School Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - Huntington East Middle School (012-311) Public School - School Strategic Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
9/6/2023 1:56:08 PM	Curt Mann	Status changed to 'School Strategic Plan Monitoring'.	S

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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.

Jody Sowards, principal
Don Pennington, assistant principal
Angela Wilson, assistant principal
Jessica Pennington, Academic Coach
Jessica Kuhn, Academic Coach
Heather James, Parent Partner
Aylana Garcia, interventionist
Robin Moses, Interventionist
Taneisha Sturdavent, 6th Grade Math
Jacob Sacre, 7th Grade Math
Amber Perry, 8th Grade ELA
Cortney Gorman, Art
Peggyann Pratt, Special Education Team Leader
Leadership Team
PBIS Team
Grade Level/Content Teams

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

Huntington East Middle School is dedicated to preparing students to be successful, responsible, and compassionate citizens by providing challenging and relevant experiences. Nothing less than success!

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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	69.62
English Learners	0.87	0.94	1.02
Foster Care	1.46	1.67	2.56
Homeless	3.09	2.88	5.63
Military Connected	0.17	0.02	--
Students with Disabilities	18.05	21.53	32.42
Race			
American Indian or Alaska Native	0.25	0.52	1.37
Asian	0.99	1.41	1.02
Black or African American	7.23	11.78	15.19
Hispanic or Latino Native	2.20	1.54	2.22
Multi-Racial	0.43	1.02	0.17
Native Hawaiian or Other Pacific Islander	0.14	0.13	0.17
White	88.57	82.60	79.69
Gender			
Female	48.35	48.02	45.73
Male	51.65	51.98	54.27

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

* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,

EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Total enrollment- 586

Racial Breakdown
White	463	79%
Black/African American	45	8%
Latino/Hispanic	13	2%
Multiraces	63	11%

Gender Breakdown
Male	318	54%
Female	268	46%

Status
Low SES	408	70%
Foster Care	12	2%
Homeless	3	.5%
SPED	234	40%
ESL	7	.01%

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.

After analyzing the demographic needs of the school, there are very few things that we are able to control aside from effective communication. The root cause of these results is due to the high percentage of low socioeconomic status of the families associated with the school. Information needs to be streamlined into specific and effective forms of communication such as weekly callouts, clever messenger, social media, etc. To encourage more community and family engagement, we would like to consider more diverse activities for families. We would also like to be able to provide transportation for the parents to increase involvement due to an ongoing complaint that many families do not have the means to travel to the school for after-school events. Even though we cannot control several aspects of these demographic needs such as the number of individualized plans for student success (IEPs, SAT, 504), we are taking these things into consideration. We would like to consider increasing the special education department support by means of hiring more special education staff to support the ever-growing special education population in the school across all core curriculums

Practices/strategies/professional development implemented (Be specific)	Implementation Results	Start/Stop/Continue
Huntington East Middle staff in	Training will be provided on	Continue

collaboration with Prestera in professional development sessions regarding sensitivity of specific demographic subgroups I.e. homeless, foster, and low SES	August 14, 2023.		
Huntington East Middle staff participate in trauma informed training.	HEMS staff participated in a trauma training in collaboration with the state department in the 2022-2023 school year.	Continue with modification	
Huntington East Middle will utilize the student support staff to help students transition from the alternative learning environments back to the general classroom setting.	No results. Not started.	Start	
Huntington East Middle will utilize the student support staff to increase home visits of the targeted demographics.	Through home visits, we have increased access to communication by obtaining working phone numbers, emails, etc.	Continue	
Huntington East Middle provided an open house for students and parents to attend with the purpose of becoming acquainted with the school, staff, and available programs.	Increase participation and provide resources for students in all demographic subgroupings. Boys and Girls Club TRIO Sports (transportation provided) Prestera Raze National Junior Honor Society	Continue	

	Student Council	
Huntington East Middle will create a PTSO to increase communication and culture.		Start
Huntington East Middle participates in professional learning communities and middle school teaming structure.	PLCs and teaming structure allow teachers to meet with content partners, as teams, grade levels with administration, coach, interventionists, student support, parents, etc. to discuss and meet the needs of our students in all subcategories.	Continue
Huntington East Middle special education staff will monitor students while in all learning settings.	Special education staff supports students by monitoring attendance, behavior, and coursework in In School Suspension, general education classrooms as well as homebound services.	Continue

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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	40.48	42.77	45.06	45.06	47.35	49.64	51.93	54.22	56.50	58.79	61.08	63.37	65.66	67.95	70.24

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	--	32.09	32.97		46.40	41.83
Status						
Economically Disadvantaged	--	24.94	27.15		32.78	31.26
English Learners	--	42.86	33.33		26.32	11.70
Foster Care	--	0.00	35.09		25.34	24.08
Homeless	--	33.33	35.48		36.78	26.23

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Student Groups				2021-22 Scorecard Rating	County	State
Military Connected	--	--	--	(gray)	0.00	52.94
Students with Disabilities	--	8.18	6.29	(red)	13.23	11.06
Race						
American Indian or Alaska Native	--	100.00	0.00	(red)	12.50	28.26
Asian	--	66.67	100.00	(green)	76.92	70.21
Black or African American	--	23.91	13.16	(red)	22.92	26.27
Hispanic or Latino Native	--	33.33	37.50	(red)	48.24	36.45
Multi-Racial	--	21.67	35.00	(red)	41.29	36.93
Native Hawaiian or Other Pacific Islander	--	--	--	(gray)	--	45.28
White	--	33.93	34.24	(red)	48.27	42.67
Gender						
Female	--	36.86	38.56	(orange)	52.06	46.48
Male	--	28.16	28.75	(red)	41.04	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	36.38	(orange)	48.87	46.05
Status				
Economically Disadvantaged	33.72	(red)	43.86	41.93
English Learners	0.00	(red)	36.84	37.91
Foster Care	28.71	(red)	39.97	36.98
Homeless	46.67	(orange)	48.21	41.82
Students with Disabilities	31.65	(red)	36.53	33.10
Race				
American Indian or Alaska Native	0.00	(red)	25.00	26.79
Asian	100.00	(green)	78.95	67.70
Black or African American	30.30	(red)	43.26	37.93
Hispanic or Latino Native	25.00	(red)	42.86	45.70
Multi-Racial	34.00	(red)	48.17	44.54

Native Hawaiian or Other Pacific Islander	--		--	39.13
White	37.37		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.

	Tier 1- On Grade Level			Tier 2 - 1 Grade Level Below			Tier 3 - 2 or More Grade Levels Below		
	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 1	Diagnostic 2	Diagnostic 3
6	20%	23%	N/A	14%	21%	N/A	66%	56%	N/A
7	26%	27%	N/A	16%	15%	N/A	58%	58%	N/A

8	20%	28%	N/A	12%	13%	N/A	68%	59%	N/A

Reading iReady Breakdown								
Grade	Gender	# Of Total Students	Phonological Awareness Tier I	Phonics Tier I	Frequency Words Tier I	Vocabulary Tier I	Comprehension Literature Tier I	Comprehension Informational Tier I
6	Male	96	100%	68% (65)	89% (86)	27% (26)	19	14
	Female	87	100%	78% (68)	88% (77)	26% (23)	21	22
7	Male	98	100%	79% (78)	92% (90)	26% (26)	18	17
	Female	83	100%	89% (74)	95% (79)	37% (31)	35	24
8	Male	100	100%	81%	92%	32%	25%	19%
	Female	72	100%	89% (64)	97% (70)	28% (20)	20	14

CIA	Exceeds	Meets Standard	Partially Meets	Below Standard

ELA (Fixed Form)	Standard		Standard	
6	7%	23%	25%	46%
7	11%	26%	29%	34%
8	6%	16%	24%	53%

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
WVTSS for targeted remediation (accountability)	Continue with modification Foundational reading skills will be a focus of the ELA WVTSS rotations
Use of programs to support struggling readers such as NewsELA, Achieve3000, Lexia PowerUp, iReady, Paper, Epic, Public Library Card, FreeRice, etc.	Continue with modification Closer monitoring and consolidation of data will allow us to have a better picture of readers. School and county incentives for Lexile growth.
Leveraging Interventionists to scaffold reading across content.	Start Implement school-wide reading strategies.
Creation of a Scaffolding Toolkit for ALL content	Start Implement school-wide reading strategies.
Set up time in schedule for interventionist to pull out small groups to work on missing knowledge schoolwide.	Continue with modification
Independent Reading Schoolwide/County Incentives	Start Lexile growth incentives to encourage improving reading skills.
Use the Test Authoring tool on WVDE Portal year-round to connect what they are doing in class to how it is presented on the Test	Start
Family Engagement nights based on literacy and test prep	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.

Most students at HEMS do not read on grade level. Most students score in the Tier 3 category meaning they are 2 or more grade levels behind. In addition, Hispanic/Latinx and African American students are struggling at nearly double the rate of white students. It is important to note that we are also a high trauma and high poverty school. Many students are lacking foundational reading skills increased due to COVID closures during their pivotal learning to read years. Due to this many students have not made the critical switch from learning to read and reading to learn. The lack of foundational reading requires ELA teachers to find each child's "sweet spot" in a text. The text must be rigorous, but scaffolding must take place for grade-level texts. Identifying and gradually releasing the scaffolds for reading must take place for students in ALL classes where reading is taking place.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	24.74	27.63	30.53	30.53	33.42	36.32	39.21	42.11	45.00	47.90	50.79	53.69	56.58	59.48	62.37

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	--	18.20	20.40		36.07	32.69
Status						
Economically Disadvantaged	--	11.89	14.66		23.95	22.95
English Learners	--	14.29	0.00		31.58	15.82
Foster Care	--	20.00	8.77		23.39	17.01
Homeless	--	16.67	6.45		19.66	18.52
Military Connected	--	--	--		0.00	50.27
Students with Disabilities	--	4.97	6.29		12.76	10.11
Race						
American Indian or Alaska Native	--	100.00	0.00		25.00	22.83
Asian	--	33.33	100.00		79.49	67.72
Black or African American	--	4.26	7.89		13.62	16.66
Hispanic or Latino Native	--	11.11	25.00		29.41	25.76
Multi-Racial	--	10.00	20.00		31.12	26.94

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Student Groups			2021-22 Scorecard Rating		
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	20.63	21.32		37.86	33.58
Gender						
Female	--	14.06	18.22		35.15	31.40
Male	--	21.61	22.04		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	31.19		45.73	44.43
Status				
Economically Disadvantaged	28.82		38.88	39.18
English Learners	0.00		36.84	35.58
Foster Care	57.42		40.41	59.74
Homeless	30.00		43.39	38.25
Students with Disabilities	29.29		35.76	31.65
Race				
American Indian or Alaska Native	0.00		25.00	42.11
Asian	0.00		68.42	72.01
Black or African American	21.21		35.94	35.26
Hispanic or Latino Native	25.00		41.82	40.82
Multi-Racial	24.00		40.91	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	33.25		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.

	Tier 1- On Grade Level			Tier 2 - 1 Grade Level Below			Tier 3 - 2 or More Grade Levels Below		
	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 1	Diagnostic 2	Diagnostic 3
6	16%	20%	N/A	35%	31%	N/A	48%	48%	N/A
7	9%	15%	N/A	27%	25%	N/A	64%	60%	N/A
8	9%	13%	N/A	21%	18%	N/A	69%	69%	N/A

Mathematics iReady Breakdown

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Grade	Gender	# Of Total Students	Numbers and Operations Tier I	Measurement and Data Tier I	Geometry Tier I	Algebraic Thinking Tier I
6	Male	93	28% (26)	22% (21)	14% (13)	21% (20)
	Female	87	21% (18)	25% (22)	23% (20)	26% (23)
7	Male	98	16% (16)	20% (20)	9% (9)	12% (12)
	Female	82	21% (17)	26% (21)	15% (12)	19% (16)
8	Male	100	15% (15)	24% (24)	16% (16)	16% (16)
	Female	73	11% (8)	12% (9)	12% (9)	9% (7)

CIA Math (Fixed Form)	Exceeds Standard	Meets Standard	Partially Meets Standard	Below Standard
6	4%	12%	25%	59%
7	7%	7%	22%	64%
8	3%	16%	25%	56%

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Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
WVTSS for targeted remediation (needs accountability to engage all students)	Continue with modification Change in schedule will take adjustment.
Using Interventionist to fill in missing knowledge, for those that still need the help and create a reward system based on growth (6th)	Continue with modification
Set up time in schedule (WVTSS) for interventionist to pull out small groups to work on missing knowledge schoolwide.	Start
Use KFC strategy to teach students to read and understand instructions and word problems.	Continue with modification Increase fidelity of usage among teachers.
Use the Test Authoring tool on WVDE Portal year-round to connect what they are doing in class to how it is presented on the test.	Start
Math Drive Thru, parents with students, drive by the front entrance of School. They are given math activities and/or games (first # that come get pizza) to be played or completed as a family.	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.

Most of the students enter HEMS two or more grade levels behind, some as low as the pre-primer level. Due to the lack of consistency within numerous feeder schools and disruption of the learning process due to COVID19 Pandemic, the knowledge they do come with requires intense scaffolding methods and intervention strategies. Students' lack of basic skills, such as knowing multiplication facts, slows learning. As a result, students have a disrupted process of learning sixth-grade standards. Given a tool such as a calculator, students can complete grade level content. The WVGSA stipulates that sixth-grade students are not permitted to use calculators on much of the assessment. Low reading levels also impact the students' ability to read instructions and solve reading-based math problems. iReady results show that between the first and second diagnostic, some small improvement was made between Tier 2 and Tier 1 students. The lower Tier shows minimal improvement across grade levels. Using a math reading strategy (KFC) and the new WVDE Test Authoring tool in all grades, we can improve test taking skills and scores through vertical alignment as students' progress from sixth to eighth grade.

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)	40.00	50.00	33.33	26.51	39.49

Detailed data by domain is available at ZoomWV for Educators

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	1	3	0	14	348
Level 2	2	0	1	10	346
Level 3	1	2	1	29	596
Level 4	0	0	0	14	207
Level 5	0	0	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	1	0	15	382
Level 2	0	2	1	12	335
Level 3	4	2	0	34	672
Level 4	0	0	1	10	162
Level 5	0	0	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	1	0	0	13	254
Level 2	0	2	0	16	274
Level 3	3	2	2	21	507
Level 4	0	1	0	11	299
Level 5	0	0	0	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
Level 1	0	0	0	6	131
Level 2	0	1	0	4	125
Level 3	3	2	1	21	524
Level 4	1	1	0	23	470

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| Level 5 | 0 | 1 | 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
N/A	N/A

EL Needs Assessment Summary:

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

N/A

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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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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					

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						

Student Groups						
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					

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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	21.40	24.75	37.04		28.42	29.08
Status						
Economically Disadvantaged	26.18	31.40	45.48		39.21	38.44
English Learners	0.00	14.29	0.00		23.86	24.03
Foster Care	20.00	37.50	75.00		37.62	36.88
Homeless	0.00	20.00	34.38		47.16	42.27
Military Connected	--	--	--		50.00	16.50
Students with Disabilities	28.40	26.16	36.97		33.76	34.90
Race						
American Indian or Alaska Native	0.00	0.00	100.00		42.86	29.34
Asian	0.00	0.00	100.00		20.00	12.16
Black or African American	14.29	34.69	46.15		36.54	29.90
Hispanic or Latino Native	15.38	22.22	37.50		36.81	30.28
Multi-Racial	20.90	23.08	43.33		31.52	31.13

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Student Groups	School (2019-20) % of Students	School (2020-21) % of Students	School (2021-22) % of Students	2021-22 Scorecard Rating	County (2021-22) % of Students	State (2021-22) % of Students
Native Hawaiian or Other Pacific Islander	--	--	--		0.00	19.42
White	22.39	24.22	35.15		27.43	29.05
Gender						
Female	19.62	26.67	37.40		29.93	29.59
Male	22.88	23.21	36.76		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	90.58	95.05	87.30		97.58	95.56
Status						
Economically Disadvantaged	87.96	93.00	84.42		96.57	94.15
English Learners	100.00	100.00	100.00		100.00	97.49
Foster Care	100.00	100.00	83.33		97.14	89.30
Homeless	75.00	83.33	93.75		94.15	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	86.42	95.93	85.45		96.16	92.96
Race						
American Indian or Alaska Native	100.00	100.00	0.00		88.89	96.97
Asian	100.00	100.00	100.00		100.00	98.53
Black or African American	83.33	95.92	71.79		94.76	89.69
Hispanic or Latino Native	92.31	88.89	100.00		99.03	96.16
Multi-Racial	91.04	95.38	88.33		97.44	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	91.09	94.99	88.43		97.77	95.85
Gender						
Female	93.96	95.93	90.24		98.76	97.56
Male	87.77	94.35	85.05		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.

Out of School Suspension	Overall	Male	Female	Black	White	Multi-race	Asian	IEP *	SAT
6	34	23	10	8	24	1	n/a	16	2
7	48	43	5	4	39	4	n/a	11	2
8	33	18	15	0	31	2	n/a	11	1

Behavior Incidents	Overall	Targeted Time of Incidents*	Top Incident Types	Number of Students with 20 or more incident reports
6	468	11:00 AM (13) 2:00PM (13)	1. Disruptive/ Disrespectful Conduct (148) 2. Insubordination (84) 3. Fighting (57)	3
7	548	11:00 AM (17)	1. Disruptive/ Disrespectful Conduct (146) 2. Insubordination (92) 3. Habitual Violation of School Rules or Policies (58)	7

| 8 | 522 | 10:00 AM (19)

11:00 AM (19) | 1. Skipping Class (108)

2. Disruptive/ Disrespectful Conduct (98)

3. Insubordination (96) | 3 | |

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
PBIS Rewards - Points	Continue with modification Inconsistencies with points caused skewed data and the system seemed to put additional stress on teachers. We will be moving toward a "caught doing something good" style system for individual teachers and awarding team and grade level points for meeting expectations.
PBIS Rewards - Store	Continue with modification Students and staff would like to return to a traditional store model and use the system for inventory and "cash out".
PBIS Rewards - Minor Referrals	Continue Staff follow the minor referral procedures.
BEARS Board	Continue Teachers write/project daily expectations for students
CICO System (PBIS Rewards)	Stop The use of the automated check-in check-out system was overwhelming. We will step back and refine the logistics of this system before continuing - focus on the outcome of students having an adult mentor.
Expectation/PBIS Lessons	Continue with modification Lessons will be more specifically tailored to address student behavior with small group intervention and targeted WVTSS intervention. Tier 1 booster lessons will still be provided throughout the year.
PBIS Professional Development	Continue PBIS Team will provide continued professional development opportunities.
PBIS Rewards Trips	Continue with modification Quarterly trip eligibility will be based on academic performance rather than attendance and behavior.

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Interventions: lunch detention, intramural detention, after school detention, ISS, OSS	Continue
Attendance incentives	Continue Students are awarded for attendance with quarterly recognition and a community sponsored prize
Redesign of ISS	Continue Restructuring the time in ISS will allow for more reflective practices.
De-Escalation PD for teachers	Start We would like to form a partnership to help teachers understand the science of behavior and regulation.
Hallway Transition Script	Continue Students and staff are reminded of the hallway expectations during the transition. We will begin with a "flood, fade, boost" approach.
Cafeteria Expectations Script	Start We will try using the model of the hallway transition script to address some our behaviors in the cafeteria.

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.

After analysis of the discipline and attendance data, it is clear that we have a much higher rate of tier 3 students than tier 1 (our pyramid is upside down). This inverted triangle indicates the need for strengthening our tier 1 systems (specifically embedding positive acknowledgments) and causes challenges in designing and implementing personalized interventions for tier 2 and 3. Positive programs and incentive opportunities are established at our school. A lack of consistency in implementation of these programs causes students to lose interest and frustrates staff members that are implementing with fidelity. Providing (and following) a year-long calendar of rewards/events for meeting expectations will hopefully give students something to work toward and help keep staff members consistent in providing points and positive acknowledgments.

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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 underlined here, under Strategic Planning Tool Resources.

6th Grade	107	28.5%
7th Grade	104	27.7%
8th Grade	165	43.9%

Is the Lesson aligned to state standards and county curriculum maps?		
Yes	361	92.8%

No	1	0.3%

Student Engagement

	1 - beginning	2 - emerging	3 - developed	4 – well-developed
Student Learning	5.2%	48.2%	36.9%	9.7%
Instructional Design	4.7%	38.7%	44.8%	11.8%

Educators in the Initial/Intermediate Progression (0-5yrs experience)--22/66=33%

Educators with Masters Degree-29/66=44%

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 results of the 5x5 walkthrough data present, it is apparent that most of the walkthroughs occurred in 8th grade classrooms. This is not an accurate representation of the school community. It would be more beneficial if administration would equally distribute the number of walkthroughs across grade levels and content. It can also be determined from the walkthrough data that teachers need more support with student engagement. HEMS also has a high rate of teacher turnover thus newer teachers are coming in to HEMS.

* 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.

Partnership with ICLE with emphasis on Student Engagement, Rigor, Relevance, Relationships
 Completion of staff Needs assessment for Professional Development plan
 Plan Professional Development Conferences with staff in fall and spring to meet PD needs
In-service/PD Days planned to meet teacher needs in PBIS, student engagement strategies, trauma informed care, and county initiatives
 Staff input regarding Middle School Winter Professional Development Conference from the county
 Weekly Grade Level Team meetings with administration and academic coaches to address and support instructional/professional areas for growth

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Plan Items

G 1 Achievement and Growth

Description:

Huntington East Middle School will increase proficiency from 34%to 38.88% in ELA and from 18% to 26.38% in Math as evidenced by the WV General Summative Assessment in 2024.

PM 1.1 WV GSA

Description:

End of the year GSA data for the 2023-2024 school year.

S 1.1.1 WVTSS Structure

Description:

Huntington East Middle School will implement and enhance a structured WVTSS system to provide targeted standards-based instruction for all students.

AS 1.1.1.1 Analyze iReady data

Description:

HEMS Academic Coaches and Interventionists will analyze iReady data in order to develop engaging lessons that are aligned to classroom and grade-level Power Standards at least one week prior to implementation. Teachers will utilize iReady provided lessons through the Teacher Toolbox, MATHia, Achieve 3000, and PowerUp.

Person Responsible:

Academic Coaches, Interventionists

Estimated Begin Date:

6/30/2023

Estimated Completion Date:

6/1/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		$20,000.00

AS 1.1.1.2 Restructure WVTSS

Description:

HEMS will restructure WVTSS groups as needed to prioritize SEL for Tier 3 students while continuing to meet the academic needs of Tier 1 and Tier 2 students. While also implementing more advanced placement options for high achievers through enrichment and honors classes.

Person Responsible:

HEMS Teachers

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

6/30/2024

AS 1.1.1.3 Analyze iReady and CFA

Description:

HEMS Academic Coaches and Interventionists will continue to analyze iReady diagnostic, Standards Mastery common formative assessment, MATHia, Achieve 3000, and PowerUp data quarterly to tier students. Based on the CFA data, WVTSS teachers target pre-requisite skills aligned to grade level instruction.

Person Responsible:

WVTSS Teachers, Academic Coaches, Interventionists

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		$10,000.00

AS 1.1.1.4 Detailed WVTSS Plan and WVTSS monitor instructional period.

Description:

HEMS Administration will collaborate with Academic Coaches and Interventionists to develop a detailed WVTSS Plan and Admin will conduct 5x5 walkthroughs during the WVTSS instructional period.

Person Responsible:

HEMS Administration, Academic Coaches, Interventionists

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

6/30/2024

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S 1.1.2 Student Attendance

Description:

    Huntington East Middle School will improve student attendance from 88% to 95%.

AS 1.1.2.1 Tier I Student Focus

Description:

    HEMS staff will identify and recognize Tier 1 students (greater than 95% attendance) with a certificate presented quarterly in the cafeteria during lunch and enter students in a raffle through PBIS Rewards.

Person Responsible:

    HEMS Teachers, HEMS Admin, CIS Coordinator

Estimated Begin Date:

    8/18/2023

Estimated Completion Date:

    6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Solution Tree Quote Included in Total	$80,000.00

AS 1.1.2.2 Tier II Student Focus

Description:

    HEMS teachers will identify Tier 2 students (90-95% attendance) quarterly and provide a referral for intervention. Interventions include a peer buddy attendance program, lunch with HEMS CIS Supervisor for improved attendance, and participation in reflection/goal setting lessons as presented by CIS Staff.

Person Responsible:

    HEMS Teachers, HEMS Admin, CIS Coordinator, HEMS students

Estimated Begin Date:

    8/18/2023

Estimated Completion Date:

    6/30/2024

AS 1.1.2.3 Tier III Student Focus

Description:

    HEMS teachers and Support Staff will identify Tier 3 students (less than 90% attendance) and provide a referral for intervention. HEMS counselors, social workers and CIS supervisor will call home when students are absent, make home visits, and encourage student participation in reflection and restorative conversations.

Person Responsible:

Support Staff (CIS Supervisor, counselors, and social workers) and Admin

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		$120,000.00

AS 1.1.2.4 Communication with Support Staff

Description:

HEMS Support Staff will establish communication with teachers and admin to follow up on Tier 2 and 3 student concerns. Grade level teams will add attendance concerns to the weekly agenda template and then collaborate with the administrator who oversees attendance so that Admin can follow up with Support Staff regarding these concerns.

Person Responsible:

Support Staff, Admin

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2024

S 1.1.3 Teaching and Learning Strategies

Description:

Huntington East Middle School will continue to utilize and develop effective teaching and learning strategies.

AS 1.1.3.1 Common Math Protocols

Description:

HEMS Staff will continue to utilize "KFC" math reading strategy and common test taking protocols (test reading strategies and math dump sheets) with fidelity as well as using the Desmos calculator and activities to familiarize themselves with the interface prior to the WVGSA to improve Math GSA scores.

Person Responsible:

HEMS Staff, Math Academic Coach, Math interventionist

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		$8,000.00

AS 1.1.3.2 GSA Practice Questions

Description:

HEMS teachers will provide students with embedded GSA practice questions through CFAs, bell ringers, Desmos activities, and Test Authoring through the Cambium Portal. This will prepare students for quarterly benchmark assessments (developed by PLCs using Test Authoring) and the WV General Summative Assessment.

Person Responsible:

HEMS teachers, Academic Coaches, Interventionists

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		$1,000.00

AS 1.1.3.3 Common ELA Protocols

Description:

HEMS teachers will continue to implement common test-taking protocols including test reading strategies and constructed response graphic organizers. They will also use the RACER common constructed response protocol with emphasis on citing evidence and provide scaffolded instruction to support the writing process (graphic organizers, drafting strategies, highlighting, etc.) to improve Reading and Writing GSA scores.

Person Responsible:

HEMS teachers, Academic Coaches, Interventionists

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

6/30/2024

AS 1.1.3.4 County Adopted Instructional Programs

Description:

HEMS Staff will monitor proficiency and provide intervention through county adopted instructional programs. Math and ELA Interventionists and coaches will provide and model teaching and learning strategies (such as small group learning strategies, thinking maps, etc.) Tier 2 and 3 students are prioritized by interventionists.

Person Responsible:

HEMS teachers, Academic Coaches, Interventionists

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

6/30/2024

AS 1.1.3.5 Tier I Student Achievement

Description:

HEMS Staff will identify and reward Tier 1 students who are passing all classes (at least a 60%) quarterly.

Person Responsible:

HEMS Staff

Estimated Begin Date:

8/18/2023

Estimated Completion Date:

6/30/2024

AS 1.1.3.6 Tier II Student Achievement

Description:

HEMS Staff will identify Tier 2 students who are failing Math or ELA quarterly. Interventions provided to these students will include after school tutoring and skills recovery programs paired with a reflection/restorative conference.

Person Responsible:

HEMS teachers

Estimated Begin Date:

8/10/2023

Estimated Completion Date:

6/30/2024

AS 1.1.3.7 Tier III Student Achievement

Description:

HEMS Staff will identify Tier 3 students who are failing both Math and ELA. These students will receive targeted intervention from the Math/ELA interventionist.

Person Responsible:

HEMS teachers, Interventionists

Estimated Begin Date:

8/10/2023

Estimated Completion Date:

6/30/2024

AS 1.1.3.8 Field Trips

Description:

HEMS will provide innovative and hands on strategies to further enhance curriculum through field trip and guest speaker opportunities for each grade level.

Person Responsible:

HEMS Teachers

Estimated Begin Date:

8/10/2023

Estimated Completion Date:

6/30/2024

G 2 Integrating Family and Community Engagement

Description:

By the end of the 2023-2024 school year, HEMS will improve family and community engagement by increasing attendance of family engagement activities 5% by developing a PTSO, scheduling student-work showcases/events, and establishing and maintaining staff/community communication system as evidenced by event attendance, stakeholder surveys, and county surveys.

PM 2.1 Event Attendance and Surveys

Description:

HEMS staff will use event attendance, stakeholder surveys, and county surveys as evidence to support the goal.

S 2.1.1 Parent Teacher Organization

Description:

HEMS will combine the athletic and academic boosters into a parent teacher organization (PTSO).

AS 2.1.1.1 School-Wide Initiatives

Description:

Under the advisement of the Parent Partner, HEMS will establish a group of parents within the PTSO who will volunteer to help with the food pantry and schoolwide needs (i.e., make copies, volunteer for school events, etc.)

Person Responsible:

Parent partner, PTSO members, student council members

Estimated Begin Date:
  6/1/2023

Estimated Completion Date:
  5/31/2024

AS 2.1.1.2 Parent Teacher Organization Committee

Description:
  Under the advisement of the Parent Partner, HEMS will establish a group of parents within the PTO who will volunteer to help with the food pantry and school-wide needs (i.e., make copies, volunteer for school events, etc.)

Person Responsible:
  Parent Partner, PTO, Student Council

Estimated Begin Date:
  6/1/2023

Estimated Completion Date:
  5/31/2024

AS 2.1.1.3 PTO Fundraiser Committee

Description:
  Under the advisement of the Parent Partner, HEMS will establish a group of parents within the PTSO who will volunteer to help manage fundraisers for the 8th grade trip and school rewards for students and teachers.

Person Responsible:
  Parent partner, PBIS committee, and 8th grade trip organizers

Estimated Begin Date:
  6/1/2023

Estimated Completion Date:
  5/31/2024

AS 2.1.1.4 Community Outreach Committee within PTO

Description:
  Under the advisement of our CIS Coordinator, HEMS will establish a group of parents who initiate community outreach and liaison between HEMS, families, and community stakeholders and businesses.

Person Responsible:
  CIS Coordinator

Estimated Begin Date:
  6/1/2023

Estimated Completion Date:
  5/31/2024

s 2.1.2 Showcase Student Work

Description:

HEMS will organize and implement quarterly student-work showcases and community events.

AS 2.1.2.1 Student work Showcase

Description:

Staff will organize and implement showcases to display student-work and invite parents as well as other stakeholders into the building to support student growth and achievement and community engagement.

Person Responsible:

Operations Committee, PTSO, Parent Partner

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 2.1.2.2 Informational Support Community Events

Description:

Staff will organize and implement quarterly resource support events for community members who need information and support on school-related topics such as SAT plans, IEPs, and technology.

Person Responsible:

Operations Committee, Parent PartnerOperations committee, Parent Partner

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 2.1.2.3 Event Surveys

Description:

Staff will develop and administer a survey for each event to evaluate the effectiveness of each session.

Person Responsible:

Parent Partner

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 2.1.2.4 Clubs

Description:

Staff will develop an alternative schedule for extra-curricular clubs and student mentoring during the school day. Clubs will be highlighted in showcases to display student-work and invite parents and community stakeholders to sponsor clubs and events.

Person Responsible:

Operations Committee, PTSO, Parent Partner

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

S 2.1.3 Communication System

Description:

HEMS will initiate and maintain a staff, community, and stakeholders communication system.

AS 2.1.3.1 Communication Committee Duties

Description:

Administration and other staff will utilize the Blackboard callout system, Clever, Schoology, and Remind to update parents on upcoming events, important dates, and necessary information.

Person Responsible:

Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 2.1.3.2 Social Media Platforms

Description:

Social media and news outlets will be updated as necessary with important information to promote positive communication with the community and stakeholders.

Person Responsible:

Parent partner, CIS, Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 2.1.3.3 Staff Calendar

Description:

Administration will create, edit, and contribute to a weekly newsletter that will be sent to all staff for the week with important information and dates, which will also be listed on the HEMS Outlook calendar. Staff will submit important events to administration using a Microsoft Form.

Person Responsible:

Administration, Academic Coaches, Support Staff,Technology Specialist,Parent Partner

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 2.1.3.4 Monthly Newsletter

Description:

Administration will create, edit, and contribute to a monthly newsletter that will be posted for students and parents with important information and dates.

Person Responsible:

Administration, Academic Coaches, Support Staff, Technology Specialist, Parent Partner

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

G 3 Sustaining a Model for Continuous Improvement

Description:

Huntington East Middle School will improve educator effectiveness to increase student learning outcomes by establishing a school-wide professional learning plan, implementing PBIS with fidelity, and supporting staff through PLCs and committees as evidenced by school culture surveys, E-Walk reports, and PBIS Rewards program (monitoring data).

PM 3.1 Monitoring Data

Description:

HEMS will utilize the data collected from school culture survey, E-Walk reports, and PBIS Rewards program

S 3.1.1 Professional Learning Plan

Description:

HEMS will establish a school-wide professional learning plan to support academic and instructional growth.

AS 3.1.1.1 Professional Learning Community

Description:

HEMS instructional leaders will determine and schedule professional learning sessions throughout the year including a teacher wellness program (STAY: Supporting Teachers All Year) for teachers as well as veteran teachers. Instructional leaders will provide opportunities for peer-to-peer observations for any staff member. This action step is to address teacher retention, school culture, and morale.

Person Responsible:

Administration, Academic Coaches, Interventionists, Rachel Baden, Wellness Coach

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.1.2 Staff Survey

Description:

HEMS staff will be surveyed prior to end of the 22-23 school year to determine the needs and interests for PD and collecting exit data to address school culture. Instructional leaders will develop a document to distribute survey results to staff prior to the end of the school year.

Person Responsible:

Admin, Academic Coaches, Interventionists, Leadership Team, PBIS Team

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.1.3 Professional Development Calendar

Description:

HEMS instructional leaders will create and maintain a professional development calendar.

Person Responsible:

Admin, Academic Coaches, Interventionists

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.1.4 Utilization of Data

Description:

The HEMS instructional leaders will utilize iReady, Achieve 3000, MATHia, PowerUp, Paper Tutoring, GSA, PBIS, WVEIS data, and staff feedback to determine targeted professional development needs. Academic coaches will collaborate with identified staff to utilize the coaching cycle for improvement using Sibme platform.

Person Responsible:

Academic Coaches, Administration, Interventionists

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.1.5 Professional Development

Description:

The HEMS instructional leaders will provide targeted professional development throughout the 23-24 school year and evaluate the effectiveness of each session (including RACER, KFC, Learner Engagement Rubric).

Person Responsible:

Administration, Academic Coaches, Interventionists

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.1.6 Staff Recognition

Description:

HEMS will recognize staff for meeting and exceeding professional expectations (Teacher of the Month, Staff Raffles, Staff Night Out, Staff shout outs on social media).

Person Responsible:

HEMS staff

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

6/1/2024

S 3.1.2 PBIS

Description:

HEMS will implement PBIS with fidelity to increase positive school culture

AS 3.1.2.1 PBIS Playbook

Description:

The PBIS Committee will update the school wide PBIS Playbook to provide staff with intervention options/suggestions for all tiers of behavior incidents. The PBIS team will notify teachers of changes/updates to the Playbook as needed.

Person Responsible:

PBIS Committee, Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.2.2 Tiered Intervention for Behavior

Description:

The Tier 2 PBIS Team will maintain a tiered intervention action plan called the ABCs and 123s of Huntington East Middle School. This plan will outline all supports for students at each of the three tiers in the areas of attendance, behavior, and coursework.

Person Responsible:

PBIS Tier 2 Team, Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.2.3 PBIS Professional Development

Description:

HEMS will provide ongoing professional development on the PBIS framework (including antecedent interventions, 4:1, RCD-Responsibility Centered Discipline), PBIS Rewards Program implementation, ABC...123 Action Plan, the PBIS Playbook, and BEARS Board.

Person Responsible:

PBIS Committee, Professional Development Committee, Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.2.4 BEARS Expectations

Description:

HHEMS Staff will explicitly "flood, fade, and boost" the BEARS Expectations throughout the year by implementing school-wide scripted expectations.

Person Responsible:

HEMS Staff, PBIS Committee, Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.2.5 TIER 1 Behaviors

Description:

HEMS Staff will identify and recognize Tier 1 students through verbal acknowledgement of positive behavior at a 4:1 ratio. Staff will administer above and beyond points for students who exceed behavior expectations.

Person Responsible:

HEMS Staff, PBIS Committee, Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.2.6 Tier 2 student behaviors

Description:

HEMS Staff will identify and recognize Tier 2 students by using PBIS Playbook progressive interventions (SEL check, reflection and restorative conference, behavior contract, meet with counselors/social workers, and engage in a peer mentor program).

Person Responsible:

HEMS Staff, PBIS Committee, Counselors, Social Workers, CIS Coordinator, Administration

Estimated Begin Date:

6/2/2023

Estimated Completion Date:

5/31/2024

AS 3.1.2.7 Tier 3 Student Behvaiors

Description:

HEMS Staff will identify and recognize Tier 3 students by using PBIS Playbook progressive interventions (check in/check out, be matched with an adult mentor, and take a forced choice reinforcement survey).

Person Responsible:

HEMS Staff, PBIS Committee, Counselors, Social Workers, CIS Coordinator, Administration

Estimated Begin Date:

    6/1/2023

Estimated Completion Date:

    5/31/2024

AS 3.1.2.8 ISS Restructuring

Description:

    HEMS Administration will redefine the ISS teacher role and daily schedule to provide targeted SEL lessons, small group intervention, intervention in math and reading, and work recovery time for students.

Person Responsible:

    HEMS Administration

Estimated Begin Date:

    6/1/2023

Estimated Completion Date:

    5/31/2024

AS 3.1.2.9 Lunch/intramurals Detention

Description:

    HEMS Administration will develop consistent school-wide lunch/intramural detention procedures and expectations.

Person Responsible:

    HEMS Administration

Estimated Begin Date:

    6/1/2023

Estimated Completion Date:

    5/31/2024

AS 3.1.2.10 Comprehensive Counseling Plan

Description:

    HEMS counselors and administration will utilize the Comprehensive School Counseling Plan to establish a balance between social emotional learning and academics.

Person Responsible:

    Counselors, PBIS Team, Behavior Interventionist, Social Worker, CIS Coordinator

Estimated Begin Date:

    6/1/2023

Estimated Completion Date:

    5/31/2024

AS 3.1.2.11 Staff Accountability for PBIS framework

Description:

HEMS administration will provide staff oversight and accountability of the PBIS framework and develop a staff behavior matrix.

Person Responsible:

HEMS Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.2.12 Alternative Discipline Contract (Community Service)

Description:

HEMS administration will collaborate with students and parents to develop a contract and utilize alternative discipline measures such as community service as an alternative to ISS or OSS.

Person Responsible:

HEMS Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

S 3.1.3 PLC Teams and Committees

Description:

HEMS will implement and sustain effective PLC models in teams and committees.

AS 3.1.3.1 Walk-through Follow-Ups

Description:

HEMS administrators will schedule follow up conversations with teachers and after walkthroughs to discuss feedback and action steps including positive and constructive feedback (including co-taught classes/teaming).

Person Responsible:

HEMS Administration

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.3.2 Learner Engagement Rubric

Description:

HEMS will utilize the Learner Engagement Rubric to develop lessons (with co-teachers) that engage students at the beginning, middle and end of the class period.

Person Responsible:

HEMS teachers

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.3.3 PLCs

Description:

HEMS content teams (including co-teachers) will utilize the PLC guiding questions using an adapted PLC agenda template to guide lesson development and reflection based on CFA results.

Person Responsible:

HEMS teachers

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.3.4 Restructure Committees

Description:

HEMS Leadership Team will restructure committees, responsibilities, meeting times, tasks, and schedules to improve communication and ensure implementation of the strategic plan.

Person Responsible:

Administration, Leadership Team

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

5/31/2024

AS 3.1.3.5 Vertical Teaming

Description:

HEMS will develop and implement a vertical teaming schedule to promote collaboration across grade levels.

Person Responsible:

HEMS teachers, Academic Coaches, Interventionists
Estimated Begin Date:
    6/1/2023
Estimated Completion Date:
    6/1/2024

Title I Schoolwide

Cabell County Schools (012) Public District - FY 2024 - Huntington East Middle School (012-311) Public School - School Strategic Plan - Rev 1

☐ **Not Applicable**

Required Items [Expand All] [Collapse All]	**Component Met**
1) **Opportunities for all children including subgroups** Address strategies to create opportunities for all children including subgroups **Explanation** - Afterschool programs - Tutoring - Jazz Band, Honors Choir, Honors Art - WVTSS	☑
2) **Activities that strengthen a well-rounded educational program** Address strategies that strengthen a well-rounded educational program **Explanation** - PLCs - Team Meetings - PBIS Team - Leadership Team - Instructional Leader Team - Extra-curricular Activities (Athletics, Clubs) - Student Support Team - Assemblies	☑
3) **Increase the quality and amount of learning time** Address strategies that increase the quality and amount of learning time **Explanation** - IPA Walkthrough data - Partnership with ICLE - Data analysis - PD	☑

- WVTSS enrichmentStudents assess LTs
- Teachers work in PLCs to use common formative assessments to target deficiencies in a timely manner

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

Explanation

- WVTSS enrichment groups such as jazz band, honors choir, honors art, History/Geography quiz bowl, Science Olympiad, STEM Robotics, book studies
- Clubs such as yearbook, military academy, after school tutoring
  Advanced math classes offered at each grade level
- Student use, assess, and track their academic and relational learning targets
- Full-Time school-based Technology Integration Specialist to support and maintain a large inventory of equipment and other technology tools
- Teachers have access to many tools and types of equipment to implement rich experience in their instruction

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
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

- WVTSS groups created by data analysis (corrective reading, reward, rewards plus, and Do the Math)
- After school tutoring
- Food pantry and other food drives
- Prestera counseling services in house
  Medal of HOnor Progam
  CIS coordinator

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

Explanation

- Food drives for our less fortunate students' families for Thanksgiving and Christmas dinner baskets
- Open House
- Parent engagement workshops
- Parent volunteers to help with the food pantry and other needed tasks

- Monthly parent newsletters
- Teams utilize Remind 101 for quick daily communication
- Year-end banquets for student recognition in academics, sports, and students of character

Title I TAS

Cabell County Schools (012) Public District - FY 2024 - Huntington East Middle School (012-311) Public School - School Strategic Plan - Rev 1

☐ **Not Applicable**

Required Items [Expand All] [Collapse All]	**Component Met**
1) **Identify students to be served** Address strategies to identify students to be served **Explanation** MTSS intervention and enrichment according to assessment data.	☑
2) **Opportunities for all children including subgroups** Address strategies to create opportunities for all children including subgroups **Explanation** differentiated MTSS, co-taught classes, special education services, Medal of Honor Program, Catch-up cafe, after-school tutoring, after school clubs, Flex activities (Mathia, Silent Reading, SEL/PBIS, Portfolio Planning)	☑
3) **Activities that strengthen a well-rounded educational program** Address strategies that strengthen a well-rounded educational program **Explanation** differentiated MTSS, co-taught classes, special education services, Medal of Honor Program, Catch-up cafe, after-school tutoring, after school clubs, Flex activities (Mathia, Silent Reading, SEL/PBIS, Portfolio Planning)	☑
4) **Increase the quality and amount of learning time** Address strategies that increase the quality and amount of learning time **Explanation** MTSS, after-school tutoring, catch-up cafe,after school clubs, Flex activities (Mathia, Silent Reading, SEL/PBIS, Portfolio Planning)	☑
5) **Provide an enriched and accelerated curriculum** Address strategies that provide an enriched and accelerated curriculum **Explanation** Spanish classes, enrichment MTSS, advanced Math classes,	☑
6) **Address the needs of at-risk learners** Address strategies that address the needs of at-risk learners that may include the following: - Student support services	☑

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

Explanation
MTSS, catch up cafe, after school tutoring, Medal of Honor Program , Prestera mental health, TRIO, United Way Teen Summit, Cabell County Youth Reporting Center,
Marshall University PDs, Cabell County Summer Institute, school based PDs, CIS coordinator

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

Explanation
Parent Partner monthly activities, Open House, monthly parent newsletters, Remind 101, athletic boosters, academic boosters, STEM night, LSIC meetings

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

Explanation
Parent Partner coordinates all parent activities and programs.
Counselors and CIS Coordinator connect outside agencies to student needs.
Teachers connect through Remind 101 and parent email
HEMS staff coordinator works with Marshall University PDS.

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

Explanation
MTSS, catch up cafe, after school tutoring, PLCs

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

Explanation
iReady math and reading scores assessed to meet student instruction needs for MTSS
iReady math and reading, GSA, County Benchmark Assessment, teacher recommendations are all used to refer students to advanced math and Spanish classes.

School Strategic Plan Related Documents

Cabell County Schools (012) Public District - FY 2024 - Huntington East Middle School (012-311) Public School - School Strategic Plan - Rev 1

This page is currently not accepting Related Documents.

School Strategic Plan Checklist

Cabell County Schools (012) Public District - FY 2024 - Huntington East Middle School (012-311) Public School - School Strategic Plan - Rev 1

Checklist Description (Collapse All   Expand All)