

**Lewis County Schools (041) Public District - FY 2025 - Peterson-Central Elementary School (041-207) Public School - School Strategic Plan - Rev 1**

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

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

Motto: We Are All of One Heart!

Mission/Vision: As a Wildcat Community, we will strive to show respect, give grace, have fun and support one another on our journey of discovery and growth. The vision of our school was designed by the leadership team to develop a focus on core values. Staff and students recite the mission of our school each day in order to allow meaning and daily application of the core values.

Core Beliefs/Values:

Grace: Students and staff will show grace toward one another as a part of creating a positive and safe environment. Grace can be defined as courteous goodwill shown to others, as well showing honor, or giving credit to people. The concept of using grace, stresses a positive and safe learning environment, where students learn from their mistakes, embrace the unique characteristics of others, and exemplify collaboration among the Wildcat Community.

Respect : Students and staff will display respect toward one another. Respect is adopted as a core value to in order to incorporate the expectation of appropriate behavior, and stress the importance of respecting diversity. Collaboration and cooperation are practiced among staff and students.

Growth: Growth at PCES is chosen as a key focus in order to frequently monitor student progress with formative and summative assessments, and to further guide instruction related to student performance. A growth-mindset stresses the importance of students and staff becoming life-long learners to set goals and achieve success along their journey of discovery. Staff believe and demonstrate their ability to successfully teach all students. Through instructional leadership and the implementation of instructional strategies, students will be engaged in rigorous learning based on WVCCR standards in order to achieve mastery of concepts, and continued growth. Students will also be encouraged to engage in leadership opportunities to grow and gain skills.

Support; The value of support encompasses increased connections with partnerships as a whole. The Wildcat Community encompasses our students, families, staff, community partners, stakeholders, and district personnel as members of our team in fulfilling our mission.

Fun: It is a core value at PCES that students and staff participate actively in learning through a fun and engaging environment.

School Strategic Plan - Demographic Data

**Lewis County Schools (041) Public District - FY 2025 - Peterson-Central Elementary School (041-207) Public School - School Strategic Plan - Rev 1**

School Strategic Plan - Demographic Data

Student Groups	State (2023-24)	County (2023-24)	School (2023-24)
	% of Students	% of Students	% of Students
<b>All</b>	100.00	100.00	100.00
<b>Status</b>			
Economically Disadvantaged	54.23	63.19	70.39
English Learners	0.97	0.09	0.20
Foster Care	2.36	4.02	4.46
Homeless	5.04	8.29	4.67
Military Connected	0.35	0.30	0.20
Students with Disabilities	19.71	21.25	19.88
<b>Race</b>			
American Indian or Alaska Native	0.09	0.21	--
Asian	0.68	0.17	0.61
Black or African American	4.16	0.26	0.41
Hispanic or Latino Native	2.41	0.98	1.42
Multi-Racial	4.51	1.50	0.81
Native Hawaiian or Other Pacific Islander	0.05	--	--
White	87.95	96.79	96.55
<b>Gender</b>			
Female	48.34	48.23	47.87
Male	51.65	51.77	52.13

**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.

Additional data sources include - ZoomWVe, WVEIS, school counselor data, SAT / IEP data, and Community in Schools required documentation

### 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.

# of Foster Care/Kinship 4.46%  
# Homeless 4.67%  
# of English Language Learners 0.20 %  
# of Military Connected 0.20 %  
# of Males 257, 52.13%  
# of Females 236 , 47.87%

# White 476, 96.55%  
# American Indian or Alaska Native 0  
# of Asian 0.61%  
# of Black or African American 0.41%  
# of Hispanic or Latino Native 1.42%  
# of Multi-racial  
# of Native Hawaiian of Pacific Islander

#Low SES 347, 70.39%

Special Education: 133 (speech and multi-categorical), 19.88%

### Learning Environment Survey

#### Positive Results:

##### **Student Responses -**

- Teachers make learning fun
- Staff listen when students have something to say
- Staff believes students can do a good job
- Staff can tell when something is wrong with student

##### **Parent Responses**

- 90% agree students are told in advance what will happen if they break rules
- 88% agree PCES promotes academic success for all students
- 88% agree PCES is an inviting place for students to learn
- 75% agree school encourages parents to be an active partner with the school in educating their child

##### **Staff Responses**

- 85% staff believe the school promotes personnel participation in decision-making that affects school practices and policies

- 100% staff believe adults really care about students, acknowledge and pay attention to students, want every student to do their best, listen to what students have to say, treat students with respect, and support and track each other with respect and have close professional relationships.

### ***Weaknesses/Room for Improvement Results***

#### ***Student Responses***

- 10% students felt they are not part of the school
- 14% students do not feel safe at school
- 20% students do not tell school staff if something bad is happening

#### ***Parent Responses***

- 30% parents feel they are not well informed about school activities
- 69% parents agree that disruptive student behavior is a mild – moderate problem
- 56% parents agree there is a lack of respect of staff by the students

#### ***Staff Responses***

- 50% staff feel they need more training and development serving students with IEPs.
- 100% staff agree disruptive student behavior is a mild-severe problem
- 85% staff agree lack of respect of staff by students is a problem
- Student collaboration on projects or assignments with other students needs improved.

### **Communities in Schools Data**

Total enrollment: 471

Case Managed Students: 48

Saturation: 10.19%

# School Strategic Plan - Academic Data

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### School Strategic Plan - Academic Data

#### Color Reference Guide

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

#### 2036 Annual English Language Arts (ELA) Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	18.12	20.85	23.57	26.30	29.03	31.76	34.49	37.22	39.95	42.68	45.41	48.14	50.87	53.60	56.33	59.06

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

#### ELA Proficiency

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	18.12	28.66	28.17		31.81	43.59
<b>Status</b>						
Economically Disadvantaged	15.74	21.74	12.50		22.35	33.30
English Learners	--	--	--		0.00	14.06
Foster Care	25.00	0.00	--		--	--
Homeless	0.00	38.46	10.00		15.22	27.49
Military Connected	--	--	100.00		60.00	54.31
Students with Disabilities	5.71	5.66	11.11		8.70	13.46
<b>Race</b>						

American Indian or Alaska Native	--	--	--		33.33	36.67
Asian	--	--	--		--	69.52
Black or African American	--	0.00	0.00		33.33	27.17
Hispanic or Latino Native	0.00	0.00	--		33.33	37.14
Multi-Racial	0.00	--	--		50.00	39.05
Native Hawaiian or Other Pacific Islander	--	--	--		--	51.85
White	18.38	29.22	28.57		31.42	44.51
<b>Gender</b>						
Female	18.84	34.62	34.33		34.44	48.20
Male	17.39	22.78	22.67		29.34	39.21

#### ELA Academic Progress

Student Groups	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students		% of Students	% of Students
<b>All</b>	53.62		40.15	46.28
<b>Status</b>				
Economically Disadvantaged	41.03		36.84	42.76
English Learners	--		0.00	39.59
Foster Care	100.00		45.01	23.81
Homeless	25.00		24.14	43.12
Students with Disabilities	30.00		34.72	37.12
<b>Race</b>				
American Indian or Alaska Native	--		66.67	56.90
Asian	--		--	61.51
Black or African American	100.00		100.00	42.26
Hispanic or Latino Native	--		33.33	42.54
Multi-Racial	--		40.00	45.43
Native Hawaiian or Other Pacific Islander	--		--	51.72
White	52.24		39.87	46.48
<b>Gender</b>				

Female	59.38		41.25	48.63
Male	48.65		39.10	44.04

#### Reading Lexile Distribution - School (2022-23)

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, ELPA22, 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.

##### Zoom Data:

Low SES 13% proficiency  
Homeless 10% proficiency  
Students with Disabilities 11% proficiency  
Military Connected 100% proficiency  
Gender  
ELA 34% proficiency for female  
ELA 23% proficiency for male  
Race  
28% total proficiency rate for ELA  
29% white proficiency rate for ELA  
Gender

##### WVGSA Results from 2022/2023

3rd Grade  
36% does not meet standard  
32% partially meets standard  
13% meets standard  
18% exceeds standard



4th Grade  
40% does not meet standard  
32% partially meets standard  
13% meets standard  
15% exceeds standard

**I-Ready Result May 2024 (Grades K-5) ELA**  
48% of students scored on or above grade level on the end of the year diagnostic.  
32% of students scored one grade level below on the end of the year diagnostic.  
20% of students scored 2 grade levels below on the end of the year diagnostic.

**Intervention Data (Corrective Reading, WIN groups)**

**2nd Grade WIN**  
Beginning of Year End of Year  
Below Target PSI Skills 1-5 62% 17%  
At Target PSI Skills 6-9 19% 51%  
Above Target Above Skill 10 19% 32%

**3rd Grade WIN**  
Beginning of Year End of Year  
Below Target PSI Skills 1-9 55% 25%  
At Target PSI Skills 10-15 6% 21%  
Above Target Above Skill 15 39% 54%

**4th Grade WIN**  
Beginning of Year End of Year  
Below Target PSI Skills 1-9 34% 14%  
At Target PSI Skills 10-15 14% 12%  
Above Target Above Skill 15 52% 73

**Corrective Reading**  
In the fifth-grade group all students passed their mastery tests in level B1 and was able to move on to B2.  
In the fourth-grade group, all students but 3 were able to demonstrate proficiency with levels A and B1. The three that were not able to show proficiency were just not ready for B yet.

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

I-Ready	Teachers utilize i-Ready to differentiate instruction, provide individualized lessons, and focus, as well as create/ coordinate small group interventions. i-Ready data is also used to develop WIN groups as well. Using i-Ready data shows student performing on-level grade level, below grade level, or above grade level and assists in planning strategies, SAT referrals, and interventions for students. Students are required to complete 2 ELA i-Ready lessons per week. The use of i-Ready for ELA intervention, instruction, and assessments should continue.
Betty Salvatore Consulting	Betty Salvatore and Anna Feazzell as part of Salvatore Consulting company were utilized at PCES I to model strategies / skills in third, fourth, and fifth grade classrooms needed to enhance knowledge of skills as well as required technology skills to be successful completing the WVGSA. Betty and Anna focused a lot on the writing assessment and ways to pull-apart the prompt, and gave specific strategies for enhancing writing in relation to the scoring rubric. The use of Betty Salvatore Consulting should continue in order to improve test taking skills, and target specific weaknesses in content standards.
Ashlock Strategies	<b>Ashlock uses the science of reading as a framework for implementing research-based structured literacy instruction. Teachers grades K-5 using Ashlock and follow priority plans daily in their classrooms as a part of ELA instruction. Ashlock instruction should continue with grades K-2.</b>
Professional Learning Communities (PLC's)	Professional learning communities took place by grade level on a regular basis (weekly at least monthly) and specifically with special education staff to analyze data, attend professional development, network with other teachers and staff, and organize interventions and WIN groups. PLC's should continue next year in order to analyze data, and collaborate with staff to foster student growth.
WIN Groups (95% Groups)	Instructional staff utilized Ashlock in collaboration with the Wonders series to provide routine and scripted plans to deliver instruction on phonemic awareness, sounding and blending, fluency, phonics. During WIN time, students were grouped based on ability and participated in targeted intervention around specific skill deficits. Data was regularly analyzed by classroom teachers, discussed during weekly PLCs, and groups adjusted based on mastery of identified skills. Title I, Interventionists, and classroom teachers taught skill groups during WIN time to meet students at their instructional level, and teaching specific skills needed according to the data collected. WIN groups should continue to take place in grade K-5.
CA, CIA's, and IMA's	Instructional staff in grades third, fourth, and fifth either model whole group or assign classes an IMA or CA-CIA to focus on a specific skill deficit, practice sample problems and tools, review academic vocabulary, or provide additional practice on highly tested standards on the WVGSA. Test authoring was also used to develop tests specific to the WVCCR standards to address skill deficits, and practice test items in a specific standard area. Grades 3-5 should continue to take practice assessments per the testing schedule.
Title I Staff and Interventionist	<p>Title I, along with the general education teachers regularly review data and create intervention groups / WIN groups that focus on reading foundational skills and specific skill deficits. Additionally, they are integral in providing data for SAT meetings and evaluations for potential placement in special education.</p> <p>During the past school year, Title I targeted those bubble students that needed extra support to move from below grade level to on or above. With the utilization of Ashlock, 95% groups (WIN), i-Ready, and growth incentives, students are demonstrating growth consistently. Title I programs are vital to student success and growth, and should continue to address students needs. The use of an interventionist is still needed to provide support, analyze data, plan interventions, and provide professional development.</p>

### 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.

Teachers and instructional staff including Title I, Instructional Specialist, Interventionist, tutors, and special education personnel work hard to close the achievement gap. During the 2023-2024 school year grade levels participated in PLCs nearly every Friday. Data from iReady, WIN utilizing 95% group, IMAs and CA-CIAS were analyzed. Specific skill deficits were reviewed, and groups formulated to target specific weaknesses as well as advance those who had already mastered skills. Planning will continue to take place with third, fourth, and fifth grade teachers to demonstrate strategies to increase proficiency on the WV GSA as well as provide continuous support in grades K-2 through planned centers, ability grouping, and coordination of appropriate interventions.

Lewis County School continues to practice the utilization of Ashlock that directly correlates with the Wonders reading series. The practice sets also provide additional vocabulary and syllabification. Grade level staff, during the two-hour reading block, have utilized the practice sets to provide a structure routine for sounding, blending, phonemic awareness, and fluency. They have also incorporated the priority plans which are completely scripted and provide seamless transitions to deliver quality reading instruction and content. Familiarity with the program and comfortability is improving. We have observed growth on the 95% WIN lessons as well as fluency screeners, i-Ready and GSA testing. In addition, we have adopted and began implementation of the Corrective Reading Program as an intensive intervention for students in the SAT process or those with exceptionalities.

Looking at i-Ready data, WV GSA, data, Corrective Reading, and WIN Group Data, 95% percent group data: 48% of students scored on or above grade level. Also, 52% of students scored below grade level, on the end of the year diagnostic. It appears that growth is continuing to occur using the strategies implemented. ELA achievement should be a focus in order to increase proficiency in ELA including several high yield strategies which will produce high - yield results for achievement: i-Ready benchmarks, GSA, Corrective REading, ESGI, Title 1, tutoring resources, data spotlight review, family engagement, SAT process for students, teacher effectiveness, Kagan strategies.

### 2036 Annual Mathematics Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	23.36	25.91	28.47	31.02	33.58	36.13	38.69	41.24	43.80	46.35	48.91	51.46	54.01	56.57	59.12	61.68

**NOTE:** To review subgroup target information, please visit [ZoomWV for Educators](#)

### Mathematics Proficiency

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	23.36	26.11	33.10		25.54	35.15
<b>Status</b>						
Economically Disadvantaged	16.82	17.39	20.45		17.88	25.46
English Learners	--	--	--		0.00	19.23

Foster Care	0.00	0.00	--		--	--
Homeless	18.18	7.69	20.00		15.05	20.37
Military Connected	--	--	0.00		20.00	48.48
Students with Disabilities	11.43	11.32	16.67		8.39	12.74
<b>Race</b>						
American Indian or Alaska Native	--	--	--		33.33	27.78
Asian	--	--	--		--	68.85
Black or African American	--	0.00	0.00		0.00	18.02
Hispanic or Latino Native	0.00	0.00	--		11.11	25.85
Multi-Racial	0.00	--	--		27.27	30.44
Native Hawaiian or Other Pacific Islander	--	--	--		--	48.87
White	23.70	26.62	33.57		25.67	36.12
<b>Gender</b>						
Female	18.84	24.36	29.85		22.04	33.27
Male	27.94	27.85	36.00		28.82	36.93

### Math Academic Progress

Student Groups	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students		% of Students	% of Students
<b>All</b>	55.07		37.02	42.03
<b>Status</b>				
Economically Disadvantaged	46.15		31.99	36.65
English Learners	--		100.00	38.25
Foster Care	100.00		34.94	47.62
Homeless	25.00		30.00	35.26
Students with Disabilities	45.00		29.90	31.87
<b>Race</b>				
American Indian or Alaska Native	--		33.33	51.72
Asian	--		--	69.25
Black or African American	50.00		33.33	34.42

Hispanic or Latino Native	--		33.33	38.23
Multi-Racial	--		40.00	37.99
Native Hawaiian or Other Pacific Islander	--		--	53.57
White	55.22		37.02	42.46
<b>Gender</b>				
Female	46.88		34.38	40.81
Male	62.16		39.55	43.18

#### Mathematics Performance Distribution - School (2022-23)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	526	--	--	--	--
4	593	--	--	--	--
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, ELPA22, 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.

##### Zoom Results:

Low SES 20% proficiency  
Homeless 20% proficiency  
Special Education 17% proficiency  
Military Connected 0% proficiency  
Race  
33% total proficiency rate for Math  
34% white proficiency rate for Math  
Gender  
Math 30% proficiency for female  
Math 36% proficiency for male

## WVGSA Results from 2022/2023

### 3rd Grade

34 % did not meet standard  
32 % partially meets standard  
18 % meets standard  
16 % exceeds standard

### 4th Grade

30 % did not meet standard  
36% partially meets standard  
10% meets standard  
23% exceeds standard

## I-Ready Results May 2024 (Grades K-5) Math

45% of the students scored on or above grade level on the end of the year diagnostic.  
40% of the students scored one grade level below on the end of the year diagnostic.  
14% of the students scored two or more grade levels below on the end of the year diagnostic.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
I - Ready (K-5)	Teachers utilize i-Ready to differentiate instruction, provide individualized lessons, and focus, as well as create/ coordinate small group interventions. i-Ready data is also used to develop WIN groups as well. Using i-Ready data shows student performing on-level grade level, below grade level, or above grade level and assists in planning strategies, SAT referrals, and interventions for students. Students are required to complete 2 Math i-Ready lessons per week. The use of i-Ready for instruction, interventions, and assessment should continue in order to address students' individual needs.
Betty Salvatore Consulting	Betty Salvatore and Anna Feazzell as part of Salvatore Consulting company were utilized at PCES I to model strategies/skills in third, fourth, and fifth grade classrooms needed to enhance knowledge of skills as well as required technology skills to be successful completing the WVGSA. Betty and Anna focused on problem solving, and multi-step problems, academic vocabulary, pulling apart the questions, and assessment tools. Betty Salvatore Consulting should continue to be utilized to teach test taking skills, and provide support for weaknesses in mastery of WVCCR standards.
Professional Learning Communities	Professional learning communities took place by grade level on a regular basis (weekly at least monthly) and specifically with special education staff to analyze data, attend professional development, plan upcoming events, co-plan for certain standards/concepts, plan family engagement opportunities, network with other teachers and staff, and organize interventions and WIN groups. PLC's should continue to take place per grade level on a consistent basis in order to plan, network, analyze data, complete professional development, collaborate to foster growth with staff and students alike.

Math WIN Groups	Grades 1-4 participated in Math WIN groups weekly, where students attended work stations to address student deficits in math. Math small groups were created using i-Ready scores to determine area of weakness. Some grade levels were able to use other staff to help with different stations or groups (interventionists, title I, special education staff). However, other grade levels completed stations/small groups in their own class or among their grade level. Math WIN groups should continue to take place in grades K-5.
CA, CIA's, and IMA's	Instructional staff in grades third, fourth, and fifth either model whole group or assign classes an IMA or CA-CIA to focus on a specific skill deficit, practice sample problems and tools, review academic vocabulary, or provide additional practice on highly tested standards on the WVGSA. Test authoring was also used to develop tests (checkpoints) specific to the WVCCR standards to address skill deficits, and practice test items in a specific standard area. Practice assessments should continue to take place per testing schedule.
Title I and Interventionist	<p>Title I, along with the general education teachers regularly review data and create intervention groups / WIN groups that focus on reading foundational skills and specific skill deficits. Additionally, they are integral in providing data for SAT meetings and evaluations for potential placement in special education.</p> <p>During the past school year, Title I targeted those bubble students that needed extra support to move from below grade level to on or above. With the utilization of Ashlock, 95% groups (WIN), i-Ready, and growth incentives, students are demonstrating growth consistently.</p> <p>Title I programs are vital to student success and growth, and should continue to address students needs. The use of an interventionist is still needed to provide support, analyze data, plan interventions, and provide professional development.</p>

### 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.

*Teachers and instructional staff including Title I, Instructional Specialist, Interventionist, and special education personnel work hard to close the achievement gap. Planning will continue to take place with third, fourth, and fifth grade teachers to demonstrate strategies to increase proficiency on the WVGSA as well as provide continuous support in grades K-2 through planned centers, ability grouping, check points, i-Ready lessons, and coordination of appropriate interventions. The implementation of WIN groups for math needs to be analyzed for consistency and to address deficits.*

*For Math, our data is similar as noted in the data charts above for iReady and CA-CIA. The main weaknesses include number sense, performing basic operations, fluency and the ability to apply skills in a real world setting with various scenarios. In reviewing our CA-CIA data and iReady data 54% of students K-5 are consistently performing below grade level. Our teachers as well as the consultants from Salvatore Consulting have been working diligently to ensure that standards are taught, tools are modeled, and examples of types of questions are exposed consistently. Our Title I staff and Instructional Specialist have also assisted with providing opportunities for students to practice assessments and be exposed to multiple types of questioning techniques.*

*Continuing in analyzing data from i-Ready, WVGSA, and Zoom results, deficits in math are elevated in grades 4 and 5. Furthermore, 45% scored on or above grade level, 54% scored one or more grade levels below. The development of consistent Math WIN groups, strategies, and interventions should be considered to fill these achievement gaps. The early development of Math WIN time in grade K-3 is a key component to teaching foundational skills for student success and growth. Further interventions/curriculum should be considered for students on a SAT or IEP. Math achievement should be a focus in order to increase proficiency including several high yield strategies which will produce high -yield results for achievement (suggested but not limited to): i-Ready benchmarks, GSA, Title1, tutoring resources, data spotlight review, family engagement, SAT process for students, teacher effectiveness, Kagan strategies.*

	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	--	--	0.00	50.00	39.75

Detailed data by domain is available at [ZoomWV for Educators](#)

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	1	1	358
Level 2	--	--	0	0	362
Level 3	--	--	0	0	629
Level 4	--	--	0	1	240
Level 5	--	--	0	0	228

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	1	1	372
Level 2	--	--	0	0	339
Level 3	--	--	0	0	778
Level 4	--	--	0	1	151
Level 5	--	--	0	0	177

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	1	1	258
Level 2	--	--	0	0	268
Level 3	--	--	0	0	518
Level 4	--	--	0	0	330
Level 5	--	--	0	1	443



English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	1	1	131
Level 2	--	--	0	0	151
Level 3	--	--	0	0	563
Level 4	--	--	0	1	491
Level 5	--	--	0	0	481

☐ Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
ESL Curriculum	We currently have 1 student that is an EL Learner. She had a score of 479 on the end of the year diagnostic (one grade level below) but is making progress each day with her English proficiency.

**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.

Student has made growth on iReady ready starting the year on a first grade level with a score of 429 and growing 50 points by the end diagnostic with a score of 479 and on a second grade level. In math the student started the year on a kindergarten grade level with a score of 373 and completed the year with a growth of 56 points improving to a second grade level at a score of 429.

School Strategic Plan - High School Graduation and Student Success Data

Lewis County Schools (041) Public District - FY 2025 - Peterson-Central Elementary School (041-207) Public School - School Strategic Plan - Rev 1

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

☒ ☐ Not Applicable (Elementary and Middle Schools)

On Track

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						

Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
<b>Gender</b>						
Female						
Male						

10th Graders with Twelve Earned Credits					
Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

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

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	County (2022-23)	State (2022-23)
	% 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					

**2036 4-Year Cohort Graduation Rate Goal Targets**

2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036

**Graduation 4-Year Cohort**

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>						

Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
Gender						
Female						
Male						
Graduation 5-Year Cohort						
Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
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 (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% 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 (2020-21)	School (2021-22)	School (2022-23)	County (2022-23)	State (2022-23)
	% 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)**

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	County (2022-23)	State (2022-23)
	% 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					

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

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	County (2022-23)	State (2022-23)
	% 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					

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

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

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

**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.

School Strategic Plan - Attendance and Behavior Data

Lewis County Schools (041) Public District - FY 2025 - Peterson-Central Elementary School (041-207) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Percent of students chronically absent

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	9.02	51.80	35.00		27.03	27.55
<b>Status</b>						
Economically Disadvantaged	11.24	56.52	38.22		31.84	36.19
English Learners	--	--	0.00		0.00	23.69
Foster Care	0.00	66.67	33.33		22.58	30.59
Homeless	4.76	46.15	15.00		23.20	40.10
Military Connected	--	--	0.00		16.67	16.74
Students with Disabilities	6.41	49.43	36.99		28.85	32.91
<b>Race</b>						
American Indian or Alaska Native	--	--	--		50.00	31.45
Asian	0.00	0.00	33.33		25.00	12.69
Black or African American	0.00	100.00	100.00		75.00	26.95
Hispanic or Latino Native	0.00	100.00	0.00		26.32	27.47
Multi-Racial	0.00	--	0.00		32.35	29.63

Native Hawaiian or Other Pacific Islander	--	--	--		--	23.53
White	9.22	51.40	34.94		26.82	27.60
<b>Gender</b>						
Female	7.18	50.29	31.74		28.07	28.36
Male	10.81	53.19	38.15		26.06	26.79

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

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	100.00	98.06	98.24		98.06	95.44
<b>Status</b>						
Economically Disadvantaged	100.00	97.23	97.78		97.37	93.94
English Learners	--	--	100.00		100.00	96.30
Foster Care	100.00	100.00	100.00		93.62	91.86
Homeless	100.00	100.00	100.00		96.83	92.78
Military Connected	--	--	100.00		100.00	98.15
Students with Disabilities	100.00	95.40	97.26		98.01	93.02
<b>Race</b>						
American Indian or Alaska Native	--	--	--		100.00	95.65
Asian	100.00	100.00	100.00		100.00	99.32
Black or African American	100.00	100.00	100.00		100.00	90.10
Hispanic or Latino Native	100.00	100.00	100.00		100.00	95.29
Multi-Racial	100.00	--	100.00		100.00	93.30
Native Hawaiian or Other Pacific Islander	--	--	--		--	96.83
White	100.00	98.03	98.19		97.99	95.75
<b>Gender</b>						
Female	100.00	100.00	100.00		98.84	97.48
Male	100.00	96.28	96.53		97.33	93.52

**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.

Zoom Data, WVEIS 2.0 data

**Attendance**

First Nine Weeks: *Average Attendance* **92.139%**

Second Nine Weeks: *Average Attendance* **90.536%**

Third Nine Weeks: *Average Attendance* **88.108%**

Fourth Nine Weeks: *Average Attendance* **89.237%**

Total for the whole year: 90%

**Behavior**

First Nine Weeks: most instances included **disruptive/disrespectful behavior 29 referrals**

Second Nine Weeks: most instances included **disruptive/disrespectful conduct 53 referrals**

Third Nine Weeks: most instances included **disruptive/disrespectful conduct 24 referrals**

Fourth Nine Weeks: most instances included **41 disruptive/disrespectful conduct , 27 habitual violation of school rules**

**School Environment Survey**

**Positive Results:**

***Student Responses -***

- Teachers make learning fun
- Staff listen when students have something to say
- Staff believes students can do a good job
- Staff can tell when something is wrong with student

***Parent Responses***

- 90% agree students are told in advance what will happen if they break rules
- 88% agree PCES promotes academic success for all students
- 88% agree PCES is an inviting place for students to learn
- 75% agree school encourages parents to be an active partner with the school in educating their child

***Staff Responses***

- 85% staff believe the school promotes personnel participation in decision-making that affects school practices and policies
- 100% staff believe adults really care about students, acknowledge and pay attention to students, want every student to do their best, listen to what students have to say, treat students with respect, and support and track each other with respect and have close professional relationships.

***Weaknesses/Room for Improvement Results***

***Student Responses***

- 10% students felt they are not part of the school
- 14% students do not feel safe at school
- 20% students do not tell school staff if something bad is happening

***Parent Responses***

- 30% parents feel they are not well informed about school activities
  - 69% parents agree that disruptive student behavior is a mild – moderate problem
  - 56% parents agree there is a lack of respect of staff by the students
- Staff Responses**
- 50% staff feel they need more training and development serving students with IEPs.
  - 100% staff agree disruptive student behavior is a mild-severe problem
  - 85% staff agree lack of respect of staff by students is a problem
  - Student collaboration on projects or assignments with other students needs improved.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Attendance Store	Students visited the attendance store twice per quarter to cash in points earned for attending school (earned points per each day that they attended). CIS and Counselor coordinated this activity.
Weekly Attendance Calls	Attendance calls took place with Mrs. Hissam, Mr. Radcliff, and Communities in Schools to determine patterns of truancy, analysis of attendance issues, providing reports, and follow up with families.
Letters/Correspondence	Letters were sent to families to report absences in the amount of 3, 5, 7 and above. These letters were sent using the WVEIS template including policy regarding attendance. Letters and memos were sent home to parents promoting positive attendance habits.
Monthly Attendance Spirit Stick Awards	Monthly spirit sticks were given to the class with the best attendance percentage, per grade level.
SAT Meetings	SAT meetings took place to address chronic absenteeism. These SAT meetings were held with targeted students and families to set goals of improved attendance, and help problem solve issues that may have contributed to absenteeism.
Quarterly Behavior Rewards	Quarterly behavior rewards were celebrated with students who met behavior requirements: 3 or less office referrals, 1 or less days of after-school detention, and those that did not have out of school suspension were able to participate in Halloween House, Winter House, Carnival, and Water Day.
PAX Behavior Strategies	Each Classroom has developed a Pax vision for their classroom. The "good behavior game" can be seen utilized in multiple areas of the building (hallway, assemblies, etc.). As a school, students developed their Pax vision for the cafeteria. Large displays of their visions were hung in the cafeteria and classrooms, as well as spleen counters. The Student Leadership Team, came up with a Pax vision for the bathrooms and communicated this to students.
PBIS plan	A PBIS plan was developed to adjust and begin new practices to promote positive behavior school-wide.
Student Assistant Teams (SAT)	SAT referrals and teams were developed to address issues with behavior, attendance, emotional needs, and academics. These teams met each nine weeks to address students' individual needs, and plan for interventions and strategies for success.

#### Attendance and Behavior Needs Assessment Summary:

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

The elevation of office referrals, and increased number of students with "out of school suspension", especially in the area of aggression, has caused our staff to develop a behavior committee. This committee has started discussions regarding behavior policy 4373 and the Safe Schools Act, in order to plan and develop a stronger basis for behavior interventions, as well as providing professional development. Administration, hopes to collaborate with the behavior team in order to increase our tools as a school to improve behavior and promote safety. In addition to the WVEIS data related to student behavior, parents at a 69% rate agree that disruptive behavior is a mild to moderate problem at PCES. Furthermore, 100% of staff agree disruptive student behavior is a mild-severe problem. A close second to these issues is the disrespect

School Strategic Plan - Educator Effectiveness Data

Lewis County Schools (041) Public District - FY 2025 - Peterson-Central Elementary School (041-207) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2022-23)	County (2022-23)	State (2022-23)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished	-	20.67	14.94
Accomplished	96.55	76.54	81.5
Emerging	3.45	2.79	3.52
Unsatisfactory	-	-	0.04

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.

Teacher Observations / Walkthroughs (Ewalk), WV Educator Evaluation System, attendance rates, and targeted professional development all contain data related to teachers and staff.

16 Walkthroughs were completed this year with service personnel ECCAT/Aides.  
16 Walkthroughs were completed this year with service personnel cook/cafeteria manager.  
254 Walkthroughs were completed this year for teachers at PCES.

Walkthrough results with teachers using EWalk:

Subject observed: 53% ELA, 24.9% Math

Grade Level observed:

K 13.8%  
1 15.9%  
2 19%  
3 18.5%  
4 16.9%  
5 15.9%

90% of lesson plans were observed to be available.

Type of instruction observed: 55.1% whole group, 29.5% direct instruction

DOK levels: level 1 54.7%, level 2 35.8%, level 3 12.2%, level 4 3.1%

Ashlock implementation: 18%  
Types of grouping observed: 44% whole group, 19.2% small group

#### **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.

Teacher effectiveness is a strength at PCES. Our teachers work extremely hard, attend trainings to hone their competencies, and seek assistance when needed. They implement strategies based on observation/walkthrough recommendations and utilize resources from professional development sessions. Looking at the Ewalk data, areas to improve include: Ashlock implementation, depth of knowledge questioning/activities, and increasing small groups and cooperative learning.

\* 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.

Professional development suggestions include but not limited to: Trauma informed care, Ukeru training, Ashlock training, Kagan training for cooperative learning, Corrective Reading, policies and procedures, technology programs, testing training, CPI training, Professional Learning Communities, student engagement, WIN groups (ELA and Math), small group instruction and implementation



**Lewis County Schools (041) Public District - FY 2025 - Peterson-Central Elementary School (041-207) Public School - School Strategic Plan - Rev 1**

**Plan Items )**

**1 Student Achievement**

**Description:**

By the end of May 2025, less than 10% of the student population in grades K-5 will be in the Tier 3 (At Risk) subgroup on the end of the year i-Ready Benchmarks.

**PM 1.1 i-Ready Benchmark Data**

**Description:**

Classroom teachers and administrator will monitor achievement on the benchmarks.

**S 1.1.1 Achievement**

**Description:**

Students will take i-Ready benchmarks in the fall, winter, and spring. We will compare the fall and spring benchmark.

**AS 1.1.1.1 i-Ready Benchmark Data**

**Description:**

Once school begins, all students will take the i-Ready benchmark. This will give them their personal learning path. Teachers will use data to determine interventions needed.

**Person Responsible:**

All Core Teachers

**Estimated Begin Date:**

9/2/2024

**Estimated Completion Date:**

5/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	I Ready Benchmark program	\$26,465.00

**S 1.1.2 Achievement**

**Description:**

Data from the spring GSA 2024 will be analyzed.

**AS 1.1.2.1 WV GSA assessments modules and benchmarks**

**Description:**

Teachers will look at GSA results and determine areas school/classes need to focus on. Test Authoring will be used to create practice tests and assess mastery of skills.

**Person Responsible:**

All core teachers

**Estimated Begin Date:**

8/9/2024

**Estimated Completion Date:**

5/28/2024

**S 1.1.3 Student Support**

**Description:**

Corrective Reading (CR) will be used for our SPED population for intense reading instruction. Students are place in CR by completing a placement test.

**AS 1.1.3.1 Corrective Reading**

**Description:**

Special education teacher will conduct placement tests at the beginning of the year to get a list of those who qualify.

**Person Responsible:**

Special Education Teachers

**Estimated Begin Date:**

8/19/2024

**Estimated Completion Date:**

9/13/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Corrective Reading	\$5,000.00

**S 1.1.4 Student Support**

**Description:**

We will use the 95% curriculum for our READING WIN time. This is an intense phonics program that is fluid and students move throughout levels according to their placement tests. Math WIN will be done within the classroom using i-Ready data and classroom data.

**AS 1.1.4.1 WIN Groups (reading and math)**

Description:

READING 1. All students in grades 1-5 will be given the PSI and then grouped accordingly. 2. Title 1 teachers and interventionist will work on the groupings and schedules. 3. After 4 weeks, students will retake the PSI to check progress of skill level. 4. Students are moved according to the most recent data. MATH 1. Teachers and interventionist will analyze data from i-Ready benchmark and determine student's weaknesses. 2. The teacher will develop lessons related to the findings.

Person Responsible:

Teachers, instructional aides, Title I teachers, and interventionists

Estimated Begin Date:

9/9/2024

Estimated Completion Date:

5/28/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Interventionist	\$30,000.00

§ 1.1.5 Student Support

Description:

ESGI will be used for K/1 report card assessments, HFW {historical data and flashcards for parents K-2}, clipboard checks, differentiation recommendations for students

AS 1.1.5.1 ESGI

Description:

1. interventionist will set up classes within the system. 2. teachers will use ESGI as a form of data collection. 3. Results will be shared with classroom teachers, Title 1 teacher, interventionist and administrator.

Person Responsible:

interventionist, classroom teachers, Title 1 teacher, administrators

Estimated Begin Date:

9/9/2024

Estimated Completion Date:

5/28/2025

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act	ESGI	\$750.00

§ 1.1.6 Student Support

Description:

Our Title 1 teacher will push into classes, provide pullouts, or specialized interventions.

AS 1.1.6.1 Title I Teachers

Description:

1. Students will be identified as needing services through collaboration between core teacher and Title 1 teachers. 2. Together they will determine the needs of the students and plan interventions. (small group, push in, or STAR reading group for K-1)

Person Responsible:

Title I Teachers, Teachers

Estimated Begin Date:

9/9/2024

Estimated Completion Date:

5/28/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Title I Teachers and supplies	\$261,700.00

§ 1.1.7 Student Support

Description:

Lewis County will offer summer school to all students.

AS 1.1.7.1 Summer School

Description:

1. County and school will send out the information for parents to sign up.

Person Responsible:

County Office and School

Estimated Begin Date:

5/1/2025

Estimated Completion Date:

7/18/2025

Funding Application	Grant	Notes	Amount
Other	Other	July 2024 ESSER III Funding for summer school	\$50,000.00

§ 1.1.8 Student Support

Description:

Schools will provide after school tutoring to students.

AS 1.1.8.1 After School Tutoring

Description:

Once tutors are hired, they will meet with the principal, SAT Coordinator, Title I Teachers, and gen. ed. teachers to determine students who would most benefit. As deficiencies are filled, they can exit and another begin. Students will be selected using i-Ready data, classroom data, and SAT data.

Person Responsible:

core teachers, after school tutors, and title 1 teacher, interventionist, administrators

Estimated Begin Date:

9/9/2024

Estimated Completion Date:

5/28/2025

§ 1.1.9 Student Support

Description:

Grades PK through 5th grade will participate in a move up day.

AS 1.1.9.1 Transition Plans

Description:

1. PK will have a move up day where students will spend time in the K classroom while Title 1 teacher does a parent involvement training on Kindergarten CCRS and how to help them. 2. K-5 will participate in the county move up day.

Person Responsible:

County office, school, and Title I teachers

Estimated Begin Date:

5/5/2025

Estimated Completion Date:

5/28/2025

Funding Application	Grant	Notes	Amount
Other	Other	Local funds used for transportation of students	\$5,000.00

§ 1.1.10 Student Support

Description:

PCES will plan family engagement activities

AS 1.1.10.1 Family Engagement Activities

Description:

At the beginning of the year, teachers will meet and determine the engagement activities for the year.

Person Responsible:

Title I teachers and Gen. Ed. Teachers

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

9/13/2024

§ 1.1.11 Instructional Strategies

Description:

Lewis County will be adopting a new math curriculum

AS 1.1.11.1 i-Ready Ready Math

Description:

PD on i-Ready math implementation.

Person Responsible:

Instructional Staff

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

8/30/2024

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	PD for I Ready Math	\$4,400.00

§ 1.1.12 Instructional Strategies

Description:

Principals will meet with the county administrators throughout the year to discuss school wide data.

**AS 1.1.12.1 Data Spotlight Meetings**

**Description:**

Principals will work with teachers, Title 1, and interventionists to compile data that is requested.

**Person Responsible:**

Administrator, interventionist, teachers, Title 1 teachers

**Estimated Begin Date:**

9/9/2024

**Estimated Completion Date:**

5/28/2025

**S 1.1.13 Instructional Strategies**

**Description:**

Teachers will refer students to the SAT team.

**AS 1.1.13.1 SAT Meetings**

**Description:**

SAT coordinator will set up meetings with families and teachers. Interventions will be discussed and incorporated.

**Person Responsible:**

SAT coordinator, teachers, counselor, CIS, and families

**Estimated Begin Date:**

9/9/2024

**Estimated Completion Date:**

5/1/2025

**S 1.1.14 Instructional Strategies**

**Description:**

Ashlock will be used in the K-2 classrooms.

**AS 1.1.14.1 Ashlock**

**Description:**

1. PD for the teachers that have not had prior training. 2. Lessons incorporated during their ELA time.

**Person Responsible:**

K-2 teachers, Title I Techers

**Estimated Begin Date:**

8/19/2024

Estimated Completion Date:

5/28/2025

§ 1.1.15 Instructional Strategies

Description:

Science of Reading components will be incorporated into the 2024-2025 school year to address the 3rd grade success act.

AS 1.1.15.1 SOR Strategies

Description:

1. PD on SOR components related to the 3rd grade success act. 2. SOR discussed at PLC 3. Implementation through: - Ashlock (phonics and phonemic awareness) - Wonders (reading program) (comp/vocab/fluency) - Oral Reading Fluency Data Collection - High Frequency Word Data Collection - 95% group for phonics - Corrective Reading for SPED - STAR intervention - I-Ready \* comprehension and vocabulary resources

Person Responsible:

county office, instructional staff, interventionists, Title I staff

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

5/28/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	95% Group	\$1,500.00
	Step 7a	Ashlock	\$1,800.00
Total			\$3,300.00

§ 1.1.16 Instructional Strategies

Description:

Students will participate in data talks with their teacher or specialist. They will learn how to analyze their personal strengths and weaknesses.

AS 1.1.16.1 Student Data Talks

Description:

1. After benchmark 1, students will chart their data and determine their strengths and weaknesses. 2. Students will continue to chart their progress by logging their lessons passed and future benchmark scores.

Person Responsible:

students, teachers, interventionist, Title 1 staff



Estimated Begin Date:

9/16/2024

Estimated Completion Date:

5/28/2025

§ 1.1.17 Instructional Strategies

Description:

Professional development will be provided to staff on the topic of student engagement.

AS 1.1.17.1 Kagan Professional Development

Description:

Lewis County will offer professional development to instructional staff on student engagement through Kagan.

Person Responsible:

Rhonda Judy

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

8/14/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	PD	\$10,900.00

§ 1.1.18 Teacher Effectiveness

Description:

Teachers will work on school data analysis throughout the benchmarks. They will also complete a classroom analysis on benchmarks and strategies.

AS 1.1.18.1 Data Analysis

Description:

1. At beginning of the year (after benchmark 1) teachers will analyze their class data as well as school wide data. 2. Teachers will identify the top 3 standards that are the lowest and develop an action plan.

Person Responsible:

instructional staff, administrators, interventionist

Estimated Begin Date:

9/16/2024

Estimated Completion Date:

5/23/2025

§ 1.1.19 Teacher Effectiveness

Description:

Administrator will conduct walkthroughs on teachers and service personnel.

AS 1.1.19.1 eWalk

Description:

1. Beginning of year admin will set up teacher profiles in the eWalk system. 2. Admins will conduct walkthroughs daily. 3. Walkthroughs will be shared with staff and conferences held

Person Responsible:

administrators, school staff

Estimated Begin Date:

8/19/2024

Estimated Completion Date:

5/28/2025

§ 1.1.20 Teacher Effectiveness

Description:

Teacher Observations

AS 1.1.20.1 Observations

Description:

Utilizing WVDE guidelines for observations, administrators will conduct them within time frame.

Person Responsible:

administrators, teachers

Estimated Begin Date:

9/16/2024

Estimated Completion Date:

5/29/2025

§ 1.1.21 Teacher Effectiveness

Description:

Administrator will work with teachers in developing SMART goals.

**AS 1.1.21.1 Evaluations**

**Description:**

Administrator will conduct yearly evaluations on professional employees and service personnel.

**Person Responsible:**

administrators and teachers

**Estimated Begin Date:**

5/1/2025

**Estimated Completion Date:**

5/29/2025

**S 1.1.22 Teacher Effectiveness**

**Description:**

Administrators will collect and give feed back on lesson plans quarterly

**AS 1.1.22.1 Lesson Plan Checks**

**Description:**

Administrator will do a quarterly lesson plan check using the template on eWalks.

**Person Responsible:**

administrators and teachers

**Estimated Begin Date:**

8/19/2024

**Estimated Completion Date:**

5/26/2025

**C 2 Student Accountability**

**Description:**

Students will improve self-awareness skills and school attendance by decreasing the number of behavior referrals and absences from 2024 end of the year data.

**PM 2.1 WVEIS discipline and attendance data**

**Description:**

Administrators, teacher, behavior team, CIS, and counselors will monitor WVEIS data.

**S 2.1.1 Discipline/Behavior Support**

**Description:**

PAX will be the classroom management tool used.

**AS** 2.1.1.1 PAX

Description:

1. PD for new teachers. 2. Calendar/timeline of roll out 3. Behavior committee will develop a family information letter on the PAX system.

Person Responsible:

county office, administrators, behavior committee, and teachers

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

5/27/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	PAX supplies for PD	\$500.00

**S** 2.1.2 Discipline/Behavior Support

Description:

Behavior calendars will be used as a catalyst for communicating with parents on student's ability to follow our PBIS program.

**AS** 2.1.2.1 Behavior Calendars

Description:

1. Behavior committee will develop a letter to send home to families that explains the expectations of students and the process in determining points. 2. Calendar for each month that explains the PBIS program.

Person Responsible:

teacehrs, administrators, behavior committee

Estimated Begin Date:

8/14/2024

Estimated Completion Date:

5/28/2025

**S** 2.1.3 Discipline/Behavior Support

Description:

Behavior team will meet at the beginning of the year and quarterly to analyze behavior and determine rewards.

**AS** 2.1.3.1 Monthly and quarterly behavior rewards

Description:

1. At beginning of year, behavior team will meet and determine criteria and rewards. 2. Teachers will inform students of criteria and way to earn behavior rewards.

Person Responsible:

behavior committee, teachers, administrators

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

5/28/2025

Funding Application	Grant	Notes	Amount
Other	Other	School Funds	\$1,000.00

§ 2.1.4 Discipline/Behavior Support

Description:

The PCES behavior team will attend a PBIS PD with Erin Day

AS 2.1.4.1 Alternative Options

Description:

1. Attend PBIS training 2. Come back and relook at our discipline flow chart. 3. Come up with alternative discipline options. 3. Present information to staff.

Person Responsible:

behavior team

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

8/16/2024

§ 2.1.5 Discipline/Behavior Support

Description:

CPI is the crisis management tool used.

AS 2.1.5.1 CPI training/offerings Ukeru-Trauma-informed crisis management-restraint-training

Description:

1. Create Crisis team 2. Train on roles and responsibilities. 3. provide training for those who need CPI and Ukeru certification

Person Responsible:  
crisis team, administrator  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
5/28/2025

§ 2.1.6 Discipline/Behavior Support

Description:

School will work with school psychologists on developing FBA/BIP/BSP

AS 2.1.6.1 FBA/BIP/BSP

Description:

1. Students will be identified through a SAT team process and interventions will be attempted first. 2. SAT chair will reach out to the school psychologist on the initiation of a FBA which may lead into a BIP.

Person Responsible:

Teachers, SAT Coordinator, school psychologists

Estimated Begin Date:

8/19/2024

Estimated Completion Date:

5/31/2025

§ 2.1.7 Discipline/Behavior Support

Description:

School CIS will work on student's basic needs and bridging the gap between home and school.

AS 2.1.7.1 CIS

Description:

1. CIS, counselor, and administrator will meet at the beginning of the year to discuss children that may need to be put on the CIS caseload. 2. CIS will work on required paperwork. 3. CIS will meet with administrator on caseload to discuss progress/issues.

Person Responsible:

CIS, Counselor, Administrators

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

5/28/2025

Funding Application	Grant	Notes	Amount
Other	Other	CIS salary	\$70,000.00

#### § 2.1.8 Attendance

Description:

Attendance Addressed

##### AS 2.1.8.1 WVEIS/ Zoom WV-E Attendance Data

Description:

1. CIS, counselor, and administrators will look at attendance data monthly. 2. Contact for CIS caseload will be made daily. 3. Attendance policy will be followed. 4. Attendance incentives will be given each month.

Person Responsible:

CIS, counselor, administrators

Estimated Begin Date:

8/19/2024

Estimated Completion Date:

5/28/2025

#### § 2.1.9 Stakeholder Collaboration

Description:

School will work with stakeholders in the LSIC capacity.

##### AS 2.1.9.1 LSIC

Description:

1. Meetings will be scheduled. 2. Beginning of the year, teacher and service personnel will be identified that will serve on the term.

Person Responsible:

School staff, families, community stakeholders, partners in education

Estimated Begin Date:

9/2/2024

Estimated Completion Date:

5/1/2025

#### § 2.1.10 Stakeholder Collaboration

Description:

School will have a PTO

**AS** 2.1.10.1 PTO

Description:

1. Elections held in fall. 2. Monthly meetings will be held.

Person Responsible:

families, school staff

Estimated Begin Date:

9/2/2024

Estimated Completion Date:

5/16/2025

**G** 3 Family Involvement

Description:

Peterson-Central Elementary School will provide a positive family involvement opportunities for families to be actively involved in their child's education.

**PM** 3.1 Family Involvement Rate

Description:

The family involvement participation rate is measured by the Title I Family Involvement Logs. These logs are completed and analyzed at the end of school year 2024 - 2025.

**S** 3.1.1 Family Events

Description:

Peterson-Central will schedule a variety of family events which will increase student achievement and directly impact the role of the parents/guardians in the learning process.

Component	Item Name
Title I Schoolwide	Parent and family engagement

**AS** 3.1.1.1 Bingo for Books

Description:

Bingo for Books will incorporate strategies and games to afford families the opportunity to work one on one with their child on specific skills to ensure confidence and competence at home. Additionally, families will have the opportunity to earn books through various Bingo games.

Person Responsible:



Title I  
Estimated Begin Date:  
4/7/2025  
Estimated Completion Date:  
5/31/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$2,000.00

**AS** 3.1.1.2 Open House

Description:

The students and families are invited and encouraged to tour the school, visit classrooms, meet staff/teachers, and learn expectations for the new school year.

Person Responsible:

Administrative Team

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

9/6/2024

**AS** 3.1.1.3 Family/Teacher Conference

Description:

Families will meet with teachers to discuss data, curriculum, and their child's progress. Some of the conferences may be student- led conferences where the students demonstrate mastery of certain skills and reflect on areas for improvement through created goals and interventions.

Person Responsible:

Administrators, Teachers

Estimated Begin Date:

10/7/2024

Estimated Completion Date:

10/31/2024

**AS** 3.1.1.4 Grade Level /School Wide Family Involvement Meetings

Description:

The staff will provide learning opportunities for families through planned activities that will involve PCES staff, volunteers, and members of the PTO organization. An appropriate family involvement activity will be presented by each grade level at some point throughout the

year. (100 Day Math Celebration, Adopt a Reading Buddy, Sensory Path Games, Stem/Steam Night, Reading Campout, Virtual Reading/Math Safari Night)

Person Responsible:

Title I

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

5/28/2025

**AS** 3.1.1.5 4th Grade Reading and Math Game Night

Description:

Each year, a family involvement night will be planned for students in 4th grade to enhance skills in reading and math. Families and their children will rotate through stations to complete games.

Person Responsible:

Title 1 Staff

Estimated Begin Date:

2/1/2025

Estimated Completion Date:

3/29/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$900.00

**AS** 3.1.1.6 One Book / One District

Description:

Each year a countywide book will be selected. All staff members and students at each school will be provided a book. School wide activities as well as classroom lessons will be planned, including family involvement activities to promote reading and literacy at home.

Person Responsible:

Title 1 Staff

Estimated Begin Date:

2/1/2025

Estimated Completion Date:

3/29/2025

Funding Application	Grant	Notes	Amount

**AS** 3.1.1.7 Adopt-A-Pet Reading - First Grade

Description:

Families of PCES first grade students will adopt a pet (stuffed animal) and practice reading fluency and sight word recognition during an afternoon of additional fun family activities / games.

Person Responsible:

Title I and Instructional Staff Members

Estimated Begin Date:

1/6/2025

Estimated Completion Date:

2/28/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$1,800.00

**AS** 3.1.1.8 Standards and Expectations Family Meeting

Description:

Each grade level will hold a meeting in the fall to explain grade level standards and classroom expectations for the year.

Person Responsible:

Classroom Teachers

Estimated Begin Date:

9/1/2024

Estimated Completion Date:

9/29/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$600.00

**AS** 3.1.1.9 2nd Grade Math to Movement Night

Description:

Students and families will experience learning standards through sensory activities and movement.

Person Responsible:

Second Grade Staff

Estimated Begin Date:

11/1/2024

Estimated Completion Date:

11/30/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$700.00

**AS** 3.1.1.10 Reading Campout

Description:

Students and families will attend a camping themed Literacy Night.

Person Responsible:

Title I

Estimated Begin Date:

10/1/2024

Estimated Completion Date:

10/31/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$800.00

**AS** 3.1.1.11 Reading and Math Escape Room

Description:

Students and families in 5th grade will complete math and reading challenges to escape the school.

Person Responsible:

Title I staff

Estimated Begin Date:

1/6/2025

Estimated Completion Date:

3/28/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$900.00

**AS** 3.1.1.12 100th day reading and math celebration

Description:

Students in kindergarten and their families will enjoy an afternoon of reading and math activities for the 100th day of school.

Person Responsible:

Title I Staff

Estimated Begin Date:

1/20/2025

Estimated Completion Date:

2/21/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$800.00

**AS** 3.1.1.13 Holiday Drive-In

Description:

Students and their families will enjoy a night at the drive-in watching a homemade while receiving math and reading activities from the Title I staff.

Person Responsible:

Title I Staff

Estimated Begin Date:

12/9/2024

Estimated Completion Date:

12/23/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$3,500.00

**S** 3.1.2 Open Communication with Families

Description:

To expand the means of ongoing communication with families and community by utilizing a variety of communication models.

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

**AS** 3.1.2.1 School and Classroom Newsletters/Apps

## Description:

Schools / classroom newsletters and Apps such as Class Dojo or Schoology will be utilized to communicate about opportunities for engagement, information about the curriculum, and news about upcoming events.

## Person Responsible:

Teachers

## Estimated Begin Date:

8/12/2024

## Estimated Completion Date:

5/28/2025

**AS** 3.1.2.2 Webpage

## Description:

The Peterson-Central's Webpage (<http://lewisboe.com/pces>) is updated by the Administrators for the latest news and information about curriculum to assist parents / guardians with understanding their children's educational curriculum. The webpage will also highlight upcoming events or school news.

## Person Responsible:

Administrative Team

## Estimated Begin Date:

8/7/2024

## Estimated Completion Date:

6/7/2025

Funding Application	Grant	Notes	Amount
Other	Other	No funding needed.	\$0.00

**AS** 3.1.2.3 Schoology

## Description:

By logging into this secure website, parents/guardians will be able to access a comprehensive LMS program that will include access to grades, lesson plans, and created course content to assist when students are off for snow, weather issues, homebound or will have the opportunity to earn credits at the high school and middle school levels.

## Person Responsible:

Teachers and Staff

## Estimated Begin Date:

8/12/2024  
Estimated Completion Date:  
5/27/2025

**AS** 3.1.2.4 Social Media - Facebook

Description:

Continuous updates will be provided on the Peterson-Central Facebook page which will include but not limited to: school announcements, menu updates, upcoming events, and pictures / videos of positive learning opportunities occurring on and off site.

Person Responsible:

Administrative Team

Estimated Begin Date:

8/7/2024

Estimated Completion Date:

6/3/2025

Funding Application	Grant	Notes	Amount
Other	Other	None needed,	\$0.00

**E** 4 Mental Health

Description:

School personnel will build meaningful relationships with students and families by providing mental health information through newsletters and social media.

**PM** 4.1 Copies of mental health information sent home

Description:

Counselor, CIS and administrator will determine items that need to be included in the newsletters.

**S** 4.1.1 Internal Resources

Description:

School counselor will work with students and families to increase mental health.

**AS** 4.1.1.1 School Counselor

Description:

1. Counselor will use 2nd Step Program. 2. Counselor will meet/check in with individual students based on needs. 3. Counselor will keep counseling logs. 4. School counselor will keep families up to date on the child's mental health.

Person Responsible:  
school counselor  
Estimated Begin Date:  
8/19/2024  
Estimated Completion Date:  
5/28/2025

Funding Application	Grant	Notes	Amount
Other	Other	Local general funds	\$70,000.00

**§ 4.1.2 External Resources**

Description:

School will utilize external agencies when appropriate to assist in providing mental health care.

**AS 4.1.2.1 Mobile Crisis Unit, DHHR/CPS, outside mental health organizations, FRN, PRO Officer**

Description:

1. School counselor and CIS will make referrals to appropriate agencies after discussing with family/administrator. 2. mandated reporting will be followed 3. counselor will keep logs pertaining to resources sought.

Person Responsible:

School staff, administrators, counselor, CIS

Estimated Begin Date:

8/5/2024

Estimated Completion Date:

5/28/2025



**Lewis County Schools (041) Public District - FY 2025 - Peterson-Central Elementary School (041-207) Public School - School Strategic Plan - Rev 1**

☐ **Not Applicable**

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

**Component  
Met**

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



Address strategies to create opportunities for all children including subgroups

**Explanation**

Title I School wide activities to address opportunities:

- Tier II
- Tier III
- Co-teaching/modeling
- Analyze data
- Differentiated Instruction
- Differentiated Groups of Students
- I-Ready data for groups
- Technology program data (Schoology, Seesaw, and iReady)

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



Address strategies that strengthen a well-rounded educational program

**Explanation**

Strategies to strengthen a well-rounded educational program at Peterson-Central:

- Online instruction with technology programs
- I-Ready program in grades kindergarten-fourth
- Events to encourage reading such as book fairs and organized activities developed by parent volunteers assisting in the library
- Professional development for teachers and staff

**3 Family Involvement**

**PM 3.1 Family Involvement Rate**

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



Address strategies that increase the quality and amount of learning time

**Explanation**

Strategies to increase the quality and amount of learning time:

- I-Ready Available after school / evenings
- Technology programs such as Schoology, Seesaw, iReady, GoNoodle, etc.
- Energy Express
- PCES Summer program for remediation and recovery
- Professional development for teachers and staff

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



Address strategies that provide an enriched and accelerated curriculum

**Explanation**

Strategies to provide an enriched and accelerated curriculum

- I-Ready Reading and Math
- Differentiated grouping of students
- KBIT screener to identify potential gifted students
- Read Aloud Volunteers for classrooms
- Math Field Day (training and competitions)
- Spelling Bee
- Young Writers Competition

5) **Address the needs of at-risk learners**



Address strategies that address the needs of at-risk learners that may include the following:

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

**Explanation**

Address strategies that address the needs of at-risk learners that may include the following:

- Student support services

- SAT / 504 Referrals
- PBIS / PAX
- Counseling Services and school guidance classroom opportunities
- Partnership with Community Care, Youth Health Services, ABC, and Summit Center
- Professional development and teacher recruitment
- Preschool / middle school transition programs

## 6) Parent and family engagement



Address strategies that increase the parent and family engagement

### Explanation

Strategies to increase parent and family engagement:

- PTO meetings
- Family Movie Night
- Lunch with Families
- Parent Volunteers
- Reading/Math Night Activities for all grade levels
- Parent-Teacher Conferences
- Student Handbooks
- School webpage
- Schoology
- Seesaw
- Class Dojo
- Strong social media presence through utilization of PCES Facebook page
- Children performances such as Christmas or Spring Concerts
- Parent/Child Music Instruments Projects
- Character Education Projects such as Hat/Gloves Drive, Food Drive, etc.
- Spelling Bee
- Math Field Day
- Fuel Up to 60 Activities
- Leadership Group

### 3 Family Involvement

#### PM 3.1 Family Involvement Rate

##### S 3.1.1 Family Events

##### S 3.1.2 Open Communication with Families

## Lewis County Schools (041) Public District - FY 2025 - Peterson-Central Elementary School (041-207) Public School - School Strategic Plan - Rev 1

☒ Not Applicable

Required Items [Expand All] [Collapse All]		Component Met
1) <b>Identify students to be served</b> Address strategies to identify students to be served  <b>Explanation</b>		<input type="checkbox"/>
2) <b>Opportunities for all children including subgroups</b> Address strategies to create opportunities for all children including subgroups  <b>Explanation</b>		<input type="checkbox"/>
3) <b>Activities that strengthen a well-rounded educational program</b> Address strategies that strengthen a well-rounded educational program  <b>Explanation</b>		<input type="checkbox"/>
4) <b>Increase the quality and amount of learning time</b> Address strategies that increase the quality and amount of learning time  <b>Explanation</b>		<input type="checkbox"/>
5) <b>Provide an enriched and accelerated curriculum</b> Address strategies that provide an enriched and accelerated curriculum  <b>Explanation</b>		<input type="checkbox"/>
6) <b>Address the needs of at-risk learners</b> Address strategies that address the needs of at-risk learners that may include the following: <ul style="list-style-type: none"><li>- Student support services</li><li>- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)</li><li>- PBIS</li><li>- Professional development and teacher recruitment</li><li>- Preschool transition</li></ul> <b>Explanation</b>		<input type="checkbox"/>

- |                    |   |                          |
|--------------------|---|--------------------------|
| 7)                 | <b>Parent and family engagement</b><br>Address strategies that increase the parent and family engagement                                      | <input type="checkbox"/> |
| <b>Explanation</b> |   |                          |
| 8)                 | <b>Coordination of program</b><br>Address strategies that coordinate program services   | <input type="checkbox"/> |
| <b>Explanation</b> |   |                          |
| 9)                 | <b>Minimize pull-out instruction</b><br>Address strategies that minimize pull-out instruction   | <input type="checkbox"/> |
| <b>Explanation</b> |   |                          |
| 10)                | <b>Review progress of children served under the program</b><br>Address strategies to review the progress of children served under the program | <input type="checkbox"/> |
| <b>Explanation</b> |   |                          |