School Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - Cox Landing Elementary School (012-218) Public School - School Strategic Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
9/1/2023 9:38:08 AM	Kelly Watts	Status changed to 'School Strategic Plan Approved by County'.	S
8/18/2023 1:43:19 PM	Jonathan Campbell	Status changed to 'School Strategic Plan Completed'.	S
7/26/2023 1:32:37 PM	Kristin Giles	Status changed to 'School Strategic Plan Returned Not Approved by County'.	S
6/5/2023 12:08:04 PM	Jonathan Campbell	Status changed to 'School Strategic Plan Completed'.	S
5/30/2023 11:45:26 AM	Jonathan Campbell	Status changed to 'School Strategic Plan Started'.	S
1/17/2023 11:23:20 AM	Elizabeth Younis	Status changed to 'School Strategic Plan Not Started'.	S

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School Strategic Planning Team

Cabell County Schools (012) Public District - FY 2024 - Cox Landing Elementary School (012-218) Public School - School 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 teachers, principals, administrators, other appropriate school personnel, and LSIC members.

Leadership Team Members:
Jonathan Campbell, Principal - jonathan.campbell@k12.wv.us
Kendy Adams, 2nd Grade Teacher -kadams@k12.wv.us
Stacie Strader, 1st Grade Teacher - stacie.strader@k12.wv.us
Stacy Morgan, Academic Coach - sgmorgan@k12.wv.us
Stephanie Hite, Kindergarten- shite@k12.wv.us
Kayla Medlen, Music kayla.massie@k12.wv.us
Brittany Sellers, Special Education brittany.sellers@k12.wv.us
Kristen Greene, 4th grade kmgreene@k12.wv.us
Kristy Winters 3rd Grade kwinters@k12.wv.us
Katrina Egnor. 5th Grade katrina.l.foo@k12.wv.us

Cabell County Schools (012) Public District - FY 2024 - Cox Landing Elementary School (012-218) Public School - School Strategic Plan - Rev 0

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

C - Children are first
L - Learning is required
E - Excellence is expected

We are dedicated to providing our students a quality education through targeted instruction, data-driven decisions, student self-reflection and ownership and community and parent involvement all within a safe and nurturing environment.

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Cabell County Schools (012) Public District - FY 2024 - Cox Landing Elementary School (012-218) Public School - School Strategic Plan - Rev 0

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	53.17	59.11
English Learners	0.87	0.94	--
Foster Care	1.46	1.67	1.78
Homeless	3.09	2.88	0.89
Military Connected	0.17	0.02	--
Students with Disabilities	18.05	21.53	21.33
Race			
American Indian or Alaska Native	0.25	0.52	--
Asian	0.99	1.41	1.33
Black or African American	7.23	11.78	1.78
Hispanic or Latino Native	2.20	1.54	--
Multi-Racial	0.43	1.02	--
Native Hawaiian or Other Pacific Islander	0.14	0.13	--
White	88.57	82.60	96.89
Gender			
Female	48.35	48.02	47.56
Male	51.65	51.98	52.44

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 underlined here, under Strategic Planning Tool Resources.

School Population

Total Population	Male	Female	Black	White	Multi-race	Asian	IEP	SAT	TAG	At-Risk
K	12	22	0	33	0	1	1	4	0	18
1	22	14	0	36	0	0	2	9	0	30
2	18	15	0	33	0	0	6	4	0	16
3	23	18	1	39	0	1	6	4	0	20
4	14	13	2	25	0	0	9	3	0	13
5	16	18	1	33	0	0	6	1	0	19

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.

Root Cause Analysis

One of the components that affects our school's higher percentage of economically disadvantaged students is 60% of our families earn less than $27,750 a year. The higher percentage of white student population in our school is aligned with the higher percentage of white population within our rural community. In order to retain and support students in all demographic areas, the following services are provided to the students and families that attend Cox Landing Elementary.

Practices/Strategies/Professional Development Implemented (Be Specific)	Implementation Results	Start/Stop/Continue
Monthly Parent Engagement Activities	Results will be added as the events occur.	Continue
Academic and Art Presentations (Science Fair/Night on 5th/Lit Fair, etc.)	Results will be added as the events occur.	Continue
LSIC Meetings	Results will be added as the events occur.	Continue
Social Emotional Learning Support	Results will be added as the events occur.	Continue
School-Based Prestera	Results will be added as the events occur.	Continue
Food and Clothing Pantries	Results will be added as the events occur.	Continue
Rhithm Daily Check-in	Results will be added as the events occur.	Continue
Grief Support (Backpack kits to grieving students)	Results will be added as the vents occur.	Start
School-Wide Call Out System	Results will be added as the events occur.	Continue

Facebook Communications	Results will be added as the events occur.	Continue
Annual PD session on how to work with families.	Results will be added as the events occur.	Start

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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	53.49	55.28	57.07	57.07	58.86	60.65	62.43	64.22	66.01	67.80	69.59	71.38	73.17	74.96	76.75

NOTE: To review subgroup target information, please visit ZoomWV for Educators

ELA Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	30.95	34.88		46.40	41.83
Status						
Economically Disadvantaged	--	26.42	30.77		32.78	31.26
English Learners	--	0.00	--		26.32	11.70
Foster Care	--	33.33	50.00		25.34	24.08
Homeless	--	0.00	100.00		36.78	26.23

Student Groups				2021-22 Scorecard Rating	County	State
Military Connected	--	--	--		0.00	52.94
Students with Disabilities	--	6.90	24.14		13.23	11.06
Race						
American Indian or Alaska Native	--	0.00	--		12.50	28.26
Asian	--	--	--		76.92	70.21
Black or African American	--	--	--		22.92	26.27
Hispanic or Latino Native	--	--	--		48.24	36.45
Multi-Racial	--	66.67	28.57		41.29	36.93
Native Hawaiian or Other Pacific Islander	--	--	--		--	45.28
White	--	25.35	35.44		48.27	42.67
Gender						
Female	--	28.85	39.22		52.06	46.48
Male	--	34.38	28.57		41.04	37.43

ELA Academic Progress

Student Groups	School (2021-22) % of Students	2021-22 Scorecard Rating	County (2021-22) % of Students	State (2021-22) % of Students
All	46.03		48.87	46.05
Status				
Economically Disadvantaged	44.74		43.86	41.93
English Learners	--		36.84	37.91
Foster Care	50.00		39.97	36.98
Homeless	100.00		48.21	41.82
Students with Disabilities	36.84		36.53	33.10
Race				
American Indian or Alaska Native	--		25.00	26.79
Asian	--		78.95	67.70
Black or African American	--		43.26	37.93
Hispanic or Latino Native	--		42.86	45.70
Multi-Racial	66.67		48.17	44.54

Native Hawaiian or Other Pacific Islander	--		--	39.13
White	43.86		49.33	46.34
Gender				
Female	--		--	--
Male	--		--	--

Reading Lexile Distribution - School (2021-22)

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

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

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

<table>
<tr><td colspan="10" align="center">Cox Landing Elementary: iReady Reading Diagnostic Data</td></tr>
<tr>
<td></td>
<td colspan="3" align="center">Tier 1- On Grade Level</td>
<td colspan="3" align="center">Tier 2 - 1 Grade Level Below</td>
<td colspan="3" align="center">Tier 3 - 2 or More Grade Levels Below</td>
</tr>
<tr>
<td></td>
<td>Diagnostic1</td>
<td>Diagnostic 2</td>
<td>Diagnostic 3</td>
<td>Diagnostic 1</td>
<td>Diagnostic 2</td>
<td>Diagnostic 3</td>
<td>Diagnostic 1</td>
<td>Diagnostic 2</td>
<td>Diagnostic 3</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>44%</td>
<td></td>
<td>--</td>
<td>56%</td>
<td></td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</table>

Kindergarten		85%			15%			--
1st Grade	6%	24%	56%	79%	74%	44%	15%	3%	0%
2nd Grade	29%	39%	65%	32%	42%	29%	38%	19%	6%
3rd Grade	37%	58%	80%	29%	18%	2%	34%	24%	17%
4th Grade	26%	30%	45%	33%	33%	41%	41%	37%	14%
5th Grade	22%	30%	39%	31%	24%	24%	47%	45%	36%

GSA ELA	Exceeds Standard	Meets Standard	Partially Meets Standard	Below Standard
3	10	14	9	8

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4	7	5	7	10
5	10	7	8	11

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
CKLA Curriculum Implementation	Continue
CKLA Associates Professional Development	Continue
Cabell County Summer Institute	Continue
Superkids Curriculum Implementation	Continue
Superkids Professional Development	Continue
Bi-Monthly PLC Meetings	Continue
GSA Interims	Continue
United Way Read Aloud Volunteers	Continue
CKLA Culminating Unit Activities	Continue
iReady Individualized Pathways	Continue
Accelerated Reader	Continue
Parent Engagement events that center around ELA.	Continue

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.

As we are emerging from Covid and returning to a traditional 5-day instructional week, our data shows significant growth in I-Ready Reading and GSA scores. Factors we believe have contributed to this growth are the consistent implementation of effective interventions, targeted I-Ready instructional paths, and the recruitment of highly motivated, licensed staff. In order to support and elevate student learning in all ELA domains, the following services are provided to all students.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	36.78	39.21	41.64	41.64	44.07	46.51	48.94	51.37	53.80	56.23	58.66	61.10	63.53	65.96	68.39

NOTE: To review subgroup target information, please visit ZoomWV for Educators

Mathematics Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	25.30	34.88	🟧	36.07	32.69
Status						
Economically Disadvantaged	--	24.53	28.85	🟥	23.95	22.95
English Learners	--	0.00	--	⬜	31.58	15.82
Foster Care	--	33.33	50.00	🟧	23.39	17.01
Homeless	--	100.00	100.00	🟩	19.66	18.52
Military Connected	--	--	--	⬜	0.00	50.27
Students with Disabilities	--	13.79	20.69	🟥	12.76	10.11
Race						
American Indian or Alaska Native	--	0.00	--	⬜	25.00	22.83
Asian	--	--	--	⬜	79.49	67.72
Black or African American	--	--	--	⬜	13.62	16.66
Hispanic or Latino Native	--	--	--	⬜	29.41	25.76
Multi-Racial	--	41.67	14.29	🟥	31.12	26.94

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	School (2021-22)	2021-22 Scorecard Rating		County (2021-22)	State (2021-22)
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	22.86	36.71		37.86	33.58
Gender						
Female	--	23.08	33.33		35.15	31.40
Male	--	29.03	37.14		36.94	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	62.90		45.73	44.43
Status				
Economically Disadvantaged	65.79		38.88	39.18
English Learners	--		36.84	35.58
Foster Care	100.00		40.41	59.74
Homeless	100.00		43.39	38.25
Students with Disabilities	57.89		35.76	31.65
Race				
American Indian or Alaska Native	--		25.00	42.11
Asian	--		68.42	72.01
Black or African American	--		35.94	35.26
Hispanic or Latino Native	--		41.82	40.82
Multi-Racial	66.67		40.91	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	62.50		46.95	44.86
Gender				
Female	--		--	--
Male	--		--	--

Mathematics Performance Distribution - School (2021-22)

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

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

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

<table>
<tr><td colspan="10" align="center">Cox Landing Elementary: iReady Math Diagnostic Data</td></tr>
<tr><td></td><td colspan="3" align="center">Tier 1- On Grade Level</td><td colspan="3" align="center">Tier 2 - 1 Grade Level Below</td><td colspan="3" align="center">Tier 3 - 2 or More Grade Levels Below</td></tr>
<tr><td></td><td>Diagnostic 1</td><td>Diagnostic 2</td><td>Diagnostic 3</td><td>Diagnostic 1</td><td>Diagnostic 2</td><td>Diagnostic 3</td><td>Diagnostic 1</td><td>Diagnostic 2</td><td>Diagnostic 3</td></tr>
<tr><td>Kindergarten</td><td>--</td><td>29%</td><td>85%</td><td>--</td><td>71%</td><td>15%</td><td>--</td><td>--</td><td>--</td></tr>
<tr><td>1st Grade</td><td>9%</td><td>18%</td><td>39%</td><td>82%</td><td>79%</td><td>61%</td><td>9%</td><td>3%</td><td>0%</td></tr>
<tr><td></td><td>6%</td><td>19%</td><td></td><td>50%</td><td>59%</td><td>48%</td><td>44%</td><td>22%</td><td>6%</td></tr>
</table>

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2nd Grade			45%						
3rd Grade	15%	29%	63%	44%	51%	22%	41%	20%	15%
4th Grade	19%	26%	52%	27%	41%	34%	44%	33%	14%
5th Grade	14%	24%	52%	44%	48%	24%	42%	27%	24%

GSA MATH	Exceeds Standard	Meets Standard	Partially Meets Standard	Below Standard
3	17	7	10	7
4	8	7	6	8
5	10	7	7	12

Mathematics Improvement Practices/Strategies Implemented (One Per Box)		Updated Implementation Results
READY MATH Curriculum Implementation		Continue

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Professional Development with READY math associate	Continue
Cabell County Summer Institute	Continue
READY Math Professional Development	Continue
Bi-Monthly PLC Meetings	Continue
GSA Interims	Continue
iReady Individualized Pathways	Continue
After-School Math Tutoring	Continue
Tier 2 and 3 Intervention with Interventionist and Academic Coach	Continue
Math Family Night Parent Engagement	Continue
Principal's Challenge	Continue
Enrichment Activities	Continue

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.

As we are emerging from Covid and returning to a traditional 5-day instructional week, our data shows significant growth in I-Ready Math and GSA scores. Factors we believe have contributed to this growth are the consistent implementation of effective interventions, targeted I-Ready instructional paths, and the recruitment of highly motivated, licensed staff. In order to support and elevate student learning in all Math domains, the following services are provided to all students.

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)	100.00	--	--	26.51	39.49

Detailed data by domain is available at <u>ZoomWV for Educators</u>

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	0	--	--	14	348
Level 2	0	--	--	10	346
Level 3	0	--	--	29	596
Level 4	1	--	--	14	207
Level 5	0	--	--	11	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	0	--	--	15	382
Level 2	0	--	--	12	335
Level 3	0	--	--	34	672
Level 4	1	--	--	10	162
Level 5	0	--	--	7	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	0	--	--	13	254
Level 2	0	--	--	16	274
Level 3	0	--	--	21	507
Level 4	0	--	--	11	299
Level 5	1	--	--	17	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

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Level 1	0	--	--	6	131
Level 2	0	--	--	4	125
Level 3	0	--	--	21	524
Level 4	0	--	--	23	470
Level 5	1	--	--	24	413

+ ☑ **Not Applicable if EL cell size is 0**

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	**Brief Description of Success**

EL Needs Assessment Summary:

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

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School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

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

On Track

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

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

10th Graders with Twelve Earned Credits

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

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

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

2030 4-Year Cohort Graduation Rate Goal Targets

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

Graduation 4-Year Cohort

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

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

Graduation 5-Year Cohort

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

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

Post-Secondary Achievement Data

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

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

College Readiness (AP/IB)

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

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College Readiness (Dual Credit)

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

Career Readiness (CTE Completer and Advanced Courses)

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

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

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.

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

High School Graduation and Student Success Needs Assessment Summary:

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

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School Strategic Plan - Attendance and Behavior Data

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	17.18	7.06	15.43	🟨	28.42	29.08
Status						
Economically Disadvantaged	22.22	8.08	17.86	🟨	39.21	38.44
English Learners	0.00	0.00	--	⬜	23.86	24.03
Foster Care	0.00	50.00	0.00	🟩	37.62	36.88
Homeless	33.33	0.00	50.00	🟥	47.16	42.27
Military Connected	--	--	--	⬜	50.00	16.50
Students with Disabilities	12.50	8.33	14.58	🟨	33.76	34.90
Race						
American Indian or Alaska Native	0.00	0.00	--	⬜	42.86	29.34
Asian	--	--	--	⬜	20.00	12.16
Black or African American	--	--	--	⬜	36.54	29.90
Hispanic or Latino Native	--	--	--	⬜	36.81	30.28
Multi-Racial	7.14	6.67	20.00	🟨	31.52	31.13

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	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
Native Hawaiian or Other Pacific Islander	--	--	--		0.00	19.42
White	18.24	7.14	15.17		27.43	29.05
Gender						
Female	17.07	5.49	14.43		29.93	29.59
Male	17.28	8.86	16.48		27.03	28.61

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

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	97.55	97.65	99.47		97.58	95.56
Status						
Economically Disadvantaged	98.89	95.96	100.00		96.57	94.15
English Learners	100.00	100.00	--		100.00	97.49
Foster Care	100.00	100.00	100.00		97.14	89.30
Homeless	83.33	100.00	100.00		94.15	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	97.50	91.67	100.00		96.16	92.96
Race						
American Indian or Alaska Native	100.00	100.00	--		88.89	96.97
Asian	--	--	--		100.00	98.53
Black or African American	--	--	--		94.76	89.69
Hispanic or Latino Native	--	--	--		99.03	96.16
Multi-Racial	100.00	100.00	100.00		97.44	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	97.30	97.40	99.44		97.77	95.85
Gender						
Female	100.00	97.80	100.00		98.76	97.56
Male	95.06	97.47	98.90		96.49	93.68

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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 underlined here, under Strategic Planning Tool Resources.

Attendance:

Chronically Absent Students	Male	Female	Black	White	Multi-race	Asian	IEP	SAT
K	2	3		5			2	3
1	2	1		3			2	1
2	3	1		4			2	1
3	4	1		5			1	1
4		1		1				
5	1	1		2				
Total	12	8		20			7	6

Behavior:

Out of School Suspension	Male	Female	Black	White	Multi-race	Asian	IEP	SAT
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Monthly Classroom Attendance Competitions.	Continue
Traveling Attendance Trophy.	Continue
Brag Tags for Attendance and Behavior.	Continue
Monthly Parent Engagement Activities.	Continue

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Counselor lunch bunch groups	Continue
Behavior related Professional Development.	Continue

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.

One contributing factor to our high absenteeism is families do not prioritize attendance, nor realize the direct correlation between attendance and academic achievement. Another component that affects our low attendance rate is the lack of a personal vehicle when students miss the county-provided transportation. By utilizing alternate academic placement within the school setting, we have been able to avoid out of school suspensions. This is especially critical due to our attendance issues.

Cabell County Schools (012) Public District - FY 2024 - Cox Landing Elementary School (012-218) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

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

Additional Data Sources, including results:

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

ID	Start time	Completion time	Email	Name	Total points	Quiz feedback	What Professional Development/ Speaker do you feel would most benefit you? You can list more than one.	Points - What Professional Development/ Speaker do you feel would most benefit you? You can list more than one.	Feedback - What Professional Development/ Speaker do you feel would most benefit you? You can list more than one.
1	1/6/23 12:04:27	1/6/23 12:06:13	dbeatty@k12.wv.us	Deborah Beatty			Superkids		
2	1/6/23 12:05:53	1/6/23 12:06:56	cleves@k12.wv.us	Courtney Smith			Behavior management, Children dealing with trauma (EVERYONE NEEDS THIS)		
3	1/6/23 12:45:11	1/6/23 12:45:47	iwagner@k12.wv.us	Ida Wagner			brief therapy techniques		
4	1/9/23 14:33:51	1/9/23 14:34:19	shite@k12.wv.us	Stephanie Hite			Using your time wisely in the classroom		
5	1/9/23 17:12:58	1/9/23 21:52:14	kadams@k12.wv.us	Kendy Adams			Ways to better utilize the Superkids guided reading/small group lessons and/or the Superkids Writing Program... Other ideas for whole-school speakers - Michael Shoulders (whole-school assembly - amazing author/writer who works to inspire students to be better writers), Jess White with NASA for upper grade students to learn about rockets and he gives a pep talk about finding your way and not giving up.		
6	1/12/23 18:59:48	1/12/23 19:01:14	kwinters@k12.wv.us	Kristy Winters			Twig and student engagement		
7	1/19/23 8:23:18	1/19/23 8:24:19	rfloyd@k12.wv.us	Rachel Petrie			teaching/connecting with students who have experienced trauma or home life hardships		

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.

After reviewing the data collected as well as talking to the staff it appears that Professional Development in the areras of Superkids, TWIG and Behavior Management/ Dealing with Trauma infused students are needed.

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

For SY 24 there will be 2 weekend Professional Development conferences for the staff to attend that will cover the 2023 needs assessment as well as the SY 2024 Needs assessment that will be sent out to the staff next school year. we will also utilize our Academic Coach on the school level and county level to provide monthly PD session on Thinking Maps and Student Digital Portfolios as well as analyzing student data. we will also have an annual PD on working and connecting with parents. The district will also provide several trainings throughout the year on the various county activities and academic programs that teachers use throughout the school year.

Cabell County Schools (012) Public District - FY 2024 - Cox Landing Elementary School (012-218) Public School - School Strategic Plan - Rev 0

Plan Items

G 1 Achievement and Growth

Description:

Cox Landing Elementary will increase proficiency from 50% to 55% in ELA and from 53% to 55% in Math as evidenced by WV General Summative Assessment for the 2023 - 2024 school year.

PM 1.1 Benchmark Assessment

Description:

The academic coach will oversee the implementation of interim assessment scheduling followed by data analysis that will be used to target specific standards with lower success rate and will model strategies in classrooms.

S 1.1.1 Embedded Interims

Description:

Teachers will target specific interims in Reading and Math that fit instructionally with the content.

Component	Item Name
Title I Schoolwide	Provide an enriched and accelerated curriculum

AS 1.1.1.1 Academic Coach

Description:

Academic Coach will oversee the implementation of interim assessment scheduling followed by data analysis and modeling in classrooms.

Person Responsible:

Academic Coach

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Academic Guide Salary	$75,000.00

PM 1.2 Data Analysis

Description:

PLCs will analyze data during bimonthly grade level meetings documented with an agenda and sign-in logs. A digital data wall will be utilized to track student growth and areas of need. Vertical teams will meet to discuss GSA, iReady, and Dibels data and assessments, as well as areas of concern for missing content from learning gaps.

S 1.2.1 Data Analysis and PLC

Description:

CLE's focus will be on instructional practices and data analysis during PLC meetings.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time

AS 1.2.1.1 Grade Level PLCs

Description:

Grade level teams will analyze data during grade level meetings documented in PLC agenda and sign-in logs. A digital data wall will show student progress.

Person Responsible:

Principal

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

6/30/2024

AS 1.2.1.2 Vertical Team PLCs- Primary and Intermediate

Description:

Teams will work together to improve student learning by collaborating on student strengths and weaknesses. Teams will examine learning gaps and create strategies to promote student growth using improved instructional practices.

Person Responsible:

Principal and Academic Coach

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Sub costs	$3,000.00

AS 1.2.1.3 Student Digital Portfolios

Description:

Using their digital device, students will begin making digital portfolios to track growth and review student progress throughout the school year to help develop a growth mindset. In these portfolios, students will keep exemplary work, track progress of assessments, interim scores, and state assessment data when appropriate. These portfolios will be updated each year and organized into grade level folders.

Person Responsible:

Jonathan Campbell

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

6/1/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	binders, page separators, etc.	$1,500.00

S 1.2.2 Differentiation Strategies in Literacy and Mathematics

Description:

Students will work in small groups to provide tiers 2 and 3 support in ELA and math using literacy centers, math centers and direct instruction. PLC's will provide opportunities for staff to evaluate student needs and student growth. These groups will be fluid and continuously monitored.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Increase the quality and amount of learning time
	Address the needs of at-risk learners

AS 1.2.2.1 WVTSS will be supported through Small Group Intervention.

Description:

Students will be placed in small homogeneous groups to provide needed instruction to students who are performing below level in math and ELA using CKLA, Superkids, LETRS, Heggerty, SRSD strategies, iReady and Do the Math.

Person Responsible:

Jonathan Campbell

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Sub costs, stipends, materials	$3,000.00

AS 1.2.2.2 After School Tutoring

Description:

After school tutoring program at CLE will provide intensive tutoring after school with multi-age personalized grouping. These groups will meet 4 days a week and will have mobility for students as their growth monitoring indicates the need for movement. Teaching staff will use iReady assessment data to select students to attend tutoring.

Person Responsible:

Jonathan Campbell

Estimated Begin Date:

8/9/2023

Estimated Completion Date:

6/10/2024

AS 1.2.2.3 Interventionist and Academic Coach

Description:

We will utilize our Interventionist and Academic Coach to provide small group instruction to struggling students.

Person Responsible:

Jonathan Campbell

Estimated Begin Date:

8/9/2023

Estimated Completion Date:

6/17/2024

PM 1.3 Implementation of Digital student portfolios

Description:

Using their digital device, students will begin making digital portfolios to track growth and review student progress throughout the school year to help develop a growth mindset. In these portfolios, students will keep exemplary work, track progress of assessments, interim scores, and state assessment data when appropriate. These portfolios will be updated each year and organized into grade level folders.

S 1.3.1 Digital Portfolio

Description:

Teachers will be trained by the Academic Specialist on using a Pages template to create a digital portfolio with each student.

AS 1.3.1.1 Student led Conferences

Description:

Students will create and present their digital student portfolio to family and community members.

Person Responsible:

Jonathan Campbell

Estimated Begin Date:

8/8/2023

Estimated Completion Date:

6/30/2024

G 2 Becoming a Model Continuous Improvement Organization

Description:

Cox Landing Elementary will improve educator effectiveness and increase student learning outcomes/academic success by attending monthly professional growth meetings and data discussions as evidenced by 55% proficiency in end of the year iReady ELA and Math diagnostic assessments during the 2023-2024 school year.

PM 2.1 Professional Learning

Description:

Participation in the Staff Development using sign in sheets Completion of Safe Schools using History Logs Student support meeting logs Observations will be used to ensure teachers are implementing the skills they have acquired through Professional Development

S 2.1.1 PBIS

Description:

Positive behavior Intervention Support

PM 2.2 Student Support Services

Description:

Student support will be measured using observations, logs, sign-in sheets, and Student Support Team meetings.

§ 2.2.1 Prestera Counseling Services- District Contract to provide services to at-risk students.
Description:
Prestera Counselors will sign-in, meet with students and collaborate with staff.

> **AS 2.2.1.1 Prestera**
> Description:
> Prestera Counselors will sign-in, meet with students and collaborate with staff.
> Person Responsible:
> Prestera
> Estimated Begin Date:
> 8/7/2023
> Estimated Completion Date:
> 6/30/2024

§ 2.2.2 Student Needs
Description:
CLE will identify the physical, emotional, and mental needs of students beyond the classroom and provide support.

> **AS 2.2.2.1 Backpack Program**
> Description:
> Backpacks with non-perishable food items will go home weekly with students identified through referral from staff.
> Person Responsible:
> Parent Partner
> Estimated Begin Date:
> 8/7/2023
> Estimated Completion Date:
> 6/30/2024

> **AS 2.2.2.2 Clothing Pantry**
> Description:
> CLE will have a clothing pantry available for students in need.
> Person Responsible:
> Parent Partner
> Estimated Begin Date:

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8/7/2023

Estimated Completion Date:

6/30/2024

PM 2.3 Safe and Nurturing School

Description:

A variety of measures, such as safety drills and the school counselor, will be used to ensure the safety of students and to provide a nurturing environment.

S 2.3.1 School Safety Drills

Description:

We will complete all school safety drills in a timely manner.

AS 2.3.1.1 Safety Drills

Description:

Fire Drills Shelter in Place Lock Down Lock Out Tornado all as required by WVDE

Person Responsible:

Jonathan Campbell

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

6/30/2024

S 2.3.2 School Counseling

Description:

School Counselor will work with students in their classrooms weekly. The Counselor will also see individual students who need extra support.

AS 2.3.2.1 Counselor Sessions

Description:

School Counselor will work with students in their classrooms weekly, monitor Rhithm responses, and privately meet with individual students who need extra support.

Person Responsible:

Ida Wagner

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

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6/30/2024

AS 2.3.2.2 Walking Club

Description:

The walking club will encourage students and staff to be more physically active by walking from drop off until 7:45 as well as during recess to promote physical activity and enhance academic achievement.

Person Responsible:

Ida Wagner

Estimated Begin Date:

8/12/2023

Estimated Completion Date:

6/30/2024

AS 2.3.2.3 Wellness

Description:

The School Counselor will provide activities for improved physical and mental well being of both students and staff.

Person Responsible:

Ida Wagner

Estimated Begin Date:

8/8/2023

Estimated Completion Date:

5/31/2024

AS 2.3.2.4 Attendance

Description:

Counselor will work closely with chronically absent students and families to improve attendance.

Person Responsible:

Ida Wagner

Estimated Begin Date:

8/8/2023

Estimated Completion Date:

5/24/2024

PM 2.4 Interventionist

Description:

Intervention Logs, Iready Results, classroom assessments

[S] 2.4.1 Meeting Tier II and Tier III needs
Description:
Interventionists will work with small groups of students as identified by diagnostic assessments in ELA and Math.

[AS] 2.4.1.1 Intervention Schedule
Description:
Interventionist will meet with students in small groups no less than 3 times per week.
Person Responsible:
Jonathan Campbell
Estimated Begin Date:
8/8/2023
Estimated Completion Date:
5/24/2024

[G] 3 Improving Family and Community Engagement
Description:
Cox Landing Elementary will improve family and community engagement by providing monthly family and community involvement opportunities to directly impact at least 85% of student population during the 2023-2024 school year, as evidenced by agendas and sign-in logs.

[PM] 3.1 Parent and Community Participation
Description:
Sign-in sheets for families and community members involvement in school related activities.

[S] 3.1.1 Family and Community Involvement Activities
Description:
Families and Community members will participate in various monthly activities.

Component	Item Name
Title I Schoolwide	Parent and family engagement

[AS] 3.1.1.1 Family and Community Involvement Activities
Description:

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CLE will provide monthly evening events that will invite families and community members to strengthen families' knowledge of skills to support and extend learning at home and in the community. Events may include activities such as Book Bingo, Technology Night, Literature Fair, Music Performances, and Flashlight Reading.

Person Responsible:

Parent Partner,Teachers, Principal

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

6/1/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Parent Activities	$1,500.00

AS 3.1.1.2 Parent Partner

Description:

Parent Partner will oversee effective activities and school-to-home-to school communication with families and the community. Parent Partner will provide opportunities that encourages families' involvement in their child's education. She will oversee effective activities and communication to improve community involvement in the school.

Person Responsible:

Lola Fincham

Estimated Begin Date:

8/11/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Parent Partner Contract	$12,000.00

AS 3.1.1.3 School Communication

Description:

CLE will utilize various methods to communicate with student families about important information. Communication will be provided through Schoology, Blackboard messaging system, Class Dojo, social media like Facebook as well as newsletters and paper announcements.

Person Responsible:

Parent Partner, Teachers, Principal

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Estimated Begin Date:

   8/11/2023

Estimated Completion Date:

   6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Printing supplies	$500.00

AS 3.1.1.4 Family Surveys

Description:

   The school will encourage families to complete family surveys so that we can better meet the needs of our students and families. Classes will receive an incentive when their family member completes a survey to encourage family participation.

Person Responsible:

   Jonathan Campbell

Estimated Begin Date:

   9/10/2023

Estimated Completion Date:

   6/10/2024

S 3.1.2 Community Partnerships

Description:

   CLE works with different agencies in the community to meet the needs of our students.

Component	Item Name
Title I Schoolwide	Address the needs of at-risk learners
	Parent and family engagement

AS 3.1.2.1 Good News Club

Description:

   CLE's Good News Club is a Faith-based mentoring group that meets with our students once a week after-school.

Person Responsible:

   Jonathan Campbell

Estimated Begin Date:

   8/11/2023

Estimated Completion Date:

6/30/2024

AS 3.1.2.2 Back Pack Food Program

Description:

Facing Hunger provides non-perishable food for 40 of our students for their weekend meals.

Person Responsible:

Parent Partner, Principal

Estimated Begin Date:

8/11/2023

Estimated Completion Date:

6/30/2024

AS 3.1.2.3 Business Partnerships

Description:

Big Brothers/Big Sisters, Cabell County Sheriff's Department, Target, Home Depot, Cox Landing Public Library, Hillbilly Hotdogs, Adams Grocery, Tripett Logging, Alcon, and many other partnerships provide various assistance in multiple areas of need.

Person Responsible:

Parent Partner, Principal

Estimated Begin Date:

8/11/2023

Estimated Completion Date:

6/30/2024

Title I Schoolwide

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☐ **Not Applicable**

Required Items [Expand All] [Collapse All]	**Component Met**

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

Explanation
All subgroups at the school will have opportunities for increased achievement and quality of instruction.

> G 1 Achievement and Growth
>
> > PM 1.2 Data Analysis
> >
> > > S 1.2.1 Data Analysis and PLC
> > >
> > > S 1.2.2 Differentiation Strategies in Literacy and Mathematics

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

Explanation
Improve the quality of instruction and accountability for all.

> G 1 Achievement and Growth
>
> > PM 1.2 Data Analysis
> >
> > > S 1.2.1 Data Analysis and PLC

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

Address strategies that increase the quality and amount of learning time

Explanation
Designated time meeting instructional minutes for each content area.

> **G** 1 Achievement and Growth
>
> > **PM** 1.2 Data Analysis
> >
> > > **S** 1.2.1 Data Analysis and PLC
> > >
> > > **S** 1.2.2 Differentiation Strategies in Literacy and Mathematics

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

Explanation
School wide walk to interventions will include enrichment
CLE has hired a gifted teacher who is working in a general education classroom which can provide PD for other staff to improve our enrichment lessons

> **G** 1 Achievement and Growth
>
> > **PM** 1.1 Benchmark Assessment
> >
> > > **S** 1.1.1 Embedded Interims

5) **Address the needs of at-risk learners** ☑
Address strategies that address the needs of at-risk learners that may include the following:
   - Student support services
   - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
   - PBIS
   - Professional development and teacher recruitment
   - Preschool transition

Explanation
Student Support services including SAT IEP
School-wide walk to interventions
PD for teachers

G 1 Achievement and Growth

PM 1.2 Data Analysis

S 1.2.2 Differentiation Strategies in Literacy and Mathematics

G 3 Improving Family and Community Engagement

PM 3.1 Parent and Community Participation

S 3.1.2 Community Partnerships

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

Explanation
Parent Partner will work with administrator and teachers to provide a variety of family engagement activities to increase parent involvement

G 3 Improving Family and Community Engagement

PM 3.1 Parent and Community Participation

S 3.1.1 Family and Community Involvement Activities

S 3.1.2 Community Partnerships

Title I TAS

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☐ **Not Applicable**

Required Items [Expand All] [Collapse All]	Component Met
1) **Identify students to be served** Address strategies to identify students to be served **Explanation** Student Assistant Teams	☑
2) **Opportunities for all children including subgroups** Address strategies to create opportunities for all children including subgroups **Explanation** Interventions	☑
3) **Activities that strengthen a well-rounded educational program** Address strategies that strengthen a well-rounded educational program **Explanation** Professional Development that is based on the whole child Teacher support /Academic Coach	☑
4) **Increase the quality and amount of learning time** Address strategies that increase the quality and amount of learning time **Explanation** Brain breaks for students PLC meetings cross grade level planning time provided for collaboration and professional learning	☑
5) **Provide an enriched and accelerated curriculum** Address strategies that provide an enriched and accelerated curriculum **Explanation** PD on strategies to enrich and accelerate students	☑
6) **Address the needs of at-risk learners**	☑

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Address strategies that address the needs of at-risk learners that may include the following:
   - Student support services
   - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
   - PBIS
   - Professional development and teacher recruitment
   - Preschool transition

Explanation
Student Assistance Teams
Positive behavior PD
Preschool and Kindergarten transition
Professional Development

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

Explanation
Parent Partner will work with administrator and staff to provide family engagement activities to increase family involvement

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

Explanation
PLC meetings
Leadership meetings
LSIC

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

Explanation
Walk to interventions
Title one interventions
SATs

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

Explanation
Review assessment data frequently and use this data to drive learning experiences of the students
Data Wall

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Required Documents

This page is currently not accepting Related Documents.

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Checklist Description (Collapse All   Expand All)