

School Strategic Plan History Log

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
9/1/2023 9:41:40 AM	Kelly Watts	Status changed to 'School Strategic Plan Approved by County'.	S
9/1/2023 4:17:56 AM	Gwyndolyn Pierson	Status changed to 'School Strategic Plan Completed'.	S
7/19/2023 9:06:35 AM	Kristin Giles	Status changed to 'School Strategic Plan Returned Not Approved by County'.	S
6/2/2023 1:30:30 PM	Gwyndolyn Pierson	Status changed to 'School Strategic Plan Completed'.	S
5/8/2023 9:01:52 AM	Gwyndolyn Pierson	Status changed to 'School Strategic Plan Started'.	S
1/17/2023 11:23:46 AM	Elizabeth Younis	Status changed to 'School Strategic Plan Not Started'.	S

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

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

Strategic Planning Team

Gwyndolyn Pierson, Principal – [gpierson@k12.wv.us](mailto:gpierson@k12.wv.us)

Sharon Spencer, Title I Math – [sgspencer@k12.wv.us](mailto:sgspencer@k12.wv.us)

Laura Beth Pettry, School Counselor – [lpettry@k12.wv.us](mailto:lpettry@k12.wv.us)

Summer James, 4th Grade Teacher – [srjames@k12.wv.us](mailto:srjames@k12.wv.us)

Ruth Ann Burke, 5th Grade Teacher – [ruth.burke@k12.wv.us](mailto:ruth.burke@k12.wv.us)

Jennifer Reynolds, 1st Grade Teacher – [jreynolds@k12.wv.us](mailto:jreynolds@k12.wv.us)

Kelle Ange, Kindergarten Teacher - [kangle@k12.wv.us](mailto:kangle@k12.wv.us)

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

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

At Spring Hill Elementary:

We believe in a growth mindset.

We believe in a Plan, Do, Check, Act model for continuous improvement.

In implementing that model, we take into account that all students are at differing levels, but are capable of learning at high levels at their own individual level. We believe that as a team, administrators, teachers, students, parents and community are responsible for the success of all students.

- Plan: Identify areas where our students need to grow academically, socially and emotionally
- Do: Implement change that can be monitored
- Check: Use data to analyze the results of the change and determine whether it made a difference.
- Act: If the change was successful, implement it on a wider scale and continuously assess our results. If the change did not work, begin the cycle again.

School Strategic Plan - Demographic Data

Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)	School (2022-23)
	% of Students	% of Students	% of Students
<b>All</b>	100.00	100.00	100.00
<b>Status</b>			
Economically Disadvantaged	51.28	53.17	88.51
English Learners	0.87	0.94	2.09
Foster Care	1.46	1.67	4.18
Homeless	3.09	2.88	2.09
Military Connected	0.17	0.02	--
Students with Disabilities	18.05	21.53	27.94
<b>Race</b>			
American Indian or Alaska Native	0.25	0.52	0.26
Asian	0.99	1.41	1.83
Black or African American	7.23	11.78	45.17
Hispanic or Latino Native	2.20	1.54	2.87
Multi-Racial	0.43	1.02	2.87
Native Hawaiian or Other Pacific Islander	0.14	0.13	0.26
White	88.57	82.60	45.69
<b>Gender</b>			
Female	48.35	48.02	45.17
Male	51.65	51.98	54.83

**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.

Relevant School Data:

Retentions for 2023-2024  
 Preschool: 6  
 Kindergarten: 1  
 1st Grade: 1

Race	Gender	Number of Students	Number of students on or above grade level	%tile	Number at or above 50 <sup>th</sup> percentile	%tile
Asian	Female	1	1	100	1	100
Asian	Male	1	1	100	1	100
African American	Female	53	18	34	22	42
African American	Male	51	20	40	20	40
Two or More Races	Female	21	10	48	10	40
Two or More Races	Male	35	15	43	15	43
Hispanic/Latino	Female	4	2	50	2	50
Hispanic/Latino	Male	8	2	29	2	29
White	Female	68	33	48	52	33
White	Male	88	35	40	52	35

Race	Gender	Number of students on or above grade level:	%tile	Number of students at or above grade level:	%tile	Number of students at or above grade level:	%tile	Number of students at or above grade level:	%tile
------	--------	---	-------	---	-------	---	-------	---	-------

		Numbers and Operation		Algebra and Algebraic Thinking		Measurement and Data		level: Geometry	
Asian	Female	-		-	-	-	-	-	-
Asian	Male	2	100	2	100	2	100	2	100
African American	Female	53	30	53	30	53	45	53	38
African American	Male	53	36	53	41	53	33	53	29
Two or More Races	Female	68	42	21	53	21	57	21	43
Two or More Races	Male	88	45	35	37	35	54	35	40
Hispanic/Latino	Female	4	50	4	25	4	50	4	50
Hispanic/Latino	Male	8	43	8	43	8	29	8	43
White	Female	156	44	68	40	68	48	68	43
White	Male	68	45	88	39	88	46	88	36

Race	Gender	Number of Students	Number of students on or above grade level	%tile	Number at or above 50 <sup>th</sup> percentile	%tile
Asian	Female	-	-	-	-	-

Asian	Male	2	2	100	2	100
African American	Female	53	42	22	42	22
African American	Male	53	40	21	40	21
Two or More Races	Female	21	10	52	10	52
Two or More Races	Male	35	18	52	18	52
Hispanic/Latino	Female	4	2	50	2	50
Hispanic/Latino	Male	8	2	29	2	29
White	Female	68	32	48	32	48
White	Male	88	35	40	35	40

Race	Gender	Number of students on or above grade level: Phonological Awareness	%tile	Number of students at or above grade level: Phonics	%tile	Number of students at or above grade level: High Frequency Words	%tile
Asian	Female	-	-	-	-	-	-
Asian	Male	2	100	2	100	2	100
African American	Female	53	81	53	56	53	68

African American	Male	53	77	53	59	53	79
Two or More Races	Female	21	86	21	62	21	89
Two or More Races	Male	35	86	35	63	35	86
Hispanic/Latino	Female	4	75	4	50	4	75
Hispanic/Latino	Male	8	100	8	43	8	86
White	Female	68	82	68	64	68	61
White	Male	88	82	88	56	88	77

**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.

Needs Assessment

Root Cause Analysis:

Demographic Data:

The data summarized here was obtained from WVDE , Zoom WV and WVEIS

For the school year 2022-2023 Spring Hill Elementary’s enrollment was 356. Even though our enrollment has decreased over the past 3-5 years due to redistricting, the number of academic and economically disadvantaged students has stayed relatively unchanged.

Spring Hill Elementary has almost double the amount as the county and state in economically disadvantaged students. Spring Hill has a high percentage of students who live in poverty. Data reveals that the state and county have 50and 51% respectively of students living in poverty. While Spring Hill has 84% of its students living in poverty.

Many of our students come from single parent homes with the majority of the primary caregivers holding two jobs that require them to work late hours. Although Spring Hill Elementary offers a four day a week after school program that focuses on strengthening Reading and Math skills, many of our students do not attend because their parents need an afterschool program that will provide after-hours care beyond what the school can provide. Many of the extended hour programs are not as structured and lack certified teachers who can meet the academic needs of our struggling students. The following information was collected from Zoom WV dashboard:

IEP: 120 students

504: 4 students

ELL: 9 students

Gifted: 1

Chronically Absent Students: 33.32

Low SES: 84%

SAT: 67

Practices/Strategies/Professional Development Implemented	<p>Implementation Results</p> <p>*All sub-groups (race,gender,SES) addressed in each practice</p>	Start/Stop/Continue
Cabell County Schools Leadership Conference	Sessions to improve practice for all sub-groups	Continue
LETRS/LIPS/Reading Strategies	<p>Prof. Dev., PLC's modeling best practices, Rigor, Relevance &amp; Engagement strategies</p> <p>*Results – Students EOY iReady ELA scores showed continuous growth across all grade levels</p>	Continue

Ready Math	Professional Development, Data Information *Results – Students EOY iReady Math scores showed continuous growth across all grade levels	Continue
Do the Math	Professional Development *Results – Strategy provided support with Ready Math small group instruction which helped support growth in iReady Math EOY scores	Continue
PLC – Professional Learning Communities	Three times per month – Grade level, Academic Specialist, Principal *Results – helped to solidify grade level teams to become learning communities and support student learning, increase professionalism	Continue
PLC – Professional Learning Communities	Principal's Data meeting	Start
Thinking Maps	County/School adopted mandate – used in all grades K-5 across the curriculum	Start

After-School Program	<p>Grades 1-5, M-Th, focus on ELA, Math, Enrichment,SEL and Interest groups</p> <p>*Results – Supported the increase in EOY iReady scores in ELA and Math</p>	Continue
Summer Boost	<p>Grades 1-5 with a focus on ELA, Math and Enrichment</p> <p>*Results – Supported the increase in EOY iReady scores in ELA and Math</p>	Continue
Girl's Cheerleading	<p>Grades 4-5, strengthen girls' interpersonal, social/emotional skills</p> <p>*Results – Increased SEL, increase leadership and community awareness</p>	Continue
Boy's Basketball	<p>Grades 3-5, strengthen boy's interpersonal, social/emotional and communication skills</p> <p>*Results – Increased SEL, communication, leadership and community awareness</p>	Continue
Patriot's on the Move	<p>Grades 3-5 running club to strengthen interpersonal, SEL, communication and leadership skills</p> <p>*Results – increased SEL, communication and leadership skills</p>	Continue

Student Leadership Team	Grade 5, strengthen boys and girls SEL, communication and leadership skills Results – Increased SEL, communication, leadership skills and community awareness	Continue
CIS (Communities in Schools)	Gr. K-5 Tier 1, 2, 3 Supports for students *Results – Increased number of students and families reached	Continue
Social Worker	Works collaboratively with CIS Coordinator to implement Tier 1-3 strategies *Results – Increased number of students and families reached,	Continue

ICLE -  Continue  strategies to improve	Met bi-monthly with teachers with a focus on Rigor, Relevance and engagement  *Results - teachers were able to identify areas on the Rigor, Relevance and Engagement rubric and learn in these areas
---	--

School Strategic Plan - Academic Data

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

School Strategic Plan - Academic Data

**Color Reference Guide**

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	
<p><b>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.</b></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
<b>Target</b>	32.80	35.38	37.97	37.97	40.55	43.14	45.72	48.31	50.89	53.48	56.06	58.65	61.23	63.82	66.40

**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
<b>All</b>	--	20.55	25.71		46.40	41.83
<b>Status</b>						
Economically Disadvantaged	--	18.33	21.85		32.78	31.26
English Learners	--	50.00	0.00		26.32	11.70
Foster Care	--	25.00	0.00		25.34	24.08
Homeless	--	16.67	0.00		36.78	26.23

Military Connected	--	--	--		0.00	52.94
Students with Disabilities	--	5.17	12.00		13.23	11.06
<b>Race</b>						
American Indian or Alaska Native	--	--	--		12.50	28.26
Asian	--	50.00	33.33		76.92	70.21
Black or African American	--	7.69	14.29		22.92	26.27
Hispanic or Latino Native	--	33.33	0.00		48.24	36.45
Multi-Racial	--	26.92	42.42		41.29	36.93
Native Hawaiian or Other Pacific Islander	--	--	--		--	45.28
White	--	23.68	25.00		48.27	42.67
<b>Gender</b>						
Female	--	25.40	26.32		52.06	46.48
Male	--	16.87	25.30		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
<b>All</b>	48.81		48.87	46.05
<b>Status</b>				
Economically Disadvantaged	45.21		43.86	41.93
English Learners	--		36.84	37.91
Foster Care	0.00		39.97	36.98
Homeless	33.33		48.21	41.82
Students with Disabilities	35.29		36.53	33.10
<b>Race</b>				
American Indian or Alaska Native	--		25.00	26.79
Asian	100.00		78.95	67.70
Black or African American	50.00		43.26	37.93
Hispanic or Latino Native	--		42.86	45.70
Multi-Racial	43.48		48.17	44.54

Native Hawaiian or Other Pacific Islander	--		--	39.13
White	50.00		49.33	46.34
<b>Gender</b>				
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.

Spring Hill Elementary: iReady Reading Diagnostic Data by Grade level:

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 4 Diagnostic 1 Diagnostic 2 Diagnostic 3 Diagnostic 4 Diagnostic 1 Diagnostic 2 Diagnostic 3 Diagnostic 4

Kindergarten -- 36% 55% (Target 25.84) 68% -- 64% 45% 30% -- -- -- 2%

1st Grade 4% 22% 44% (Target 25.84) 51% 86% 72% 53% 48% 10% 6% 3% 1%

2nd Grade 7% 29% 37% (Target 25.84) 54% 45% 48% 49% 32% 48% 23% 14% 14%

3rd Grade

14% 21% 33% (Target 25.84) 43% 24% 31% 26% 20% 62% 48% 40% 38%

4th Grade 11% 19% 30% (Target 25.84) 25% 31% 33% 30% 40% 57% 48% 40% 35%

5th Grade 19% 16% 23% (Target 25.84) 26% 6% 14% 17% 20% 74% 70% 60% 54%

Spring Hill Elementary: iReady Math Diagnostic Data

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 4 Diagnostic 1  
Diagnostic 2 Diagnostic 3 Diagnostic 4 Diagnostic 1 Diagnostic 2 Diagnostic 3 Diagnostic 4

Kindergarten -- 18% 51% (Target 22.01) 62% -- 82% 49% 36% -- -- -- 2%

1st Grade 6% 10% 25% (Target 22.01) 36% 74% 79% 72% 58% 21% 10% 3% 6%

2nd Grade 9% 20% 20% (Target 22.01) 30% 36% 52% 53% 48% 55% 28% 27% 22%

3rd Grade 5% 12% 14% (Target 22.01) 20% 26% 40% 55% 55% 69% 48% 31% 25%

4th Grade 7% 13% 26% (Target 22.01) 35% 28% 35% 34% 25% 65% 52% 40% 40%

5th Grade 9% 18% 25% (Target 22.01) 40% 28% 29% 25% 22% 64% 53% 50% 38%

-----  
iReady Reading Diagnostic (EOY) school-wide data:

Mid or Above Grade Level: 26%

Early on Grade Level: 18%

One Gade Level: 33%  
Two Grade Levels Below: 14%  
Three or More Grade Levels: 8%

---

Spring Hill EOY Data: 2022-2023 General Summative Assessment ELA Scores:  
3rd Grade: 25  
4th Grade: 28  
5th Grade: 22

---

SAT DEMOGRAPHICS EOY 2023-2024

Grade	Total	Male	Female	Black	White	Multi-Race	Hispanci	Asian	Pacific Islander
Kinder	11	6	5	4	7	0	0	0	0
1st	18	6	12	10	8	0	0	0	0

2nd	18	11	7	11	6	0	1	0	0
3rd	8	6	2	1	5	1	1	0	0
4th	8	3	5	3	4	0	1	0	0

TOTALS	63	32	31	29	30	1	3	0	0
--------	----	----	----	----	----	---	---	---	---

SAT DEMOGRAPHICS BOY 2023-2024

--

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
SuperKids Curriculum - Students receive instruction from the Superkids curriculum with fidelity for a total of 90 minutes daily in grades K-2	Continue in 2023-24
iReady Reading - 45 minutes daily of iReady reading practice in grades K-5 (county mandated). iReady Reading data to be used for grouping students for interventions.	Continue 2023-24
CKLA - Students receive instruction from the CKLA curriculum with fidelity for a total of 90 minutes daily in grades 3-5	Continue 2023-24
Title i Reading Walk to Intervention - Title iReading teachers plan and provide interventions for Tier two and three students and Enrichment for Tier I students based on diagnostic data and screening tools in Gr. K-5	Continue 2023-24
Heggerty Phonemic Awareness Program with fidelity daily in grades K-2 in whole and small groups as needed based on Diagnostic in the Phonemic Awareness domain	Continue 2023-24
Dibels, Spelling Inventory and iReady Diagnostics utilized to guide instruction and monitor student achievement	Continue 2023-24
Accelerated Reader - students will utilize the Accelerated Reader program to help bolster and maintain reading skills obtained. Students will read and take test on books according to their reading level.	Continue 2023-24
ICLE (International Center for Leadership - partnership with ICLE (Erica Battle) to continue to work with teachers on Rigor, Relevance and Engagement across the curriculum (Reading and Math). Ms. Battle will meet with teachers twice per month to provide professional development during PLC's, observe and provide feedback and model lessons in the classrooms.	Continue 2023-2024

**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.

Needs Assessment

Root Cause Analysis:

Demographic Data:

The data summarized here was obtained from WVDE , Zoom WV and WVEIS

For the school year 2022 - 2023 Spring Hill Elementary's enrollment was 378. Even though our enrollment has decreased over the past 3-5 years due to redistricting, the number of academic and economically disadvantaged students has stayed relatively unchanged.

Spring Hill Elementary has almost double the amount as the county and state in economically disadvantaged students. Spring Hill has a high percentage of students who live in poverty. Data reveals that the state and county have ----- and -----respectively of students living in poverty. While Spring Hill has ---of its students living in poverty.

Many of our students come from single parent homes with the majority of the primary caregivers holding two jobs that require them to work late hours. Although Spring Hill Elementary offers a four day a week after school program that focuses on strengthening Reading and Math skills, many of our students do not attend because their parents need an afterschool program that will provide after-hours care beyond what the school can provide. Many of the extended hour programs are not as structured and lack certified teachers who can meet the academic needs of our struggling students. The following information was collected from Zoom WV dashboard:

IEP: students

504: students

ELL: students

Gifted:

Chronically Absent Students:

Low SES:

---

Grade	Total	Male	Female	Black	White	Multi-Race	Hispanci	Asian	Pacific Islander
Kinder	11	6	5	4	7	0	0	0	0

1st	18	6	12	10	8	0	0	0	0
2nd	18	11	7	11	6	0	1	0	0
3rd	8	6	2	1	5	1	1	0	0
4th	8	3	5	3	4	0	1	0	0

--	--	--	--	--	--	--	--	--	--

TOTALS	63	32	31	29	30	1	3	0	0
--------	----	----	----	----	----	---	---	---	---

SAT DEMOGRAPHICS BOY 2023-2024

ROOT CAUSE ANALYSIS: THERE IS A HIGH NUMBER OF STUDENTS WHO HAVE BEEN REFERRED AND ARE IN THE SAT (SCHOOL ASSISTANCE TEAM) PROCESS. THE LARGEST NUMBER OF STUDENTS ARE MALE IN THE SECOND GRADE AND FEMALE IN THE FIRST GRADE. THERE IS A HIGH NUMBER OF STUDENTS IN SAT THAT ARE BLACK, WITH THE HIGHEST BEING IN FIRST AND SECOND GRADES, HOWEVER, THESE NUMBERS DECREASE FOR THIS DEMOGRAPHIC AS THEY PROGRESS TO THE UPPER GRADES. THERE MAY NEED TO BE PROFESSIONAL DEVELOPMENT FOR THESE PARTICULAR GRADE LEVELS IN UNDERSTANDING STUDENTS IN THIS DEMOGRAPHIC.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	30.11	32.80	35.49	35.49	38.17	40.86	43.55	46.24	48.93	51.61	54.30	56.99	59.68	62.37	65.06

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	--	16.44	30.71		36.07	32.69
<b>Status</b>						
Economically Disadvantaged	--	12.50	27.73		23.95	22.95
English Learners	--	100.00	0.00		31.58	15.82
Foster Care	--	25.00	33.33		23.39	17.01
Homeless	--	0.00	0.00		19.66	18.52

Military Connected	--	--	--		0.00	50.27
Students with Disabilities	--	5.17	20.00		12.76	10.11
<b>Race</b>						
American Indian or Alaska Native	--	--	--		25.00	22.83
Asian	--	100.00	66.67		79.49	67.72
Black or African American	--	12.82	28.57		13.62	16.66
Hispanic or Latino Native	--	0.00	0.00		29.41	25.76
Multi-Racial	--	23.08	42.42		31.12	26.94
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	14.47	25.00		37.86	33.58
<b>Gender</b>						
Female	--	15.87	28.07		35.15	31.40
Male	--	16.87	32.53		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
<b>All</b>	57.14		45.73	44.43
<b>Status</b>				
Economically Disadvantaged	56.16		38.88	39.18
English Learners	--		36.84	35.58
Foster Care	100.00		40.41	59.74
Homeless	66.67		43.39	38.25
Students with Disabilities	38.24		35.76	31.65
<b>Race</b>				
American Indian or Alaska Native	--		25.00	42.11
Asian	100.00		68.42	72.01
Black or African American	61.54		35.94	35.26
Hispanic or Latino Native	--		41.82	40.82

Multi-Racial	73.91		40.91	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	41.18		46.95	44.86
<b>Gender</b>				
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.

Spring Hill EOY Data: 2022-2023 General Summative Assessment Math Scores:

3rd Grade: 33  
 4th Grade: 28  
 5th Grade: 22

i Ready Math Diagnostic Data (EOY):

Mid or Above Level: 21%  
 Early On Grade Level: 16%  
 One Grade Level Below: 41%  
 Two Grade Levels Below: 13%

Three or More Grade Levels Below: 8%

---

Spring Hill Elementary: iReady Math Diagnostic Data

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 4 Diagnostic 1 Diagnostic 2 Diagnostic 3 Diagnostic 4

Kindergarten -- 18% 51% (Target 22.01) 62% -- 82% 49% 36% -- -- -- 2%

1st Grade 6% 10% 25% (Target 22.01) 36% 74% 79% 72% 58% 21% 10% 3% 6%

2nd Grade 9% 20% 20% (Target 22.01) 30% 36% 52% 53% 48% 55% 28% 27% 22%

3rd Grade 5% 12% 14% (Target 22.01) 20% 26% 40% 55% 55% 69% 48% 31% 25%

4th Grade 7% 13% 26% (Target 22.01) 35% 28% 35% 34% 25% 65% 52% 40% 40%

5th Grade 9% 18% 25% (Target 22.01) 40% 28% 29% 25% 22% 64% 53% 50% 38%

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
iReady - students complete 45 daily on iReady Math in Grades K-5	Continue 2023-2024
Ready Math Curriculum - Ready Math will be utilized as the core curriculum which address the following Domains: Numbers and Operations, Algebra and Algebraic Thinking, Geometry, Measurement and Data. Teachers will utilize this curriculum with fidelity in whole and small group instruction.	Continue 2023-2024
Do the Math Intervention - All teachers received training in Do the Math during the 2022-2023 school year. Students will receive intervention in small group based on Diagnostic scores.	Continue 2023-2024

Title I Math and Interventionist - students in Tier II and III receive intervention and Tier I receives enrichment based on iReady Diagnostic results.

Continue in 2023-2024

ICLE (International Center for Leadership - partnership with ICLE (Erica Battle) to continue to work with teachers on Rigor, Relevance and Engagement across the curriculum (Reading and Math). Ms. Battle will meet with teachers twice per month to provide professional development during PLC's, observe and provide feedback and model lessons in the classrooms.

Continue in 2023-2024

**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.

After reviewing all of the identified results from the General Summative Assessment and iReady Diagnostic data, the data shows that while our students GSA scores were below level for the county and the state. However, students showed continued growth on iReady consistently each diagnostic. Ready Math instruction and iReady Math minutes have proved to be beneficial for our students and caused growth. Title I Math intervention is a strategy that we have implemented this school year to target struggling Tier 2-3 students. Walk to intervention has provided the support that students need to strengthen skills learned in whole group instruction as well as close learning gaps. We will continue to use these strategies in the 2023-2024 school year.

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)	33.33	50.00	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	1	0	1	14	348
Level 2	1	0	0	10	346
Level 3	0	1	0	29	596
Level 4	0	0	0	14	207
Level 5	1	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	1	0	1	15	382

Level 2	1	0	0	12	335
Level 3	0	1	0	34	672
Level 4	0	0	0	10	162
Level 5	1	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	1	13	254
Level 2	0	0	0	16	274
Level 3	0	1	0	21	507
Level 4	1	0	0	11	299
Level 5	1	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	1	0	1	6	131
Level 2	0	0	0	4	125
Level 3	1	0	0	21	524
Level 4	0	1	0	23	470
Level 5	1	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
EL Teacher - This is a traveling position that travels around the county providing EL services to students who have been identified as an ESL or EL student.	Continue as needed in 2023-2024

**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.

## Needs Assessment

### Root Cause Analysis:

### Demographic Data:

The data summarized here was obtained from WVDE , Zoom WV and WVEIS

For the school year 2022-2023 Spring Hill Elementary's enrollment was 356. Even though our enrollment has decreased over the past 3-5 years due to redistricting, the number of academic and economically disadvantaged students has stayed relatively unchanged.

Spring Hill Elementary has almost double the amount as the county and state in economically disadvantaged students. Spring Hill has a high percentage of students who live in poverty. Data reveals that the state and county have 50and 51% respectively of students living in poverty. While Spring Hill has 84% of its students living in poverty.

Many of our students come from single parent homes with the majority of the primary caregivers holding two jobs that require them to work late hours. Although Spring Hill Elementary offers a four day a week after school program that focuses on strengthening Reading and Math skills, many of our students do not attend because their parents need an afterschool program that will provide after-hours care beyond what the school can provide. Many of the extended hour programs are not as structured and lack certified teachers who can meet the academic needs of our struggling students. The following information was collected from Zoom WV dashboard:

IEP: 120 students

504: 4 students

ELL: 9 students

Gifted: 1

Chronically Absent Students: 33.32

Low SES: 84%

SAT: 67

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

**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
<b>All</b>						
<b>Status</b>						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
<b>Race</b>						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						

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

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

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

**2030 4-Year Cohort Graduation Rate Goal Targets**

<b>Base 2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>

**Graduation 4-Year Cohort**

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

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

<b>Graduation 5-Year Cohort</b>						
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
<b>All</b>						
<b>Status</b>						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						

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

<b>Post-Secondary Achievement Data</b>						
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
<b>All</b>						
<b>Status</b>						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
<b>Race</b>						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						

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

**College Readiness (Dual Credit)**

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

**Career Readiness (CTE Completer and Advanced Courses)**

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

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

Title I Reading

Title I Math

After - School Program

Summer Boost

<b>Improvement Practices/Strategies Implemented (One Per Box)</b>	<b>Updated Implementation Results</b>
---	---------------------------------------

Title I Reading	Continue in 2023-2024
Title I Math	Continue in 2023-24
ICLE (International Center for Leadership - partnership with ICLE (Erica Battle) to continue to work with teachers on Rigor, Relevance and Engagement across the curriculum (Reading and Math). Ms. Battle will meet with teachers twice per month to provide professional development during PLC's, observe and provide feedback and model lessons in the classrooms.	Continue ins2023-2034

**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.

Needs Assessment

Root Cause Analysis:

Demographic Data:

The data summarized here was obtained from WVDE , Zoom WV and WVEIS

For the school year 2022-2023 Spring Hill Elementary's enrollment was 356. Even though our enrollment has decreased over the past 3-5 years due to redistricting, the number of academic and economically disadvantaged students has stayed relatively unchanged.

Spring Hill Elementary has almost double the amount as the county and state in economically disadvantaged students. Spring Hill has a high percentage of students who live in poverty. Data reveals that the state and county have 50and 51% respectively of students living in poverty. While Spring Hill has 84% of its students living in poverty.

Many of our students come from single parent homes with the majority of the primary caregivers holding two jobs that require them to work late hours. Although Spring Hill Elementary offers a four day a week after school program that focuses on strengthening Reading and Math skills, many of our students do not attend because their parents need an afterschool program that will provide after-hours care beyond what the school can provide. Many of the extended hour programs are not as structured and lack certified teachers who can meet the academic needs of our struggling students. The following information was collected from Zoom WV dashboard:

IEP:120 students

504: 4 students

ELL: 9 students

Gifted: 1

Chronically Absent Students: 33.32

Low SES: 84%



School Strategic Plan - Attendance and Behavior Data

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

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
<b>All</b>	15.84	38.08	32.88		28.42	29.08
<b>Status</b>						
Economically Disadvantaged	17.79	42.64	36.36		39.21	38.44
English Learners	0.00	50.00	33.33		23.86	24.03
Foster Care	37.50	20.00	0.00		37.62	36.88
Homeless	0.00	54.55	33.33		47.16	42.27
Military Connected	--	--	--		50.00	16.50
Students with Disabilities	19.13	38.39	36.00		33.76	34.90
<b>Race</b>						
American Indian or Alaska Native	--	--	--		42.86	29.34
Asian	0.00	66.67	33.33		20.00	12.16
Black or African American	7.07	43.75	31.73		36.54	29.90
Hispanic or Latino Native	0.00	25.00	57.14		36.81	30.28
Multi-Racial	14.00	27.27	32.73		31.52	31.13

Native Hawaiian or Other Pacific Islander	--	--	--		0.00	19.42
White	23.45	37.75	32.52		27.43	29.05
<b>Gender</b>						
Female	21.09	38.17	33.59		29.93	29.59
Male	12.00	38.01	32.30		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
<b>All</b>	99.34	99.67	100.00		97.58	95.56
<b>Status</b>						
Economically Disadvantaged	99.21	99.61	100.00		96.57	94.15
English Learners	100.00	100.00	100.00		100.00	97.49
Foster Care	87.50	100.00	100.00		97.14	89.30
Homeless	100.00	100.00	100.00		94.15	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	98.26	99.11	100.00		96.16	92.96
<b>Race</b>						
American Indian or Alaska Native	--	--	--		88.89	96.97
Asian	100.00	100.00	100.00		100.00	98.53
Black or African American	100.00	100.00	100.00		94.76	89.69
Hispanic or Latino Native	100.00	100.00	100.00		99.03	96.16
Multi-Racial	100.00	97.73	100.00		97.44	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	98.62	100.00	100.00		97.77	95.85
<b>Gender</b>						
Female	100.00	100.00	100.00		98.76	97.56
Male	98.86	99.42	100.00		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.

For the 2022-2023 school year WVEIS reported the following Attendance and Behavior data :

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Patriot's Show Up Attendance Incentive Program	This program proved to be beneficial to our students and parents and will continue during the 2023-2024 school year.
Behavior Team	This will continue during the 2023-2024 school year.
Behavior Incentive Program	This will during the 2023-2024 school year
Leadership Team	This will continue during the 2023-2024 school year

**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.

Needs Assessment

Root Cause Analysis:

Demographic Data:

The data summarized here was obtained from WVDE , Zoom WV and WVEIS

For the school year 2022-2023 Spring Hill Elementary's enrollment was 356. Even though our enrollment has decreased over the past 3-5 years due to redistricting, the number of academic and economically disadvantaged students has stayed relatively unchanged.

Spring Hill Elementary has almost double the amount as the county and state in economically disadvantaged students. Spring Hill has a high percentage of students who live in poverty. Data reveals that the state and county have 50and 51% respectively of students living in poverty. While Spring Hill has 84% of its students living in poverty.

Many of our students come from single parent homes with the majority of the primary caregivers holding two jobs that require them to work late hours. Although Spring Hill Elementary offers a four day a week after school program that focuses on strengthening Reading and Math skills, many of our students do not attend because their parents need an afterschool program that will provide after-hours care beyond what the school can provide. Many of the extended hour programs are not as structured and lack certified teachers who can meet the academic needs of our struggling students. The following information was collected from Zoom WV dashboard:

IEP: 120 students

504: 4 students

ELL: 9 students

Gifted: 1

Chronically Absent Students: 33.32

Low SES: 84%

SAT: 67

School Strategic Plan - Educator Effectiveness Data

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

School Strategic Plan - Educator Effectiveness Data

**Evaluation Data**

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

**Additional Data Sources, including results:**

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

Culture/Climate Survey

eWalk-Through Data

Professional Learning Opportunities (WVSLN Conference)

Retention Rates

**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.

#### Needs Assessment

#### Root Cause Analysis:

#### Demographic Data:

The data summarized here was obtained from WVDE , Zoom WV and WVEIS

For the school year 2022-2023 Spring Hill Elementary's enrollment was 356. Even though our enrollment has decreased over the past 3-5 years due to redistricting, the number of academic and economically disadvantaged students has stayed relatively unchanged.

Spring Hill Elementary has almost double the amount as the county and state in economically disadvantaged students. Spring Hill has a high percentage of students who live in poverty. Data reveals that the state and county have 50and 51% respectively of students living in poverty. While Spring Hill has 84% of its students living in poverty.

Many of our students come from single parent homes with the majority of the primary caregivers holding two jobs that require them to work late hours. Although Spring Hill Elementary offers a four day a week after school program that focuses on strengthening Reading and Math skills, many of our students do not attend because their parents need an afterschool program that will provide after-hours care beyond what the school can provide. Many of the extended hour programs are not as structured and lack certified teachers who can meet the academic needs of our struggling students. The following information was collected from Zoom WV dashboard:

IEP: 120 students

504: 4 students

ELL: 9 students

Gifted: 1

Chronically Absent Students: 33.32

Low SES: 84%

\* 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.

At the end of SY 2022-2023 the administration and leadership team created a professional development plan that centers around curriculum, instruction and intervention. The following are needs that our teachers as well as walk-through observations revealed and will be addressed during school year 2023-2024:

\*Professional Learning Community meetings with the Academic Specialist once per month centered on Rigor, Relevance and Engagement, learning and understanding grade-level standards, unpacking the standards and creating common assessments

\*Monthly data talks with admin to keep close attention on all iReady Math and Reading assessment data and minutes, IMA's and using data to drive instruction

\*Peer Observation (August-September) - coaching and mentoring teachers, scheduled as needed across all grade levels

!\*CLE (Erica Battle) - Developing and implementing effective rules, routines and procedures (Aug), Rigor, Relevance and Engagement

\*E-Walks - Five weekly by admin, followed by one to two follow-up conferences

\*SAT process and procedures - PD with teacher to inform teachers on key strategies for holding effective SAT meetings to benefit students and families of SAT students

\*Vertical and Horizontal teaming - scheduled as needed for teachers who would like to develop in target areas of ELA, Math and Discipline

\*Staff Retreat - This year's staff retreat will focus on teachers and counselors presenting areas of expertise, strategies and skills that they will share with their colleagues across the curriculum

\*Counselors - PD to share how to meet the SEL of students in the classroom as well as how to support attendance and behavior goals

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

**Plan Items**

**1 Improving Safe and Supportive School Environments: Becoming a Model Continuous Improvement Organization**

Description:

Spring Hill Elementary will improve educator effectiveness and increase student learning outcomes/academic success through increased attendance rates and decreased behavior referrals as evidence by an increase in weekly attendance and an decrease in the number of behavior referrals weekly.

**PM 1.1 ZoomWV Hoonuit Essentials**

Description:

ZoomWV Hoonuit Essentials and additional information for Spring Hill Elementary is available online at <https://zoomwv.k12.wv.us/educators/dashboard/21404>.

**S 1.1.1 Digital Citizenship**

Description:

Technology Integration will be implemented across grade levels and curriculum content areas to promote Digital Citizenship, creating a positive school culture that supports safe and responsible technology use.

Component	Item Name
<b>Title I Schoolwide</b>	Activities that strengthen a well-rounded educational program
<b>Title I TAS</b>	Opportunities for all children including subgroups

**AS 1.1.1.1 Common Sense Media**

Description:

Teachers in grades K-5 will implement Common Sense Media to empower students to make safe, smart, and ethical decisions online. All students and staff members will have a current Acceptable Use Policy (AUP) on file. By teaching digital citizenship, Spring Hill Elementary will create a positive school culture that supports safe and responsible technology use.

Person Responsible:

K-5 Teachers, Support Staff, Administrators

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**AS** 1.1.1.2 Technology Integration

Description:

Spring Hill Elementary will build a team with a growth mindset that shares ownership of defining and implementing the school's vision for learning with technology. We will actively assess, develop, and increase capacity of our school community to grow toward this vision. Successful technology integration is achieved when the use of technology is routine and transparent, accessible and readily available for the task at hand, supports curricular goals, and helps the students to effectively reach their goals.

Person Responsible:

K-5 Teachers, Support Staff, Apple Senior Support Specialist

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**S** 1.1.2 Student-Centered Classroom

Description:

Classroom strategies that facilitate autonomy, competence, relatedness, and relevance to reinforce the intrinsic motivation students need for making the most of their learning will be implemented. Project-based learning aligned to the West Virginia college & career readiness standards including TWIG Science and STEAM-integrated activities will be facilitated across grade levels and curriculum content.

Component	Item Name
<b>Title I Schoolwide</b>	Activities that strengthen a well-rounded educational program
<b>Title I TAS</b>	Address the needs of at-risk learners

**AS** 1.1.2.1 Differentiated Instruction

Description:

Teachers use a variety of instructional strategies in designing lessons based on students' learning styles and manage the classroom to create a safe and supportive environment. Formative assessment data is used to group students by shared interest, topic or ability for assignments. Reciprocal teaching in small-group reading sessions will be implemented in grades K-5. Number Talks will be implemented in grades K-5.

Person Responsible:

K-5 Teachers, Support Staff

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**AS** 1.1.2.2 Meaningful, Engaged Learning

Description:

Teachers will increase the amount of time spent in class on activities that engage students in analysis, evaluations, problem-solving, and processing information. They will plan and implement lessons that target specific needs and knowledge deficits, suit students learning styles, maximize student engagement through immersion in personal reflection and activities, and strive to maintain relevancy in course content.

Person Responsible:

K-5 Teachers, Support Staff, Administrators

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**AS** 1.1.2.3 Makerspace Implementation

Description:

An environment dedicated to empowering staff and students to explore and discover the world, make mistakes, find solutions, and express their ideas and understanding in original ways will be designed and established to support project-based learning, making, tinkering, and engineering.

Person Responsible:

K-5 Teachers, Support Staff, Administrators

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

**S** 1.1.3 Raising Student Self-Efficacy

Description:

Spring Hill Elementary will enhance students' self-regulatory competence through a systematic intervention designed to teach skills and raise self-efficacy for learning. These may include setting personal goals, mindfulness practice, using resources effectively, managing time effectively, self-advocacy, and growth mindset strategies.

Component	Item Name
Title I	Address the needs of at-risk learners

**Schoolwide**

**Title I TAS**

Opportunities for all children including subgroups

Activities that strengthen a well-rounded educational program

**AS** 1.1.3.1 Student-Led Conferences

Description:

When students guide the parent-teacher conference, they take ownership of their learning. A minimum of three times during the school year students will choose work samples and prepare a portfolio to share with family. These may include a binder or folder with their work and reflection sheets, poster display or packet, digital portfolio or video, etc. and will include academic assessment data.

Person Responsible:

K-5 Teachers, Support Staff, Students

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**AS** 1.1.3.2 Social Emotional Learning

Description:

Students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Person Responsible:

School Counselor, CIS Coordinator, School-Based Social Worker, Students

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**AS** 1.1.3.3 Healthy Schools Initiative

Description:

Together with the Alliance for a Healthier Generation Spring Hill Elementary students will participate in a Whole School, Whole Community, Whole Child model of increased physical activity, healthy eating, and healthy minds.

Person Responsible:

SHE Wellness Team, K-5 Teachers, Support Staff, Students

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**AS** 1.1.3.4 Off-Campus Learning Experiences

Description:

Students will participate in off-campus learning experiences providing opportunities to acquire insight, information, and knowledge that enhance regular classroom instruction. Spring Hill Elementary supports remote learning and encourages virtual field trips as an integral part of the instructional program to reinforce and extend classroom instruction and promote healthy social development.

Person Responsible:

Classroom Teachers and Support Staff

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

**S** 1.1.4 Academic Interventionist (2)

Description:

Two academic interventionists will be added to the staff of Spring Hill Elementary to work with teachers, students, and parents in developing a plan and monitoring the progress of students. Interventionists will identify those who are having learning issues or other academic problems through a variety of assessments in areas of reading and math.

**S** 1.1.5 Professional Learning Communities

Description:

All Spring Hill Elementary staff are actively involved in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. Teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement

**AS** 1.1.5.1 Strengthening Staff Professional Learning Communities

Description:

All Spring Hill Elementary staff are actively involved in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. Teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement

Person Responsible:

Gwyndolyn Pierson

Estimated Begin Date:

8/1/2023  
Estimated Completion Date:  
5/31/2024

**AS** 1.1.5.2 Leadership Team

Description:

Spring Hill Elementary embraces a shared vision that captures our aspirations for learning with technology. To sustain the vision, leadership is a shared responsibility. The Spring Hill Elementary leadership team and community refer to the vision to guide decisions that ensure the ongoing success of learning, teaching, and the school environment. We nurture a culture of continuous innovation and reflection that allow staff and students to explore big ideas and new possibilities. As conditions change and new possibilities emerge, we put entrepreneurial ideas into action to build connections between what's happening in our school today and new possible futures. We commit financial and human resources to secure the implementation of plans that always align to our school's vision. Person Responsible:

Person Responsible:

Gwyndolyn Pierson

Estimated Begin Date:

8/2/2023

Estimated Completion Date:

5/31/2024

**S** 1.1.6 Collaborative Team Meetings

Description:

During collaborative team meetings, teachers work together to develop common assessments, plan curriculum and analyze student and school-wide data. Teachers further content and instructional knowledge via shared visioning and planning, as well as an in-depth critical examination of what does and doesn't work to enhance student achievement. The goal of the collaborative team meetings is to create and implement an effective learning environment that is engaging and aligned to learner needs.

**C** 2 Improving Stakeholder Engagement: Improving Family and Community Engagement

Description:

Spring Hill will improve family and community engagement by 10% to directly impact at least 37 families during the 2023-2024 school year, as evidenced by Parent engagement activities sign in sheets, CIS caseload data, Class Dojo communication system.

**PM** 2.1 Title I Parent Partner Monthly Reports

Description:

Spring Hill Elementary will work together with the Parent Partner to extract data from Class Dojo to determine the number of parents participating in the schoolwide program. Parent/ community workshop and meeting agendas and sign-in sheets are on-file, including LSIC.

§ 2.1.1 Parent Partner

Description:

Spring Hill Elementary will sustain two Parent Partners for the FY 2023 School Year. Parent Partners are assigned to work with the principal, staff, and families to develop and implement a diverse parent engagement program that includes, but is not limited to volunteer initiatives, training, home-based strategies, performances and/or other options to appeal to a broad number of families. The applicant must be able to work effectively with school personnel, as well as families from various cultures and income levels, working independently and as a team.

Component	Item Name
Title I Schoolwide	Parent and family engagement
Title I TAS	Parent and family engagement
	Coordination of program

AS 2.1.1.1 Local School Improvement Council (LSIC)

Description:

The Parent Partner will participate as an integral member of the LSIC. The goal of the LSIC is to promote innovations and improvements in the environment for teaching and learning at Spring Hill Elementary. The council will work to implement policies and programs which encourage the involvement of stakeholders in the educational process and in the school, including utilization of the school facilities and grounds for public community activities. The LSIC will adhere to the guidelines mandated in WV Code 18-5A-1 as stated in Cabell County Schools Policy 2120.01.

Person Responsible:

Parent Partner, LSIC Members

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

AS 2.1.1.2 Back-to-School Bash

Description:

Spring Hill Elementary will host a Back-to-School Bash, allowing parents and students to meet the staff and help prepare for the new school year.

Person Responsible:

Parent Partner/ SHE Staff

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**2.1.2 Academic Tutoring/ Enrichment Programs**

**Description:**

Spring Hill Elementary will facilitate a community learning center that provides academic enrichment opportunities during non-school hours for children. The program goals are to help students meet state and local student standards in core academic subjects, such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children. These programs are funded through Title I, 21st Century Community Learning Centers Grant (21CCLC) and Cabell County Schools.

**AS 2.1.2.1 Spring Hill Elementary 21CCLC Program (Afterschool)**

**Description:**

Students enrolled in Grades 1- 5 are invited to extend their school day Monday through Thursday from 3:00- 6:00 pm. In partnership with Cabell County Schools and 21CCLC students will participate in learning activities that aim to meet each individual's goals. Staff members will design and facilitate an engaging and rigorous program focusing on student growth in Reading and Math. Other areas of focus include social emotional learning, physical health and nutrition, and enrichment. Enrichment activities will integrate Science, Technology, Engineering, the Arts and Mathematics (STEAM). SHE 21CCLC Program will work together with stakeholders to foster positive relationships with families and community partners.

**Person Responsible:**

Afterschool Staff, 21CCLC

**Estimated Begin Date:**

8/1/2022

**Estimated Completion Date:**

5/31/2023

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A		\$0.00
<b>Other</b>	Other	Partially funded through 21CCLC Grant.	\$0.00
	Other	Partially funded through COVID Relief Funds.	\$0.00
<b>Total</b>			<b>\$0.00</b>

**AS 2.1.2.2 Spring Hill Elementary 21CCLC Program (SummerBoost Camp)**

**Description:**

Students enrolled in Grades 1- 4 are invited to extend their school year Monday through Friday from 8:00 am- 3:00 pm. In partnership with Cabell County Schools and 21CCLC students will participate in learning activities that aim to meet each individual's goals. Staff members will design and facilitate an engaging and rigorous program focusing on student growth in Reading and Math. Other areas of focus include social emotional learning, physical health and nutrition, and enrichment. Enrichment activities will integrate Science, Technology, Engineering, the Arts and Mathematics (STEAM). SHE 21CCLC Program will work together with stakeholders to foster positive relationships with families and community partners.

Person Responsible:

SummerBoost Staff, 21CCLC

Estimated Begin Date:

5/30/2023

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00
Other	Other	Partially funded through 21CCLC Grant.	\$0.00
	Other	Partially funded through COVID Relief Funds.	\$0.00
<b>Total</b>			<b>\$0.00</b>

#### § 2.1.3 CIS Coordinator

Description:

A school-based Communities in Schools Coordinator will work to bring community resources into schools. The goals of the CIS Coordinator is to empower success for all students by removing barriers for those vulnerable and at risk of dropping out, keeping kids in schools and on the path to graduation and leveraging evidence, relationships and local resources to drive results.

##### AS 2.1.3.1 Pre-School Lending Library

Description:

The CIS Coordinator will work together with Pre-School staff and parents to establish a rotation of reading materials to be sent home with students each week. The goal of the Lending Library is to spark a love of reading in students at an early age and encourage families to take an active role in their child's education.

Person Responsible:

CIS Coordinator

Estimated Begin Date:

8/18/2021

Estimated Completion Date:

5/25/2022

#### ☐ 3 Improving Teaching and Learning: Achievement and Growth

Description:

Spring Hill Elementary will increase proficiency from 25% to 28.49 %proficiency in Reading/ Language Arts and from 30% to 33% in Mathematics as measured by the West Virginia General Summative Assessment (WVGSA) as of May 2024.

**PM** 3.1 Curriculum-Based Measures

Description:

Some examples may include DIBELS and SuperKids formative assessments in grades K-2, CKLA formative assessments in grades 3-5, iReady Math/ Reading diagnostic and progress monitoring, Ready Math formative assessments.

**S** 3.1.1 Fidelity to Core Instruction

Description:

Teachers in grades K-5 will implement with fidelity the use of school and county-adopted core curriculum components including Heggerty Phonemic Awareness in Grades PK- 1, LETRS in grades K-2, SuperKids in grades K-2, CKLA in grades 3-5, Ready Math, and TWIG Science across grades K-5. Additionally Foundations and researched-based county adopted interventions for reading language arts will be implemented with students performing 2 or more grade levels behind in special education and intervention groups.

Component	Item Name
<b>Title I Schoolwide</b>	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
<b>Title I TAS</b>	Address the needs of at-risk learners
	Review progress of children served under the program

**AS** 3.1.1.1 Core Reading Instruction

Description:

Students will participate in a minimum standard of 90 minutes of core reading instruction with as much as 120 minutes of daily reading instruction.

Person Responsible:

Teachers and Support Staff

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A		\$0.00

**AS** 3.1.1.2 Fidelity to Core Math Instruction

Description:

Students will participate in a minimum of 60 minutes of core math instruction daily with as much as 90 minutes of core math instruction daily.

Person Responsible:

K-5 Teachers, Support Staff

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2024

**§** 3.1.2 Multi-tiered system of support (MTSS)

Description:

A framework designed to address academic and behavioral strategies for students with various needs.

Component	Item Name
<b>Title I Schoolwide</b>	Opportunities for all children including subgroups
	Provide an enriched and accelerated curriculum
<b>Title I TAS</b>	Identify students to be served
	Coordination of program
	Review progress of children served under the program

**AS** 3.1.2.1 Support for Personalized Learning (SPL)/ Response to Intervention (RTI)

Description:

Spring Hill Elementary will analyze formative and summative assessment data at the student level, grade level, and building level for the purpose of school improvement. SPL will address the academic and behavioral needs of every student, regardless of whether the students are struggling or have advanced learning needs. Students performing below grade level proficiency are provided additional instructional support or intervention (RTI). Their progress toward individually determined goals is monitored carefully through a progress monitoring process. Progress monitoring data is examined frequently to see how students are responding to the intervention so important instructional decisions can be made by teachers, other school staff and parents.

Person Responsible:

K-5 Teachers, Support Staff

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**AS** 3.1.2.2 Student Assistance Team (SAT)

Description:

A Student Assistance Team (SAT) is implemented for each student referred by the classroom teacher when appropriate. The SAT may include teachers, counselors, specialists, school administrators or SAT coordinator, and any other school or community stakeholders who can provide support.

Person Responsible:

K-5 Teachers, Support Staff

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**AS** 3.1.2.3 Tier III Classroom Intervention

Description:

A minimum 45 minutes of designated Tier III intervention in math and reading will be implemented in all classroom schedules across grade levels.

Person Responsible:

Grade Level Teachers

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

**S** 3.1.3 Professional Development

Description:

Staff will participate in professional development that is collaborative, providing opportunities for teachers to interact with peers; focuses on student learning, which should, in part, guide assessment of its effectiveness; encourages and supports school-based and teacher initiatives; is rooted in the knowledge base for teaching; incorporates constructivist approaches to teaching and learning.

Component	Item Name
Title I Schoolwide	Increase the quality and amount of learning time

**AS** 3.1.3.1 Learner Engagement

Description:

Spring Hill Elementary and Cabell County Schools will host a series of workshops targeting support for teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs.

Person Responsible:

Curriculum Implementation Team

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

**AS** 3.1.3.2 Professional Learning Community

Description:

All Spring Hill Elementary staff are actively involved in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. Teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/1/2021

Estimated Completion Date:

5/31/2023

**AS** 3.1.3.3 Apple Education: Connected, collaborative, creative, and personal learning

Description:

Students at Spring Hill Elementary are creators who believe their work matters. Their learning experiences leverage 1:1 iPad implementation and a range of dynamic content. They're empowered to choose the way they learn best. They explore, develop, and communicate ideas through code, video, photography, music, text, and drawing. Educators at Spring Hill Elementary are the designers of learning experiences. They're confident using iPad and Mac, and they create and use content in a variety of formats. They engage regularly in professional learning, choosing their own learning path, working with others to build understanding, and innovating to keep experiences relevant to students' needs, their lives, and the world. Our school environments inspire learners and educators. Our technology infrastructure, platforms, workflows, and physical and virtual classrooms are designed around the learning needs of teachers and students, for anytime, anywhere learning and teaching with Apple technology

Person Responsible:

K-5 Teachers, Support Staff, Administrators & Apple Educator

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

**S** 3.1.4 Data-Driven Professional Learning Communities

Description:

The staff will work with an Academic Specialists in PLC's to build data literacy analyzing demographic, progress monitoring and testing results identifying target areas for school improvement.

Component	Item Name
Title I Schoolwide	Increase the quality and amount of learning time
Title I TAS	Coordination of program

**AS** 3.1.4.1 Extract and Analyze Data

Description:

The data coach will examine formative and summative assessment data including WVGSA, DIBELS in grades K-1, iReady Math and iReady Reading diagnostic, and demographic data available in ZoomWV.

Person Responsible:

Sara Barraclough

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00

**PM** 3.2 iReady Diagnostics

Description:

Spring Hill will assess students four times per year using iReady for Reading and Math to determine growth and progress.

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

**Not Applicable**

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Opportunities for all children including subgroups</b> <input checked="" type="checkbox"/></p> <p>Address strategies to create opportunities for all children including subgroups</p> <p><b>Explanation</b></p> <p>The school staff attends to student physical, social-emotional, and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English language learner. Examples of programs include a backpack program, fresh fruit and vegetable grant, MU Family Health and Nutrition, School-Based Assistance Team (SAT), Individualized Education Plans (IEP) and special education services, Girls on the Run, school-based Prestera services, English language learner services and community mentor program, school-based nursing services, occupational and physical therapy, school-based counselor and therapy dog, school-based social worker, and a Communities In Schools Coordinator.</p> <div data-bbox="159 751 1845 1092" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 3 Improving Teaching and Learning: Achievement and Growth</p><div data-bbox="207 828 1835 1076" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 3.1 Curriculum-Based Measures</p><div data-bbox="256 906 1824 982" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 3.1.1 Fidelity to Core Instruction</p></div><div data-bbox="256 995 1824 1071" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 3.1.2 Multi-tiered system of support (MTSS)</p></div></div></div>	
<p>2) <b>Activities that strengthen a well-rounded educational program</b> <input checked="" type="checkbox"/></p> <p>Address strategies that strengthen a well-rounded educational program</p> <p><b>Explanation</b></p> <p>Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community. Some examples include Student Advisory Team (Grades 2- 5), Wellness Committee, student data portfolios including goal-setting, student-led conferences, school garden and Outdoor Classroom Project, school-based counseling, project-based learning, FOSS Science, technology integration including 1:1 iPad initiative, Music/ Drama Club, State Honors Choir, STEAM projects including Makerspace Mornings that integrate coding, digital programming, and more.</p> <div data-bbox="159 1430 1845 1528" style="border: 1px solid black; padding: 5px;"><p><input checked="" type="checkbox"/> 1 Improving Safe and Supportive School Environments: Becoming a Model Continuous Improvement Organization</p></div>	

**PM** 1.1 ZoomWV Hoonuit Essentials

**S** 1.1.1 Digital Citizenship

**S** 1.1.2 Student-Centered Classroom

**3** Improving Teaching and Learning: Achievement and Growth

**PM** 3.1 Curriculum-Based Measures

**S** 3.1.1 Fidelity to Core Instruction

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



Address strategies that increase the quality and amount of learning time

**Explanation**

Teachers attend professional development to support engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets. Some examples include a 345 minute daily schedule with uninterrupted integrated core curriculum, posted learning targets, data-driven and standards-based instruction, grade-level common assessments, small-group instruction and classroom stations in math and reading, performance tasks in math and English language arts.

**3** Improving Teaching and Learning: Achievement and Growth

**PM** 3.1 Curriculum-Based Measures

**S** 3.1.3 Professional Development

**S** 3.1.4 Data-Driven Professional Learning Communities

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



Address strategies that provide an enriched and accelerated curriculum

**Explanation**

Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets. Some examples

include data analysis and drilling-down using the backward design model to provide additional instructional support or intervention. Their progress toward individually determined goals is monitored carefully through a progress monitoring process. Progress monitoring data is examined frequently to see how students are responding to the intervention so important instructional decisions can be made by teachers, other school staff and parents.

### 3 Improving Teaching and Learning: Achievement and Growth

#### PM 3.1 Curriculum-Based Measures

##### S 3.1.2 Multi-tiered system of support (MTSS)

## 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

The school staff attends to student physical, social-emotional, and academic well-being of at-risk learners especially those identified in ZoomWV through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English Language Learner. Examples of programs include weekend backpack program, fresh fruit and vegetable grant, MU Family Health and Nutrition, School-Based Assistance Team (SAT), Individualized Education Plans (IEP) and Special Education Services, Girls on the Run, DEA Youth Dance Team with 4th Avenue Arts, Revolution Campus Ministries Mentor Program, school-based Pretera services, English language learner services and community mentor program, school-based nursing services, occupational and physical therapy, school-based counselor, school-based social worker, and Communities in Schools Coordinator.

### 1 Improving Safe and Supportive School Environments: Becoming a Model Continuous Improvement Organization

#### PM 1.1 ZoomWV Hoonuit Essentials

##### S 1.1.3 Raising Student Self-Efficacy

## 6) Parent and family engagement

Address strategies that increase the parent and family engagement

### Explanation

The school forms partnerships with various community agencies and organizations to enhance the ability to increase the parent and family engagement in order to meet the needs of all students. Examples include School-Based Assistance Team (SAT) meetings, Individualized

Education Plan (IEP) meetings, West Virginia Children's Health Fund (CHIPS Health Program), West Virginia Smiles, St. Mary's Hospital partnership with GoNoodle, Class Dojo, Spring Hill Elementary marquee, Remind text messaging, letters and brochures home, Parent-Partner, Family Math and Reading Night, Book Fair evening hours, SummerBoost Camp Wrap-up, Family Health and Nutrition Workshops, Back-to-School Bash, Love Your Community Night with student talent showcase, LSIC meetings and more.

## 2 Improving Stakeholder Engagement: Improving Family and Community Engagement

### PM 2.1 Title I Parent Partner Monthly Reports

#### S 2.1.1 Parent Partner

**Cabell County Schools (012) Public District - FY 2024 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 0**

**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**

ALL students at Spring Hill Elementary are provided with Title I programming services. Title I math and reading specialists serve all students at Spring Hill Elementary through team-teaching and small-group instruction, including those receiving special education services.

3 Improving Teaching and Learning: Achievement and Growth

3.1 Curriculum-Based Measures

3.1.2 Multi-tiered system of support (MTSS)

2) **Opportunities for all children including subgroups**



Address strategies to create opportunities for all children including subgroups

**Explanation**

All students at Spring Hill Elementary, including Low SES, special education, and minority groups are offered equal opportunities to participate in available programming.

1 Improving Safe and Supportive School Environments: Becoming a Model Continuous Improvement Organization

1.1 ZoomWV Hoonuit Essentials

1.1.1 Digital Citizenship

1.1.3 Raising Student Self-Efficacy

- 3) **Activities that strengthen a well-rounded educational program** ✔  
Address strategies that strengthen a well-rounded educational program

**Explanation**

Spring Hill Elementary hosts a number of activities that strengthen our well-rounded educational program. Examples of enrichment opportunities for all students include our Music/ Drama Program, Girls on the Run, The Outdoor Classroom Project including our school gardens, after school science with Marshall University, a newly integrated Makerspace and more. These programs will be strengthened with the planning and hosting of our annual Staff Retreat scheduled for Fall 2022.

☐ 1 Improving Safe and Supportive School Environments: Becoming a Model Continuous Improvement Organization

PM 1.1 ZoomWV Hoonuit Essentials

☐ 1.1.3 Raising Student Self-Efficacy

- 4) **Increase the quality and amount of learning time** ✔  
Address strategies that increase the quality and amount of learning time

**Explanation**

Spring Hill Elementary has outlined specific strategies to increase the quality and amount of learning time. Some of these include implementation of a Data Coach Initiative and Fidelity to Core Instruction.

- 5) **Provide an enriched and accelerated curriculum** ✔  
Address strategies that provide an enriched and accelerated curriculum

**Explanation**

Teachers instruction is guided by the College and Career Readiness Standards adopted by the West Virginia Department of Education with a focus on the Student-Centered Classroom.

- 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**

Spring Hill Elementary has adopted the Backwards Design Model to support the needs of at-risk learners, drilling down to implement a school-wide focus on identified skill gaps.

☐ 1 Improving Safe and Supportive School Environments: Becoming a Model Continuous Improvement Organization

**PM** 1.1 ZoomWV Hoonuit Essentials

**S** 1.1.2 Student-Centered Classroom

**G** 3 Improving Teaching and Learning: Achievement and Growth

**PM** 3.1 Curriculum-Based Measures

**S** 3.1.1 Fidelity to Core Instruction

7) **Parent and family engagement**

Address strategies that increase the parent and family engagement



**Explanation**

Spring Hill Elementary has two part-time Parent Partner positions that focus on increasing parent and family engagement activities. Other positions focused on aimed at ifacilitating parent and family engagement include a full-time Communities in Schools Coordinator.

**G** 2 Improving Stakeholder Engagement: Improving Family and Community Engagement

**PM** 2.1 Title I Parent Partner Monthly Reports

**S** 2.1.1 Parent Partner

8) **Coordination of program**

Address strategies that coordinate program services



**Explanation**

Organizational Health at Spring Hill Elementary includes committees that coordinate program services. These include an Instructional Leadership Committee and Grade Level Collaborative Teams. Other committees include LSIC and Student Advisory Council which coordinate with community stakeholders.

**G** 2 Improving Stakeholder Engagement: Improving Family and Community Engagement

**PM** 2.1 Title I Parent Partner Monthly Reports

**S** 2.1.1 Parent Partner

3 Improving Teaching and Learning: Achievement and Growth

PM 3.1 Curriculum-Based Measures

S 3.1.2 Multi-tiered system of support (MTSS)

S 3.1.4 Data-Driven Professional Learning Communities

9) **Minimize pull-out instruction**

Address strategies that minimize pull-out instruction



**Explanation**

Title I math and reading specialists and interventionists work together with classroom teachers in a variety of models, including team-teaching and small-group intervention hosted in the regular classroom environment.

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

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



**Explanation**

Students are progress-monitored and assessed throughout the school year. Working together with the Data Coach, teachers and students analyze assessment data to drive instruction.

3 Improving Teaching and Learning: Achievement and Growth

PM 3.1 Curriculum-Based Measures

S 3.1.1 Fidelity to Core Instruction

S 3.1.2 Multi-tiered system of support (MTSS)

**Required Documents**

This page is currently not accepting Related Documents.

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