

Cabell County Schools (012) Public District - FY 2025 - Spring Hill Elementary School (012-287) Public School - School Strategic Plan - Rev 1

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 /academic success through increased attendance rates and decreased behavior referrals as evidence by a 10% increase in weekly attendance and a 10% decrease in the number of behavior referrals monthly.

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>.

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
Title I Schoolwide	Activities that strengthen a well-rounded educational program
Title I TAS	Opportunities for all children including subgroups

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:

8/6/2024

Estimated Completion Date:

6/2/2025

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:

8/6/2024

Estimated Completion Date:

6/2/2025

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
Title I Schoolwide	Activities that strengthen a well-rounded educational program
Title I TAS	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.

Person Responsible:

K-5 Teachers, Support Staff

Estimated Begin Date:

8/6/2024

Estimated Completion Date:

6/2/2025

AS 1.1.2.2 Meaningful, Engaged Learning (through a partnership with Model Schools)

Description:

Through a partnership with Model Schools that will focus on rigor, relevance, engagement and higher level thinking and questioning, 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:

School Administrators and Model Schools

Estimated Begin Date:

8/6/2024

Estimated Completion Date:

6/2/2025

Funding Application	Grant	Notes	Amount
Other	Other	Title I	\$90,000.00

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:

8/6/2024

Estimated Completion Date:

6/2/2025

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 Schoolwide	Address the needs of at-risk learners
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:

8/6/2024

Estimated Completion Date:

6/2/2025

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:

8/6/2024

Estimated Completion Date:

6/2/2025

AS 1.1.3.3 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:

8/6/2024

Estimated Completion Date:

6/2/2025

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

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.

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

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:

8/6/2024

Estimated Completion Date:

6/2/2025

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: Gwyndolyn Pierson Estimated Begin Date: 8/6/2024 Estimated Completion Date: 6/2/2025	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.	G 2 Improving Stakeholder Engagement: Improving Family and Community Engagement Description: Spring Hill will improve family and community engagement by 15% to directly impact at least 56 families during the 2024-20245school 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. S 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:

8/6/2024

Estimated Completion Date:

6/2/2025

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:

8/6/2024

Estimated Completion Date:

6/2/2025

S 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:

8/6/2024

Estimated Completion Date:

6/2/2025

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
Total			\$0.00

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:

5/28/2024

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00
Other	Other	Partially funded through 21CCCLC Grant.	\$0.00
	Other	Partially funded through COVID Relief Funds.	\$0.00
Total			\$0.00

S 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:

None

Estimated Completion Date:

5/25/2022

G 3 Improving Teaching and Learning: Achievement and Growth

Description:

Spring Hill Elementary will increase proficiency from 25% to 35% proficiency in Reading/ Language Arts and from 35% to 45% in Mathematics as measured by the West Virginia General Summative Assessment (WVGSA) as of May 2025.

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
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
Title I TAS	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:

8/6/2024

Estimated Completion Date:

6/2/2025

Funding Application	Grant	Notes	Amount
Consolidated	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:
8/6/2024
Estimated Completion Date:
6/2/2025

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
Title I Schoolwide	Opportunities for all children including subgroups
	Provide an enriched and accelerated curriculum
Title I TAS	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) Multi-Tiered Level of Support

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:
8/6/2024
Estimated Completion Date:
6/2/2025

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: 8/6/2024 Estimated Completion Date: 6/2/2025				
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: 8/6/2024 Estimated Completion Date: 6/2/2025				
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. <table><tr><th>Component</th><th>Item Name</th></tr><tr><td>Title I Schoolwide</td><td>Increase the quality and amount of learning time</td></tr></table>	Component	Item Name	Title I Schoolwide	Increase the quality and amount of learning time
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:

8/6/2024

Estimated Completion Date:

6/2/2025

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:

8/6/2024

Estimated Completion Date:

6/2/2025

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:

8/6/2024

Estimated Completion Date:

6/2/2025

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 principal 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. Spring Hill will assess students four times per year using iReady Reading and Math diagnostics to determine growth and progress and inform instruction and professional development needs.

Person Responsible:

Gwyndolyn Pierson

Estimated Begin Date:

8/6/2024

Estimated Completion Date:

6/2/2025

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.