

School Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
9/21/2023 10:48:32 AM	James Paxton	Status changed to 'School Strategic Plan Monitoring'.	S

Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

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

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Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

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

Mission –Huntington Middle School Eagles are **S**afe, **O**n task, **A**ccountable, and **R**espectful.

Vision - Our Vision at Huntington Middle School is to inspire and prepare our students to reach their fullest potential in a diverse and ever-changing world.

School Strategic Plan - Demographic Data

Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)	School (2022-23)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.28	53.17	62.25
English Learners	0.87	0.94	1.08
Foster Care	1.46	1.67	2.16
Homeless	3.09	2.88	6.16
Military Connected	0.17	0.02	--
Students with Disabilities	18.05	21.53	26.19
Race			
American Indian or Alaska Native	0.25	0.52	0.62
Asian	0.99	1.41	1.23
Black or African American	7.23	11.78	30.20
Hispanic or Latino Native	2.20	1.54	2.77
Multi-Racial	0.43	1.02	0.46
Native Hawaiian or Other Pacific Islander	0.14	0.13	--
White	88.57	82.60	64.41
Gender			
Female	48.35	48.02	48.38
Male	51.65	51.98	51.62

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,**

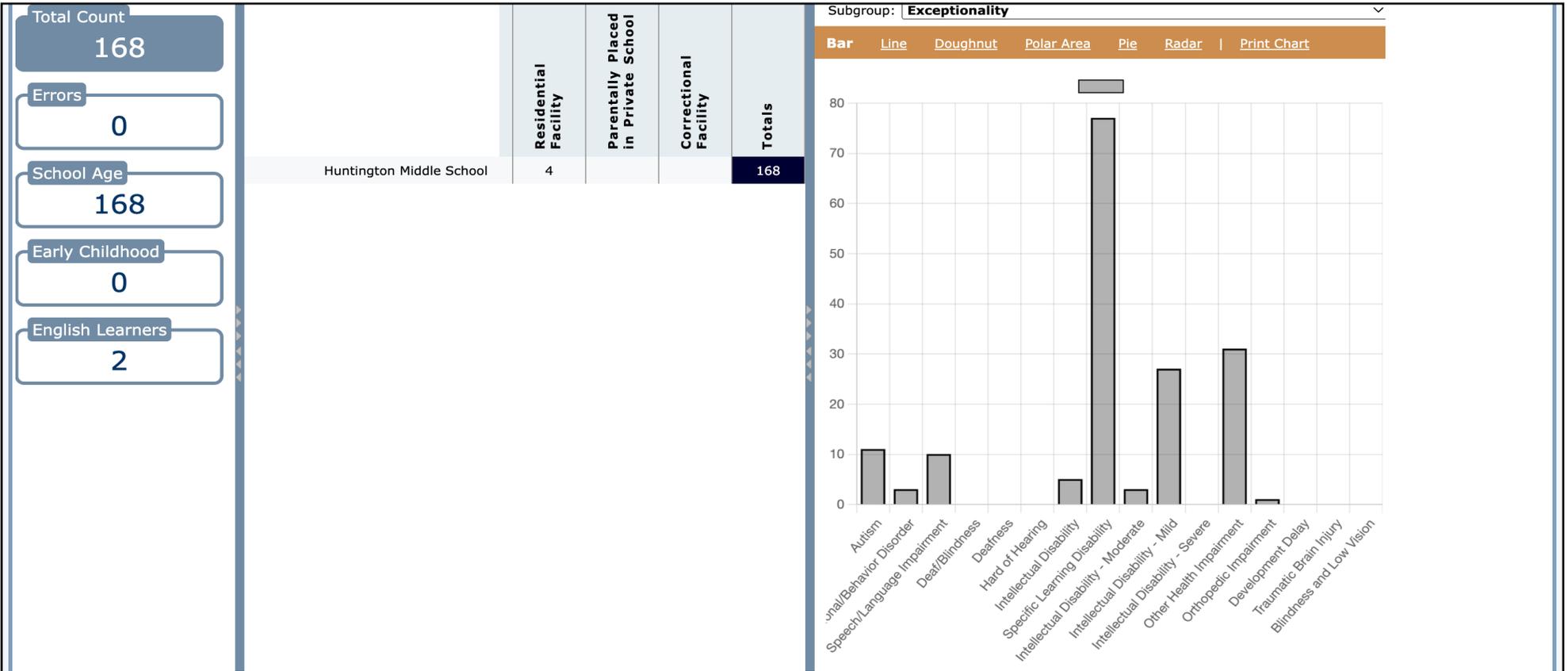
EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is 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.

With the areas of economically disadvantaged and students with disabilities being identified as larger than county and state averages in the past, we are seeing an increase in our foster care and homeless population. Along with black or African American and multi racial students being a large part of our school population, all of these are areas of focus that we will have our teachers, administrators and school social worker keep target and follow up as needed. Our special education population has been identified by the state for not meeting expected standards for the last three years. Our special education and regular education teachers will closely monitor our students with disabilities and our multi cultural committee will continue with educational efforts focusing on understanding of different cultures, backgrounds and races. The information provided helps us with understanding that a great deal of our population has more diversity than most schools in our county and state. Our SOAR program allows for all students to be involved in celebratory activities and to be a part of the school.

The following information was gathered from the WVEIS 2.0 Platform:

Per Grade	SATS	504	ELL	TAG
6	20	8	5	8
7	12	4	2	20
8	6	4	2	19

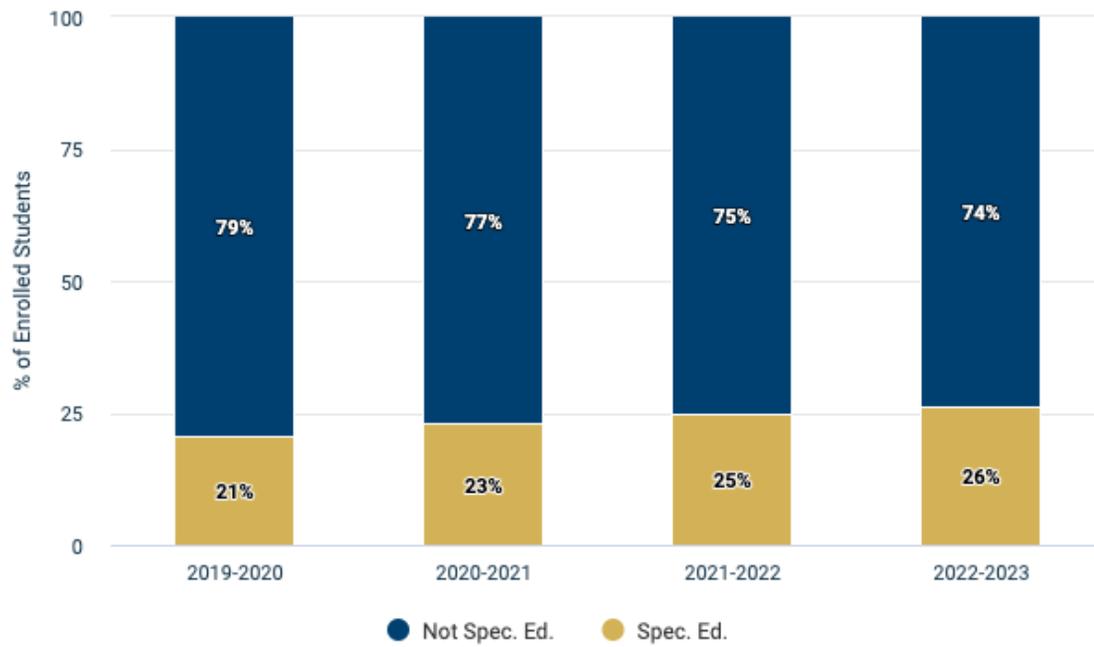
Our SAT numbers decrease from 6th through 8th grade due to the students either no longer need them or moving on to a 504 or an IEP. We have a transient population. This number shows that the teachers are successful in meeting the students' needs from the original SAT plan.



At Huntington Middle School, we have a large Special Education population. We have 168 students on an IEP, not counting the 47 gifted students. The largest category of our Special Education population is SLD (77 total middle school students). We have pull-out classes for mathematics, ELA, and career literacy. Additionally, we have a resource room for behavior and an autism/low-incidence room. Due to the high number of Special Education students, we have a need for certified Special Education teachers.

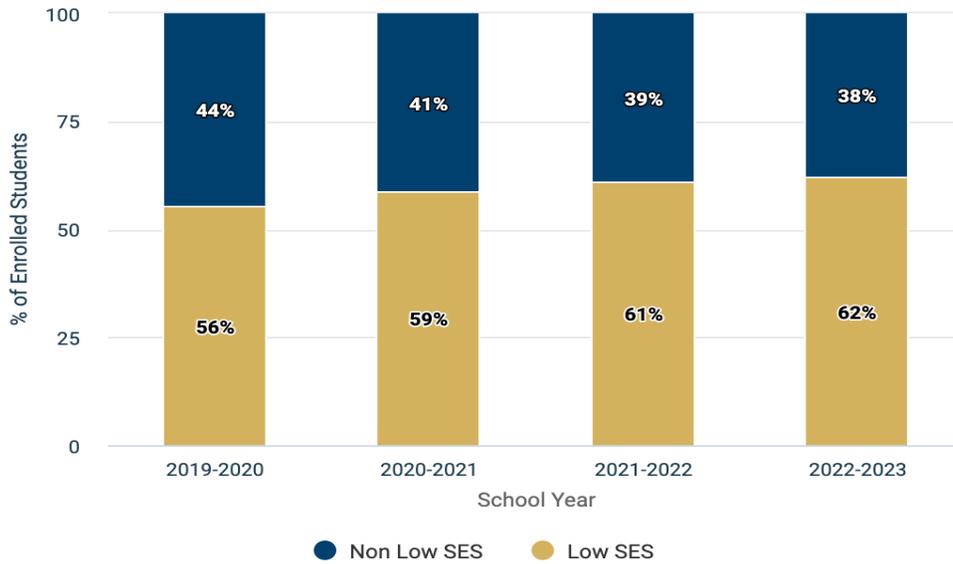
Below is our enrollment by Special Education Status Trend collected from Zoom.

Enrollment by Special Education Status Trend



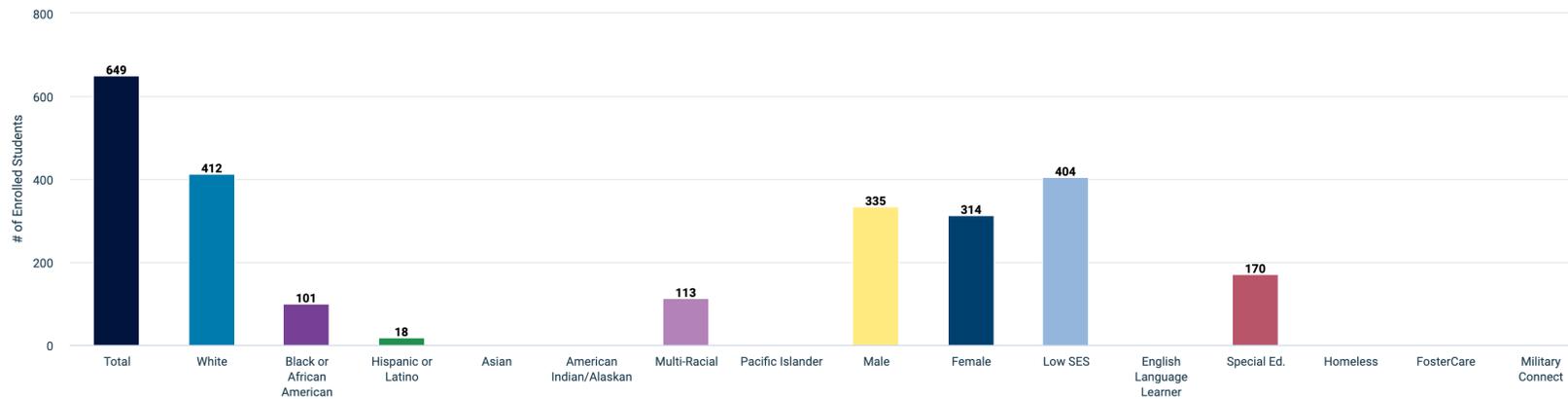
Below is the Enrollment by Socioeconomic Status Trend pulled from Zoom.

Enrollment by Socioeconomic Status Trend



Enrollment Composition at HMS for the 22-23 School year according to Zoom:

Enrollment Composition



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.

Data from Zoom shows that our low socio-economic student status has increased from 56% of our student population in 2020 to 62% in 2022. One cause that contributes to our school's higher percentage of economically disadvantaged students, is the accessibility of public housing within our school district. The higher percentage of the multi-racial or black and African American student population in our school is aligned with the population of multi-racial or black and African American population within our urban school district. Our homeless and foster care students seem to be a result of the ongoing drug epidemic in our area and the recent pandemic that hit the world.

As seen in the chart above, the data collected from Zoom shows that our Special Education numbers are gradually increasing over the years. Our Special Education numbers drastically impact our school achievement. We have a need for certified special education teachers teaching pull-out and co-taught classes, as well as professional development, to provide the support needed for student success.

Practices/Strategies/Professional Development Implemented (Be Specific)	Implementation Results	Start/Stop/Continue
SOAR Program	Increased student/teacher relationships through AA time.	Continue
Accessibility to school social worker and counselors	Students are given access to support as requested, allowing relationship-building and feelings of safety and support	Continue
Food/Clothing Pantry	Any student in need is provided with clothing and food. Our parent-partner is a large contributor to this success.	Continue

Parent Engagement Activities	22-23 School Year- Open House (390 signed in but much more attended), Parent Info Night (21), Spooktacular (135), 8th Grade Schedule Night with HHS (130), Holiday Drive Up (85), HHS Jingle with HMS (132), Paper/ Schoology Information Night (14), Family Game Night (26), Family Movie Night and Trivia (35), Capture this Moment (21), 8th Grade Awards (350)	Continue	
Grand Families support from the county		Continue	
Re-assessing how we monitor modifications in general education classrooms by finding more efficient ways to track data	When the state visited, they found a gap in the way we monitor modifications. In the fall of 2023, we will have a consistent plan in place.	Start	
Hiring of certified Special Education teachers, including certification in Autism and Severe/Profound	An increased amount of Special Education teachers could potentially help us address students with IEPs in more core classes, ultimately affecting academics.	Continue	
Developing or finding improved ways to track behaviors for students with IEPs that require a behavior plan.		Continue	

Professional Development to help general education teachers know how to read IEPs and best practices	County provided training through winter conferences, excellence summits and more	Continue	
Professional Learning Communities and Middle School Teaming Structures	PLCs and Teaming Structures allow teachers to meet with content partners, as teams, and as grade levels with administration, coach, interventionalist, counselors, parents, and more to discuss and meet the needs of our students	Continue	
Community Service Projects	(i.e. Thanksgiving Baskets, Christmas stockings, etc.)- Fed 27 families for Thanksgiving	Continue	
School-Based behavioral health with Presteria		Continue	
Access to Valley Health		Continue	

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School Strategic Plan - Academic Data

Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Academic Data

Color Reference Guide

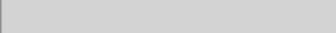
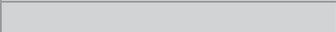
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	
<p>Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Assessment data or Scorecard Ratings in the GPS data tables.</p>	

2030 Annual English Language Arts (ELA) Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	43.33	45.51	47.69	47.69	49.87	52.05	54.23	56.41	58.59	60.77	62.95	65.13	67.31	69.49	71.67

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	--	35.34	40.78		46.40	41.83
Status						
Economically Disadvantaged	--	20.68	26.26		32.78	31.26
English Learners	--	0.00	0.00		26.32	11.70
Foster Care	--	12.50	15.04		25.34	24.08
Homeless	--	20.00	21.59		36.78	26.23
Military Connected	--	--	--		0.00	52.94
Students with Disabilities	--	4.88	7.48		13.23	11.06
Race						
American Indian or Alaska Native	--	0.00	0.00		12.50	28.26
Asian	--	--	100.00		76.92	70.21
Black or African American	--	13.40	23.00		22.92	26.27
Hispanic or Latino Native	--	22.22	50.00		48.24	36.45
Multi-Racial	--	37.50	35.40		41.29	36.93
Native Hawaiian or Other Pacific Islander	--	0.00	--		--	45.28

White	--	41.77	46.61		48.27	42.67
Gender						
Female	--	44.71	47.00		52.06	46.48
Male	--	26.71	34.91		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	46.47		48.87	46.05
Status				
Economically Disadvantaged	40.86		43.86	41.93
English Learners	50.00		36.84	37.91
Foster Care	30.08		39.97	36.98
Homeless	32.16		48.21	41.82
Students with Disabilities	33.82		36.53	33.10
Race				
American Indian or Alaska Native	0.00		25.00	26.79
Asian	100.00		78.95	67.70
Black or African American	42.42		43.26	37.93
Hispanic or Latino Native	60.00		42.86	45.70
Multi-Racial	47.00		48.17	44.54
Native Hawaiian or Other Pacific Islander	--		--	39.13
White	46.99		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.

Data sources used for ELA: GSA, iReady data, IMA data, grade level and PLC feedback (found on our school's One Drive in OneNote), participation in after-school tutoring (with an average of 15 students attending 4 days a week throughout the school year), classroom and instructional strategies, and walkthrough data

Note that the annual target goals for GSA listed above do not reflect the updated goals set by the state. Below you will find the Revised ELA Annual Targets set in 2022. The first box numerical box shows the school code and the next boxes show 2022 up to 2036.

Huntington Middle	310	37.49%	39.65%	41.80%	43.96%	46.12%	48.27%	50.43%	52.58%	54.74%	56.89%	59.05%	61.20%	63.36%	65.51%	67.67%
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Huntington Middle School: iReady Reading Diagnostic Data									
	On Grade Level Tier 1			1 Grade Level Below Tier 2			2 or More Grade Levels Below Tier 3		
	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 1	Diagnostic 2	Diagnostic 3
6 th Grade	21%	26%	29% <i>(-Ready Target 39.65%) +10.65%</i>	22%	20%	21%	57%	54%	51%
7 th Grade	28%	32%	38% <i>(-Ready Target 39.65%) +1.65%</i>	19%	19%	17%	53%	50%	45%
8 th Grade	33%	33%	31% <i>(-Ready Target 39.65%) +8.65%</i>	12%	13%	16%	56%	54%	53%



Interim Module Assessment ELA

Grades Tested: 6, 7, 8

Tests Taken: 1.6K Date Last Taken: 04/19/2023



Percent	39%	43%	19%
Count	617	685	296

Preliminary GSA scores:



Summative ELA

Grades Tested: 6, 7, 8

Tests Taken: 608

Date Last Taken: 05/10/2023



Percent	27%	32%	25%	15%
Count	166	196	152	94

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken										
Summative Grade 6 ELA	Summative	6	Spring 2023 (Summative)	177	624 ± 4	<table border="1"> <tr> <td>Percent</td> <td>31%</td> <td>28%</td> <td>28%</td> <td>14%</td> </tr> <tr> <td>Count</td> <td>54</td> <td>49</td> <td>49</td> <td>25</td> </tr> </table>	Percent	31%	28%	28%	14%	Count	54	49	49	25	05/10/2023
Percent	31%	28%	28%	14%													
Count	54	49	49	25													
Summative Grade 7 ELA	Summative	7	Spring 2023 (Summative)	214	633 ± 3	<table border="1"> <tr> <td>Percent</td> <td>23%</td> <td>36%</td> <td>29%</td> <td>12%</td> </tr> <tr> <td>Count</td> <td>49</td> <td>78</td> <td>61</td> <td>26</td> </tr> </table>	Percent	23%	36%	29%	12%	Count	49	78	61	26	05/10/2023
Percent	23%	36%	29%	12%													
Count	49	78	61	26													
Summative Grade 8 ELA	Summative	8	Spring 2023 (Summative)	218	644 ± 4	<table border="1"> <tr> <td>Percent</td> <td>29%</td> <td>32%</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>Count</td> <td>63</td> <td>69</td> <td>43</td> <td>43</td> </tr> </table>	Percent	29%	32%	20%	20%	Count	63	69	43	43	05/10/2023
Percent	29%	32%	20%	20%													
Count	63	69	43	43													

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
iReady	The iReady assessments were completed three times throughout the school year. The results from the assessment indicate growth of our students in Reading.
GSA Data	GSA preliminary results indicate that we met the goal set by the state for the 2022-2023 school year.
Interim Assessments	Three interim assessments using the Cambium platform were given to students. The topics of the assessments were aligned to content standards covered before the assessments were given. Assessment results provided important data for teachers to reflect on instructional practices, identify areas to remediate, and plan review for general summative testing.
WVTSS	ELA, Career Literature, and Social Studies teachers teach students WVTSS. The groups are created based on student test scores and material is differentiated to meet the students' needs.
Professional Learning Communities (PLCs)	Teachers met once a week in PLC's with their grade level content area counterpart. Additionally, instructional coaches, interventionists, and administrators were present for the meetings. The core content subjects were divided into two PLC groups: Math and ELA. Math and science teachers work to achieve the common goal of improving number sense while English, Career Literacy, and Social Studies teachers worked to improve student mastery of identifying central ideas in addition to improving student writing performance. Additionally, the PLC's reviewed data from interim assessments, iReady, and previous GSA scores. Teachers collaborated to identify student deficiencies, develop strategies to remediate, and (in the ELA PLCs) coordinate writing assignments to ensure consistency of instruction was provided.
ELA Classes	English teachers met with their grade level Career Literacy counterparts in PLC's one day a week. Along with Social Studies teachers, Career Literacy and English teachers worked to achieve the common goal of reducing the population of Tier 3 Reading iReady students (those students 2 or more grade levels behind) by 10% over the course of the year. By collaborating and aligning instruction to support ELA power standards, the Tier 3 population decreased by 11.6% by the end of the year.
Career Literacy Classes	Career Literacy teachers met with their grade level English counterparts in PLC's one day a week. Along with Social Studies teachers, Career Literacy and English teachers worked to achieve the common goal of reducing the population of Tier 3 Reading iReady students (those students 2 or more grade levels behind) by 10% over the course of the year. By collaborating and aligning instruction to support ELA power standards, the Tier 3 population decreased by 11.6% by the end of the year.
MS Teaming structure	The middle school teaming structure allows teachers from all content areas to collaborate and work together to meet the ELA needs of our students. ELA standards are designated and implemented in ELA, Career Literature, Social Studies, and Science classes. The math teachers also support ELA standards through increased word problems.
Newsela components	
Achieve 3000	Technology integration used in our Special Education classrooms to provide articles at appropriate reading levels for our students.
After-school tutoring	Approximately 15 students stayed after school each day to complete assignments and receive academic assistance. Students were able to stay after school Monday through Thursday from 3:15PM to 4:00PM.

After-school skills recovery	<input type="text"/>
Wilson Reading	Wilson Reading follows a 10-part lesson plan that addresses phonemic awareness, phonics and word study, encoding, high frequency/sight word instruction, fluency, vocabulary, and listening and reading comprehension in a sequential and integrated fashion. It is utilized in the Special Education classes to close the learning gap.
Lexia PowerUp Literacy	Starting 8/2023: Lexia PowerUp Literacy will be used in special education pullout reading classes/ and possibly in WVMTSS and with other low readers who are not qualified as having an IEP.

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.

While our students showed improvement in 2022-2023 our homeless, foster care, and special education students are scoring below the county and state averages. While many theories could be explored, it seems that the global pandemic had an impact on these sub groups the most. These have been areas of concern in the past but are becoming more of a focus in recent years.

PLC's started strong this year with content levels adopting goals. Social studies, ELA, and Career Lit teachers adopted an ELA goal with the intention of working together to impact student learning. The goals for the 2022-2023 school year were met and teachers will adopt a similar goal in the 2023-2024 school year. Social Studies, ELA, Career Lit, and Special Education teachers worked collaboratively with the academic coach, interventionists, and administration to made data driven decisions in WVMTSS and classrooms.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	24.31	27.22	30.13	30.13	33.04	35.95	38.87	41.78	44.69	47.60	50.51	53.42	56.33	59.24	62.15

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	--	20.75	25.65		36.07	32.69
Status						
Economically Disadvantaged	--	8.56	12.17		23.95	22.95
English Learners	--	0.00	0.00		31.58	15.82
Foster Care	--	0.00	30.08		23.39	17.01
Homeless	--	10.00	13.50		19.66	18.52
Military Connected	--	--	--		0.00	50.27
Students with Disabilities	--	3.94	2.04		12.76	10.11
Race						
American Indian or Alaska Native	--	0.00	0.00		25.00	22.83
Asian	--	--	100.00		79.49	67.72
Black or African American	--	6.06	5.00		13.62	16.66
Hispanic or Latino Native	--	11.11	11.11		29.41	25.76
Multi-Racial	--	17.53	19.30		31.12	26.94
Native Hawaiian or Other Pacific Islander	--	0.00	--		--	35.85

White	--	26.52	33.51		37.86	33.58
Gender						
Female	--	23.83	27.81		35.15	31.40
Male	--	17.92	23.58		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	39.12		45.73	44.43
Status				
Economically Disadvantaged	31.36		38.88	39.18
English Learners	100.00		36.84	35.58
Foster Care	45.11		40.41	59.74
Homeless	29.24		43.39	38.25
Students with Disabilities	30.94		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	26.00		35.94	35.26
Hispanic or Latino Native	33.33		41.82	40.82
Multi-Racial	30.39		40.91	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	46.00		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.

Note that the annual target goals for GSA listed above do not reflect the updated goals set by the state. Below you will find the Revised Math Annual Targets set in 2022. The first box numerical box shows the school code and the next boxes show 2022 up to 2036.

Huntington Middle	310	23.39%	26.03%	28.67%	31.31%	33.96%	36.60%	39.24%	41.88%	44.52%	47.17%	49.81%	52.45%	55.09%	57.73%	60.37%
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Data used throughout the process include: Interim assessments, GSA data, iReady data, classroom walkthroughs, grade level and vertical PLC information (found on OneNote in our school OneDrive platform), after-school tutoring participation (an average of 15 students attending 4 days a week), and MATHia data

Huntington Middle School: iReady Math Diagnostic Data

	On Grade Level Tier 1			1 Grade Level Below Tier 2			2 or More Grade Levels Below Tier 3		
	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 1	Diagnostic 2	Diagnostic 3
6 th Grade	14%	20%	24% <i>(-Ready Target 26.03%) +2.03%</i>	30%	25%	25%	57%	54%	51%
7 th Grade	14%	21%	25% <i>(-Ready Target 26.03%) +1.03%</i>	27%	32%	29%	59%	48%	47%
8 th Grade	18%	22%	25% <i>(-Ready Target 26.03%) +1.03%</i>	18%	18%	16%	64%	60%	60%



Interim Module Assessment Mathematics

Grades Tested: 6, 7, 8

Tests Taken: 1.6K Date Last Taken: 04/12/2023



Percent	40%	46%	14%
Count	632	741	225

Preliminary GSA scores:



Summative Mathematics

Grades Tested: 6, 7, 8

Tests Taken: 616

Date Last Taken: 05/09/2023



Percent	49%	23%	13%	15%
Count	301	144	78	93



Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Summative_Grade 6 MATH	Summative	6	Spring 2023 (Summative)	179	469 ± 5	 Percent: 55% 23% 11% 11% Count: 98 42 20 19	05/09/2023
Summative_Grade 8 MATH	Summative	8	Spring 2023 (Summative)	222	531 ± 6	 Percent: 51% 21% 8% 19% Count: 114 47 18 43	05/09/2023
Summative_Grade 7 MATH	Summative	7	Spring 2023 (Summative)	214	518 ± 4	 Percent: 41% 26% 19% 14% Count: 88 55 40 31	05/09/2023

Mathematics Improvement Practices/Strategies Implemented (One Per Box)

Updated Implementation Results

ICLE Support - Theresa Atchison

Theresa Atchison visited multiple times throughout the second semester to observe and meet with teachers
 New student engagement strategies were implemented in various classes
 Will continue ICLE Support

Middle School teaming structures and PLCs

Documented in notes- increased IMA, GSA, and iReady scores, aligned curriculum. During PLCs we use our data to drive discussion and guide our instruction.
 During the 2022-2023 school year, PLCs have been made a priority. Discussions have increased and so have our scores.

WVTSS

Curriculum- student groups were created based on math iReady scores and adjusted as needed due to behavior. Saw improvement on iReady scores in subgroups (see iReady score chart) and GSA data. Students spent half of their year in WVTSS math groups taught by math teachers, science teachers, Special Education teachers, the math interventionist, and the math coach.

Carnegie and MATHia continuation and support

Professional development with Carnegie: Half of the middle school math teachers attended a summer professional development with Carnegie and implemented more Geometry into the classroom and WVTSS setting
 Carnegie rep visits math teachers monthly to observe and give feedback. He has attended multiple PLC sessions where we discussed MATHia and Carnegie implementation.

After school tutoring and skills recovery with certified math teacher	Students voluntarily stay for after school help. About 15 students/day stay Monday-Thursday. The number of students who stay varies. The after school coverage is done by a certified math teacher. Students can get assistance on math as well as other subjects.
Test Authoring from Cambium Portal along with interim assessments	In the 2023-23 school year, we will start quarterly tests (common assessment) for each math class. The tests will be created in collaboration with math teachers, interventionist, math coach. The assessments will be used to assess mastery quarterly as well as exposing students to the GSA platform and test style questions. Three interim assessments using the Cambium platform were given to students. The topics of the assessments were aligned to content standards covered before the assessments were given. Assessment results provided important data for teachers to reflect on instructional practices, identify areas to remediate, and plan review for general summative testing.
Martin and Associates - Dr. Darrin Martin	Dr. Martin has provided support and feedback to teachers during PLCs and various times following his observations from his time at HMS. One specific implementation Dr. Martin suggested was increasing our spiral review. Therefore, in WVTSS, we implemented throwback Thursday or flashback Friday to reiterate previously learned math material. We will continue to utilize his feedback and professional advice.
Technology integration	Technology is used when applicable in math classes. We utilize MATHia for a minimum of 60 minutes a week (one class period plus one WVTSS period). Our students utilize Desmos calculator online to simulate the calculator used in the testing platform. Additionally, all assessments are completed via student iPad (iReady, GSA, IMA...)

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.

Our showed some improvement in 2022-2023 in most subcategories. Our foster care category is much higher than the county but still lower than the state average. Our homeless, black or African American, and multi racial sub categories are below both the state and county averages. Our special education sub category is below the county average but is consistent with the state average. Our scorecard rating is red in all categories and will be addressed using the improvement strategies and practices listed above. We cannot change our demographics, but we can change the way we utilize our instructional time. We can utilize WVTSS, PLCs, class instructional time, as well as our SOAR incentives to motivate our students and increase mathematical scores. Funding for initiatives will come from local, state, and federal levels.

PLC's started strong this year with content levels adopting goals. Math and science teachers adopted a math goal with the intention of shifting 10% of the population in the "red" category to "yellow" and "yellow" to "red" as a part of closing the gap. The goals were measured using the iReady assessment. The PLC goals for the 2022-2023 school year were not met. Teachers reflected on their goals and discussed the testing timing and other things that could have impacted testing. Teachers will adopt a similar goal in the 2023-2024 school year. Math, Science, and Special Education teachers worked collaboratively with the academic coach, interventionists, and administration to made data driven decisions in WVTSS and classrooms.

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	0.00	0.00	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	0	0	0	14	348
Level 2	0	0	0	10	346
Level 3	0	3	2	29	596
Level 4	1	0	0	14	207
Level 5	0	0	0	11	166

English Language Proficiency Assessment Results for the Writing Domain

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ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	0	0	0	15	382
Level 2	0	0	0	12	335
Level 3	1	2	1	34	672
Level 4	0	1	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	0	0	0	13	254
Level 2	0	0	1	16	274
Level 3	0	2	1	21	507
Level 4	1	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	0	0	4	125
Level 3	0	0	0	21	524
Level 4	1	3	2	23	470
Level 5	0	0	0	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
ICLE Support - Theresa Atchison Martin and Associates - Darrin Martin PLCs Carnegie and Mathia continuation and support WVTSS After-school tutoring After-school skills recovery MS teaming structures EL service support	

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.

We have no EL subgroup concerns at this time.

Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

Not Applicable (Elementary and Middle Schools)

On Track

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

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						

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						

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.

N/A

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

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.

N/A

School Strategic Plan - Attendance and Behavior Data

Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Percent of students chronically absent

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	14.05	14.54	31.25		28.42	29.08
Status						
Economically Disadvantaged	18.27	19.88	43.32		39.21	38.44
English Learners	0.00	0.00	0.00		23.86	24.03
Foster Care	14.29	33.33	42.86		37.62	36.88
Homeless	--	13.33	38.46		47.16	42.27
Military Connected	--	--	--		50.00	16.50
Students with Disabilities	19.63	16.79	36.42		33.76	34.90
Race						
American Indian or Alaska Native	0.00	0.0000	50.00		42.86	29.34
Asian	0.00	--	0.00		20.00	12.16
Black or African American	10.64	6.06	30.69		36.54	29.90
Hispanic or Latino Native	25.00	0.00	27.78		36.81	30.28
Multi-Racial	17.65	16.33	31.03		31.52	31.13

Native Hawaiian or Other Pacific Islander	100.00	0.00	--		0.00	19.42
White	13.68	16.67	31.59		27.43	29.05
Gender						
Female	14.46	15.21	30.35		29.93	29.59
Male	13.70	13.95	32.11		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	97.60	97.85	97.50		97.58	95.56
Status						
Economically Disadvantaged	97.12	97.33	96.22		96.57	94.15
English Learners	100.00	100.00	100.00		100.00	97.49
Foster Care	100.00	100.00	100.00		97.14	89.30
Homeless	--	100.00	92.31		94.15	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	98.13	96.95	96.69		96.16	92.96
Race						
American Indian or Alaska Native	100.00	100.00	100.00		88.89	96.97
Asian	100.00	--	100.00		100.00	98.53
Black or African American	100.00	95.96	96.04		94.76	89.69
Hispanic or Latino Native	100.00	100.00	100.00		99.03	96.16
Multi-Racial	98.82	95.92	94.83		97.44	94.10
Native Hawaiian or Other Pacific Islander	100.00	100.00	--		--	100.00
White	96.58	98.85	98.51		97.77	95.85
Gender						
Female	99.60	98.48	98.40		98.76	97.56
Male	95.89	97.28	96.64		96.49	93.68

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

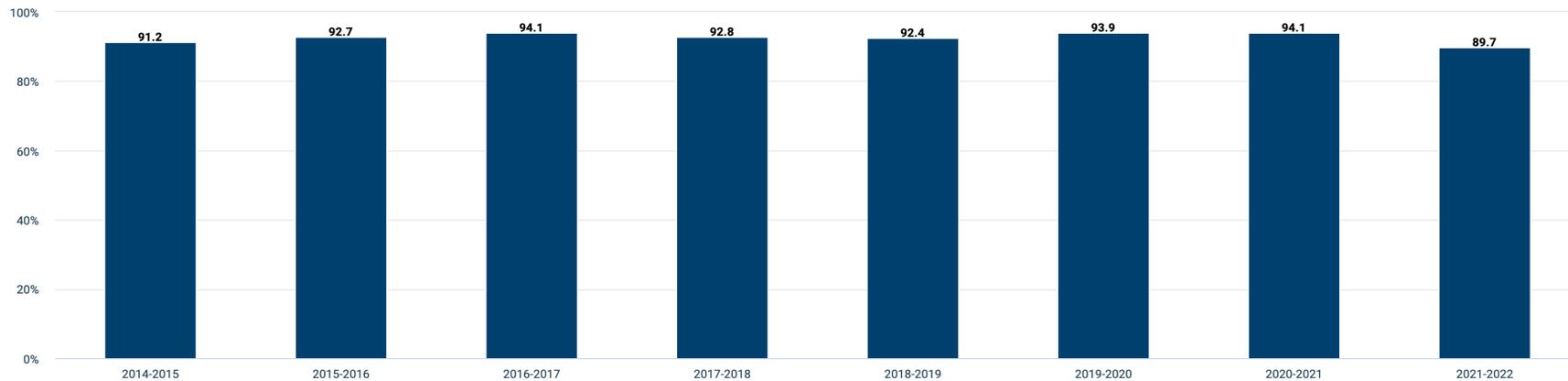
In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

SOAR anecdotal notes
Social Worker anecdotal notes

SOAR competitions/rewards/incentives: Holiday celebrations (Minute to Win It games, dance party, treat), end of year GSA reward trips (bowling, park visit, movies)

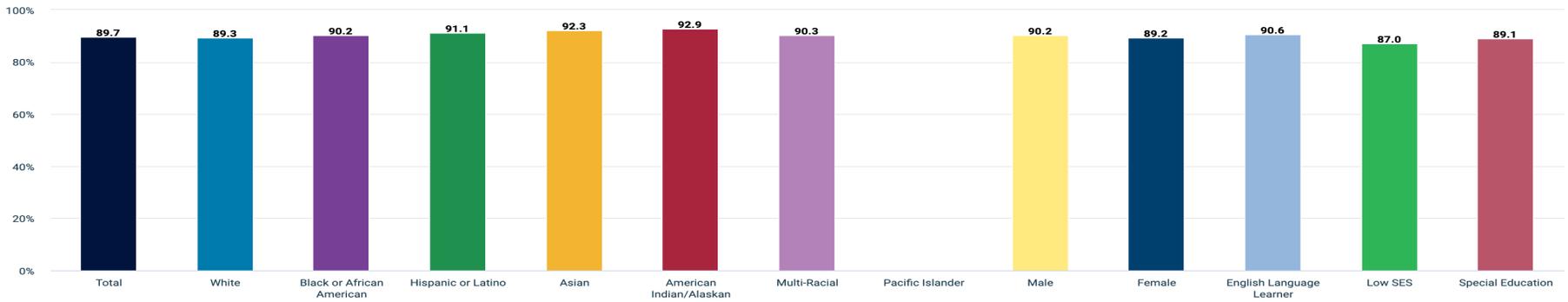
Zoom data attendance rate trend:

Attendance Rate Trend



Zoom data Attendance Rate Summary for 2021-2022

Attendance Rate Summary for 2021-2022



Discipline OSS > 10 Days Report from WVEIS

Totals	
Removals for Drugs	3
Removals for Weapons	3
Single Suspension > 10 Days	6
Multiple Suspensions > 10 Days	25

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
SOAR Implementation	Notes available in the SOAR folder from weekly meetings with faculty. Weekly lessons set for students. Incentives for behavior and attendance Eagles nest build relationships to improve absences and improve positive behavior and support. SOAR behavior matrix
Documented Behavior Referrals through Forms due to WVEIS complications at the beginning of the year	In the 2022-2023 school year, all referrals will go through WVEIS. This year there were 1708 behavior referrals. Setting consistent standards through SOAR and collaborative meetings with faculty/staff will possibly decrease the number of behavior referrals.
Social Worker anecdotal notes	

Students use data folders to track student attendance	Attendance trackers were not well utilized in WVTSS, therefore, it will be moved to AA next year and include more accountability with homeroom teachers. As a part of this student set personal goals for attendance and behavior management tracking sheets.
OSS usage	OSS usage was kept to a minimum and only used when necessary The goal is to keep our students in school and learning
Lunch detention for unexcused tardies	Midway through the 22-23 school year, administration implemented lunch detention for unexcused tardies. The new process decreased some of our chronic tardies. This process will be continued in the future.
Student incentives	The SOAR program has helped us to line out incentives for students based on academics, attendance, and behavior. SOAR incentives include activities throughout the year as well as end of year events to promote academic, behavioral, and attendance improvement. We need funding for incentives. Title I funds will be utilized where applicable.
Student outreach from staff	Staff communication with families to build and maintain relationships. Homeroom teacher check in on chronic absences Home visits and phone calls for multiple absences Staff monitoring Let's Talk to ensure student safety All listed above will 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.

The attendance data above shows that there is not a significant difference between subgroups. Attendance in all sub groups continues to be a challenge since the pandemic. Attendance will continue to be addressed and incentives used to help with encouraging students to attend school on a regular basis. Incentives need support from local, state, and federal funds.

Behavioral issues were well controlled with all subgroups.

Strategies for Start/Stop/Continue are listed in the section above.

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.

walkthrough data
 culture and climate survey
 leadership survey
 parent feedback
 retention rates of staff- data to be updated following the summer transition of teachers
 3 National Board Certified Teachers on staff
 Staff member of the month recognition- one staff member recognized per month, voted on by all staff
 Staff team building activities
 Family activity volunteers- teachers consistently participate in the family engagement activities
 Evaluation data can be found online
 1 Sibme trained coach in the building- goal to increase coaching cycles in the 23-24 school year



Culture & Leadership Survey

Culture Survey

Huntington Middle School	2020-2021	2021-22	2022-23
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Collaborative Leadership- Collaborative Leadership: Describes the degree to which school leaders establish and maintain collaborative relationships with school staff	3.7	3.80	3.33
Learning Partnerships- Learning Partnerships: Describes the degree to which teachers, parents and students work together for the common good of the student	3.33	3.16	2.65
Efficacy- Efficacy Factor: Assesses the extent to which teachers consider their students to be capable of successful learning and consider themselves to be responsible and effective agents in instructing students	3.66	3.55	3.17
Unity of Purpose- Unity of Purpose: Describes the degree to which teachers work toward a common mission for the school	3.84	3.75	3.61
Teacher Collaboration- Teacher Collaboration: Describes the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school	3.45	3.3	3.12
Professional Development- Professional Development: Describes the degree to which teachers' value continuous personal development and school-wide improvement	3.73	3.58	3.47
Collegial Support- Collegial Support: Describes the degree to which teachers work together effectively	3.86	3.81	3.65

Leadership

Huntington Middle School	2020-2021	2021-22	2022-23
Providing an Appropriate Model- behavior on the part of the principal that sets an example for the school staff members to follow consistent with the values the principal espouses	3.4	3.15	2.44
Identifying and articulating a vision- behavior on the part of the principal aimed at identifying new opportunities for his or her school staff members and developing, articulating, and inspiring others with his or her vision of the future	3.35	3.15	2.38
Fostering the acceptance of groups goals- behavior on the part of the principal aimed at promoting cooperation among school staff members and assisting them to work together toward common goals	3.41	3.25	2.67
Providing intellectual stimulation- behavior on the part of the principal that challenges school staff members to reexamine some of the assumptions about their work and rethink how it can be performed	3.34	3.16	2.53
Providing individualized support- behavior on the part of the principal that indicates respect for school staff members and concern about their personal feelings and needs	3.57	3.32	2.85
Holding high performance expectations- behavior that demonstrates the principal's expectations for excellence, quality, and high performance on the part of the school staff	3.14	3.02	2.38



School Improvement Survey

Culture of Continuous Improvement

Huntington Middle School	2022-23
My school has a data driven culture. We teach students to examine their own data and set learning goals.	3.62
The teachers in my school use student data to improve instruction, gauge overall learning, and identify knowledge gaps.	3.34
The teachers in my school use data to modify instruction to include interventions, extensions, and differentiated instruction.	3.48
My school utilizes professional learning communities on a weekly basis to examine student work. Teachers guide instruction based on student results.	3.83
My school provides a culture of clear expectations for students, staff, and the community.	3.07
WVTSS is utilized effectively to meet students' social/emotional, academic, and behavioral needs.	2.79
Cumulative Score	3.36

Instructional Leadership

Huntington Middle School	2022-23
My principal(s) conducts classroom walkthroughs regularly.	2.71
My principal(s) provides effective feedback during/after instructional walkthroughs.	2.64
My principal(s) shares a rationale for the walkthrough process based on the connection between walkthroughs and student achievement.	2.64
My principal(s) analyzes walkthrough data, discusses it with the staff, and	

My principal(s) analyzes walkthrough data, discusses it with the staff, and sets a clear vision for school wide instructional goals.	2.41
Cumulative Score	2.60

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.

We have focused on the hiring of subject certified teachers for all subject areas. The global pandemic affected teacher retention with the addition of various positions funded through COVID funds. Many teachers moved and transferred to additional positions for support.

Teachers are recognized for going above and beyond and are provided opportunities to work with others in the building to improve their craft.

Our walkthrough data shows that administration has made it a priority to make it into classrooms, even with discipline and other challenges throughout the day. It has been requested the not observed be added to multiple categories on the walkthrough form. The data could be skewed due to administrators not being present throughout the entire lesson. It appears that teachers may not have lesson plans, when in fact, administrators may not have looked for them.

The results from the culture and leadership surveys have slightly decreased in the past year. This could be due to the timing of the survey. If the numbers continue to decrease, a more thorough investigation needs to take place to determine why the numbers are dropping. There were new questions added to the survey in the 22-23 school year. These questions are areas of focus for the school and have higher results than the questions that were consistent the past three years. We believe that these questions received higher results since they have been an area of focus for our school. The PLC category scored highest at 3.83 with data driven culture resulting in second at 3.62.

Practices/Strategies/Professional Development Implemented (Be Specific)	Implementation Results	Start/Stop/Continue
Administrative Walkthrough	Administrators met requirements Our goal is to increase the number of walkthroughs and ensure they are at various times of the day	Continue
National Board Certification	3 teachers are currently National Board Certified. We look to recruit National Board	Continue

	Certified teachers and promote the process within our school		
PLCs	The culture of continuous improvement survey showed that we make PLCs a priority. Days and times may change for the 23-24 school year to better accommodate our special education staff	Continue	
Carnegie and MATHia Support, Academic Specialists	Successful implementation of support Interventionalist and Coach attended multiple trainings throughout the year and brought back information to staff	Continue	
ICLE- Theresa Atchison	Academic Engagement will continue to be the focus In the 22-23 year, she met with Social Studies teachers more than other subjects. Moving forward, we would like to create cohorts to increase academic engagement and rigor across all core subjects	Continue	
County Based Professional Development	HMS had the highest number of staff participate in the Excellence Summit during the summer of 22. We will continue to promote the importance of professional development and encourage professional development in and out of the county.	Continue	
Teachers Observing Teachers (TOTs)	New teachers to HMS will be required to observe other teachers in the building determined by needs and interests.	Start	
Sibme Coaching	The academic coach completed a Sibme coaching training and cycle with one teacher in the spring of 2023. The coaching process	Start	

	will be utilized for more teachers, with a focus on mathematics.	
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* 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.

Carnegie and MATHia support from the company and the district academic specialists

ICLE supports - Theresa Atchison

Martin and Associates - Darrin Martin

PLC professional development for teachers

SOAR refresher training/review for teachers

MS Teams

County based professional development

Teacher induction program

Newsela support from county academic specialist

Achieve 3000 Support

The TOTs (Teachers Observing Teachers) Program was implemented in the 22-23 school year and will continue. New teachers will be required to participate in this program. The use of title funds to cover subs will be used as needed.

Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

Plan Items

1 Achievement and Growth

Description:

By June 2024, Huntington Middle Schools overall achievement results will raise to 42% in ELA. Math scores will raise to 30% on the state summative assessment.

PM 1.1 WV GSA

Description:

As evidenced by the 2023-2024 GSA data, Huntington Middle School will meet Zoom assessment trajectory of 42% proficiency in ELA and 30% in math.

1.1.1 Using data to determine intervention for students and teachers

Description:

HMS will implement research-based curricula and make data-based decisions to provide high levels of learning for all students based on I ready and IMA results..

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Address the needs of at-risk learners

AS 1.1.1.1 Data Collection

Description:

Teachers will review and evaluate student achievement data (IMA, iReady, Formative and Summative Assessments) and develop intervention groups to address content gaps found from the given data..LEA and CSI input and support will be utilized to help with deficits in targeted areas.

Person Responsible:

Academic Coach, Teachers, Interventionist

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 1.1.1.2 Intervention Process

Description:

Interventionists and Academic Coach/Interventionist along with teachers will develop/implement math and reading intervention content based on student performance data and will work with small groups (co-taught and pull-out), based on individual student needs. Information from the CSI ATS report will be utilized to help with areas of concern involving our co-teaching classes.

Person Responsible:

Academic Coach, Teachers, Interventionist

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 1.1.1.3 Data Folder

Description:

Students will take accountability of their educational process by creating a data folder that will be analyzed once a week tracking grades, assessments, and attendance during AA.

Person Responsible:

Teachers, Students, Interventionist, Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$76,901.14

AS 1.1.1.4 Administrator Support

Description:

Administration will ensure and monitor effective instructional practices/decisions. (Walkthrough data, rigorous lessons including special education modifications, technology application, data-driven instruction) Individualized teacher feedback will be sent via email (eWalk data) and discussed in one-on-one conferences. Trends in data will drive professional development sessions, coaching cycles, and topics to be addressed in PLCs.

Person Responsible:

Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 1.1.1.5 Student Leadership

Description:

HMS students will participate in leadership and enrichment activities to engage in extended learning opportunities: Student council, Athletics, Robotics, Literature Fair, Science/Social Studies fair, Math field day, WV History Quiz bowl, Golden Horseshoe, Peer Buddies, SADD, and other possible leadership opportunities that may arise.

Person Responsible:

Teachers, Students, Administration, Parent Partner

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Other	Other	Donations, fund raising and school funds	\$500.00

AS 1.1.1.6 .Instructional Time

Description:

HMS will maximize instructional time through conducting Content, Grade Level, and Special Education PLCs using the HMS note sheet and by evaluating additional instructional opportunities (i.e. Tutoring, Recovery, WVTSS, On line subscriptions (Nearpod, etc.) and pullout intervention) and hire support staff to provide continued academic support. (Interventionists, After School Tutoring Teachers, Academic Coach, etc.). Special education students will be provided the needed materials to succeed, as outlined in their IEP plans. (color pictures and color text).

Person Responsible:

Teachers, interventionists, Academic Coach, Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$32,405.29

AS 1.1.1.7 WVMTSS Process

Description:

Manage and integrate WVTSS by tiering students per iReady data. This will help increase scores in iReady and/or GSA. Teachers will address specific deficiencies and enrich students based on student's individual data. Students will be re-evaluated quarterly to address data changes and focus on either ELA or Math.

Person Responsible:

Administration, Teachers, Interventionists, Academic Coach

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

§ 1.1.2 (SOAR) Student Engagement

Description:

SOAR will be implemented and monitored through our SOAR program to help guide and promote academic and behavioral success among students.

AS 1.1.2.1 SOAR Expectations

Description:

SOAR students, staff, and administration will implement the SOAR behavior matrix that aligns with student needs in all school environments. Posters and television displays will be created to remind and emphasize the expectations. (Cafeteria, classroom, hallway, gym/auditorium).

Person Responsible:

SOAR committee, Teachers, Staff, Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 1.1.2.2 SOAR and Teacher Professional Development

Description:

SOAR committee will continue to provide professional development on SOAR implementation expectations. Staff will be provided PD on various topics of need throughout the school. Trainings will be provided in person and via Teams or Zoom, as needed.

Person Responsible:

SOAR committee, Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 1.1.2.3 Incintives

Description:

HMS will identify and implement school initiatives to provide incentives for students according to the (SOAR) plan.

Person Responsible:

SOAR committee, Teacher,Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 1.1.2.4 Recognitions/Spotlight

Description:

HMS will support a positive school culture. (Parent Partner and community resources, Celebrations: staff shout outs, Teacher of the Month, Service Employee of the Quarter). HMS will utilize social media platforms to spotlight effective student engagement in classrooms. (Teacher Feature will spotlight student engagement and quality instruction on social media monthly.) Student of the month/teacher of the month will be a focus on social media and school tv displays for each team for all three grade levels.

Person Responsible:

Parent Partner, Administration, Academic Coach

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$4,939.35

AS 1.1.2.5 Behavior Management

Description:

HMS will utilize student behavior management in alignment with the SOAR behavior matrix.

Person Responsible:

SOAR committee, Staff, Administration, Students

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$76,814.97

AS 1.1.2.6 Student Goals

Description:

All students will develop "personal" goals. Teachers and students will develop, monitor, and track progress on personal, academic, and attendance goals during AA class. (Personal goal sheets, achievement data, improved attendance)

Person Responsible:

Teachers, Administration, Students

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 1.1.2.7 Social Supports

Description:

Positive relationships through character education and social/emotional support and team building activities during "Eagles Nest" group for Homeroom and AA through character education and social/emotional support, team building activities.

Person Responsible:

SOAR committee, Staff, Administration, Students

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$17,173.60

2 Becoming a Model Continuous Improvement Organization

Description:

By June 2024, Huntington Middle will improve educator outcomes and increase student learning outcomes through the analysis of multiple data sources. Huntington Middle School will meet Zoom assessment trajectory of 54.23% proficiency in ELA and 38.87% in math

PM 2.1 PBIS, WVTSS data, PLC data, teacher observations, E-walk data.

Description:

As evidenced by the 2022-2023 GSA data, and other data sources, Huntington Middle School will meet Zoom assessment trajectory of 54.23% proficiency in ELA and 38.87% in math

S 2.1.1 HMS will participate in PLCs to support academic/positive culture.

Description:

PLC's will have a set framework to be utilized for all PLC meetings to ensure continuity across the school.

AS 2.1.1.1 Consistent Training

Description:

HMS will provide strategic professional development for teachers who are new to teaching or new to the building, as well as those who have missed previous professional developments, on the goals and structures of effective PLCs. Teachers will also be provided the opportunity to attend PD that is offered that is of benefit to their professional growth in their subject area. Teacher expertise will also be utilized to provide professional development to staff including engagement, OneNote, Thinking Maps, Schoology, and IEP information. We are also implementing a teacher mentoring/Observation program for teachers to observe and learn from each other.

Person Responsible:

Academic Coach, Administration, Team Leaders, Interventionists

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$60,816.19

AS 2.1.1.2 PLC's

Description:

Administration will monitor and collaborate in PLCs (Content, Team, Grade Level, Vertical, SOAR, WVTSS, etc.) to support data driven planning and foster academic culture.

Person Responsible:

Administration, Teachers, Interventionist, Academic Coach

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Presenter fee	\$108,000.00

AS 2.1.1.3 Behavior Support for at risk and struggling students

Description:

Provide professional development to calibrate school-wide initiatives including PLC, WVTSS, and PBIS. PD will be provided to teachers throughout the school year and recorded for reflection purposes. Topics for PD will be determined by iReady and GSA data weaknesses. Facilitators for PD will be ELA and Math Interventionists and/or teachers who are determined to be knowledgeable in a particular area.

Person Responsible:

Admin, Teachers, Interventionist, Academic Specialist, Dist Improvement Super., Academic Coach, ICLE

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$18,000.00

AS 2.1.1.4 PLC Implementation

Description:

Teams will engage in the effective use of data and data protocols to continuously improve instructional practices through implementation of PLC practices.

Person Responsible:

Administration, Teachers, Interventionist, Academic Coach

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 2.1.1.5 Feedback

Description:

Staff will use observational data from 5x5 walkthroughs, peer to peer observations, (TOTS) and PLC collaboration to provide prescriptive feedback to improve instructional practices. Observational data will ensure instruction is aligned with iReady/GSA/IMA/Assessment data.

Person Responsible:

Administration, Teachers, Interventionist, Academic Coach

Estimated Begin Date:
8/16/2023
Estimated Completion Date:
5/24/2024

§ 2.1.2 Culture and Leadership

Description:

HMS will use multiple data points to monitor systems of continuous improvement.

AS 2.1.2.1 Recommendations

Description:

HMS staff will review data from the culture and leadership surveys to look for areas of strengths and areas for growth and share results with the appropriate committees to make data-informed recommendations.

Person Responsible:

Administration, Teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 2.1.2.2 Observations

Description:

The leadership team will develop a plan to utilize peer to peer observations to increase staff collaboration/communication to drive student engagement and classroom management. Staff will meet up to four times a year to discuss observational feedback.

Person Responsible:

Leadership Team, Administration, Teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$5,000.00

3 Integrating Family and Community Engagement

Description:

By June 2024, Huntington Middle School will improve family and community engagement by utilizing Title I resources to address barriers and increase communication between the school, families, and the larger community, as measured by the Family Need Survey and the Involvement Interest Survey. Attendance to Title I events will increase by 15% during the 2023-2024 school year compared to the previous school year.

PM 3.1 Zoom Data

Description:

Data provided by 2023-2024 Zoom data will be used to target high and medium at-risk students.

3.1.1 Community Relationships

Description:

HMS staff will establish and strengthen partnerships between family, community, and school to improve integration.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 3.1.1.1 Trainings/Engagements

Description:

HMS will provide after school workshops, trainings, family events, academic and cultural field trips, PTO and LSIC meetings to support academic culture.

Person Responsible:

teachers, administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$11,462.30

AS 3.1.1.2 Outreach

Description:

HMS will continue to use different forms of communication, (i.e., social media, remind, flyers, call outs, newsletters, school webpage) to improve family, community, and school integration.

Person Responsible:
 parent partner, teachers, administration
 Estimated Begin Date:
 8/16/2023
 Estimated Completion Date:
 5/24/2024

AS 3.1.1.3 Family Involvement

Description:
 HMS will continue with current family engagement nights/Title I nights to improve parent support. Title I staff will provide game nights and/or holiday themed events that focus on reading and/or math. Other family engagement events could include Open House, sporting events, music concerts, PTO, Grand families' events, LSIC, and designated parent meeting days.

Person Responsible:
 Parent Partner, teachers, administration
 Estimated Begin Date:
 8/16/2023
 Estimated Completion Date:
 5/24/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Salary for Parent Partner Tricia Wolford	\$11,654.28

S 3.1.2 Culture

Description:
 HMS will utilize staff to create a positive atmosphere for at risk students/families to increase a positive educational experience.

AS 3.1.2.1 Community Outreach

Description:
 Parent Partner will work with community outreach organizations to support the school food and clothing pantries. Parent partner and other groups, such as the Student Council, will provide food bags, Thanksgiving baskets, Christmas stockings to support students and families.

Person Responsible:
 Parent Partner Administration, Support Staff and Students
 Estimated Begin Date:
 8/16/2023
 Estimated Completion Date:

5/24/2024

AS 3.1.2.2 Relationships

Description:

Staff will continue to have positive communications with families at least once per month. School counselors, Pretera counselors and social worker will work with at-risk students to form and maintain positive relationships to address any academic, social, and/or emotional needs. Families will be contacted periodically to discuss student progress.

Person Responsible:

Social Worker, Administration, Pretera, School Counselor, School Nurse, Teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 3.1.2.3 Safety

Description:

Counselors and school-based social worker will continue monitoring and communicating with identified students and groups. Administration and counselors will monitor student responses in "Let's Talk" and respond appropriately to ensure student safety.

Person Responsible:

Counselor, Social Workers, Nurse, Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

AS 3.1.2.4 Referrals

Description:

Outreach and Referrals: Teachers, counselors, and administration will continue to utilize the staff to improve attendance and mental health of students as needed. Teachers and students will complete the required Safe Schools training on bullying and suicide prevention.

Person Responsible:

School Nurse, Students, Teachers, Counselors, Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/24/2024

PM 3.2 Confirmation

Description:

RSVP tallies, parent sign in sheets, family need and involvement interest surveys

Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Opportunities for all children including subgroups <input checked="" type="checkbox"/></p> <p>Address strategies to create opportunities for all children including subgroups</p> <p>Explanation Huntington Middle will continue to provide opportunities for all students, including subgroups, to target their academic, social, and emotional well-being by reaching out to stakeholders and community members.</p> <div data-bbox="157 630 1843 885" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 1 Achievement and Growth</p><div data-bbox="205 706 1833 868" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 1.1 WV GSA</p><div data-bbox="254 787 1822 868" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 1.1.1 Using data to determine intervention for students and teachers</p></div></div></div>	
<p>2) Activities that strengthen a well-rounded educational program <input checked="" type="checkbox"/></p> <p>Address strategies that strengthen a well-rounded educational program</p> <p>Explanation Additional staff has been hired to co-teach in areas of concern. An instructional coach, a math and language interventionist teacher have been hired to strengthen our student support. This will allow additional support in math and language to help our most at risk students. The at risk students will be placed in co-taught classes as needed. We also have a behavior support specialist hired in to help with discipline issues requiring students to be placed in an alternative learning setting if needed.</p> <div data-bbox="157 1193 1843 1448" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 3 Integrating Family and Community Engagement</p><div data-bbox="205 1269 1833 1432" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 3.1 Zoom Data</p><div data-bbox="254 1351 1822 1432" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 3.1.1 Community Relationships</p></div></div></div>	
<p>3) Increase the quality and amount of learning time <input checked="" type="checkbox"/></p>	

Address strategies that increase the quality and amount of learning time

Explanation

Continue to implement our WVTSS program to provide additional focus on deficiencies by giving up to 30 minutes daily extra instruction and will utilize our SOAR program to help support all school programs.

4) **Provide an enriched and accelerated curriculum**

Address strategies that provide an enriched and accelerated curriculum

Explanation

Provide classes for advanced academics in language and math. Opportunities will also be provided as needed for students advancing beyond our current curriculum.

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

We will continue to offer outside agency referral services for mental health and mentoring needs. Provide access to high school or advanced classes as needed. Will also continue to facilitate and research best PD opportunities to fit or school's educational needs. SOAR will continue to provide incentives for positive behavior and increased attendance.

G 1 Achievement and Growth

PM 1.1 WV GSA

S 1.1.1 Using data to determine intervention for students and teachers

6) **Parent and family engagement**

Address strategies that increase the parent and family engagement

Explanation

We will hold parent engagements to improve and increase parental involvement, as well as help with providing information to the parents about their children and our school.

Cabell County Schools (012) Public District - FY 2024 - Huntington Middle School (012-310) Public School - School Strategic Plan - Rev 1

Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Identify students to be served Address strategies to identify students to be served</p> <p>Explanation Focus will continue to be geared toward our medium and low risk students needing additional support for academic success.</p>	<input checked="" type="checkbox"/>
<p>2) Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups</p> <p>Explanation All students have the opportunity to be involved in our SOAR student program focusing on attendance and behavior. All students will also be screened and have access to extra academic help in language and math if needed. Medium and High Risk students will receive extra support through Title I funds as needed.</p>	<input checked="" type="checkbox"/>
<p>3) Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program</p> <p>Explanation Our SOAR program will continue to focus on behavior and attendance support. Will also continue to utilize SOAR to help with the overall culture and climate of the school.</p>	<input checked="" type="checkbox"/>
<p>4) Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time</p> <p>Explanation Students will work from bell to bell in all classes. After school tutoring and recovery are also available.</p>	<input checked="" type="checkbox"/>
<p>5) Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum</p> <p>Explanation Learning targets and high quality lessons.</p>	<input checked="" type="checkbox"/>
<p>6) Address the needs of at-risk learners</p>	<input checked="" type="checkbox"/>

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

Students will have access to mental health services and mentoring as needed. MTSS programs set in place to help with academic deficiencies. Advanced classes also available as needed. Teachers will work in PLC's to find and implement high quality PD.

7) **Parent and family engagement**

Address strategies that increase the parent and family engagement

Explanation

Title I parent partner and Title I staff will help coordinate activities that encourage and help parents to be more involved with their students educational experience.

8) **Coordination of program**

Address strategies that coordinate program services

Explanation

Counselors and teachers will refer students to needed services when made aware of any concern brought to their attention. We have an on site social worker to help address needs.

9) **Minimize pull-out instruction**

Address strategies that minimize pull-out instruction

Explanation

Title I and special education teachers will correlate to specify students who need individualized instruction.

10) **Review progress of children served under the program**

Address strategies to review the progress of children served under the program

Explanation

Data will be tracked and monitored by the teachers, students, and instructional coach.

Required Documents

This page is currently not accepting Related Documents.

Checklist Description ([Collapse All](#) [Expand All](#))