.05	0.13
White	87.95	97.88
Gender		
Female	48.34	47.09
Male	51.65	52.91

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 Schools had 1,999 students enrolled. After the flood in June 2016, our enrollment for 2016-2017 was 1,938. After holding steady with only a loss of 16 students during the 2017-2018 school year, our enrollment began a drastic decline beginning with the 2018-2019 school year when we lost 63 students. We have lost approximately 67 students each year between FY18 and FY22. After the FY22 school year, we lost 40 students. After the FY 23 school year, we lost 104 students. We are anticipating the effects of closing two schools will have on our 2024-2025 school year enrollment. Because of our declining enrollment, we had to examine mitigating the issues incurred with transfer, Reduction in Force, and not renewing probationary contracts for the 2024-2025 school year. Last year we lost approximately five professional positions and twelve service personnel positions. For the 2024-2025 school year we are anticipating a loss of nine professional positions. No service personnel positions were lost with the addition of second grade aides and aides added to previous grades where class size did not require them before.

During FY24, our sustained, ongoing evidence-based professional learning activities correlating with our goals, strategies, and action steps included research-based strategies for improving student achievement for our new teachers delivered in a professional learning community with three mentees, Instructional Practices Inventory delivered by a presenter with twelve teacher participants, strategies specific to reading, such as fluency and comprehension, as well as Marzano's High-Yield Instructional Strategies, and Mathematical Habits of Mind, delivered through teacher-leader facilitated grade level professional learning communities for all elementary teachers and administrators with everyone participating, Marzano's High-Yield Instructional Strategies and other content-specific strategies, such as Building Thinking Classrooms in Mathematics and Classroom Management for Art, Music, and Physical Education Classrooms, delivered through teacher-leader facilitated content area professional learning communities for all secondary teachers and administrators with everyone participating, and improving attendance delivered in a professional learning community for administrators with eleven participants because these had been identified as needs on our comprehensive needs assessment. Using walkthrough data, school level and district level administrators held teachers accountable for changing teacher practice to incorporate the lessons learned.

Due to COVID mitigation strategies, our schools were 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 parents, families, and community stakeholders was conducted through electronic means, such as Sarah, the School Messenger (our robo calls), our county website, and our county Facebook page. When families were welcomed back inside school buildings in the Fall of 2022, participation had increased over pre-pandemic numbers. Parent participation includes a combination of parent/family involvement activities and parent/family engagement activities with an educational component. Schools use Live Grades to keep parents, families, and students informed and up-to-date about student progress.

Although staffing has stayed relatively stable during our previous years with reduction in force being handled through attrition, during the spring of FY23 we began looking at transfer, reduction in force, and not renewing probationary contracts with some people losing jobs. Previously, this was a formality with retirements taking care of loss of positions; however, we had to look at personnel losing jobs. FY24 saw the closing and consolidation of two elementary schools into existing Clay Elementary, with transfers, reduction in force, and not renewal of probationary contracts with some people losing their jobs.

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

The number of students who are economically disadvantaged continues to increase since the 2018-2019 school year with 71.06% of our students labeled economically disadvantaged during the 2023-2024 school year. 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 2022, 47% of our county's children live in high poverty areas, 38.9% of our county's children live in poverty, 27.3% of our county's children have parents who lack secure employment, and 20% are in

households with high housing cost burdens. We have begun seeing an increase in the number of high school students seeking employment to help their families make ends meet.

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%. During FY24, our percentage of students experiencing homelessness has risen to 32.78%, which is what it was prior to the pandemic. Most of our students experiencing homelessness are doubled up with their grandparents.

After holding steady since the 2018-2019 school year, the number of students with special needs has increased by two percent. However, from FY22 to FY23, our students with special needs decreased from 19.83% to 18.03%. The cause of this could be with the declining enrollment, some students with special needs have relocated because it appears a larger number of students are qualifying as students with specific learning disabilities. However, from FY23 to FY24, our students with special needs has increased from 18.03% to 20.99% with some grades having as many as one-third of their enrollment students with special needs.

Resources, including time, personnel, and materials, are allocated to accomplish our goal to improve student achievement by ensuring high quality instruction, strong and knowledgeable instructional leadership, ongoing monitoring of instructional quality, and the impact of instruction on learning and achievement. Our limited funding must be dedicated and focused on providing the instructional resources our teachers need and building the knowledge, skills, understanding, and competencies our staff members need regarding initiatives identified to enhance the attainment of our goal to improve student achievement with a blending of local, state and federal funds as appropriate. We are adding an Elementary Curriculum Coach to work with our two elementary schools to monitor instructional quality and the impact of instruction on learning and achievement and to ensure that all students are receiving high quality instruction. As funding becomes available, we plan to create a Secondary Curriculum Coach to work with our middle school and high school.

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. With our focus to develop stronger trusting relationships with our students and their families, we were able to pass an excess levy even with having to close and consolidate two elementary schools into existing Clay Elementary. We will increase family and community engagement by cultivating positive family and community connections that enable families and our community to become partners in education to provide the support services our students need. To begin, we will invite families and students to Open House prior to the beginning of school. During this time, we will inform families we participate in Title I, explain the requirements of Title I, elect family members to represent the school on the Local School Improvement Council, and share results of the West Virginia Measures of Academic Progress. (Individual results from the WV MAP will be sent home to families as soon as they are received by the school.) Then students and families will get their schedule and go to their classes to meet their teachers, who inform them about the WV College and Career Readiness Standards, the content specific curriculum and helping their child academically, monitoring their child's progress with Live Grades and helping at home, extra time and help available in the Clay County Afterschool Program, and the contents of the student enrollment folder, which includes a Student Enrollment form that allows families to complete the Home Language Survey, so we can identify homes where English is not the first language and students who might need English Language services. For families unable to attend, a brochure with a summary of the information is placed in the student enrollment folder. This information is also a part of the student enrollment folder for any student who enrolls during the school year. 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. The county website also hosts an Events Calendar, so families can see the events happening in all of our schools on a given day. 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. With the closure of two elementary schools and consolidation into existing Clay Elementary, we hope to have an elementary certified teacher in each and every elementary classroom for FY25.

Along with our staffing needs, is the need for evidence-based 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 and conversations with our teacher-leaders. Our teacher-leaders identified classroom management, hands on technology training, vertical teaming, and AP training as needs, and our administrators identified a review of the Instructional Practices Inventory as a need as well as book studies using books recommended by administrators. Monthly administrator meetings were restructured during the 2023-2024 school year to accommodate more interactions among principals and more book studies. Because of the declining number of school-level and central office-level administrators, the structure of the meetings for 2024-2025 is being reevaluated. At the beginning of the year and prior to parent teacher conferences, all staff members are trained in how to work with parents. Although we currently have no students limited English Language Proficiency, our testing coordinator will conduct a professional learning session for all educators on the English Language Proficiency Standards and the English Language Proficiency Screener and Assessment. 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 through the use of our Family

Engagement Specialists and our Communities in Schools Coordinators. The CCS Family Engagement Policy, which is reviewed and revised annually as evidenced by Parent Advisory Council meeting agenda/minutes at each school 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 is listed in each school's Title One plan with specific titles, presenters, and dates to be conducted. Topics included Characteristics and Behaviors of Students 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 one position at the smaller elementary and with two at the larger 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 Director 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. Our Director for Homeless Children and Youth also raises awareness throughout our community by presenting awareness trainings for local agencies and provides outreach events in conjunction with other school and community events.

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 beginning on March 16, 2020. 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. We are also looking at additional training on co-teaching to make the best use of our personnel.

The updated root cause analysis regarding funded activities is tight because of our declining enrollment and the loss of our excess levy in the past. 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, only expand the use of proven evidence-based programs, and use our limited funding to invest in our most valuable resource: our educators. We are fortunate that we were able to pass the school excess levy in the spring of 2024.

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.

LEA Strategic Plan - Academic Data

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Academic Data

Color Reference Guide

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

2036 Annual English Language Arts (ELA) Goal Targets

Base 2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036

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

ELA Proficiency

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	35.99	35.03	39.92		43.59
Status					
Economically Disadvantaged	32.38	28.91	35.55		33.30
English Learners	--	--	--		14.06
Foster Care	5.88	17.54	--		--
Homeless	27.86	25.71	33.33		27.49
Military Connected	60.00	52.63	63.16		54.31
Students with Disabilities	5.13	7.10	9.47		13.46
Race					
American Indian or Alaska Native	0.00	0.00	0.00		36.67

Asian	33.33	66.67	100.00		69.52
Black or African American	0.00	--	50.00		27.17
Hispanic or Latino Native	66.67	0.00	0.00		37.14
Multi-Racial	0.00	40.00	62.50		39.05
Native Hawaiian or Other Pacific Islander	--	--	--		51.85
White	36.07	34.96	39.70		44.51
Gender					
Female	43.54	43.45	47.53		48.20
Male	29.79	27.97	34.25		39.21

ELA Academic Progress

Student Groups	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students		% of Students
All	53.85		46.28
Status			
Economically Disadvantaged	54.57		42.76
English Learners	--		39.59
Foster Care	47.06		45.01
Homeless	56.98		43.12
Students with Disabilities	46.49		37.12
Race			
American Indian or Alaska Native	100.00		56.90
Asian	100.00		61.51
Black or African American	--		42.26
Hispanic or Latino Native	0.00		42.54
Multi-Racial	60.00		45.43
Native Hawaiian or Other Pacific Islander	--		51.72
White	53.73		46.48
Gender			
Female	58.78		48.63

Male	49.83		44.04
------	-------	--	-------

Reading Lexile Distribution - District (2022-23)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	582	--	--	--	--
4	748	--	--	--	--
5	893	--	--	--	--
6	959	--	--	--	--
7	989	--	--	--	--
8	1154	--	--	--	--
11	1226	--	--	--	--

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, ELPA22, 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.

Although we show growth, we are concerned about the proficiency level (35.03FY22 to 39.92%FY23) and academic progress of all (35.58% to 58.85%FY23) students, especially those who are labeled economically disadvantaged (28.91%FY22 to 35.55%FY23), living in foster care (17.54%FY22 to no data for FY23), homeless (25.71%FY22 to 33.33%FY23), or labeled students with disabilities (7.10%FY22 to 9.47%FY23) because we are below the state average with All Students and Students with Special Needs even though we showed improvement from one year to the next we are not seeing an increasing trend of improvement. We are also concerned that the loss of face to face instructional time during the spring of 2020 negatively affected those students as well as the interruptions encountered during the 2020-2021 school year where students were ill, quarantined, or the school had to be on remote learning because of infection rate. Another factor affecting our proficiency level is the number of students in virtual learning, who did not complete the courses as scheduled.

We are concerned about ensuring all students show growth. We need to ensure all students are getting time to read and write during the school day, so they can apply the skills they are learning. We know that some students require more time and support to master content, so we are working to provide that time to them in our master schedules through intervention blocks of at least thirty minutes.

We would like to see all of our schools progress monitoring every ten days to ensure we know where students are and how they are progressing. We will also review student work samples, have personal communication with students, administer the Early Learning Rating Scale in PreK and kindergarten three times per year, the STAR Early Literacy Assessment in kindergarten and first grade three times per year, the STAR Reading Assessment in grades two through five, the diagnostics with iReady at the elementary level, and the Non-Summative Benchmark Assessment in grades three through eight at the beginning of each year and at the middle of the year. We recommend teachers and students take advantage of the assessment tools available through the West Virginia Measures of Academic Assessment, such as Benchmark Assessments and Module Assessments. At the high school, 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. Because of our success with iReady at the elementary level, we are expanding its use to include the middle school.

Of the 1,100 students in grades three through eight who took the Benchmark Assessment, 10% exceeded standards, 19% meet standards, 27% partially met standards, and 45% did not meet standards. Of the 1,400 ELA Module Assessments administered in grades three through five and seven, 30% of our students were above mastery, 52% were at or near standards, and 18% were below standards, which is heading in a positive direction.

ELA 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 evidence-based professional learning opportunities.	As a result of professional learning to develop the knowledge, skills, understanding, and competencies of our educators, we have been able to improve our standards-based core instruction through a focus on the Science of Reading and the use of high-yield instructional strategies.
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.	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. We are adding the use of iReady at the middle school to help with this.
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.	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. We plan to make a more concerted effort in identifying students who need this extra time, help, and support as well as using our master schedules to add time for extra help and support during the school day.
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 family engagement opportunities with strong academic components, 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. We plan to offer more family engagement opportunities with strong educational components to our families.

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, high-yield instructional strategies, implementation of district-adopted instructional resources as well as expanding educators' understanding and use of instructional time and student engagement processes through evidence-based professional learning sessions and our

Beginning Teacher Mentor Training. We will also continue meaningful professional learning on Working with Families, Understanding Homelessness, English Language Proficiency, 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 Reading Horizons, iReady, Newsela, Read Theory, and the assessment tools available through the West Virginia Measures of Academic Progress. We will continue use of Reading Horizons and iReady at the elementary level. We will add iReady at the middle school level. 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 and reevaluate how we allocate time for extra help and support during the school day in our master schedules.

We will continue to afford families meaningful opportunities to participate in the education of their children as outlined in our Parent and Family Engagement Policy and each school's School-Home Compact as well as through parent workshops on Title I, College and Career Readiness Standards for 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.

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

2036 Annual Mathematics Goal Targets

Base 2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
-----------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

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

Mathematics Proficiency

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	21.77	23.89	28.23		35.15
Status					
Economically Disadvantaged	17.26	17.34	23.05		25.46
English Learners	--	--	--		19.23
Foster Care	5.88	8.77	--		--
Homeless	9.14	15.71	21.69		20.37
Military Connected	60.00	78.95	42.11		48.48

Students with Disabilities	1.95	5.16	5.33		12.74
Race					
American Indian or Alaska Native	0.00	0.00	0.00		27.78
Asian	66.67	33.33	100.00		68.85
Black or African American	0.00	--	50.00		18.02
Hispanic or Latino Native	0.00	0.00	0.00		25.85
Multi-Racial	33.33	40.00	50.00		30.44
Native Hawaiian or Other Pacific Islander	--	--	--		48.87
White	21.66	23.81	27.90		36.12
Gender					
Female	23.38	25.14	31.17		33.27
Male	20.42	22.84	26.04		36.93

Math Academic Progress

Student Groups	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students		% of Students
All	42.83		42.03
Status			
Economically Disadvantaged	40.94		36.65
English Learners	--		38.25
Foster Care	35.29		34.94
Homeless	39.89		35.26
Students with Disabilities	34.21		31.87
Race			
American Indian or Alaska Native	100.00		51.72
Asian	50.00		69.25
Black or African American	--		34.42
Hispanic or Latino Native	50.00		38.23
Multi-Racial	40.00		37.99
Native Hawaiian or Other Pacific Islander	--		53.57

White	42.70		42.46
Gender			
Female	43.85		40.81
Male	42.00		43.18

Mathematics Performance Distribution - District (2022-23)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	626	--	--	--	--
4	659	--	--	--	--
5	694	--	--	--	--
6	715	--	--	--	--
7	788	--	--	--	--
8	923	--	--	--	--
11	975	--	--	--	--

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, ELPA22, 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.

Although we show growth, we are concerned about the mathematics proficiency level (23.89%FY22 to 28.23%FY23) and academic progress of all (39.28%FY22 to 42.83%FY23) students, especially those who are economically disadvantaged (17.34%FY22 to 23.05%FY23), living in foster care (8.77%FY22 to no data for FY23), homeless (15.71%FY22 to 21.69%FY23), or labeled students with disabilities (5.16%FY22 to 5.33%FY23) because the percentage of all students and all subgroups except Homelessness are below the state average. We are also concerned that the loss of face to face instructional time during the spring of 2020 negatively affected those students.

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

We will also review student work samples, have personal communication with students, administer the diagnostics with iReady at the elementary level three times per year, and administer the Non-summative Benchmark Assessment at the beginning of each year and at the middle of the year. We recommend teachers and students take advantage of the assessment tools available through the West Virginia Measures of Academic Assessment, such as Diagnostic Assessments and Interim Module Assessments. At the high school, 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.

Our results from additional data sources were not disaggregated by subgroups because we are falling short of the target with all of our students. Of the 1,100 students in grades three through eight who took the Benchmark Assessment, four percent exceeded standards, 10% meet standards, 28% partially met standards, and 57% did not meet standards. Of the 1,400 Math Module Assessments administered in grades three through five and seven, 19% of our students were above mastery, 50% were at or near standards, and 31% were below standards.

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 evidence-based professional learning opportunities.	As a result of professional learning to develop the knowledge, skills, understanding, and competencies of our educators, we have been able to improve our standards-based core instruction through the use of the Mathematical Habits of Mind and high-yield instructional strategies as well as Building Thinking Classrooms at the secondary level.
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.	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. We are adding the use of iReady at the middle school to help with this.
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.	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. We plan to make a more concerted effort in identifying students who need this extra time, help, and support as well as using our master schedules to add time for extra help and support during the school day.
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 family engagement opportunities with strong academic components, 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, high-yield instructional strategies, 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 new Mathematics program.

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

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

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

English Language Proficiency Assessment Results (ELPA)

	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	--	--	--	39.75

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	--	--	--	358
Level 2	--	--	--	362
Level 3	--	--	--	629
Level 4	--	--	--	240
Level 5	--	--	--	228

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	--	--	--	372
Level 2	--	--	--	339
Level 3	--	--	--	778
Level 4	--	--	--	151
Level 5	--	--	--	177

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	--	--	--	258
Level 2	--	--	--	268
Level 3	--	--	--	518
Level 4	--	--	--	330
Level 5	--	--	--	443

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	--	--	--	131
Level 2	--	--	--	151
Level 3	--	--	--	563
Level 4	--	--	--	491
Level 5	--	--	--	481

Not Applicable if EL cell size is 0

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

LEA Strategic Plan - High School Graduation and Student Success Data

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

LEA 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	

On Track

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	81.42	71.07	74.45		75.66
Status					
Economically Disadvantaged	76.12	65.24	67.36		66.01
English Learners	--	--	--		62.18
Foster Care	75.00	87.50	60.00		48.57
Homeless	75.86	65.52	73.33		65.18
Military Connected	--	--	--		87.50
Students with Disabilities	85.71	67.39	76.19		64.02
Race					
American Indian or Alaska Native	--	--	--		92.30
Asian	--	--	--		91.47
Black or African American	--	--	--		67.02
Hispanic or Latino Native	--	0.00	--		70.78
Multi-Racial	--	--	--		71.89
Native Hawaiian or Other Pacific Islander	--	--	--		75.00

White	81.42	71.67	74.45		76.17
Gender					
Female	81.36	73.40	84.84		79.33
Male	81.48	69.59	64.78		72.13

10th Graders with Twelve Earned Credits

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
All	94.69	80.16	93.43	90.54
Status				
Economically Disadvantaged	92.53	74.39	90.52	85.11
English Learners	--	--	--	85.71
Foster Care	100.00	100.00	80.00	70.20
Homeless	89.65	75.86	91.66	81.64
Military Connected	--	--	--	93.75
Students with Disabilities	100.00	78.26	95.23	84.74
Race				
American Indian or Alaska Native	--	--	--	100.00
Asian	--	--	--	96.89
Black or African American	--	--	--	86.17
Hispanic or Latino Native	--	0.00	--	87.36
Multi-Racial	--	--	--	89.49
Native Hawaiian or Other Pacific Islander	--	--	--	87.50
White	94.69	80.83	93.43	90.79
Gender				
Female	91.52	80.85	96.96	93.00
Male	98.14	79.72	90.14	88.17

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

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
----------------	------------------	------------------	------------------	-----------------

	% of Students	% of Students	% of Students	% of Students
All	68.14	61.98	74.45	76.05
Status				
Economically Disadvantaged	59.70	56.09	67.36	66.60
English Learners	--	--	--	63.02
Foster Care	50.00	75.00	60.00	48.57
Homeless	62.06	55.17	73.33	65.66
Military Connected	--	--	--	87.50
Students with Disabilities	71.42	56.52	76.19	64.94
Race				
American Indian or Alaska Native	--	--	--	92.30
Asian	--	--	--	91.47
Black or African American	--	--	--	67.78
Hispanic or Latino Native	--	0.00	--	71.05
Multi-Racial	--	--	--	71.89
Native Hawaiian or Other Pacific Islander	--	--	--	75.00
White	68.14	62.50	74.45	76.56
Gender				
Female	71.18	65.95	84.84	79.70
Male	64.81	59.45	64.78	72.54

2036 4-Year Cohort Graduation Rate Goal Targets

2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
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	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	96.18	99.19	95.92		92.57
Status					

Economically Disadvantaged	--	--	94.12		88.03
English Learners	--	--	--		0.00
Foster Care	0.00	100.00	--		--
Homeless	96.29	100.00	--		--
Military Connected	100.00	--	--		--
Students with Disabilities	100.00	100.00	100.00		85.54
Race					
American Indian or Alaska Native	--	--	--		87.50
Asian	--	--	--		98.68
Black or African American	--	100.00	--		90.36
Hispanic or Latino Native	0.00	100.00	--		91.61
Multi-Racial	100.00	100.00	--		89.84
Native Hawaiian or Other Pacific Islander	--	--	--		81.82
White	96.90	99.16	95.92		92.75
Gender					
Female	98.31	100.00	100.00		94.08
Male	94.44	98.61	91.49		91.20

Graduation 5-Year Cohort

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	94.50	96.18	99.19		92.53
Status					
Economically Disadvantaged	--	--	100.00		87.50
English Learners	--	--	--		85.21
Foster Care	--	--	--		--
Homeless	--	96.30	--		--
Military Connected	--	100.00	--		--
Students with Disabilities	93.33	100.00	100.00		86.09
Race					

American Indian or Alaska Native	--	--	--		100.00
Asian	--	--	--		98.35
Black or African American	0.00	--	100.00		90.07
Hispanic or Latino Native	--	--	100.00		89.18
Multi-Racial	--	100.00	100.00		92.16
Native Hawaiian or Other Pacific Islander	--	--	--		90.00
White	95.37	96.90	99.16		92.69
Gender					
Female	93.02	98.31	100.00		94.12
Male	95.45	94.44	98.61		91.07

Post-Secondary Achievement Data

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% 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	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% 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	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students

All	19.84	20.49	33.68	31.12
Status				
Economically Disadvantaged	7.58	16.13	23.33	18.30
English Learners	--	--	--	8.46
Foster Care	0.00	0.00	0.00	8.58
Homeless	7.69	20.00	33.33	15.30
Military Connected	50.00	--	--	52.08
Students with Disabilities	0.00	3.70	0.00	4.65
Race				
American Indian or Alaska Native	--	--	--	0.00
Asian	--	--	--	46.25
Black or African American	--	0.00	--	18.64
Hispanic or Latino Native	--	0.00	--	20.69
Multi-Racial	100.00	100.00	--	26.25
Native Hawaiian or Other Pacific Islander	--	--	--	10.00
White	19.20	20.34	33.68	32.08
Gender				
Female	15.79	29.41	42.30	39.57
Male	23.19	14.08	23.25	23.25

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
All	30.16	44.26	28.42	38.93
Status				
Economically Disadvantaged	15.15	35.48	21.66	39.14
English Learners	--	--	--	20.00
Foster Care	0.00	50.00	0.00	23.73
Homeless	12.82	35.00	13.33	31.00
Military Connected	100.00	--	--	41.66

Students with Disabilities	12.50	40.74	25.00	38.62
Race				
American Indian or Alaska Native	--	--	--	35.71
Asian	--	--	--	17.68
Black or African American	--	0.00	--	31.35
Hispanic or Latino Native	--	0.00	--	24.18
Multi-Racial	0.00	100.00	--	26.85
Native Hawaiian or Other Pacific Islander	--	--	--	20.00
White	30.40	44.92	28.42	40.34
Gender				
Female	21.05	25.49	25.00	33.35
Male	37.68	57.75	32.55	44.12

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 although FY23 saw the numbers begin to rise in All and most subgroups, except Foster Care, where students partially met the standard. Although the percentage of students on track in All and all of the subgroups, except Foster Care increased, we do not meet standards in those categories. 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 students on track to graduate with two or more credits in English, math, science, and social studies during FY23 was 74.45% All, 67.36% Economically Disadvantaged, 60% Foster Care, 73.33% Homeless, and 76.19% Students with Special Needs.

The percentage of our tenth graders with twelve or more earned credits has decreased from 96.8% to 94.69% to 80.16%. We have increased to 93.43% for FY23 and see an increase in each subgroup, except Foster Care. When we look at our subgroup data, our economically disadvantaged subgroup decreased from 94% to 92% to 74% and then rose to 90.52%FY23. One hundred percent of our tenth graders who are in foster care continued to earn at least twelve credits until FY23 when only 80% of them did so. The percentage of students who are homeless tenth graders earning twelve or more credits decreased from 100% to 89% to 75%, but rose to 91.66%FY23. Our tenth graders with special needs improved from 95.65% to 100% to 78.26% and rose back to 95.23%FY23 earning twelve or more credits.

Our four-year graduation cohort continues to exceed the standard for percentage of students graduating in all and all subgroups disaggregated (Economically

Disadvantaged and Students with Special Needs).

Our five-year graduation cohort meets the standard for percentage of all students and the subgroups of students economically disadvantaged and students with special needs subgroup subgroups.

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 five in-person Advanced Placement classes (AP English Language and Composition, AP English Literature and Composition, AP US History, AP Psychology, and AP United States Government and Politics). 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 increase our online AP offerings during the 2023-2024 school year based on student requests to include AP Computer Science Principles, and AP Human Geography. We are looking to add AP Pre-Calculus in-person for the 2024-2025 school year.

In addition to the Advanced Placement classes, our high school offers Dual Credit classes taught in-person through a cooperative with West Virginia State University in Communication, College Algebra, and Biology. We also have some students taking virtual dual credit courses through WVSU and are expanding our offerings for the 2024-2025 school year. During FY23 33.36% of all students and homeless students took advantage of this opportunity as well as 23.33% of students who are economically disadvantaged.

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 were almost back to the pre-pandemic level of CTE Completers (45.92%) with our 2021-2022 data. We had 44.26% completers in our all group for FY22, which was above the state average; however, we only have 28.42% completers for FY23. We had 35.48% in our economically disadvantaged subgroup FY22, which is slightly above our pre-pandemic level (35.42%), but decreased to 21.66%FY23. We had 50% in our students in foster care subgroup for FY22 but decreased to 0%FY23, 35% in homeless subgroup FY22 and decreased to 13.33%FY23, and 40.74% in students with disabilities subgroup FY but decreased to 25%FY23. All categories were above the state average in FY22, but now we do not meet the state average in any category, We offer twelve pathways representing seven clusters and the Future Leaders Program. We added one pathway in an additional cluster for the 2022-2023 school year. We one pathway in an additional cluster for the 2023-2024 school year. We are concerned with the difficulty of getting people from industry to take positions in our CTE program because many must take a pay cut to do so. To further increase the number of students taking CTE courses, our extended day/extended year program began holding CTE Camps during 2022 Summer School to expose students to the programs offered. Because of the success of this program, it has continued and is scheduled to continue during 2024 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. We plan to close the gaps between where students are and where they need to be by teaching the grade-level college and career readiness standards while providing just in time instruction to address the prerequisite standards students have yet to master. 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. Our teachers are exploring the use of additional resources for SAT preparation as well as reviewing our master schedule for ways to provide additional time, help, and support to those who need it during the school day.

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 evidence-based professional learning opportunities.</p>	<p>As a result of evidence-based 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>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>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>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>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>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 family engagement opportunities with strong academic components, 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>

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, so we have enlisted the assistance of our Community in Schools coordinators. 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 encourage 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 reexamine our master schedule to ensure we are providing additional time to master the college and career readiness standards if students need extra time, help, and support. We will stop waiting until some students are juniors or seniors to begin credit recovery.

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

LEA Strategic Plan - Attendance and Behavior Data

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

LEA 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	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	5.40	30.43	27.24		27.55
Status					
Economically Disadvantaged	7.91	35.90	32.31		36.19
English Learners	--	--	--		23.69
Foster Care	5.26	43.33	26.53		30.59
Homeless	6.09	38.40	35.34		40.10
Military Connected	9.09	22.22	0.00		16.74
Students with Disabilities	5.11	30.00	24.75		32.91
Race					
American Indian or Alaska Native	0.00	100.00	100.00		31.45
Asian	0.00	0.00	0.00		12.69
Black or African American	0.00	50.00	0.00		26.95
Hispanic or Latino Native	83.33	57.14	0.00		27.47
Multi-Racial	0.00	20.00	30.00		29.63
Native Hawaiian or Other Pacific Islander	--	--	--		23.53

White	5.12	30.37	27.35		27.60
Gender					
Female	4.56	30.47	27.78		28.36
Male	6.11	30.40	26.79		26.79

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

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	98.81	97.33	94.93		95.44
Status					
Economically Disadvantaged	98.56	96.95	94.14		93.94
English Learners	--	--	--		96.30
Foster Care	93.33	100.00	87.10		91.86
Homeless	98.79	96.57	91.35		92.78
Military Connected	100.00	100.00	100.00		98.15
Students with Disabilities	98.49	98.03	93.15		93.02
Race					
American Indian or Alaska Native	100.00	100.00	100.00		95.65
Asian	100.00	100.00	100.00		99.32
Black or African American	--	100.00	100.00		90.10
Hispanic or Latino Native	100.00	50.00	0.00		95.29
Multi-Racial	100.00	100.00	100.00		93.30
Native Hawaiian or Other Pacific Islander	--	--	--		96.83
White	98.80	97.39	95.16		95.75
Gender					
Female	99.35	98.44	97.12		97.48
Male	98.35	96.38	93.09		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.

During the 2015-2016 school year, our attendance rate decreased from averaging 96.7% or better to 93.7%. In the subsequent years, we stayed in the 93s until the 2020-2021 school year where we increased back to 96.9%. Can the rebound be attributed to students only being in-person two days a week at the high school level and four days a week at the elementary and middle school levels? We are concerned that our attendance rate decreased during the 2021-2022 school year to 91.1%, so we emphasized the importance of school attendance from the beginning of the year with a strong start during the first twenty days and daily updates about the importance of attendance throughout the year because if students are not present, we cannot teach them. During the 2022-2023 school year, our average daily attendance rate was 91.08% and approximately 92.49%FY24. 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.

Although we decreased the percentage of students who are chronically absent from 30.43%FY22 to 27.24%FY23 to approximately 24.98%FY24. 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 evidence-based professional learning opportunities.	As a result of evidence-based 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.
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.	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.
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.	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.

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 family engagement opportunities with strong academic components, 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 cannot ascertain why we had the drop from the 2014-2015 school year to the 2015-2016 school year. Since the spring of 2020, attendance has been affected by the pandemic, but our attendance rate increased during the 2020-2021 school year, and we wonder if this could be attributed to the mitigation strategies in effect to address the pandemic, such as smaller classes, high school students in person two days a week and virtual three days a week, social distancing, walking students from place to place, and implementation of Project Aware. The decrease in attendance between 2020-2021 and 2021-2022 could be contributed to some of the lingering effects of the pandemic and adjusting to attending school five days a week. Although our average daily attendance rate for FY22 and FY23 remained approximately 91.1%, our FY24 average daily attendance rate increased to 92.49%. 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, our Family Engagement Specialists and use 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, Family Engagement Specialists, and Project AWARE staff along with our other staff members. 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.

Resources, including time, personnel, and materials, are allocated to accomplish our goal to improve student achievement by ensuring attendance and respectful behavior, strong and knowledgeable instructional leadership, ongoing monitoring of attendance and behavior, and the impact of attendance and behavior 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.

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2020-21)		County (2021-22)		County (2022-23)		State (2022-23)	
Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
14.63	--	16.95	--	20.17	--	21.86	18.15

Evaluation Data

	County (2022-23)	State (2022-23)
Performance Level	% of Teachers	% of Teachers
Distinguished	9.65	14.94
Accomplished	85.96	81.5
Emerging	4.39	3.52
Unsatisfactory	-	0.04

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 FY24 has yet to be released, we referred to data from FY23. 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 to 20.17% in 2022-2023. 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 from self-reflections, observations, and personal communication to help our teachers grow to the next level of performance. We have instituted the Teacher Leader Program, where teachers meet monthly with their grade level or content area teams with a focus on implementation of high-yield instructional strategies. Our teacher leaders also plan to play a more active role in our mentoring program.

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 if possible. Also, we are working on how to continue financing instructional coaches to work with 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. We employ teacher leaders at each school to further support our beginning teachers, our grade level teams, and our content area teams.

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 representatives, etc. We launched the Teacher Leader program and employ a teacher leader at each school to support experienced teachers wanting to grow professionally in order to improve students achievement. We partnered with WV State University to provide a Leadership Cohort where teachers were able to either earn their master's in educational leadership or receive certification in that area if they had a master's in another area.

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

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

To ensure our school 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.

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

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment, the strategic plan activities and development of the district's WVSIPP.

To improve student academic and success outcomes, we will provide professional learning opportunities that connect to our goal to increase the academic achievement of all students, our strategy to increase data-informed decision-making, and our action steps in addition to the professional learning opportunities required by WVDE Policies and WV State Code. All professional learning opportunities will build on increasing the academic achievement of all students. We will begin with how to analyze data to make informed decisions about teaching and learning. We will continue with sharing the results of our attendance initiatives implemented as a result of previous professional learning sessions, 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 special needs. 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 and families 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 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 to better meet teacher and student needs and to increase student success.

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

Plan Items)

☐ 1 Increase academic achievement.

Description:

By the end of this school year, students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress.

PM 1.1 Data Sources to Monitor Progress

Description:

In addition to group and cohort data provided at <https://zoomwv.k12.wv.us>, SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks, the following assessments are used to diagnose what a student already knows and inform teaching and learning. Results are shared with students, teachers, and families. Teachers disaggregate results by all students but especially those at-risk of failing to meet the college and career readiness standards, so needs-based programs with effective, timely interventions can be implemented and computers, software, books, and supplies can be used to address the needs of students while working to improve the instructional program of the school. SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks will be used in addition to the following supplemental program data sources to monitor student progress: In Grades PreK-8, Early Learning Rating Scale (ELRS) (PreK-K) will be administered three times per year. STAR Early Literacy Assessment (K-1) will be administered three times per year to determine their reading level and to measure growth. STAR (2-5) to determine reading levels, measure growth, and adjust zone of proximal development levels and to determine math levels and to measure growth. iReady Diagnostic Assessment in ELA and Mathematics (K-8) will be administered three times per year to identify which students are below level in order to provide targeted instruction. WVGSA Non-Summative Assessments, such as Benchmark Assessments and Module Assessments (3-8) will be administered throughout the year. In Grades 9-11, 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.

☐ 1.1.1 Data-Informed Decision-Making

Description:

Because data-informed decision-making reflects best practices, we have chosen it as our strategy aligned with the data sources mentioned in Progress Monitoring 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 regularly 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. Teachers periodically meet with the principal to share their data. 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 keep families informed and increase family involvement and engagement.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide services for homeless children and youth
	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education programs
	If appropriate, implement process to identify students for support under Targeted Assistance Program
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom
	If appropriate, support and coordinate CTE and work-based learning opportunities
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff
	Professional development
Third Grade Success Act	Science of Reading Instruction
	Science of Reading and Numeracy Professional Learning Opportunities
	Assessments: Screeners, Diagnostics, Benchmarks
	Multi-Tiered Systems of Support
	Family Notification and Involvement
	Extended Learning Opportunities
WV math4life	P – 12 Mathematics Content Knowledge
	P – 12 Mathematics Pedagogy/Thinking Skills

- Leadership Development
- Student Engagement
- Mathematics Coaching/Facilitating
- Parent Involvement/Public Relations

AS 1.1.1.1 Improve attendance.

Description:

To accomplish our goal to increase academic achievement, we will encourage students to attend school regularly 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. We will track average daily attendance, truancy, regular attendance (absent 5% or less), at-risk attendance (absent 6-9%), chronic attendance (absent 10-19%), and severe chronic attendance (absent 20% or more).

Person Responsible:

Jerry Linkinoggor

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/25/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	CCHS Counselor to Support Attendance & Social Work	\$68,669.61
IDEA and State Aid Entitlement	IDEA School Age	Counseling Supplies to Support Attendance at CCHS	\$2,500.00
Other	Other	Director of McKinney Vento	\$1.00
	Other	Truancy Diversion Specialist	\$1.00
Total			\$71,171.61

AS 1.1.1.2 Improve respectful behavior.

Description:

To accomplish our goal to increase academic achievement, we will encourage students to exhibit respectful behavior. We will explore ways to keep students in class while reducing the disruption to learning caused by inappropriate behavior through evidence-based professional learning sessions on classroom management. Our schools will implement Positive Behavior Interventions and Support or the PAX Good Behavior Game schoolwide. Building on a trusting relationship with students, teachers establish, communicate, teach, monitor, hold students accountable, and enforce expectations. Teachers reinforce positive behavior. Teachers manage and address minimally disruptive, inappropriate behavior, using quiet, subtle monitoring and consistently 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 levels of participation and engagement. Expectations of behavior will be taught at the beginning of the year and 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. By tracking discipline, we can make data-informed decisions about who is not behaving, identify the reasons why, and help create plans to address the reasons the student is misbehaving. We will track office referrals, ISS and OSS days, length of suspensions, students suspended, students with more than one suspension, and students with no suspensions except Level 3 and 4 offenses.

Person Responsible:

Jared Fitzwater

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Training Emotional/Behavior Disorders and Autism	\$22,573.83
	IDEA Preschool	Materials and Supplies for Students with ED and AU	\$1,500.00
	State Aid for Special Education	Prof Ser from Outside Agencies for Staff and AU	\$5,000.00
	State Aid for Special Education	Supplies and Materials for Implementation of PBIS	\$2,428.59
	State Aid for Special Education	Supplies and Materials for Occupational Therapist	\$1,000.00
	State Aid for Special Education	Supplies for Emotional Coaching of SE Students	\$1,770.74
Other	Other	Project AWARE	\$1.00
Total			\$34,274.16

AS 1.1.1.3 Improve college and career readiness.

Description:

To accomplish our goal to increase academic achievement, we will increase college and career readiness. To increase college and career readiness, we will use higher order thinking skills; explicit, comprehensive standards-based curriculum, instruction, and assessment; differentiated instruction using pairs, small groups, and computer-assisted technology; peer tutoring and collaborative learning for both student and educator growth and development; effective and efficient management of the instructional period; and additional time and support both within and outside the regular school day for continuous improvement of teaching and learning. Teachers will provide opportunities for all students, especially those at-risk of not meeting the college and career readiness standards, to access the content being presented. Students will access an enriched and accelerated curriculum and benefit from a well-rounded educational program. The quality of our learning time will be improved because teachers will use a balanced assessment system and allow students time to apply the skills being taught under the direction of the teacher. We will use a balanced assessment system to monitor students' progress in meeting the challenging State academic standards, to identify students at-risk of not meeting the standards without interventions, and to inform instruction responsive to individual student needs. Teachers understand and use various methods of formal and informal assessment and multiple data sources, including teacher observation of student engagement and active participation,

class discussion with oral responses to questioning and student conferences about their learning, student work samples, test item analysis, notebook/journal entries, rubrics/checklists, homework, and appropriate technology, to analyze and assess the effectiveness of instruction and to adjust planning and instruction. Teachers plan multiple ways for students to demonstrate knowledge, skills, and understanding. Moving about the classroom during collaborative and independent work, teachers plan multiple strategies to check for understanding, monitor progress, provide clarification, modify instruction, adjust the lesson, provide targeted feedback, and provide assistance as needed through the use of questioning to get students to expand and extend their thinking. Teachers identify student learning needs, modify instruction, and adjust the lesson in response to student needs using a range of authentic assessment results. Using quick, on-the-spot assessments throughout instruction, the teacher checks for mastery along each step of the lesson before moving forward. Communicating high expectations for all students and their achievement, teachers explain, model, and encourage quality effort from all students. Teachers engage learners in understanding and identifying quality work and provide timely, meaningful, specific, developmentally appropriate, and effective descriptive feedback to reinforce learning and to guide progress throughout the lesson. Teachers engage students in the assessment process by guiding them in a review of their own progress and reflecting on their new learning. Teachers provide accurate strengths-based feedback and clarification of the next step to encourage growth linked to the specific content standard. Teachers effectively plan and use multiple assessment types aligned to content standards to monitor learner progress that engage learners in their own growth and guide both teacher and learner decision-making. Teachers use appropriate accommodations to develop differentiated learning tasks. To increase college and career readiness, we will increase technology integration without over-relying on technology. We will stay up-to-date with technology tools and skills; align technology resources with content standards; integrate and apply technology to differentiate instruction, and provide extra time and support for personalized student learning.

Person Responsible:

Tina Burnette

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	35% Curr Dir, 25% Title I Dir, 25% Title I Sec	\$104,690.83
	Title I Part A	Elementary and Middle School Curriculum Coaches	\$170,070.38
	Title I Part A	Five Title One elementary teachers and benefits	\$501,209.01
	Title IV Part A	Textbooks for Dual Credit and AP and AP Exam Fees	\$7,000.00
	Title V Part B, RLIS	Technology	\$1.00
IDEA and State Aid Entitlement	IDEA School Age	75% Elem Ed/SE Dri, SE Sec, 5 Aides, Benefits, Sub	\$443,058.47
	IDEA School Age	Supplies and Materials for SE Teacherse	\$5,628.26
	IDEA School Age	Testing Kits for identification of SE students	\$4,482.94
	IDEA Preschool	Supplies and Materials for PreK Special Needs	\$10,298.59
	State Aid for Special Education	Gifted Contract, Student/Staff Travel, Supplies	\$11,500.00
Step 7a	Step 7a	Instructional materials, supplies, and equipment	\$257,107.00

	Step 7a	Three pre-kindergarten teachers and benefits	\$238,253.00
Third Grade Success Act	Third Grade Success Act	Professional Development and Supplies	\$21,533.00
Total			\$1,774,832.48

AS 1.1.1.4 Improve dispositions of educator effectiveness.

Description:

To accomplish our goal to increase academic achievement, we will increase educator effectiveness. We will increase educator effectiveness by using effective strategies to attract, recruit, and retain certified staff to improve student achievement. We will focus on moving teachers from one level of performance to the next on each indicator in the Employee Evaluation System. 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 previous professional learning sessions, 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 to better meet teacher and student needs and to increase student success.

Person Responsible:

Tina Burnette

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Professional Dev Stipends & Benefits Placeholder	\$16.00
	Title II Part A	65% Title II Director's Salary, travel, PLsupplies	\$86,244.61
	Title IV Part A	Prof. Learning Stipends, Benefits, Travel, & Prog	\$26,042.54
IDEA and State Aid Entitlement	State Aid for Special Education	Prof Dev for Staff on Transition or Behavior	\$14,268.23
Total			\$126,571.38

AS 1.1.1.5 Improve use of extended day and extended year opportunities.

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 to meet the college and career readiness standards, 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:

Crystal Gibson

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Portion of Cost for Program for Extended Year/CR	\$17,757.31
	Title IV Part A	Transportation for health and wellness adventures	\$13,039.20
IDEA and State Aid Entitlement	IDEA School Age	2 Multi-cat Extended Year teachers, 1 Speech	\$18,000.00
Other	Other	21st CCLC	\$1.00

AS 1.1.1.6 Improve family and community engagement.

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 stakeholders 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 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, posted on each school's website with a form to offer suggestions for revision, and discussed at the annual Parent Advisory Council meeting. 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 each school's website. School and county websites, Facebook pages, our robo caller Sarah, the School Messenger, our CIS, and our Family Engagement personnel are used to keep families informed about happenings at our schools. Parent trainings and meetings are also offered at flexible times of the day and evening in conjunction with other activities. Throughout the year family members and community members are invited to read with students and share their areas of expertise.

Person Responsible:

Tina Burnette

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount

Consolidated	Title I Part A	VISTA Positions, Supplies, and Periodicals	\$39,065.81
IDEA and State Aid Entitlement	IDEA School Age	Supplies for Parent/Family Engagement Workshops	\$800.00
Total			\$39,865.81

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

Required Items [Expand All] [Collapse All]

Component Met

1) **Monitor students' progress in meeting the challenging State academic standards**



Address strategies to monitor students' progress in meeting the challenging State academic standards by:

- Developing and implementing well-rounded program of instruction
- Identifying at-risk students
- Providing additional educational assistance
- Implementing instructional and other strategies to improve student learning

Explanation

To monitor students' progress in meeting the challenging State academic standards, we will implement a balanced assessment system using the Non-Summative Assessments, such as Benchmarks Assessments administered twice a year and the Module Assessments when teaching specific standards, teacher observation of student engagement and active participation, class discussion with oral responses to questioning and student conferences about their learning, student work samples, test item analysis, notebook/journal entries, rubrics/checklists, homework, and appropriate technology. Using a balanced assessment system, we will identify where students are in terms of meeting the West Virginia College and Career Readiness Standards. We will identify which students are at-risk of not meeting the standards and develop a plan of action to provide additional assistance to these students both during the day and during our extended day/extended year program through computer-assisted personalized learning and teacher-directed small group instruction. We will also use the information gleaned from our balanced assessment system to design, implement, adjust, and modify a well-rounded program of instruction with effective learning experiences aligned to grade level standards that promote each learner's achievement and mastery of grade level standards and content.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

2) **Address equity of students taught at higher rates by ineffective or inexperienced teachers**



Address strategies to address equity for students taught at higher rates by ineffective or inexperienced teachers

Explanation

To address the equity of students taught at higher rates by ineffective or inexperienced teachers, we will attract, recruit, and retain certified staff. 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, 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 through our Beginning Teacher Mentor Program, consisting of mentors and monthly collaborative meetings with targeted professional learning in response to teacher needs. 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. 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.

☒ 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

☒ 1.1.1 Data-Informed Decision-Making

- 3) **Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools**
Address strategies to carry out responsibilities for any Comprehensive Support Improvement and targeted Support and Improvement Schools

Explanation

We do not have any schools designated as Comprehensive Support Improvement and targeted Support and Improvement Schools. We will continue to work with all of our schools to move them forward.

☒ 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

☒ 1.1.1 Data-Informed Decision-Making

- 4) **Provide educational services for N & D children living in local institutions or participating in comm. day school programs**
Address strategies to provide educational services for neglected and delinquent children living in local institutions or participating in community day school programs

Explanation

We do not have neglected and delinquent children living in local institutions or participating in community day school programs.

☒ 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

§ 1.1.1 Data-Informed Decision-Making

5) **Provide services for homeless children and youth**
Address strategies to provide services for homeless children and youth



Explanation

In addition to the strategies provided to all students, Clay County Schools incorporates the following strategies to provide services for homeless children and youth:

- *Each parent receives a copy of the "Rights of Homeless Students" in the beginning and new student packets.
- *Posters with the same information are placed in public places.
- *Staff is trained in identifying and meeting the needs of homeless students.
- *Student residency and enrollment forms are used to identify homeless students.
- *Confidential forms are given to all employees, including bus drivers, to help identify homeless students.
- *School and community resources are used to meet the needs of homeless students with the assistance of our Director of McKinney-Vento/21st CCLC, our Communities in Schools Coordinators, and our VISTAS.
- *Extended day/year tutoring and meals are provided to homeless students.
- *Clay County Schools will use the Communities in Schools model to coordinate with community groups and churches to provide food, shelter, clothing and meet other personal needs.
- *Transportation to their home school is provided, when necessary for displaced homeless students.
- *All Clay County students receive free breakfast and lunch through the Community Eligibility Program.
- *Establish/continue having clothing closets, food pantries or a backpack program for students in need at all schools.
- *Clay County Schools provides free textbooks and school supplies to all students.
- *The SAT process is employed to provide an individualized support team to meet student needs.

§ 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

§ 1.1.1 Data-Informed Decision-Making

6) **Provide effective parent and family engagement**
Address strategies to provide effective parent and family engagement



Explanation

To increase family and community engagement, we 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 improving 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 school offices when families check out students. Families are involved in decision-making during quarterly LSIC meetings, an annual Parent Advisory Council meeting, and 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 our county website, our county 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 each local school improvement council and hold county board of education meetings in each school once each year. Different community groups use our facilities for recreational activities, meetings, and dinners. We encourage schools and teachers to invite community members as guest speakers when relevant.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

7) **If applicable, support, coordinate, and integrate services with early childhood education programs**

Address strategies to support, coordinate, and integrate services with early childhood education programs

Explanation

Clay County Schools has a universal PK program in conjunction with Appalachian Council Headstart. All collaborative classrooms are housed in Clay County's two elementary schools. We sponsor a transition program from PK to Kindergarten, and we will offer a Kinderboost program in the summer for rising Kindergarten students.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

8) **If appropriate, implement process to identify students for support under Targeted Assistance Program**

Address strategies to identify students for support under Targeted Assistance Program, if appropriate

Explanation

We do not have any Targeted Assistance Programs in our county. All of our schools are Schoolwide Title One Schools.

☒ 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

§ 1.1.1 Data-Informed Decision-Making

9) **Implement strategies to facilitate effective transitions for students between programmatic levels**

Address strategies to facilitate effective transitions for students between programmatic levels

Explanation

To facilitate effective transitions for students entering school and between programmatic levels, we will provide Step Up Days at all grade levels to ease the transition from grade to grade and programmatic level to programmatic level before the end of the school year. At the elementary level, preschool registration is conducted in each school in the spring, vertical teaming takes place throughout the year to inform the staff about student needs, and Kinderboost is held in the summer for those entering kindergarten. Extended year experiences are hosted in a centralized place to help students develop relationships with students from other elementaries, so they will get to know each other and begin building a community of learners before entering Clay County Middle School. Clay County Middle School hosts Camp Mustang during the summer for all incoming sixth graders. Clay County High School invites incoming ninth graders to schedule classes for the upcoming year, in addition to step up day activities. Students from Clay County Middle School and Clay County High School have the opportunity to come together during extended year experiences, such as CTE camp in an effort for older students to showcase their accomplishments and introduce younger students to CTE programs. Enrichment camps are also offered in the summer for secondary students to attend along with a credit recovery program.

☒ 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

§ 1.1.1 Data-Informed Decision-Making

10) **Reduce the overuse of discipline practices that remove students from the classroom**

Address strategies to reduce the overuse of discipline practices that remove students from the classroom

Explanation

To reduce the overuse of discipline practices that remove students from the classroom, all Clay County Schools implement a Positive Behavior Intervention and Support plan, and we provide professional development on effective classroom management strategies. In addition, schools examine discipline data weekly to be more proactive in heading off potential problems. Counselors or their designees teach developmental guidance lessons and anti-discrimination lessons. All schools have anti-bullying and safe school plans in place. We use the PAX Good Behavior Game in all elementary schools. Representatives from Positive Behavior Intervention and Support Teams attend the Project AWARE conference each summer and return to work with their teams on reviewing and revising their action plans for the coming

year.

This year we have specifically listed increasing respectful behavior as an action step to help us meet our goal of increasing academic achievement because we realize learning cannot take place in a chaotic environment, and students cannot benefit from teacher-directed instruction if they are not in the classroom because of discipline issues.

1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

11) **If appropriate, support and coordinate CTE and work-based learning opportunities**



Address strategies to support and coordinate CTE and work-based learning opportunities, if appropriate

Explanation

To support and coordinate CTE and work-based learning opportunities, Clay County High School has a Career Technical Education program and provides real world and simulated work-based learning opportunities. Because the CTE Center is located at the high school, the ability to coordinate the CTE program with the regular day program is enhanced and students are not spending part of their day being bussed to another location. This also improves the number of students exploring different CTE options and completing the CTE programs. To further increase the number of students taking CTE courses, we host a CTE Camp as part of our extended year experiences for our secondary students. The purpose of hosting the CTE Camp is for our older students to showcase and celebrate their accomplishments while informing our younger students of the opportunities CTE can provide for them. Our students are introduced to the sixteen career clusters during middle school through a series of career courses: Future Careers, Regional Careers, and Discover Your Future. In the spring of their eighth grade year, they are introduced to the clusters and pathways Clay County High School CTE can offer: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio/Video Technology, and Communications; Business Management and Administration; Health Science; Hospitality and Tourism; Information Technology; and Manufacturing as well as the Future Leaders Program. We are also offering a new course this coming year: Jobs for WV Grads.

1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

12) **Other appropriate strategies identified by the LEA**



Address other appropriate strategies identified by the LEA

Explanation

In addition to the strategy identified in this plan - using data-informed decision-making to increase the academic achievement of all students, including subgroups, we have identified the following areas as a result of our Special Circumstances Review during January 2023:

Focus Area 1: Central Office and Local Board of Education Leadership

The superintendent facilitates central office staff meetings at least monthly.

The central office facilitates monthly Administrative Professional Learning Community meetings where central office staff each address any questions principals have about information disseminated during weekly check-ins with remaining time used for everyone to network, address principal evaluation goals, and address the district-wide instructional program.

The central office hosts monthly Data Talks with each school's principal to review the data collected during the previous month, add progress notes to the strategic plan, and plan for the next month.

_____ are used to compensate staff for the twenty hours of WVBE Policy and WV Code required professional learning.

The central office staff conducts weekly school check-ins to provide specific leadership and instructional support as well as to emphasize instructional expectations and share information from central office staff in a timely manner.

Noncompliance 1.1 and Corrective Action 1.1:

Review Policy 5310 – Performance Evaluation of Professional Personnel as required annually to ensure process aligns with WVDE Policy and WV Code. In addition to the assigned training through Vector Solutions, face-to-face training is conducted with school level administrators.

To ensure employees do not supervise or evaluate family members, the Director of Elementary Education/Special Education supervises and evaluates the wife of the principal at Big Otter Elementary, and the assistant principal at Clay County High School supervises and evaluates the wife of the principal at Clay County High School.

Progress for Corrective Action 1.1

An evaluation refresher training was provided to principals and central office staff by WVDE as of May 4, 2023. Another evaluation refresher training was provided to principals and central office staff by Mary Catherine Tuckwiller August 16, 2023.

Finding 1.1 and Recommendation 1.1:

The board of education and central office staff reviewed roles, responsibilities, qualifications, and authority of each central office staff member to determine if all staff members were being used to full capacity regarding school improvement and to ensure the most effective use of current expertise with specific leadership and instruction support for each programmatic level in a new organization chart after losing one position due to declining enrollment. The Director of Elementary Education/Special Education focuses on the elementary programmatic level. The Assistant Superintendent and Director of Student Support Services focus on the middle school programmatic level. The Superintendent focuses on the high school programmatic level.

Progress for Recommendation 1.1

Roles and responsibilities have been fully revised to reflect this recommendation in the new organization chart.

Noncompliance 1.2 and Corrective Action 1.2:

Review Policy 2510 - Assuring Quality of Education: Regulations for Education Programs, Section 2.4 to ensure teachers are providing instruction to the rigor and depth the WV College and Career Readiness Standards require.

Teacher-leaders for each elementary grade level and each secondary content area have been used to Increase teacher and administrator knowledge of individual grade level WV College and Career Readiness Standards as well as the vertical design of the standards through high-quality collaborative learning experiences aligned to our goal to increase academic achievement of all students, including subgroups. The central office alongside school level administrators and teacher-leaders have created a process to educate teachers about teaching all standards to the rigor and depth of the standard by implementing standards-based instruction using high-yield instructional strategies, such as Marzano's High-Yield Instructional Strategies. They also created and revised a walkthrough form to help monitor the use of high-yield instructional strategies, level of Bloom's Taxonomy, and level of student engagement.

Teacher-leaders provide monthly opportunities for elementary teachers and principals to network with each other during district wide grade

level team meetings. School level administrators join a different grade level each meeting. Teacher-leaders at the secondary level provide monthly opportunities for secondary teachers and principals to network with each other during district wide content area team meetings. School level administrators join a different content area each meeting.

Progress for Noncompliance 1.2:

Approximately one half of teachers and principals attended an all-day professional learning program presented by WVDE on April 7, 2023, which included addressing standards-based instruction, the science of reading, and best practices and requirements for CTE with a follow-up extension scheduled for early June.

Standards-based instruction, the science of reading, and best practices and requirements for CTE were addressed throughout the 2023-2024 school year and will continue into SY25.

Finding 1.2 and Recommendation 1.2:

Monthly opportunities for principals and central office staff to network with each other through high-quality collaborative learning experiences to support instructional leadership and continuous improvement are provided during monthly Administrative Professional Learning Community meetings.

Central office staff work with principals to align professional learning goals to principal evaluation goals and the district-wide instructional program.

Progress for Finding 1.2:

Principal meetings have been restructured to reflect a PLC format and occur monthly. Principals completed a book study on *The New Instructional Strategies that Work* during the 2022-2023 school year and a book study on *My Iceberg is Melting* and the article *Management Time: Who's Got the Monkey* during SY24.

Finding 1.3 and Recommendation 1.3:

The WV Standards for Effective Schools Framework have been shared with school level administrators.

Schools are encouraged to review the school mission, vision, beliefs, data, goal, strategy, action steps with targets, and WV Standards for Effective Schools to support a unified approach to continuous improvement while aligning to each school's specific needs.

Both central office staff and school level administrators use instructional walkthrough forms to collect data used to inform instructional feedback.

Progress for Finding 1.3:

Alex Criner met with central office staff on January 23, 2023, to outline the five key areas for the district based on the WV Standards for Effective Schools and strategies for effective district leadership (*District Leadership that Works*). These areas included collaborative goal setting, non-negotiable goals for achievement and instruction, board alignment and support of district goals, monitoring achievement and instructional goals, and allocation of resources to support goals. Our strategic plan is used to guide our district-wide approach to improvement.

Finding 1.4 and Recommendation 1.4:

Board of Education Members –

Board of Education Members complete required school board training.

Roles, responsibilities, and authority have been clarified and will be revisited as board membership changes.

Training on WV Open Governmental Proceedings Act has been conducted.

Training on communication and consideration of the impact of decision-making to ensure participation from all board members and the superintendent has been conducted.

Central Office Staff –

Central Office Staff complete required training.

With the new organizational chart, training to clarify roles, responsibilities, and authority will be reviewed.

Training on communication and consideration of the impact of decision-making to ensure participation from all staff members and the

superintendent has been conducted.

Training on Policy 5310 – Performance Evaluation of Professional Personnel and WV Code 18A-2-12 has been conducted.

Training on Levels of Student Engagement and Bloom's Taxonomy along with high-yield instructional strategies has been conducted with central office staff to ensure consistency when gathering walkthrough data in schools.

Progress for Finding 1.4:

Jim Brown of the WV SBA has worked with the board members to develop a job posting for the superintendent position, provide training, and develop communication protocols. A template to ensure agendas and minutes are clear and accurate was provided.

Finding 1.5 and Recommendation 1.5:

A comprehensive review of the current policy manual with the board of education to remove outdated or unnecessary policies and to revise policies to ensure alignment with WVBE Policy, WV Code, and best practices is underway.

Policies are communicated online and in print in a user-friendly format.

Progress for Finding 1.5:

Some conversation occurred regarding the use of a third-party educational consulting firm to facilitate this process, but the financial investment could not be justified, so central office staff reviewed policies from various districts as well as WVBE Policies and WV Code to revise policies, remove outdated and unnecessary policies, and create policies as needed to align with WVBE Policy, WV Code, and best practices.

Focus Area 2: Principal Leadership

Principals articulate a specific instructional focus by citing the goal, strategy, and action steps with targets.

Principals conduct bi-weekly walkthroughs in all classrooms focusing on specific high-yield strategies to address specific standards for students while monitoring for use of those strategies and standards.

Principals attract, recruit, assign, and retain certified staff.

School-Level Administrators –

School-Level Administrators complete required training.

Training to clarify roles, responsibilities, and authority is conducted as we get new administrators.

Training on communication and consideration of the impact of decision-making to ensure participation and input from all staff members is conducted.

Training on data analysis was conducted throughout the year during data talks and during spring administrator meetings.

Training on strategic planning was conducted during spring administrator meetings.

Training on Policy 5310 – Performance Evaluation of Professional Personnel and WV Code 18A-2-12 is conducted.

Training on Policy 2510 - Assuring Quality of Education: Regulations for Education Programs that goes into effect on July 1, 2024, will be conducted.

Training on WV College and Career Readiness Standards will be conducted with an emphasis on mathematics because they are newly adopted and that is an area of need.

Training on the Instructional Practices Inventory will be reviewed and offered to new staff members.

Training on walkthroughs focused on monitoring whether the level of instruction is meeting the level of the WV CCR Standards being addressed, the level of student engagement, and noting the high-yield instructional strategies being used is conducted.

School-level administrators attend all trainings with teachers.

Teachers –

Teachers complete required training.

Training to clarify roles, responsibilities, and authority is conducted.

Training on communication and consideration of the impact of decision-making to ensure participation and input from all staff members and students is conducted.

Training on data analysis is conducted.
Training on strategic planning is conducted.
Training on Policy 5310 – Performance Evaluation of Professional Personnel and WV Code 18A-2-12 is conducted.
Training on Policy 2510 - Assuring Quality of Education: Regulations for Education Programs that goes into effect on July 1, 2024, will be conducted.
Training on WV College and Career Readiness Standards is conducted.
Training on creation of pacing guide to ensure teaching and learning of WV CCR Standards is conducted.
Training on research-based instructional design and practices, including delivery aligned to the WV CCRS, is conducted.
Training on high-yield instructional strategies to increase rigor, problem solving, higher order thinking skills, distributed summarizing, collaborative pairs, vocabulary instruction, and writing across the curriculum began during the 2023-2024 school year and will continue.
Training on the Instructional Practices Inventory to ensure high levels of student engagement is conducted.
Training on walkthroughs focused on monitoring the use of WV CCR Standards and standards-based instruction with high-yield instructional strategies as well as components of the strategic plan is conducted and used to inform professional learning needs.
Training on Positive Behavior Intervention and Support is conducted.
Training on PAX Good Behavior Game for elementary teachers is conducted.

Finding 2.1 and Recommendation 2.1:

The Central Office Staff led by the Assistant Superintendent provided school level administrators assistance in how to develop the school level strategic plan, which prioritizes the needs for their schools to enhance instructional leadership.
The Central Office Staff guided principals in developing classroom walkthrough criteria aligned to the specific needs of their respective schools.
Apprise staff of the progress toward goal completion regularly and adjust focus areas as goals are met.

Progress for Recommendation 2.1:

Principals participated in a professional learning session on February 21, 2023, to review the focus areas outlined in the Special Circumstances Review, to discuss the collective vision for effective instructional practices, and assess the current practices and documentation for instructional walkthroughs. Principals were tasked with revising the current walkthrough form to reflect an emphasis on standards-based instruction and formative assessment. Since then, additional work the walkthrough form has been revised to better align with the form used by WVDE to inform schoolwide instructional goals and action steps.

Non-compliance 2.1 and Corrective Action 2.1:

To increase teacher and administrator knowledge of individual grade level WV College and Career Readiness Standards as well as the vertical design of the standards through high-quality collaborative learning experiences aligned to our goal to increase academic achievement of all students, including subgroups, our teacher-leaders have identified the need for more vertical teaming for FY25. Walkthrough forms were used to create a process to monitor teaching all standards to the rigor and depth of the standard and ensure implementation of standards-based instruction using high-yield instructional strategies, which were reviewed by teacher-leaders during monthly teacher-leader facilitated grade level and content area meetings.
Opportunities for elementary teachers and principals to network with each other are held each month during teacher-leader facilitated grade level team meetings with each administrator attending a different grade level's team meeting each month.
Opportunities for secondary teachers and principals to network with each other are held each month during teacher-leader facilitated content area team meetings with each administrator attending a different content area's team meeting each month.

Progress for Corrective Action 2.1 as of May 4, 2023:

Collaborating with WVDE, professional learning has addressed standards-based instruction. Follow-up professional learning will continue to be provided. A process to monitor the implementation of standards-based instruction has been developed using the walkthrough form.

Finding 2.2 and Recommendation 2.2:

A Central Office Staff Professional Learning Community, a School-Level Administrator Professional Learning Community, Grade Level

Professional Learning Communities, and Content Area Professional Learning Communities to collaborate and build district-wide capacity have been established with stronger instructional leaders and teacher-leaders who get results guiding the development and expansion of this work.

Progress for Finding 2.2:

Spring school-level administrator meetings include topics relevant to instructional leadership, such as strategic planning and creating a master schedule. Additional work is being considered to strengthen these professional learning communities.

Focus Area 3: School Improvement Processes and Instruction

Finding 3.1 and Recommendation 3.1:

Use data sources, such as academic achievement data, personnel evaluation, walkthroughs, and benchmark and module assessments to identify and prioritize the instructional needs of each school and to inform instructional focus.

Progress for Recommendation 3.1:

Progress is reviewed monthly with individual principals during data talks in order to strengthen and support the instructional program of the district.

Finding 3.2 and Recommendation 3.2:

Professional learning trainings have been added to address rigorous grade-level curriculum delivery, problem-solving, higher order thinking skills, distributed summarizing, collaborative pairs, vocabulary instruction, and writing across content areas.

Monitoring and additional implementation support is provided regularly by central office staff, school-level administrators, and teacher-leaders.

Progress for Finding 3.2:

The first of a series of professional learning to address rigorous, grade-level curriculum delivery kicked off in the spring of 2023 with WVDE Content Coordinators and continued for the rest of the 2022-2023 school year. Teacher-leaders continued facilitating implementation of the use of high-yield instructional strategies during the 2023-2024 school year. Curriculum coaches also worked in schools to support quality instruction during the 2023-2024 school year. Ongoing implementation and monitoring of instructional practices will continue during SY25 to ensure high-yield instructional strategies are a pervasive practice.

Focus Area 4: Financial Indicators and Purchasing Procedures

Recommendation 4.1:

A review of finances with a focus on student needs and professional learning to accomplish the goal to increase the academic achievement of all students, including subgroups, while being fiscally responsible and ensuring effective teaching in every classroom was conducted.

Effective conservative spending practices were continued.

The treasurer continues to monitor the fund balance.

Recommendation 4.2:

To sustain the positions funded through ESSER, the county closed and consolidated two elementary schools into existing Clay Elementary, transferred people, and used Reduction in Force through attrition and some losing jobs to absorb the ESSER-funded positions and come more closely in maintaining staffing within the state aid formula.

Recommendation 4.3:

A new levy call that did not include regular expenses, such as utilities, was proposed by the superintendent and board of education and supported by the voters.

Progress for Focus Area 4 as of May 4, 2023:

Seven ESSER positions will be funded next year through local funds. Other positions have been eliminated through terminations and

transfers. A financial workshop was provided to board members to inform them of the financial outlook for the district. Central office staff have collaborated with WVDE to ensure fiscally responsible decisions are made.

Focus Area 5: Operation of Federal Programs

Recommendation 5.1:

The ESSER budget was revised to reallocate the amount for HVAC and Window Replacement at HE White Elementary to another permissible project because HE White was closed and consolidated into existing Clay Elementary.

Progress for Recommendation 5.1:

A decision was made regarding the closure of HE White and consolidation into existing Clay Elementary.

Next Steps as of May 4, 2023

Follow-up professional learning to build instructional capacity was provided by WVDE on June 1, 2023.

The central office staff is continuing to review and revise policies, ensuring all policies are published in an easily accessible format on the county website and in print.

The central office staff is continuing to prioritize a comprehensive instructional focus throughout the district.

Two additional focus areas were added on May 4, 2023:

To verify personnel and staffing decisions have occurred according to policy and code, Jay Carnell and Howard Seufer were consulted.

The County Board of Education Members revisit policy and communication findings to evaluate progress in these areas.

☐ 1 Increase academic achievement.

☐ 1.1 Data Sources to Monitor Progress

☐ 1.1.1 Data-Informed Decision-Making

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Induction of beginning teachers Address strategies to support beginning teachers</p> <p>Explanation 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 grade level or content area as possible. 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 enrich 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.</p> <div style="border: 1px solid black; padding: 5px;"><p>☐ 1 Increase academic achievement.</p><div style="border: 1px solid black; padding: 5px;"><p>PM 1.1 Data Sources to Monitor Progress</p><div style="border: 1px solid black; padding: 5px;"><p>☐ 1.1.1 Data-Informed Decision-Making</p></div></div></div>	<input checked="" type="checkbox"/>
<p>2) Support for experienced teachers Address strategies to support experienced teachers</p> <p>Explanation 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 because we believe each of us can improve our practice, and we each have lessons learned to share with beginning teachers. 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 representatives, etc. We launched a Teacher Leader program and employ a teacher leader at each grade level or content area to support experienced teachers wanting to grow professionally in order to improve student's achievement. In the past, we partnered 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.</p>	<input checked="" type="checkbox"/>

1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

1.1.1 Data-Informed Decision-Making

3) Support for student teachers

Address strategies to support student teachers



Explanation

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 job-embedded professional development for beginning teachers, as well as the Beginning Teacher/Mentor Academy. Clinical Teachers of Record are employed to fill vacancies.

1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

1.1.1 Data-Informed Decision-Making

4) Support for beginning administrators

Address strategies to support beginning administrators



Explanation

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 Schools. 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.

☐ 1 Increase academic achievement.

☐ PM 1.1 Data Sources to Monitor Progress

☐ S 1.1.1 Data-Informed Decision-Making

5) **Support for experienced administrators**



Address strategies to support experienced administrators

Explanation

Support for administrators is important for their success. Experienced administrators mentor beginning administrators both informally and formally. Mentors meet weekly with beginning administrators to discuss the WV Standards for Highly Effective School. Together all administrators attend monthly school administrator meetings with the superintendent and central office staff. Central office staff 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 administrators to help them use/understand the data collected at their schools. Administrators create data binders and share the data with central office staff along with their plan for using the data. The goal is to help administrators own their school data and learn how to move their students in a positive way. Because administrators' meetings are using a Professional Learning Community format, administrators gain from networking with other administrators, sharing their challenges and successes.

☐ 1 Increase academic achievement.

☐ PM 1.1 Data Sources to Monitor Progress

☐ S 1.1.1 Data-Informed Decision-Making

6) **Support for other staff**



Address strategies to support other staff

Explanation

To ensure our school system continues to be the best it can be, we provide all staff members with training and learning opportunities. Our instructional aides are invited to professional development teachers attend. Our other service personnel, including secretaries, cooks, custodians, and bus drivers have scheduled professional development that is specific to them throughout the school year. Our support staff have targeted professional development in response to their needs. Our treasurer receives professional development from Stuttle and Stalnaker as well as Jeff Davis. We encourage all staff to attend professional learning opportunities aligned with individual needs. Using Vector Solutions, our online professional development platform, all personnel can personalize their professional development in response to their needs.

☐ 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

7) Professional development

Address strategies and planned professional development opportunities

Explanation

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 WVBE Policies and WV State Code. All professional learning opportunities build on increasing the academic achievement of all students. We begin with how to analyze data to make informed decisions about teaching and learning. We continue with sharing the results of our attendance initiatives implemented as a result of previous professional learning sessions, 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 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 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 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 review the results of our extended day/extended year program and how those opportunities can help increase the academic achievement of our students. We 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 address the needs of our educators as reflected from other data sources such as informal observations, walkthroughs, Instructional Practices Inventory data, 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 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 to better meet teacher and student needs and to increase student success.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

* Planning

Clay County Schools developed our county teacher leadership framework by creating a committee of teachers from each school and central office staff to draft the framework. The draft was shared with other stakeholders for comments and suggestions. After editing the draft document, it was presented to the Clay County Board of Education for approval.

Clay County Schools met with our county leadership team weekly. The county strategic goal is developed collaboratively. School administrators meet monthly and K-12 administrators meet a minimum of four times a year to discuss progress and provide guidance. Teachers are asked to provide feedback concerning professional development topics and effectiveness. Teacher Leaders are included on Faculty Senate agendas as applicable.

Today more than ever, the educational landscape is rapidly changing. It requires teachers willing to rise to leadership roles within their schools and districts. It requires teachers who can foster collaboration within the school and community and understand and implement policies that impact students in PK-12 classrooms. Clay County Schools also recognizes that cultural shifts must happen to ensure the successful implementation of the teacher leadership framework.

Clay County Schools embedded this framework into our county strategic plan as part of our action step to increase dispositions of educator effectiveness and evaluate our progress in implementing the program. A copy of the plan is available on our county website. The plan is reviewed annually using the evaluations contained in the framework. Changes are made as necessary to strengthen program delivery and effectiveness.

* Vision and Goals

Through the implementation of its teacher leadership program, Clay County Schools strives to achieve the following goals, as outlined by House Bill 4804:

- Increased student achievement and growth through the development of a shared leadership structure at the school level.
- Broader dissemination and use of effective teaching strategies through an increase in teacher collaboration; and
- Stronger and more positive school and district cultures through the development and retention of highly effective teachers.

* Data Driven Measures

Data drives our school improvement efforts as well as improvements to our Teacher Leadership Framework. Clay County Schools looks at various forms of data.

We review our professional learning continuum:

- Pre-service Teachers
- Novice Educators (0-3 years of service)

- Professional Educator (3+ years of service)
- Teacher Leader

We also examine teacher demographics including:

- Certification
- Advanced Degrees
- Experience

Clay County Schools analyzes data as part of the county needs assessment to determine root causes as they pertain to student achievement. The needs assessment is developed in concert with our strategic planning process and includes:

- Attendance data for staff and students
- Behavior data and WV School Learning Environment Survey data
- College and Career Readiness data: county benchmarks; classroom formative assessments, including module assessments; WV GSA; analysis of subgroup data; PSAT and SAT School Day data
- Dispositions of Educator Effectiveness data: Self-reflection, evaluation results, walkthrough data, and Instructional Practices Inventory data
- Extended Day/Extended Year participation rates
- Family and Community Engagement participation rates

* Teacher Leadership Roles

It is not always clear what teacher leadership entails due to the wide variety of the roles and definitions. The common thread in literature is that the teacher leaders are classroom teachers who also serve as instructional leaders by modeling effective instruction, collaborating with others to improve instruction, providing resources for effective instruction, and advocating in service of effective instruction.

Teacher leadership roles are both formal and informal. For the purposes of this document, the formal teacher leadership roles include:

- Cooperating teacher
- New teacher mentor
- Department Head
- Team Leader/School Leadership Team Member
- Academic Coach
- Cohorts of teachers seeking micro credentials, advanced degrees, and advanced certifications.

- National Board Certified Teacher

Volunteer leaders serve on various school committees, including but not limited to:

- Faculty senate
- Local School Improvement Council
- PLC facilitators
- Content and grade level leaders
- District Grade Level Team Leader (elementary)

Teachers who participate in the Clay County Schools Teacher Leadership Program will assist with the following responsibilities:

- Collect and analyze assessment data.
- Develop and deliver professional development activities for other educators in the district.
- Manage professional learning teams within their home school.
- Serve on the district curriculum review committee.
- Lead and support school improvement initiatives at their home schools.
- Mentor and coach teachers within their home school and grade level.
- Model instructional strategies and practices for colleagues.
- Serve as department or grade level coordinators within their home schools and district-wide.
- Serve on committees, work teams, and school and district leadership teams.

* Teacher Leadership Selection

Teacher leaders are selected in a variety of ways including the application process, selection by a supervisor or administrator, volunteering, and through peer interaction. Teachers must apply for formal teacher leadership positions. These positions have job descriptions and are posted according to West Virginia personnel laws. Informal teacher leader positions are filled by volunteers or those selected by their peers. Cooperating teachers are chosen through a cooperative agreement between the institution of higher education and Clay County Schools. The college supervisor for student teaching and the school principal select the cooperating teacher by matching the grade level needs and college's criteria.

* Application and Hiring Process

Each formal teacher leadership role is thoroughly delineated on that role's job description and included on the job posting. WV personnel laws are followed. The district staff conduct the initial recruitment, application review, and initial screening. The school staff (principal and/or hiring committee) then complete the remainder of the screening. The matrix is used to select the most qualified candidate. Teacher leader candidates must possess teacher evaluation results of 'effective' or 'highly effective.' Consideration will be given to the following qualifications: leadership experiences, communication, and

collaboration (i.e., feedback and coaching), data usage in instruction, and adult learning experiences. Job descriptions for teacher leadership positions and their job postings are available on the county website as applicable.

Selected candidates must commit to participate in the teacher leadership cohort and associated professional development. To perform the important role effectively, teacher leaders must have a range of specialized skills, including many that lie beyond those required for effective classroom teaching. The Clay County Teacher Leadership Cohort is designed to support teachers to strengthen the leadership skills that schools need for improvement. At the same time, it will build our school and district leadership capacity, so that these teachers' leadership skills are not just individual talents, but organizational assets that can be resources for reform.

The professional development program components are designed to support teachers to strengthen essential leadership skills. Our program will focus on four components which include:

· Using Data - Access and collect multiple forms of data and build a repertoire of strategies for guiding teams to understand, analyze and use data in decision-making, and to communicate results in ways that empower the school community members to envision their role in improvement. Specific skills that will be strengthened include:

1. Building data literacy
2. Collecting and analyzing quantitative and qualitative data
3. Drilling down to identify an instructional priority
4. Preparing a team for data use
5. Communicating with data
6. Analyzing data with attention to cultural proficiency. Using data to inform decisions. Collaborate with one or more colleagues to use data analysis results to make decisions about high-leverage instructional adjustments and implement them. Monitor and report on results.
7. Making decisions within data-based inquiry cycles
8. Progress monitoring

· Shared Leadership - Develop approaches for building unity of vision within a team, managing an effective and collaborative team, facilitating change, and understanding the role of individuals and teams within school and district systems. Specific skills that will be strengthened include:

1. Building and sustaining trust
2. Creating a shared vision
3. Increasing shared ownership of improvement and change
4. Managing group dynamics by knowing yourself and the team
5. Facilitating groups
6. Understanding the work as part of a system
7. Engaging stakeholders and forging collaborations

8. Communicating within and across teams

· Supporting Instruction - Apply principles of adult development while learning and practicing strategies for observing teaching, examining student work collaboratively, analyzing instruction and instructional resources, facilitating growth-oriented dialogue, and planning effective professional learning experiences. Specific skills that will be strengthened include:

1. Establishing a purpose and process for the dialogue
2. Examining collections of evidence on instruction
3. Leading coaching conversations
4. Identifying appropriate instructional resources & routines, including technology tools
5. Evaluating and adapting instructional resources and routines for a specific purpose
6. Designing effective professional learning experiences
7. Monitoring effectiveness of professional learning experiences

· Professional Expertise - Practice strategies for guiding team reflection in a school to turn individual expertise into an organizational asset, while also building skills to tap the professional knowledge base of research and professional literature and to apply that knowledge to instructional improvement. Specific skills that will be strengthened include:

1. Creating conditions for productive and powerful group learning
2. Facilitating reflective dialogue
3. Accessing, analyzing, and evaluating education research
4. Using education research to inform practice
5. Interpreting the impact of policy on teaching and learning
6. Advocating for policy and practice for instructional improvement

* County/Administrator Roles

County and building level administrators serve in both informal and formal capacities. When a new administrator needs a mentor, one is selected based on the mentor job description and programmatic level. The most qualified applicant is selected. County administrators are encouraged to serve as leaders for their respective state associations.

The county administrators are responsible for aligning the Teacher Leadership Framework with the county strategic plan and SIPP plan which addresses the needs of the clinical teacher of record, the beginning teacher, and the experienced teacher. County and school administrators ensure that the teacher leaders have an integral role in carrying out the school improvement plan.

* Management Protocol

The Clay County Schools Staff Development Director, Chief Instructional Leader, and Superintendent will manage the Teacher Leadership Framework. Some responsibilities include:

- Create the county level team.
- Create the teacher leader designation.
- Develop an implementation plan and timeline.
- Create a process for tracking funding (Step 7D).
- Assist schools to structure teacher leader release time to perform duties.
- Provide regular, targeted professional learning opportunities for the Teacher Leader Cohorts.
- Develop a peer and/or self-monitoring protocol for participating teachers.
- Provide mentors for new teacher leaders.
- Incentivize teacher leaders remaining in role for a designated period of time.
- Offer cohorts in Leadership Studies when feasible.
- Collect data from formal and informal assessments.
- Meet with stakeholders and adjust the Framework as needed.

* Evaluation Procedures

A. Procedure for Evaluating teacher leaders:

Following Clay County Schools evaluation policies and the WVBE Evaluation Policy, the immediate supervisor evaluates all formal teacher leadership positions. The teacher leaders also complete a self-evaluation.

B. Framework Evaluation

The framework is evaluated based on the data collected (See Section 6.) and the information obtained from stakeholder groups. Changes are made as needed to improve the framework and to positively impact school improvement. It is realistic to expect that the program will help teachers improve their practice and make remaining in teaching more attractive.

* Estimated Budget

Please update this budget.

101,045.00 Teacher Leader Induction Step 7B
6,084.00 Professional Staff Development
2,416.00 Service Personnel Staff Development

\$26,550 Suttle and Stalnaker, Consultant
\$28,450 Jeff Davis Consultant

\$20,000.00 stipends/subs

\$50,000.00 presenters & coursework (tuition)

\$1,600.00 fixed costs

\$71,600.00

* Communication

The county leadership team shared the framework with administrators. A document was created for administrators to post and share with staff. Information about the Teacher Leader Framework was presented to the Clay County Board of Education. The Clay County Schools Teacher Leadership Framework and other pertinent information is shared on the county website. Microsoft Teams is used to develop a teacher leadership network communication tool.

All formal leadership opportunities are posted at each school and on through Frontline. Informal leadership opportunities occur as part of school teams, Professional Learning Communities, and meetings.

WVSIPP Funding Details

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 10,000.00
Support for experienced teachers	* \$ 10,000.00
Support for student teachers	* \$ 1,000.00
Support for other staff	* \$ 10,000.00
Professional development	* \$ 70,045.00

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Science of Reading Instruction <input checked="" type="checkbox"/></p> <p>Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College- and Career-Readiness Standards.</p> <p>Explanation Clay County Schools will ensure implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College and Career Readiness Standards.</p> <ul style="list-style-type: none">* In cooperation with representatives from WVDE, administrators, teachers, and instructional aides will review the West Virginia College and Career Readiness Standards in relation to the Science of Reading.* In cooperation with representatives from WVDE, administrators, teachers, and instructional aides will increase their knowledge of the Science of Reading and incorporate that knowledge in their standards-based unit design.* In cooperation with representatives from WVDE, administrators, teachers, and instructional aides will increase their content knowledge, pedagogical skills, and student engagement in writing instruction in relation to the Science of Reading.* In cooperation with representatives from WVDE, administrators, teachers, and instructional aides will review the alignment of instructional materials with the Science of Reading. <div style="border: 1px solid black; padding: 5px;"><p>G 1 Increase academic achievement.</p><div style="border: 1px solid black; padding: 5px;"><p>PM 1.1 Data Sources to Monitor Progress</p><div style="border: 1px solid black; padding: 5px;"><p>S 1.1.1 Data-Informed Decision-Making</p></div></div></div>	
<p>2) Science of Reading and Numeracy Professional Learning Opportunities <input checked="" type="checkbox"/></p> <p>Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and writing.</p> <p>Explanation Clay County Schools will provide administrators, teachers, and instructional aides with training and materials on evidence-based reading instruction and data-informed decision-making focused on the five pillars of the Science of Reading and writing.</p> <ul style="list-style-type: none">* A book study using <i>Shifting the Balance: Six Ways to Bring the Science of reading into the Balanced Literacy Curriculum</i> by Jan Burkins and Kari Yates was conducted during the 2022-2023 school year to build background information about the Science of Reading.* In cooperation with representatives from WVDE, administrators, teachers, and instructional aides continued building on their knowledge, skills, and understanding of the Science of Reading and writing throughout the 2022-2023 school year.* In cooperation with representatives from WVDE, administrators, teachers, and instructional aides reviewed instructional resources and the West Virginia College and Career Readiness Standards in relation to the Science of Reading and writing during the 2022-2023 school year.* Training in the Science of Reading and writing continued in the 2023-2024 school year to catch up new hires and continue the learning of	

experienced teachers.

*At each 2023-2024 Teacher Leader meeting teachers addressed how they were teaching comprehension and measured student progress using iReady.

*The Director of Elementary Education and Special Education met monthly with the Science of Reading Specialist out of Marshall University and quarterly with WVDE.

*The Director of Elementary Education/Special Education and Assistant Superintendent will attend Science of Reading along with teacher representatives from grades 2, 3, and 5 during WVDE's INVEST Summer Conference 2024.

1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

3) **Assessments: Screeners, Diagnostics, Benchmarks**



Goal: Utilizing a state-approved English Language Arts and Mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics or benchmarks should include subtest reporting for dyslexia indicators.

Explanation

Clay County Schools will use a state-approved English Language Arts and Mathematics screener as well as benchmarks to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics.

* In PreK and Kindergarten, the Early Learning Rating Scale will be administered three times per year.

* In kindergarten and first grade, the STAR Early Literacy Assessment will be administered three times per year to determine reading level and to measure growth.

* In second through fifth grades the STAR will be administered to determine both reading and math levels as well as measure growth in both areas.

* In kindergarten through fifth grade, iReady Diagnostic Assessment in ELA and Mathematics will be administered three times per year to identify which students are below level in order to provide targeted instruction.

* In third through eighth grades, the Benchmark Assessments and Module Assessments will be administered throughout the year.

* In tenth through eleventh grades, the PSAT Practice Tests, SAT Practice Tests, the PSAT, and the ASVAB (eleventh grade only) will be administered to identify which students are below benchmarks in order to provide targeted instruction and additional small group tutoring.

1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

4) **Multi-Tiered Systems of Support**



Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics.

This section should include a schedule for providing intervention/enrichment time to students.

Explanation

Clay County Schools will ensure the creation of individualized reading improvement plans and provide intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and/or mathematics. During the intervention block, students will complete ten minutes of the online component of iReady and twenty minutes of teacher-directed component of iReady each day in reading and the same for mathematics.

Last year's schedule for providing intervention/enrichment time to students in grades K-5 at the two remaining elementaries included the following:

Big Otter Elementary

Kindergarten Reading 12:15-12:40
First Grade Reading 10:25-10:55 Math 12:45-1:10
Second Grade Reading 9:15-9:45 Math 1:15-1:40 and 1:45-2:10 for second group
Third Grade Reading 8:40-9:10 Math 12:45-1:10
Fourth Grade Reading 8:10-8:35 Math 1:15-1:40
Fifth Grade Reading 8:10-8:35 Math 1:45-2:10

Clay Elementary

Kindergarten Reading 10:00-10:30 Math 2:00-2:30
First Grade Reading 8:00-8:30 Math 11:40-12:10
Second Grade Reading 11:15-11:45 Math 1:50-2:20
Third Grade Reading 8:00-8:30 Math 2:20-3:05
Fourth Grade Reading 1:15-1:45 Math 8:00-8:45
Fifth Grade Reading 10:00-10:30 Math 8:00-8:45

The schedule for providing intervention/enrichment time for students in grades K-4 is still being developed with the closure of two elementaries and transferring of staff.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

5) Family Notification and Involvement

Goal: Providing families with notifications of the creation and implementation of individualized reading improvement plan, regular updates of child's reading progress, and reading strategies to help their child at home.

Explanation

Clay County Schools will provide families with notifications of the creation and implementation of an individualized reading improvement plan, regular updates of their child's reading progress, and reading strategies to help their child at home.

- * Families of students in kindergarten through fourth grade will be notified when their student is identified as having a deficiency in reading.
- * In consultation with the student's general education teacher, special education teachers, and reading specialists an individualized reading improvement plan will be created.
- * Families will be notified of the plan and given strategies to help their child at home.
- * The individualized plan will be implemented at school.
- * Regular progress monitoring will be conducted to ascertain the effectiveness of the plan and to inform future instruction.
- * Families will be updated on their student's reading progress at regular intervals with suggestions of additional reading strategies to use at home.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

6) **Extended Learning Opportunities**

Goal: Providing high-quality extended day and extended year programs incorporating the five pillars of the Science of Reading, writing and mathematics for K-3 students who have not met certain literacy criteria.

HB 3035 requires students performing at a minimal level and not showing improvement to receive extended learning opportunities (i.e., after school and summer school)

Explanation

Clay County Schools will provide high-quality extended day/extended year programs incorporating the five pillars of the Science of Reading, writing, and mathematics for students in kindergarten through third grade who not yet to meet certain literacy criteria. This program will be expanded for all students in kindergarten through fifth grade to ensure all students are performing at a minimal level and showing improvement.

- * Students not meeting certain literacy criteria will be identified.
- * In consultation with the student's general education teacher, special education teachers, reading specialists, and extended day/extended year personnel, an individualized reading improvement plan, including the use of extended day/extended year services will be created and implemented.
- * The individualized plan will be implemented and monitored at school and during the extended day/extended year programs.
- * Families will be notified of the plan and updated on their student's reading progress at regular intervals with suggestions of additional reading strategies to use at home.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

Clay County Schools (016) Public District - FY 2025 - LEA Strategic Plan - Rev 0

Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

1) **P – 12 Mathematics Content Knowledge**

Activities related to expanding educators' content knowledge (Ex: action steps related to training and implementation for new instructional materials, Boaler's mathematical mindsets, number talks, etc.)

Explanation

Clay County Schools will provide the following experiences related to expanding educators' content knowledge:

- * training for mathematics curriculum, instructional strategies, and assessment.
- * a stipend to teachers if they participate in professional learning sessions outside their school work day and contracted days.
- * opportunity for teachers representing each school and grade level to attend WVDE Mathematics INVEST Summer Conference.
- * opportunity to participate in the WVCTM conference.
- * continued support for experienced and new teachers in how to conduct Number Talks daily in their classrooms.
- * continued support for experienced and new teachers in how to incorporate Mathematical Habits of Mind.
- * training for use of newly adopted instructional materials for the 2024-2025 school year.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

2) **P – 12 Mathematics Pedagogy/Thinking Skills**

Activities related to expanding educators' pedagogical practices used in teaching mathematics (Ex: Cash's differentiation, thinking skills, number talks, etc.)

Explanation

Clay County Schools will provide the following experiences related to expanding educators' pedagogical practices:

- * increasing each teacher's pedagogical practices using Number Talks Pre-K - 8th grade.
- * increasing each teacher's pedagogical practices incorporating the Mathematical Habits of Mind in all grades.
- * increasing each teacher's pedagogical practices in differentiating instruction to address the gaps between where students are and where they need to be.
- * increasing each teacher's pedagogical practices in standards-based unit design.
- * promote the use of critical thinking skills, creative skills, and problem-solving skills.

- * asking students to explain why and how they solve math problems the way they do.
- * provide opportunities in the classroom to make real world connections to math.

1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

3) Leadership Development

Activities related to expanding administrators' and teacher-leaders' role as instructional leaders (Ex: resource allocation, planning and monitoring for success, facilitators of change related to student engagement, output and empowerment, etc.)

Explanation

Clay County Schools will continue to support educators, administrators, and teacher-leaders as they develop their leadership skills through the following experiences:

- * allocate resources to support our goal to increase student achievement, specifically in mathematics.
- * assist teachers in the planning of standards-based units and lessonz.
- * assist teachers in analyzing data and making data-informed decisions regarding curriculum, instruction, and assessment.
- * assist teachers in monitoring student success throughout the year.
- * empower teachers to be facilitators of change and increase student engagement by reviewing the Instructional Practices Inventory (IPI).
- * utilize the expertise of our own teachers in the Teacher Leader program in our county.
- * identify teachers who are getting results and provide opportunities for them to share what they are doing in their classrooms with their students.

1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

4) Student Engagement

Activities related to expanding educators' and administrators' understanding and use of research-based student engagement processes (Ex: Kieschnick's blended learning, Boaler's mathematical mindsets, technology supports, etc.)

Explanation

Clay County Schools will provide the following experiences related to expanding understanding and use of research-based student engagement processes:

- * opportunity for teachers representing each grade to attend WVDE Mathematics INVEST Summer Conference.
- * opportunity to participate in the WVCTM conference.

- * opportunity for participants in professional learning outside our district to share their learning with colleagues during professional learning communities.
- * continued support for experienced and new teachers in how to conduct Number Talks daily in their classrooms.
- * continued support for experienced and new teachers in how to incorporate Mathematical Habits of Mind.
- * continued support for experienced and new teachers in how to blend learning and use technology supports.
- * conducting the Instructional Practices Inventory three times during the school year and debriefing results as well as training new teachers in the Instructional Practices Inventory.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

5) Mathematics Coaching/Facilitating



Activities related to developing the academic and interpersonal skills (Ex: effective coaching skills, training skills, facilitating skills, peer mentoring, etc.)

Explanation

Clay County Schools will provide the following experiences related to developing the academic and interpersonal skills of administrators and teacher-leaders:

- * increase mathematics content knowledge and academic skills through professional learning communities and the teacher-leader program.
- * Increase mathematics pedagogy and academic skills through professional learning communities and the teacher-leader program..
- * increase leadership development and interpersonal skills through professional learning communities and the teacher-leader program..
- * increase student engagement skills and academic skills through professional learning communities and the teacher-leader program.
- * increase effective coaching and facilitating skills through professional learning communities and the teacher-leader program.
- * increase peer mentoring through professional learning communities and the teacher-leader program by identifying teachers who are getting results and providing them opportunities to share what they are doing with students.

G 1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

6) Parent Involvement/Public Relations



Activities related to developing and expanding parent and community involvement in mathematics (Ex: creating a heightened awareness of mathematics through community involvement, active public relations activities, math nights, student-led conferences, district/school website linked to math4life website, etc.)

Explanation

Clay County Schools will provide the following experiences related to developing and expanding family and community engagement:

- * create a heightened awareness of mathematics and where students are by sharing data results with families and with community members during periodic school spotlight sessions at board of education meetings.
- * host at least one math night at each school where resources are shared with families and community members.
- * host student-led conferences about mathematics at each parent teacher conference.
- * provide link from our county and school websites to WVDE resources for families concerning mathematics..

1 Increase academic achievement.

PM 1.1 Data Sources to Monitor Progress

S 1.1.1 Data-Informed Decision-Making

Required Documents

This page is currently not accepting Related Documents.