School Strategic Plan History Log

Clay County Schools (016) Public District - FY 2024 - Clay Middle School (016-301) Public School - School Strategic Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
10/11/2023 10:59:08 AM	Elisabeth Samples	Status changed to 'School Strategic Plan Approved by County'.	S
10/11/2023 12:51:51 AM	Mary Ann Triplett	Status changed to 'School Strategic Plan Completed'.	S
3/8/2023 9:36:34 AM	Leslie Goe	Status changed to 'School Strategic Plan Started'.	S
1/17/2023 11:24:20 AM	Elizabeth Younis	Status changed to 'School Strategic Plan Not Started'.	S

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School Strategic Planning Team

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* Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.

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

- Leslie Goe, Principal leslie.goe@k12.wv.us
- Barry Payton, Assistant Principal bpayton@k12.wv.us
- Allison Groves, Counselor acole@k12.wv.us
- April Dawson, Secretary april.dawson@k12.wv.us
- Josselyn Kiser, Title One Funded Curriculum Coach josselyn.kiser@k12.wv.us
- Elizabeth Gallaher, Seventh Grade Science Teacher and Parent egallaher@k12.wv.us
- Michael Kiser, Sixth Grade Social Studies Teacher michael.kiser@k12.wv.us
- Doug Wayne, Encore and Fine Arts Specialist dfwayne@k12.wv.us
- Joseph Dawson, Community in Schools Coordinator joseph.dawson@k12.wv.us
- Kasey Brown, Community in Schools Coordinator ksamples@k12.wv.us
- Crystal Hamrick, Local School Improvement Council Representative and Parent crystalbluecu@hotmail.com
- Janeen Pierson, Business Partner and Public Stakeholder Representative leslie.goe@k12.wv.us
- Student representative to be determined.

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

School Strategic Plan Core Beliefs / Mission

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

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

a cooperative effort among home, school, and community and
a challenging, yet caring learning environment of
mutual respect are important in developing
socially responsible citizens who discourage behaviors that place them and others at risk for physical, mental, emotional, and social health problems.

Demonstrating support for all learners, our mission statement is student success in learning is the goal of all school activity.

Our vision is to develop lifelong learners, who value themselves and others, contribute to their community, and succeed in a changing world.

School Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)	School (2022-23)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.28	64.62	58.11
English Learners	0.87	--	--
Foster Care	1.46	2.97	2.42
Homeless	3.09	22.30	27.36
Military Connected	0.17	0.56	--
Students with Disabilities	18.05	18.03	18.16
Race			
American Indian or Alaska Native	0.25	0.06	0.24
Asian	0.99	0.43	0.73
Black or African American	7.23	0.43	0.48
Hispanic or Latino Native	2.20	0.43	0.24
Multi-Racial	0.43	0.31	--
Native Hawaiian or Other Pacific Islander	0.14	0.06	--
White	88.57	98.27	98.31
Gender			
Female	48.35	46.47	45.76
Male	51.65	53.53	54.24

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

Our total enrollment increased sixteen students during the 2015-2016. Then it decreased by sixteen students the 2016-2017. Because we experienced another drop in enrollment for the 2017-2018 school year, we lost one teacher and one half-time cook. Although we increased our enrollment by sixteen students for the 2018-2019 school year, we did not increase our staff. During the 2019-2020 school year, our enrollment increased by five students. During the 2020-2021 school year, our enrollment increased by ten students. During the 2021-2022 school year, our enrollment decreased approximately twenty students with a total of 415. During the 2022-2023 school year, our enrollment decreased by three with a total of 412. For the 2023-2024 school year, we anticipate another drop in enrollment of approximately forty-eight students with a total of approximately 364 students. Because of our declining enrollment, we must begin looking at mitigating the issues incurred with transfer, Reduction in Force, and not renewing probationary contracts.

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.

During FY23, our sustained, ongoing professional learning activities correlating with our goals, strategies, and action steps included research-based strategies for improving student achievement for our new teachers and administrators delivered in a professional learning community, classroom management delivered in professional learning communities, Instructional Practices Inventory delivered by a presenter, strategies specific to content areas delivered through weekly content area team meetings, writing strategies delivered during weekly grade level team meetings, Standards-based Instruction delivered by WVDE content specialists, the WV Standards for Highly Effective Schools during faculty senate meetings, and improving attendance delivered in a professional learning community for administrators with a team of participants representative of their school 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. Our Project AWARE Coordinator is working on a grant to hire a Family Engagement Specialist for our school.

With our high percentage of students who are economically disadvantaged continuing to increase since the 2018-2019 school year, we are a schoolwide Title I school who uses this comprehensive needs assessment to develop a strategic plan to address student needs and ensure educational stability for all students. During the 2022-2023 school year we hired an additional staff member as a Curriculum Coach 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 member, Title I funds are used for additional supplies and materials; consultant fees, equipment, and other services in support of supplemental programs to support high-quality education and other experiences to close the opportunity gap and the achievement gap.

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 as could the pandemic. According to WV Kids Count, a high percentage of our students live in poverty or high poverty areas, have parents who lack secure employment, and are in households with high housing cost burdens. 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 instructional resources and other school supplies, so families do not have to purchase these. We also provide after school and summer school for our students. Other organizations have

helped us provide school supplies, shoes, coats, hats, gloves, and clothes to our students. We have two Community in Schools coordinator positions at our school to address the needs of economically disadvantaged students.

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 with a high percentage of our county's children in foster care are under Medicaid according to Kid's County. A high percentage 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%.

After holding steady since the 2018-2019 school year, the number of students with special needs continues to increase. It appears a larger number of students are qualifying for students with specific learning disabilities. The cause of this could be with the increasing number of children born to parents who use drugs. COVID 19 loss of learning is also contributing. 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. During the 2019-2020 school year, we redistributed our use of time to offer two co-taught English and two co-taught math classes in each grade as well as a self-contained English and a self-contained mathematics class. For the 2020-2021 school year, we redistributed time again with an additional special education teacher in response to our students' needs. We had two co-taught English and two co-taught math classes in each grade as well as a self-contained English and a self-contained mathematics class for each grade. For the 2021-2022 and 2022-2023 school year, we were able to continue two co-taught English and two co-taught math classes in each grade as well as a self-contained English and a self-contained mathematics class for each grade. Looking forward to the 2023-2024 school year, we are losing the extra special education teacher along with two English and two mathematics teachers. We are redistributing time with eighth grade having one self-contained English, one self-contained math, one co-taught English, and one co-taught math; seventh grade having two self-contained English, two self-contained math, one co-taught English, and one co-taught ELA; and sixth grade having one self-contained English, one self-contained math, one co-taught English, and one co-taught math.

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

Demographic Needs Assessment Summary:

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 school. 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 are not attending our school, such as why families are choosing to cross county lines to educate their children or why families are choosing to homeschool their children. We will continue to work to develop stronger trusting relationships with our students and their families. We will increase family and community engagement by cultivating positive family and community connections that enable families and our community to become partners in education to provide the support services our students need. To begin, we will invite families and students to Open House prior to the beginning of school. During this time, we will inform families we participate in Title I, explain the requirements of Title I, elect family members to represent the school on the Local School Improvement Council, and share results of the West Virginia Measures of Academic Progress. (Individual results from the WV MAP will be sent home to families as soon as they are received by the school.) Then students and families will get their schedule and go to their classes to meet their teachers, who inform them about the WV College and Career Readiness Standards, the content specific curriculum and helping their child academically, monitoring their child's progress with Live Grades and helping at home, extra time and help available in the Clay County Afterschool Program, and the contents of the student enrollment folder. For families unable to attend, a brochure with a summary of the information is placed in the student enrollment folder. A separate meeting is held during Open House

for families of students entering the lowest grade and families of new students to assist with transitions between programmatic levels and different schools. The student handbook containing the school expectations, Parent's Right to Know, the school-family compact, and the Parent and Family Engagement policy developed in consultation with families is sent home at the beginning of the year and posted on the school website. In addition to Open House, two parent conferences are scheduled to meet with families about student progress. Families can also monitor student progress through the use of Live Grades and telephone the school at any time to schedule an appointment to discuss their child's progress. Monthly newsletters with study tips and a calendar of events as well as monthly parent tips to help improve their child's achievement and the breakfast/lunch menu will be sent home and posted on the school website. Parent trainings and meetings will be offered at flexible times of the day and evening in conjunction with other activities. Throughout the year family members and community members will be invited to read with students and share their areas of expertise. Students will teach family members the skills they are learning to help them access content.

Along with declining enrollment, comes a decline in staffing. The updated root cause analysis of our staffing data could be attributed to our declining enrollment and the shortage of available certified teachers to fill positions. One thing that is working is the dedicated staff we have because they are the most valuable resource in our school system. Currently, things that are not working are the number of positions we are losing because of our declining enrollment, the number of teachers not certified for the areas in which they are teaching, and the number of "teachers" who are not education majors or content specialists. To address our needs, we will continue to retain highly qualified staff by creating a culture where teachers want to be. To address the needs of our teachers who are not certified for the subjects they are teaching, who do not have education degrees, or who are beginning their careers in our system, we provide coaching and mentoring. We have a built-in support system for teachers new to our building 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 students interested in education.

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

Because one of the root causes of our declining enrollment could be attributed in part to the lack of connectedness families feel with our schools, we need to update the root cause analysis regarding family engagement. Our family engagement experiences are working for some families. The issue is that our family engagement experiences are not working for all of our families. We will start investigating why our experiences are not working for some families and what we can do to address those issues. We will continue to make a concerted effort to include the families of all of our students. The CCS Family Engagement Policy, which is reviewed and revised annually as evidenced by Parent Advisory Council meeting agenda/minutes as well as sign in sheets 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. Our school-home compact is current and includes all required components. A written copy of the compact is available, and a copy is posted on our 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. Topics of parent meetings included Characteristics and Behaviors of Adolescents and Helping Your Child Academically. To involve more families, meetings are held at different times (lunch, afterschool) and when parents are already in the building for other activities, such as parent luncheons, ball games, concerts, and parent teacher conferences. The annual meeting with stakeholders to describe the Title One program is held in conjunction with Open House. A copy of correspondence sent home is maintained at our school. 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 two Community in Schools coordinator positions in our 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 with whom we consult to 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. Our county Liaison for Homeless Children and Youth works with our VISTA and community-based organizations and agencies to help provide food, shelter, and clothing as well as address other needs of these students and their families.

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

The updated root cause analysis regarding funded activities is tight because of our declining enrollment and the loss of our excess levy. One thing that is working is that our teachers know how to stretch a dollar. One thing that is not working is that each dollar we have will only stretch so far. We must start dedicating our limited funding to focus on providing the instructional resources our teachers require and building the knowledge, skills, understanding, and competencies our staff members need regarding initiatives identified to enhance the attainment of our goal to improve student achievement. For the time being, we must stop investing in new programs and use our limited funding to invest in our most valuable resource: our educators.

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

School Strategic Plan - Academic Data

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School Strategic Plan - Academic Data

Color Reference Guide	
Exceeds Standard	🟩
Meets Standard	🟦
Partially Meets Standard	🟨
Does Not Meet Standard	🟥
Below Cell Size	⬜
Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Assessment data or Scorecard Ratings in the GPS data tables.	

2030 Annual English Language Arts (ELA) Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	50.00	51.92	53.85	53.85	55.77	57.69	59.62	61.54	63.46	65.38	67.31	69.23	71.15	73.08	75.00

ELA Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	36.26	35.79		35.03	41.83
Status						
Economically Disadvantaged	--	35.15	29.46		28.91	31.26
English Learners	--	--	--		--	11.70
Foster Care	--	11.11	0.00		17.54	24.08
Homeless	--	26.26	22.94		25.71	26.23
Military Connected	--	--	--		52.63	52.94
Students with Disabilities	--	2.99	6.45		7.10	11.06
Race						
American Indian or Alaska Native	--	0.00	0.00		0.00	28.26
Asian	--	0.00	66.67		66.67	70.21
Black or African American	--	--	--		--	26.27
Hispanic or Latino Native	--	50.00	--		0.00	36.45
Multi-Racial	--	--	0.00		40.00	36.93
Native Hawaiian or Other Pacific Islander	--	--	--		--	45.28
White	--	36.49	35.73		34.96	42.67
Gender						
Female	--	44.16	43.60		43.45	46.48
Male	--	30.15	29.33		27.97	37.43

ELA Academic Progress

Student Groups	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students		% of Students	% of Students
All	33.63		35.58	46.05
Status				
Economically Disadvantaged	30.80		32.96	41.93
English Learners	--		--	37.91
Foster Care	21.05		39.97	39.47
Homeless	30.61		32.89	41.82
Students with Disabilities	34.55		30.19	33.10
Race				
American Indian or Alaska Native	0.00		0.00	26.79
Asian	33.33		33.33	67.70
Black or African American	--		--	37.93
Hispanic or Latino Native	--		0.00	45.70
Multi-Racial	100.00		60.00	44.54
Native Hawaiian or Other Pacific Islander	--		--	39.13
White	33.53		35.50	46.34
Gender				
Female	--		--	--
Male	--		--	--

Reading Lexile Distribution - School (2021-22)

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

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

We are concerned about the proficiency level (35.79%) and academic progress of all students (33.63%), especially those who are labeled economically disadvantaged (29.46%), living in foster care (0%), homeless (22.94%), or labeled students with disabilities (6.45%) because the percentage of all students and all subgroups meeting standards has decreased from our last school year, except our students with special needs. We are also concerned that the loss of face-to-face instructional time during the spring of 2020 negatively affected those students as well as the interruptions encountered during the 2020-2021 school year where students were ill, quarantined, or the school had to be on remote learning because of infection rate. Another factor affecting our proficiency level is the number of students in virtual learning, who did not complete the courses as scheduled.

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

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

Of the 728 Computer Adapted Comprehensive Interim Assessments, administered to students in grades six through eight, 9% exceeded standards, 22% meet standards, 34% partially met standards, and 35% did not meet standards. Of the 2,000 Interim Benchmark Assessment Modules administered in grades six through eight, 28% of our students exceeded standards, 48% were at or near standards, and 24% were below standards.

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 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.
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.
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.
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, 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.

ELA Needs Assessment Summary:

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

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

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

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

In addition to extra support during school day, we will continue offering our extended day and extended year programs with transportation provided for those needing additional support and time to master the challenging state college and career readiness standards.

We will continue to afford families meaningful opportunities to participate in the education of their children as outlined in our Parent and Family Engagement Policy and our 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.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	31.84	34.46	37.08	37.08	39.70	42.33	44.95	47.57	50.19	52.81	55.43	58.06	60.68	63.30	65.92

Mathematics Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	21.33	23.22		23.89	32.69
Status						
Economically Disadvantaged	--	18.37	17.51		17.34	22.95
English Learners	--	--	--		--	15.82
Foster Care	--	11.11	0.00		8.77	17.01
Homeless	--	8.33	14.68		15.71	18.52
Military Connected	--	--	--		78.95	50.27
Students with Disabilities	--	0.00	3.23		5.16	10.11
Race						
American Indian or Alaska Native	--	0.00	0.00		0.00	22.83
Asian	--	50.00	33.33		33.33	67.72
Black or African American	--	--	--		--	16.66
Hispanic or Latino Native	--	0.00	--		0.00	25.76
Multi-Racial	--	--	0.00		40.00	26.94
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	21.35	23.26		23.81	33.58
Gender						
Female	--	22.08	26.32		25.14	31.40
Male	--	20.73	20.67		22.84	33.92

Math Academic Progress

Student Groups	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students		% of Students	% of Students
All	37.88		39.28	44.43
Status				
Economically Disadvantaged	36.24		37.85	39.18
English Learners	--		--	35.58
Foster Care	21.05		40.41	52.63
Homeless	42.11		41.89	38.25
Students with Disabilities	33.33		34.62	31.65
Race				
American Indian or Alaska Native	100.00		100.00	42.11
Asian	66.67		66.67	72.01
Black or African American	--		--	35.26
Hispanic or Latino Native	--		0.00	40.82
Multi-Racial	100.00		80.00	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	37.23		38.68	44.86
Gender				
Female	--		--	--
Male	--		--	--

Mathematics Performance Distribution - School (2021-22)

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

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

We are concerned about the mathematics proficiency level (23.22%) and academic progress of all (37.88%) students, especially those who are economically disadvantaged (17.51%), living in foster care (0%), homeless (14.68%), or labeled students with disabilities (3.3%). Although all students and the students labeled homeless and with special needs subgroups increased. we are concerned about the economically disadvantaged subgroup and the living in foster care subgroup decreased from our last year. We are also concerned that the loss of face-to-face instructional time during the spring of 2020 negatively affected those students.

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

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

Our results from additional data sources were not disaggregated by subgroups because we are falling short of the target with all of our students. Of the 726 Computer Adapted Comprehensive Interim Assessments administered to students in grades six through eight, five percent exceeded standards, 11% meet standards, 30% partially met standards, and 54% did not meet standards. Of the 1,500 Interim Module Assessments administered in grades six through eight, 9% of our students exceeded standards, 47% were at or near standards, and 44% 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 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.
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.
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.
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, 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:

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

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

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

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

We will continue to afford families meaningful opportunities to participate in the education of their children as outlined in our Parent and Family Engagement Policy and our 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.

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

English Language Proficiency Assessment Results for the Reading Domain

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

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	--	--	--	--	382
Level 2	--	--	--	--	335
Level 3	--	--	--	--	672
Level 4	--	--	--	--	162
Level 5	--	--	--	--	112

English Language Proficiency Assessment Results for the Speaking Domain

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

English Language Proficiency Assessment Results for the Listening Domain

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

School Strategic Plan - Attendance and Behavior Data

Clay County Schools (016) Public District - FY 2024 - Clay Middle School (016-301) Public School - School Strategic Plan - Rev 0

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School Strategic Plan - Attendance and Behavior Data

Color Reference Guide	
Exceeds Standard	🟩
Meets Standard	🟦
Partially Meets Standard	🟨
Does Not Meet Standard	🟥
Below Cell Size	⬜

Attendance - Percent of students chronically absent

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	17.27	6.12	28.06		30.43	29.08
Status						
Economically Disadvantaged	26.07	9.29	34.08		35.90	38.44
English Learners	--	--	--		--	24.03
Foster Care	5.56	10.00	57.14		43.33	36.88
Homeless	18.64	4.46	36.28		38.40	42.27
Military Connected	0.00	--	--		22.22	16.50
Students with Disabilities	19.72	7.69	33.85		30.00	34.90
Race						
American Indian or Alaska Native	--	0.00	100.00		100.00	29.34
Asian	0.00	0.00	0.00		0.00	12.16
Black or African American	--	--	--		50.00	29.90
Hispanic or Latino Native	0.00	0.0000	--		57.14	30.28
Multi-Racial	0.00	--	0.00		20.00	31.13
Native Hawaiian or Other Pacific Islander	--	--	--		--	19.42
White	17.49	5.68	28.17		30.37	29.05
Gender						
Female	16.48	5.33	27.43		30.47	29.59
Male	17.90	6.73	28.57		30.40	28.61

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

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	99.51	100.00	96.43		97.33	95.56
Status						
Economically Disadvantaged	99.15	100.00	95.13		96.95	94.15
English Learners	--	--	--		--	97.49
Foster Care	100.00	100.00	100.00		100.00	89.30
Homeless	98.31	100.00	93.81		96.57	93.70
Military Connected	100.00	--	--		100.00	99.07
Students with Disabilities	97.18	100.00	96.92		98.03	92.96
Race						
American Indian or Alaska Native	--	100.00	100.00		100.00	96.97
Asian	100.00	100.00	100.00		100.00	98.53
Black or African American	--	--	--		100.00	89.69
Hispanic or Latino Native	100.00	100.00	--		50.00	96.16
Multi-Racial	100.00	--	100.00		100.00	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	99.51	100.00	96.38		97.39	95.85
Gender						
Female	100.00	100.00	96.57		98.44	97.56
Male	99.13	100.00	96.31		96.38	93.68

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

We are concerned that our attendance rate has not rebounded since before the flood of 2016 and now with the pandemic. We are concerned about each of our subgroups, who do not meet the standards for attendance, We also had the pandemic beginning in the spring of 2020; however, no one was counted absent once the county went remote for the remainder of the 2019-2020 school year. We also have families concerned about sending their children to school during the 2020-2021 school year, so virtual school was an option; however, some families chose to send them. 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. We are concerned about the amount of face-to-face instruction students missed during the spring of 2020 and the 2020-2021 school year. We emphasized the importance of school attendance from the beginning of the 2022-2023 year with a strong start during the first twenty days and daily updates about the importance of attendance throughout the year because if students are not present, we cannot teach them. We are concerned about maintaining attendance for each of our subgroups, but we are especially concerned about the attendance of our economically disadvantaged students because students who live in poverty tend to have more health issues that prevent them from attending school. Also, some families do not value regular school attendance and allow students to stay home to help at home.

We did not meet the standards for percentage of 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 except students labeled as homeless, we are concerned about the effect the pandemic has had on student behavior and how that affects academic achievement.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Our first improvement practice will be to develop the knowledge, skills, understanding, and competencies of our educators through professional learning opportunities.	As a result of professional learning to develop the knowledge, skills, understanding, and competencies of our educators, we have been able to improve our standards-based core instruction, so students want to attend school and meet the expectations of behavior.
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, 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:

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, 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. Poor student attendance and behavior are affecting academic achievement for not only the students missing school and the students misbehaving, but also the students whose education is interrupted because teachers are trying to catch students up who have missed and are interrupting the flow of instruction to maintain a safe, supportive learning environment. We will continue to analyze our attendance data, make contact with our families, use the services of our Community in Schools Coordinators, and use the services of our Truancy Diversion Specialist because attendance is a priority need for effective teaching and learning.

When analyzing our behavior data, we cannot ascertain why we fluctuate among the number of behavior incidents. However, the updated root cause analysis of our current discipline trends could be attributed to some students, who in the past committed discipline infractions, choosing virtual school; the number of students absent or quarantined; the mitigation strategies in effect to address the pandemic, such as smaller classes, social distancing, walking students to the bathroom; and the implementation of Project AWARE. We will continue to analyze our discipline data, make contact with families, and use the services of our Communities in School Coordinators. We will teach our expectations and review them periodically as well as after breaks and when new students enroll because respectful behavior is a priority need for effective teaching and learning.

School Strategic Plan - Educator Effectiveness Data

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

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

Additional Data Sources, including results:

Although Evaluation Data for the FY24 Strategic Plan was not pre-populated, we referred to data in our FY23 Strategic Plan. The majority of teachers in our school are rated accomplished on the current evaluation system. The percentage of distinguished educators is lower than the state and county, but we attribute that to all of our teachers realizing they can always improve. The percentage of emerging educators is higher than the state and county, 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. 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 to unofficially mentor beginning teachers in the learner and the learning environment domains. We also have content area teams in place to unofficially mentor teachers in curriculum, planning, and teaching. We encourage all teachers to participate in professional learning activities for self-renewal and to be active in our schools and communities. Beginning teachers and their official mentors, who are teachers in their building assigned to the same grade or content area as closely as possible, also participate in the district Beginning Teacher-Mentor program. Other teachers are also invited to participate in professional learning opportunities offered through the Beginning Teacher-Mentor program because some of our experienced teachers are being challenged by the students they are teaching, and those teachers also have experiences to share. The administrative team also uses the results self-reflection, observations, and personal communication to help our teachers grow to the next level of performance.

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

Educator Effectiveness Needs Assessment Summary:

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

Support for experienced teachers is important to help them continue to grow and improve, so students can grow and improve. All experienced teachers are extended an invitation to attend our Beginning Teacher Academy. Targeted professional development in response to the needs of experienced teachers is provided. We encourage experienced teachers to attend professional learning opportunities aligned with individual needs to provide learners with an engaging curriculum and learning experiences. Experienced teachers are provided with opportunities to develop leadership skills within their school as team leaders, department chairs, Faculty Senate Officers, LSIC representative, etc. We will launch a Teacher Leader program and employ a teacher leader at each school to support experienced teachers wanting to grow professionally in order to improve student's achievement. We are also partnering with WV State University to provide a Leadership Cohort where teachers will be able to either earn their master's in educational leadership or receive certification in that area if they have a master's in another area. Experienced teachers are also invited to participate in the Beginning Techer/Mentor Program because we believe each of us can improve our practice, and we each have lessons learned to share with beginning teachers.

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

Support for administrators is important for their success. Beginning administrators are assigned a mentor administrator at the time of hiring. Mentors and beginning administrators meet weekly to discuss the WV Standards for Highly Effective 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.

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

Using Vector Solutions, our online professional development platform, all personnel can personalize their professional development in response to their needs.

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

Our school nurse provides training in first aide and specialized medical care to interested staff members.

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

Once professional development has been delivered, participants will evaluate the professional development. Strategies learned during professional development will be implemented by all staff members with fidelity to the model and monitored for effective implementation.

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

Goals

Clay County Schools (016) Public District - FY 2024 - Clay Middle School (016-301) Public School - School Strategic Plan - Rev 0

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Goal Title ⇕	Goal Description ⇕
By the end of this school year, 100% of our students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress while being fiscally responsible and ensuring effective teaching in every classroom.	After analyzing various data sources that provide evidence of progress toward academic achievement, we completed the comprehensive needs assessment to identify our prioritized focus in collaboration with all stakeholders and determined the above goal to address continuous improvement in teaching and learning. A copy of this plan, which is developed in collaboration with all community stakeholders and revised annually, is available to the public for review and comment in our school's main office and on the school website.

Goal Description	Progress Monitoring Data Source Description	Strategy Description	Action Step Description	Person Responsible
After analyzing various data sources that provide evidence of progress toward academic achievement, we completed the comprehensive needs assessment to identify our prioritized focus in collaboration with all stakeholders and determined the above goal to address continuous improvement in teaching and learning. A copy of this plan, which is developed in collaboration with all community stakeholders and revised annually, is available to the public for review and comment in our school's main office and on the school website.	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: WVGSA Diagnostics, Interim Module Assessments, and Comprehensive Interim Assessments will be administered throughout the year. CIAs will be administered twice a year.	Because data-informed decision-making reflects best practices, we have chosen it as our strategy aligned with the data sources mentioned above to provide evidence of progress toward goals. To support and align with our goal to increase academic achievement as it relates to improved teaching and learning, we identify and implement data-informed decision-making as the strategy within our local capacity to address the priority needs of the entire school population, various subgroups, and individuals. After sharing the results of the West Virginia Measures of Academic Progress and the additional progress monitoring data sources listed above with all educators, educators analyze and use the data to make informed decisions about teaching and learning. Teachers share the data with families and students, so students can identify where they are, where they need to be, and how to bridge the gap between the two. Teachers	To accomplish our goal to increase academic achievement, we will encourage students to attend school every day by creating a positive climate and cohesive culture. Teachers will offer attendance incentives in addition to the school-wide attendance incentives offered by school leadership. By tracking attendance, we can make data-informed decisions about who is missing school, identify the reasons why, and help create plans to address the reasons the student is absent. We will track average daily attendance, truancy, regular attendance, at-risk attendance, chronic attendance, and severe chronic attendance.	CCMS Staff
			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 professional learning sessions on classroom management. Our schools will implement Positive Behavior Interventions and Support. Building on a trusting relationship with students, teachers establish, communicate, teach, monitor, hold students	CCMS Staff

and students focus on their strengths and identify their next steps for increased academic achievement. Making data-informed decisions help teachers provide all students with the opportunities they need to access the content being taught and address the needs of students at-risk of failing to meet the college and career readiness standards. When students and teachers address the gaps between where students are and where they need to be, students can access an enriched and accelerated curriculum. Closing the gap also provides students with the skills they need for a well-rounded educational program. By implementing data-informed decision-making, the quality and amount of learning time is increased because students will be learning what they need to know at that time, not spending time on concepts they already know or spending time on concepts they are not yet ready to master because of a lack of the prerequisite skills necessary to learn the concept being presented. Students are encouraged

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, In-school suspension days and Out of school suspension days, length of suspensions, students suspended, students with more than one suspension, and students with no suspensions except Level 3 and 4 offenses.

| | | to discuss where they are and what they are doing to move forward with their families each evening to help us increase family engagement. | 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 | CCMS Staff |

			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, teachers check for mastery along each step of the lesson before moving forward. 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	
			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.. We will increase technology integration without over-relying on technology. We will stay up-to-date with the latest 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.	
			To accomplish our goal to increase academic achievement, we will increase educator effectiveness by using effective strategies to attract, recruit, and retain certified staff to improve student achievement. With the hiring of our Title 1 funded curriculum coach, who will complete 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	CCMS Staff

and work with parents as equal partners. Once professional learning has been delivered, participants will evaluate the professional development. Strategies learned during professional development will be implemented by all staff members with fidelity to the model and monitored for effective implementation.

To increase educator effectiveness, we will provide professional learning opportunities that connect to our goal to increase the academic achievement of all students, our strategy to increase data-informed decision-making, and our action steps in addition to the professional learning opportunities required by WVDE Policies and WV State Code. All professional learning opportunities will build on increasing the academic achievement of all students. We will begin with how to analyze data to make informed decisions about teaching and learning. We will continue with sharing the results of our attendance initiatives implemented as a result of last year's professional learning session, discussing what worked, what didn't, and what changes we will make moving forward as well as a review of Policy 4110 Attendance because

when students are not in school, they miss instruction. We will review our expectations of behavior and how they align with Policy 4373 Expected Behavior in Safe and Supportive Schools, Positive Behavior Interventions and Support, and Project AWARE because learning cannot take place in a chaotic environment and students need to be in class to learn. We will review Policy 2520 in content areas discussing what the standards mean and how they align with our adopted resources and the WV Measures for Academic Progress because standards-based instruction was identified in our Special Circumstances Review as the most crucial need. We will focus on dispositions of educator effectiveness specific to the needs of our subgroups, including those economically disadvantaged, in foster care, homeless, and students with disabilities.

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

In addition to the professional learning opportunities mentioned above, we will address the needs of our educators as reflected from other data sources such as

			informal observations, walkthroughs, Instructional Practices Inventories, grade distribution data, evaluation data, and results of the learning environment survey completed by staff, students, and parents.as well as personal communication with educators to honor their requests because they know best what they need to know more about. Professional learning is only beneficial when it is appropriate and meets the needs of the intended audience. Once professional development has been delivered, participants will evaluate the professional development. Strategies learned during professional development will be implemented by all staff members with fidelity to the model and monitored for effective implementation. Professional development will be funded by blending local, state and federal funds as appropriate. Cares Act funds will supplement our professional development funding to better meet teacher and student needs and to increase student success.	
			To accomplish our goal to increase academic achievement, teachers and students will use extended day/extended year to increase the amount and quality	CCMS

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

education to provide the support services our students need. During teacher preparation days at the beginning of the year, we provide professional development for all staff members on how to communicate with and work with families as equal partners in the education of their children. To begin the year, we invite families and students to Open House prior to the beginning of school. During this time, we inform families we participate in Title I, explain the requirements of Title I, elect family members to represent families on the school's Local School Improvement Council, and share results of the WV MAP. (Individual results from the WV MAP are sent home to families as soon as they are received by the school.) Then students and families get their schedule and go to their classes to meet their teachers, who inform them about the WV College and Career Readiness Standards, the content specific curriculum and helping their child academically, monitoring their child's progress with Live Grades and helping at home, extra time and help available in the Clay County Afterschool Program, and the contents of the student enrollment folder. For families unable to attend, a brochure with a summary of the information is placed in the student enrollment

folder. A separate meeting is held during Open House for families of students entering the lowest grade and families of new students to assist with transitions between programmatic levels and different schools. The student handbook containing the school expectations, Parent's Right to Know, the school-family compact, and the Parent and Family Engagement policy developed in consultation with families is sent home at the beginning of the year and posted on the school website. In addition to Open House, two parent conferences are scheduled to meet with families about student progress. Families can also monitor student progress through the use of Live Grades and telephone calls to the school at any time to schedule an appointment to discuss their child's progress.

Although we want to attract and retain certified staff to deliver services to our students, we sometimes have teachers who are not certified, so
 families are provided timely notice when their child has been taught for four or more consecutive weeks by a teacher who is not certified and are informed of the Parents' Right to Know licensing for grade level and subject, emergency or provisional status, bachelor major

and graduate degree, and paraprofessional qualifications.

In addition to partnerships between home and school, we cultivate partnerships with community and business organizations as members of our local school improvement councils, our county Parent Advisory Council, and guest presenters in our schools. To involve families and community members in program decision-making regarding planning, design, implementation, and expenditures, the strategic plan is available for families and community members to review when they come to school and posted on the school website with a form to offer suggestions for revision. Monthly newsletters with study tips, parenting tips to help improve their child's achievement, and a calendar of events are sent home and posted and the breakfast/lunch menu is also posted on the school website. School and county websites, Facebook pages, and our robo caller Sarah, the School Messenger, are used to keep families informed about happenings at our school. 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	

Progress Notes

Clay County Schools (016) Public District - FY 2024 - Clay Middle School (016-301) Public School - School Strategic Plan - Rev 0

Goal Title ⇕	Progress Monitoring Data Source Title ⇕	Strategy Title ⇕	Action Step Title ⇕	Status ⇕	Progress Note ⇕	Added By ⇕
By the end of this school year, 100% of our students will increase their academic achievement, and we will experience a five percent increase in the percentage of all students and each subgroup meeting or exceeding standards from the end of one year to the end of the next year as indicated by performance on the West Virginia Measures of Academic Progress while being fiscally responsible and ensuring effective teaching in every classroom.	In addition to group and cohort data provided at https://zoomwv.k12.wv.us, SAT referrals/interventions, Instructional Practices Inventory (IPI) data, walkthrough data, and student data notebooks, we will use data sources from the West Virginia Measures of Academic Progress and supplemental programs to guide our work toward the goal.	Our strategy is to use data-informed decision-making to increase the academic achievement of all students, including subgroups.	Increase attendance to the ultimate goal of 100% of students meeting the definition of regular attendance (absent five percent or less).			
			Increase respectful behavior to the ultimate goal of 100% of students meeting the expectations for behavior.			
			Increase college and career readiness to the ultimate goal of 100% of students earning a C or better in all course work.			
			Increase dispositions of educator effectiveness by focusing on moving teachers from one level of performance to the next on each indicator.			
			Increase use of extended day and extended year opportunities by all students, but especially those students at-risk of failing to meet the college and career readiness standards.			
			Increase family and community engagement by making contact monthly with each family with the ultimate goal of engaging 100% of the families of our students.			

Title I Schoolwide

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☐ Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
1) ⊞ Opportunities for all children including subgroups	☑
2) ⊞ Activities that strengthen a well-rounded educational program	☑
3) ⊞ Increase the quality and amount of learning time	☑
4) ⊞ Provide an enriched and accelerated curriculum	☑
5) ⊞ Address the needs of at-risk learners	☑
6) ⊞ Parent and family engagement	☑

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Title I TAS

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☑ Not Applicable

	Required Items [Expand All] [Collapse All]	Component Met
1)	➕ Identify students to be served	☐
2)	➕ Opportunities for all children including subgroups	☐
3)	➕ Activities that strengthen a well-rounded educational program	☐
4)	➕ Increase the quality and amount of learning time	☐
5)	➕ Provide an enriched and accelerated curriculum	☐
6)	➕ Address the needs of at-risk learners	☐
7)	➕ Parent and family engagement	☐
8)	➕ Coordination of program	☐
9)	➕ Minimize pull-out instruction	☐
10)	➕ Review progress of children served under the program	☐

School Strategic Plan Related Documents

Clay County Schools (016) Public District - FY 2024 - Clay Middle School (016-301) Public School - School Strategic Plan - Rev 0

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Required Documents
This page is currently not accepting Related Documents.

School Strategic Plan Checklist

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Checklist Description (Collapse All Expand All)

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