

LEA Strategic Plan History Log

Hancock County Schools (029) Public District - FY 2026 - LEA Strategic Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
6/26/2025 8:04:49 AM	David Smith	Status changed to 'LEA Strategic Plan Monitoring'.	S

Hancock County Schools (029) Public District - FY 2026 - LEA 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 appropriate stakeholder groups including Federal Program personnel.**

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

Core Belief:

Hancock County Schools provides a safe, caring, nurturing and supportive environment where relevant learning takes place for all students, equipping them to be successful members of society. We believe all children can learn and we will establish high standards of learning that includes our expectations that all students will achieve while working collaboratively with colleagues, students, parents and the community toward a shared educational purpose. Through technology, school and county websites, email, Class Dojo, Remind, we emphasize parent involvement by cooperating and communicating among home, school, and within the community. We follow and develop a curriculum that is dedicated to differentiated instruction and set high expectations that adapt to meet social changes. We put emphasis on progress monitoring through assessments and receive continuous staff development to guide instruction. Hancock County Schools uses a variety of instructional approaches and methods to meet the diverse and individual needs of the students to gain academic progress using the West Virginia High Quality Standards.

LEA Strategic Plan - Demographic Data

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LEA Strategic Plan - Demographic Data

Student Groups	State (2024-25)	County (2024-25)
	% of Students	% of Students
All	100.00	100.00
Status		
Economically Disadvantaged	50.77	48.26
English Learners	1.08	0.60
Foster Care	2.08	1.48
Homeless	5.31	1.09
Military Connected	0.42	--
Students with Disabilities	20.26	23.92
Race		
American Indian or Alaska Native	0.09	0.09
Asian	0.73	0.27
Black or African American	4.23	3.17
Hispanic or Latino Native	2.65	1.54
Multi-Racial	4.82	4.62
Native Hawaiian or Other Pacific Islander	0.06	0.06
White	87.41	90.24
Gender		
Female	48.48	48.47
Male	51.52	51.53

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 <u>here</u>, under Strategic Planning Tool Resources. County Demographic Data: According to census data, the population of Hancock County has decreased by 3.3% since April of 2020. In contrast, the enrollment of Hancock County schools has decreased by just over 10% in the same amount of time. Enrollment in Hancock County continues to drop each year, due in part to the economic circumstances in our area, ease of access to homeschool and other private school options, the HOPE scholarship, and the increased transiency of our population. Income inequality in Hancock County is at its highest since 2012. This leads to a wide divide between students that we serve, with the middle class shrinking. While the enrollment in the county has decreased dramatically, the overall percentage of low SES students has increased from 41% to 47%. Our EL population has also grown dramatically in the past 3 years in the county. We currently have 20 active EL students in the county, up from 5 students only a few years ago. Hancock County currently has 73 students who qualify for McKinney Vento services. The majority of these students' nighttime residence is classified as "doubled up." In order to better serve these students, a new survey has been created to identify student needs. We have also set aside time at each monthly attendance meeting to discuss the needs of each homeless students. Our special education population has also continued to grow. Based on the October collection, we are at 23.7% special education students. Over half of all special education students are served full time in general education. As our general education students take advantage of the HOPE scholarship and other school choice options, our special education percentage grows.	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. Hancock County needs to continue to promote the programs and services that we offer to students to combat the loss of attendance due to HOPE, charter schools, and homeschool. More outreach to the community to highlight the positive aspects of education in Hancock County is needed and better promotion/PR of the good things happening in our county needs to be prioritized. As our EL population continues to grow, the need for professional development in this area increases. We have improved on providing training for our teachers providing EL instruction, but we need to expand that training to teachers in the classroom who have most of the teaching responsibility. This was an area highlighted by our end of year EL program evaluation. With an increase in the number of low SES students, our need for intervention and support has grown. This affects all areas: attendance, academic, social/emotional/behavioral. We have seen an increased number of transient students entering elementary school at older ages having never been to school. These students are in need of immediate intervention and support in order to get them caught up. Additional funds have been allocated for McKinney Vento students, since this population has continued to rise. We need to continue to focus on the needs of these students by including them in our attendance meetings and looking at this subgroup data. Communities in schools has been extremely helpful in finding resources for these families, but there is no CIS liaison in the North end of the county. Expanding this program would be extremely beneficial to these
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schools. In addition, expanding training opportunities for school counselors at all schools to increase awareness of resources and help available to families needs to continue.

LEA Strategic Plan - Academic Data

Hancock County Schools (029) Public District - FY 2026 - LEA Strategic Plan - Rev 1

LEA 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

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

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

ELA Proficiency

Student Groups	County (2021-22)		County (2022-23)		County (2023-24)		2023-24 Scorecard Rating	State (2023-24)	
	% of Students		% of Students		% of Students			% of Students	
All		46.14		49.73		51.55			45.08
Status									
Economically Disadvantaged		37.53		40.54		42.80			35.68
English Learners		71.43		37.50		30.77			14.07
Foster Care		20.00		--		37.59			26.29
Homeless		25.00		14.29		25.00			29.43
Military Connected		--		--		--			57.07
Students with Disabilities		14.97		18.54		19.49			14.72
Race									
American Indian or Alaska Native		--		--		--			50.00

Asian	100.00	50.00	50.00	68.58
Black or African American	25.00	23.40	34.15	28.81
Hispanic or Latino Native	47.37	50.00	43.48	36.92
Multi-Racial	41.43	45.90	53.13	41.33
Native Hawaiian or Other Pacific Islander	0.00	0.00	0.00	52.63
White	46.69	50.74	52.10	46.03
Gender				
Female	51.09	56.45	56.90	49.51
Male	41.58	43.59	46.69	40.87

ELA Academic Progress

Student Groups		County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
		% of Students		% of Students
All		45.67		45.65
Status				
Economically Disadvantaged		43.55		42.15
English Learners		50.00		42.83
Foster Care		37.50		40.91
Homeless		42.86		41.97
Students with Disabilities		38.15		37.55
Race				
American Indian or Alaska Native		--		53.85
Asian		100.00		65.82
Black or African American		42.86		39.02
Hispanic or Latino Native		53.85		43.51
Multi-Racial		51.11		43.24
Native Hawaiian or Other Pacific Islander		--		56.41
White		45.33		45.98
Gender				
Female		50.20		47.96

Male		41.68		43.46	
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Reading Lexile Distribution - District (2023-24)					
Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	681	--	--	--	--
4	856	--	--	--	--
5	937	--	--	--	--
6	996	--	--	--	--
7	1078	--	--	--	--
8	1111	--	--	--	--
11	0.00	--	--	--	--

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.
Secondary: The subgroups of SWD, Homeless, Low SES, and EL are all significantly lower than the general population for secondary students, and females are outperforming males by around 10%. The SAT School Day, only 17% of all 11th grade students met both SAT proficiency benchmarks, and 39% met one benchmark. 44% of students did not meet either the RLA or Math benchmark set by the SAT. These numbers are similar to the Horizon benchmark numbers. In grades 9 and 10, students did not show a marked improvement from the first benchmark to the end of the year benchmark in RLA. Expression of ideas and Information and ideas are relative weaknesses. The SOR survey conducted by the state department indicate a need for ELA teachers to be provided professional development into the SOR in both content and pedagogy. Insights for continued growth were noted in the areas of holistic strategies for writing and comprehension as well as promoting robust academic discourse on author's purpose/rhetorical choices. Additional training is a must for secondary teachers to be able to meet the Science of Reading requirements and implement the instructional processes. The majority of our EL students at the secondary level are newcomers, and schools continue to struggle to meet the needs of these students with minimal English experience. This has a direct impact on the achievement of the students. Much training has been devoted to the EL teachers providing direct services to students, and this training will be expanded so that classroom teachers are better equipped to assist students with daily classroom tasks and content.

Updated Implementation Results	
ELA Improvement Practices/Strategies Implemented (One Per Box)	Benchmarking has been helpful to inform instruction, but the Horizon curriculum does not address skill deficits. Other intervention must be used for students with significant skill gaps. Horizon is adding new components next year, so we will monitor those for effectiveness.
Horizon Benchmarking and Curriculum	
Intervention strategies	Interventions strategies at the secondary level are not consistent amongst schools or even departments. Data dives need to occur to determine the effectiveness of interventions and school/county wide interventions must be selected.

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. Secondary: The SOR survey conducted by the state department indicate a need for ELA teachers to be provided professional development into the SOR in both content and pedagogy. Insights for continued growth were noted in the areas of holistic strategies for writing and comprehension as well as promoting robust academic discourse on author's purpose/rhetorical choices. Many of the subgroup students overlap in the areas of low SES and Special Education, and these students are performing at a level lower than the general population. For many of these students at the high school level, the Horizon curriculum does not provide enough support for the interventions needed, and additional intervention sources need to be utilized at higher rates. Renaissance/Freckle and Khan academy are used, but there is not one consistent intervention used by all teachers. The block schedule has made intervention difficult, but the schedule is changing next year to a modified block. Students will have ELA all year long which will help with intervention times for students. Additional training on MTSS is needed at the high school level, specifically with how to provide intervention during instructional time. The majority of our EL students at the secondary level are newcomers, and schools continue to struggle to meet the needs of these students with minimal English experience. This has a direct impact on the achievement of the students. Much training has been devoted to the EL teachers, and this training will be expanded so that classroom teachers are better equipped to assist students with daily classroom tasks and content.	

2036 Annual Mathematics Goal Targets															
Base 2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036

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

Mathematics Proficiency									
Student Groups	County (2021-22)		County (2022-23)		County (2023-24)		2023-24 Scorecard Rating	State (2023-24)	
	% of Students		% of Students		% of Students			% of Students	
All	44.91		48.23		49.81			35.54	

Status						
Economically Disadvantaged	35.47	39.92	41.89			26.71
English Learners	71.43	50.00	30.77			17.15
Foster Care	20.00	--	37.59			21.78
Homeless	25.00	23.81	37.50			21.57
Military Connected	--	--	--			53.49
Students with Disabilities	16.70	21.28	20.25			12.99
Race						
American Indian or Alaska Native	--	--	--			37.50
Asian	40.00	50.00	50.00			68.75
Black or African American	25.00	21.28	36.59			18.81
Hispanic or Latino Native	47.37	56.25	43.48			24.89
Multi-Racial	40.00	44.26	44.62			30.65
Native Hawaiian or Other Pacific Islander	0.00	0.00	0.00			42.44
White	45.60	49.19	50.51			36.57
Gender						
Female	47.55	49.94	49.47			33.73
Male	42.48	46.67	50.12			37.25

Math Academic Progress

Student Groups	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
All	51.72		39.98
Status			
Economically Disadvantaged	46.45		34.41
English Learners	50.00		29.73
Foster Care	37.50		34.54
Homeless	50.00		31.37
Students with Disabilities	36.30		28.17
Race			

American Indian or Alaska Native	--		41.03
Asian	100.00		69.07
Black or African American	46.43		30.53
Hispanic or Latino Native	46.15		35.29
Multi-Racial	52.17		37.01
Native Hawaiian or Other Pacific Islander	--		48.65
White	51.87		40.47
Gender			
Female	51.98		38.93
Male	51.49		40.97

Mathematics Performance Distribution - District (2023-24)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	725	--	--	--	--
4	806	--	--	--	--
5	789	--	--	--	--
6	876	--	--	--	--
7	941	--	--	--	--
8	1056	--	--	--	--
11	0.00	--	--	--	--

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.

Secondary:

On the 2025 School Day SAT, only 18% of 11th grade students in Hancock County met the math SAT benchmark expectation, with another 3% approaching benchmark. This leaves 78% of students who are not at the SAT College/Career Readiness benchmark set by the college board. There is a large achievement gap between the general population and the low SES and Students with Disabilities Subgroup. The SAT School Day and Horizon benchmarks show Advanced Math and Geometry being relative weaknesses. Algebra scores are increasing over the past few years, but work is still needed in these areas.

Implementation of MTSS has been inconsistent, and teachers were trained on a new curriculum tool, ALEKS, to assist with providing intervention to students within the confines of the regular classroom. In the past, scheduling has been an issue for providing interventions with a traditional block schedule. The high school schedule is changing next year to an A/B block, which should assist with the ability to provide intervention year-round for students in need.

Updated Implementation Results	
Mathematics Improvement Practices/Strategies Implemented (One Per Box)	
Training and implementation of ALEKS	ALEKS implementation has been slow. 3 PD opportunities have been provided to secondary teachers, but additional PD and coaching is needed to ensure implementation with fidelity
Secondary intervention strategies	Interventions strategies at the secondary level are not consistent amongst schools or even departments. Data dives need to occur to determine the effectiveness of interventions and school/county wide interventions must be selected.
Horizon Benchmarking and Curriculum	Benchmarking has been helpful to inform instruction, but the Horizon curriculum does not address skill deficits. Other intervention must be used for students with significant skill gaps. Horizon is adding new components next year, so we will monitor those for effectiveness.

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.

Secondary:

Teachers need to consistently analyze benchmark data, focusing on the subgroup and standards level to determine how curriculum can be better aligned or structures to improve proficiency.

Secondary teachers are not consistent with the tools and curriculum being utilized to provide math instruction and intervention. The approved math curriculum is not being consistently implemented in all locations. Thye schools need to monitor that the approved curriculum and remediation tools are being utilized with fidelity and these should be prioritized by administrators during walk-throughs. The focus of the high schools has been in the utilization of the Horizon curriculum, but this focuses mainly on testing and upper-level strategies for students who have a strong grasp on grade level content. For students who are missing skills, the ALEKS curriculum should be utilized, along with Freckle. Training was provided to teachers on both tools this year, but implementation is inconsistent.

In the past, scheduling has been an issue for providing interventions with a traditional block schedule. The high school schedule is changing next year to an A/B block, which should assist with the ability to provide intervention year-round for students in need.

English Language Proficiency Assessment Results (ELPA)

	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	25.00	85.71	54.55	55.01

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Level 1	5		7	476
Level 2	4		2	413
Level 3	4		5	696
Level 4	0		3	276
Level 5	1		4	247

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Level 1	6		7	470
Level 2	3		3	422
Level 3	3		7	831
Level 4	1		2	231
Level 5	1		2	154

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Level 1	5		6	331
Level 2	4		4	324
Level 3	2		3	573
Level 4	0		6	422
Level 5	3		2	458

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Level 1	4		6	218
Level 2	2		2	196

Level 3	3	3	635
Level 4	4	7	569
Level 5	1	3	490

☒ Not Applicable if EL cell size is 0

Updated Implementation Results

EL Improvement Practices/Strategies Implemented (One Per Box)

Training for EL teachers

EL teachers have been provided with multiple training opportunities this school year. Teachers participated in ELPA trainings, Coffee talks, EL standards, and the state TESOL conference. End of year survey results has shown the need for classroom teachers to receive training on specific strategies to be used with EL students.

Review of EL exit and entrance paperwork requirements

Training was conducted twice this school year, once at the beginning of the year, and once before ELPA testing, to ensure that teachers were up to date on a paperwork requirements for EL students.

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.

An EL self-assessment was completed at the county level, with respondents ranging from EL teachers, administrators, and classroom teachers. While the EL teachers at all schools feel confident in their abilities to support the students, the classroom teachers' responses indicate a need for additional training to better serve the students. The training that the EL teachers felt was most beneficial were the Coffee Talks.

The county has teachers working with EL students at each school, but only 2 of these teachers is certified as an EL teacher. We need to continue to work on providing support and encouragement for teachers to add this endorsement to their certifications.

Growth has been seen in all 4 domain areas, with the greatest growth being shown for our younger students. The secondary schools have primarily newcomer students with extremely limited English. Additional newcomer training is needed in order for these teachers to be able to better work with the students. Teachers have also asked for assistance in finding curriculum to address all 4 of the domains, so we are looking into training and curriculum options.

Hancock County Schools (029) Public District - FY 2026 - LEA Strategic Plan - Rev 1

LEA 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	

On Track

Student Groups	County (2021-22) % of Students	County (2022-23) % of Students	County (2023-24) % of Students	2023-24 Scorecard Rating		State (2023-24) % of Students
All	89.43	89.81	85.60			76.79
Status						
Economically Disadvantaged	81.55	82.50	78.30			67.39
English Learners	--	100.00	--			66.89
Foster Care	50.00	--	50.00			53.30
Homeless	--	75.00	--			61.10
Military Connected	--	--	--			88.46
Students with Disabilities	77.66	84.48	73.84			66.94
Race						
American Indian or Alaska Native	--	--	--			71.42
Asian	--	0.00	--			89.47
Black or African American	91.67	87.50	75.00			66.93
Hispanic or Latino Native	100.00	100.00	100.00			70.19
Multi-Racial	85.00	60.00	81.81			74.21
Native Hawaiian or Other Pacific Islander	100.00	--	--			62.50

White	89.38	90.98	85.83	77.43
Gender				
Female	86.44	93.81	89.23	79.86
Male	92.19	85.44	81.88	73.83

10th Graders with Twelve Earned Credits

Student Groups	County (2021-22) % of Students	County (2022-23) % of Students	County (2023-24) % of Students	State (2023-24) % of Students
All	92.68	93.51	95.33	90.59
Status				
Economically Disadvantaged	86.90	88.75	92.45	85.57
English Learners	--	100.00	--	84.45
Foster Care	50.00	--	75.00	77.43
Homeless	--	100.00	--	79.03
Military Connected	--	--	--	100.00
Students with Disabilities	80.85	89.65	87.69	85.22

Race

American Indian or Alaska Native	--	--	--	92.85
Asian	--	0.00	--	95.48
Black or African American	83.33	100.00	100.00	84.73
Hispanic or Latino Native	100.00	100.00	100.00	87.63
Multi-Racial	90.00	60.00	100.00	88.59
Native Hawaiian or Other Pacific Islander	100.00	--	--	100.00
White	92.92	94.63	95.00	90.98
Gender				
Female	91.52	96.46	94.61	92.19
Male	93.75	90.29	96.06	89.06

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

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	State (2023-24)
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	% of Students			% of Students			% of Students			% of Students		
All				86.17			86.11			85.60		77.28
Status												
Economically Disadvantaged				76.19			76.25			78.30		68.08
English Learners				--			100.00			--		68.24
Foster Care				50.00			--			50.00		54.47
Homeless				--			50.00			--		61.51
Military Connected				--			--			--		88.46
Students with Disabilities				74.46			79.31			73.84		68.19
Race												
American Indian or Alaska Native				--			--			--		71.42
Asian				--			0.00			--		90.22
Black or African American				100.00			75.00			75.00		67.09
Hispanic or Latino Native				100.00			100.00			100.00		70.64
Multi-Racial				80.00			60.00			81.81		75.00
Native Hawaiian or Other Pacific Islander				100.00			--			--		62.50
White				85.84			87.31			85.83		77.93
Gender												
Female				81.35			91.15			89.23		80.34
Male				90.62			80.58			81.88		74.34

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
91.22	91.51	91.80	92.09	92.38	92.67	92.96	93.26	93.55	93.84	94.13	94.42	94.71	95.00		

Graduation 4-Year Cohort									
Student Groups	County (2021-22)	County (2022-23)	County (2023-24)		2023-24 Scorecard Rating		State (2023-24)		
	% of Students	% of Students	% of Students	% of Students			% of Students	% of Students	
All	95.22	95.21	95.52					92.58	
Status									

Economically Disadvantaged	--	--	92.52		87.51
English Learners	100.00	100.00	--		91.00
Foster Care	61.54	70.00	--		--
Homeless	72.73	100.00	--		--
Military Connected	--	--	--		--
Students with Disabilities	91.84	93.33	94.00		86.38
Race					
American Indian or Alaska Native	--	--	100.00		100.00
Asian	--	100.00	--		97.73
Black or African American	100.00	75.00	90.00		88.94
Hispanic or Latino Native	100.00	100.00	100.00		91.30
Multi-Racial	90.91	100.00	100.00		90.96
Native Hawaiian or Other Pacific Islander	--	--	100.00		100.00
White	95.15	95.49	95.44		92.81
Gender					
Female	96.38	98.44	95.35		94.17
Male	94.19	92.68	95.68		91.13

Graduation 5-Year Cohort

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students	% of Students	% of Students		
All	91.81	95.55	95.21		93.41
Status					
Economically Disadvantaged	--	--	92.31		89.14
English Learners	100.00	100.00	--		0.00
Foster Care	37.50	61.54	--		--
Homeless	100.00	72.73	--		--
Military Connected	--	--	--		--
Students with Disabilities	86.36	91.84	93.33		87.13
Race					

American Indian or Alaska Native	--	--	--	93.75
Asian	100.00	--	100.00	98.68
Black or African American	75.00	100.00	75.00	91.21
Hispanic or Latino Native	100.00	100.00	100.00	92.66
Multi-Racial	100.00	90.91	100.00	91.40
Native Hawaiian or Other Pacific Islander	--	--	--	81.82
White	92.17	95.51	95.49	93.57
Gender				
Female	94.74	96.38	98.44	94.72
Male	89.38	94.81	92.68	92.23

Post-Secondary Achievement Data

Student Groups		County (2021-22)		County (2022-23)		County (2023-24)		2023-24 Scorecard Rating		State (2023-24)	
		% of Students		% of Students		% of Students				% of Students	
All		40.86		48.74		0.00				5.30	
Status											
Economically Disadvantaged		33.33		37.61		--				3.63	
English Learners		60.00		--		--				0.00	
Foster Care		100.00		0.00		--				0.00	
Homeless		50.00		25.00		--				3.12	
Military Connected		--		--		--				--	
Students with Disabilities		28.89		33.93		--				1.98	
Race											
American Indian or Alaska Native		--		--		--				--	
Asian		--		50.00		--				0.00	
Black or African American		50.00		50.00		--				5.00	
Hispanic or Latino Native		50.00		50.00		--				0.00	
Multi-Racial		22.22		41.67		--				12.50	
Native Hawaiian or Other Pacific Islander		--		--		--				--	
White		41.02		49.01		0.00				5.02	

Gender					
Female		36.09	56.91	0.00	4.54
Male		45.21	42.21	--	5.78

College Readiness (AP/IB)

Student Groups	County (2021-22) % of Students	County (2022-23) % of Students	County (2023-24) % of Students	State (2023-24) % of Students
All				
Status				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Military Connected				
Students with Disabilities				
Race				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic or Latino Native				
Multi-Racial				
Native Hawaiian or Other Pacific Islander				
White				
Gender				
Female				
Male				

College Readiness (Dual Credit)

Student Groups	County (2021-22) % of Students	County (2022-23) % of Students	County (2023-24) % of Students	State (2023-24) % of Students

All		10.39	28.52	0.00	2.47
Status					
Economically Disadvantaged		1.01	13.76	--	1.36
English Learners		0.00	--	--	0.00
Foster Care		0.00	0.00	--	0.00
Homeless		0.00	0.00	--	0.00
Military Connected		--	--	--	--
Students with Disabilities		0.00	1.79	--	0.99
Race					
American Indian or Alaska Native		--	--	--	--
Asian		--	0.00	--	0.00
Black or African American		0.00	33.33	--	5.00
Hispanic or Latino Native		0.00	25.00	--	0.00
Multi-Racial		0.00	16.67	--	6.25
Native Hawaiian or Other Pacific Islander		--	--	--	--
White		11.33	29.25	0.00	2.09
Gender					
Female		12.78	43.90	0.00	2.72
Male		8.22	16.23	--	2.31

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	State (2023-24)
	% of Students	% of Students	% of Students	% of Students
All	28.67	25.63	0.00	2.12
Status				
Economically Disadvantaged	32.32	26.61	--	2.27
English Learners	60.00	--	--	0.00
Foster Care	100.00	0.00	--	0.00
Homeless	50.00	25.00	--	3.12
Military Connected	--	--	--	--

Students with Disabilities	28.89	32.14	--	0.99
Race				
American Indian or Alaska Native	--	--	--	--
Asian	--	50.00	--	0.00
Black or African American	50.00	16.67	--	0.00
Hispanic or Latino Native	50.00	25.00	--	0.00
Multi-Racial	22.22	25.00	--	0.00
Native Hawaiian or Other Pacific Islander	--	--	--	--
White	27.73	25.69	0.00	2.51
Gender				
Female	18.80	17.07	0.00	0.90
Male	37.67	32.47	--	2.89

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.

Graduation Data:

While our 4 year and 5 year graduation rates continue to hover around 95%, the Special Education and Low SES subgroups continues to be slightly lower than our general population. Our homeless and foster care populations are significantly lower than the others. Additionally, males tend to graduate at a lower rate than our female students.

Post-Secondary Readiness:

Our county currently offers 24 dual credit courses, which is an increase of 12 courses over the past 2 years. 10 of these courses are added as part of Level Up programs in our CTE offerings. Dual credit courses are offered in all four content areas as well as our Business, Therapeutics, and Welding programs. There are 10 AP courses offered to students in person, and schools allow students to utilize the WV Virtual School for courses not offered at the high schools.

CTE programs are offered in the following areas:

JDR-CC Courses: Diesel Technology, Welding Technology, Collision Repair Technology, Automotive Technology, Carpentry, Graphic Design, Multi-Media Publishing, ECCAT, Pro-Start, Baking and Pastry, Therapeutics

High School CTE programs: Financial Management, Business Enterprise, and Information Management.

None of our subgroups is making progress in the area of post-secondary achievement, which means that these students are not taking advantage of CTE offerings, AP, or Dual Credit courses. The numbers in our general population are increasing each year, but we are still in the "red" in this area. Females are taking advantage of our AP and Dual Credit offerings at a higher rate than our male students.

Updated Implementation Results	
Improvement Practices/Strategies Implemented (One Per Box)	
Summer Credit Recovery	In 2024, 88 students participated in Summer Credit Recovery. This is up by over 30 students from the previous year. 30 of those students had IEPs and 45 were in the low SES subgroup. Only 2 students identified as homeless participated.
CTE promotion and programming	Increased communication between the JDR, counselors, and high schools has led to an increase in the number of students enrolled at the JDR. Numbers in the business classes has also increased, but this is mainly due to the addition of dual credit offerings. Improvements in scheduling at the high schools are needed for business courses.
AP and Dual credit	The number of AP and Dual Credit courses has increased, but the variety of students taking advantage of these offerings has not.
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. Graduation Data: The largest cause of students at risk for graduation is attendance. As chronic absenteeism increases, the likelihood of students graduating without credit recovery decreases. Classes are most often failed during freshman and sophomore year, and credit recovery has been expanded to those grade levels to provide the opportunity to get caught up on credits prior to the junior and senior year. This enables those students to enroll in CTE programs, which has shown to increase the likelihood of students coming to school and graduating on time. The number of students needing credit recovery has increased in the past years. Student engagement has been identified as a problematic area, so training is scheduled for high school teachers at the beginning of the year on ways to better engage students. Data analysis of the most failed courses at each grade level should be conducted at both high schools to determine whether teacher effectiveness or lack of content knowledge is to blame for courses with disproportionately high failure rates. Post-Secondary Achievement: While there is a wide variety of CTE programs at the JDR, not all programs are filled to capacity at the JDR. The JDR has added an additional 1-year program for next year, multimedia publishing and is looking at possible changes to other programs to make them more enticing to students. The business programs at the high schools have experienced an increase in the number of CTE completers, partially due to the addition of the Level Up program which embeds dual credits into those courses. scheduling of courses is still an issue at the high schools for business, and guidance counselors need to be included in CTE discussions to ensure students are placed in the correct courses. Funding and other resources need to be provided to students in our subgroup populations to level out access and participation in AP and Dual Credit programs. AP scores vary by class and school, and schools need to continue to ensure teachers are utilizing the college board resources and teaching to a college level in these classes.	

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LEA 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		County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating		State (2023-24)
		% of Students	% of Students	% of Students			% of Students
All		22.77	19.89	15.68			23.48
Status							
Economically Disadvantaged		32.82	29.09	23.50			30.79
English Learners		44.44	13.33	4.76			19.25
Foster Care		25.00	21.05	9.38			27.54
Homeless		71.43	50.00	33.33			34.07
Military Connected		--	--	--			13.14
Students with Disabilities		26.85	24.90	19.80			28.57
Race							
American Indian or Alaska Native		0.00	0.00	0.00			21.94
Asian		0.00	22.22	0.00			9.80
Black or African American		25.32	30.77	13.41			23.63
Hispanic or Latino Native		37.50	26.92	13.16			24.74
Multi-Racial		33.59	21.67	18.02			25.44
Native Hawaiian or Other Pacific Islander		33.33	33.33	50.00			12.62

White	22.12	19.46	15.71		23.45
Gender					
Female	23.17	19.58	15.99		24.13
Male	22.40	20.18	15.38		22.87

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

Student Groups	County (2021-22)		County (2022-23)		County (2023-24)		2023-24 Scorecard Rating	State (2023-24)	
	% of Students		% of Students		% of Students			% of Students	
All		91.00		93.71		93.03			95.43
Status									
Economically Disadvantaged		88.74		92.00		91.72			93.96
English Learners		100.00		85.71		100.00			97.92
Foster Care		76.47		96.30		95.83			90.69
Homeless		100.00		87.10		96.55			91.85
Military Connected		--		--		--			98.98
Students with Disabilities		86.32		88.15		86.55			92.60

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.

ATTENDANCE

The county chronic absentee rate for the 2024 school year was 19.89%, which was down from 22.77% in the 2023 school year and 26% in the 2022 school year. The current chronic absentee rate (as of 4/9) is 15.6% with an additional 36% of students who “need attention” in the area of attendance. Schools differ in the rates of chronic absenteeism, with the lowest percentage of chronically absent students being 9% and the highest at 21%. The highest rates of chronic absenteeism are seen in the 7th and 8th grade in Hancock County. Although we have seen overall decreases in the rates of chronic absenteeism, our non-white subgroups show significantly higher rates than the white subgroup. Our low SES subgroup is also significantly higher at this time of the year (10% higher than the general population.) and our SWD is 2% higher than the general chronic absentee rate. Based off of WVEIS data, the most common absentee reason is Parent Verified Illness at 40%, followed by Unexcused absence at 30% and Verified Illness at 19%.

The county has started a Truancy Task force this school year and launched a “9 or less Equals Success” campaign. There has been a focus on educating families and the community about the importance of being in school on a regular basis and a need to target students whose attendance may be close to reaching chronic absentee status. The county attendance director has reached out to DoHS as well as juvenile prosecutors and other community stakeholders to try and improve the coordinated attendance effort for our most chronically absent and at-risk students. Schools have been asked, with mixed results, to come up with a plan to target the students in the “at risk” category for attendance. Our attendance director has initiated 80 PPD referrals this year.

All schools have implemented attendance incentives and rewards for students with 9 or less absences for the school year.

BEHAVIOR

In 2024, there were 1388 total discipline incidents recorded in Hancock County. Of these, 858 were level 1 violations, 269 were level 2 violations, 245 were level 3 violations, and 16 were level 4 violations that resulted in a recommendation for expulsion. Students missed a total of 1424 days due to out of school suspensions, with an average length of suspension of 2.6 days per incident. 616 of these days were for level 1 and 2 offenses. In contrast, 168 days of In-School Suspension were recorded. Males accounted for twice the discipline than females, and special education students accounted for 36% of all discipline referrals and 38% of all suspension days. Disruptive/disrespectful conduct made up the highest percentage of level 1 and 2 offenses recorded, followed by tardiness and possession of inappropriate personal property (cell phone violations). The majority of all expulsions in Hancock County were for THC Vapes and related offenses.

So far this school year, there have been 766 total discipline incidents recorded in WVEIS, and the trends appear to be the same with disruptive/disrespectful conduct being the highest category. There have already been 15 level 4 incidents, 6 of which involve THC Vapes and related offenses, and 9 which involve threats or violence.

This year, the school implemented SAEBS to target students with Social/Emotional needs. A benchmark was done in the fall and a follow up in the spring, and guidance counselors worked with students who showed as “at risk.” Additional training needs to be given to guidance counselors and principals in the area of Level 2 and 3 interventions for students with behavioral and social emotional needs.

Schools have been promoting the parent guidance counseling, and we currently have 20 parents who have signed up for the resource. We will continue to promote this service to parents/guardians whose students are having issues with attendance or mental health to assist with improving guardian/student issues.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Creation of truancy task force- Implementation of 9 or less = Success	The TTF has made great strides in promoting discussions at the county and school levels regarding attendance, interventions, and incentives for students. The TTF will continue to meet and assist schools to improve attendance. The need has been found to broaden the scope of the campaign and get the messaging out into the community.
Incentives for improved attendance	Schools each came up with their own attendance incentive plans and level 1 interventions to be utilized throughout the year. These have had mixed effectiveness. More effort needs to be placed on individualized plans for students at risk of chronic absenteeism
Behavior/ALC grant and associated trainings	Weirton elementary school staff directly involved in the grant have all been trained by Safe and Civil Schools in CHAMPS/Stoic and a coach has been working with schools this year. The training will be expanded to all schools the county during the teachers academy this summer.
SAEBERS	The schools have all used the SAEBERS benchmark twice this year and have used the data to identify at risk students. More training is needed for counselors and school staff on developing tiered interventions for identified students.
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. Attendance: The 9 or Less = Success program has seen some successes at the county level, and our chronic absentee levels are slowly decreasing. The messaging has been solid at the school level, but there is a need to get the messaging out to the community to start a community wide discussion on the importance of attendance and in the 9 or Less = Success campaign. The Truancy Task force has determined that a community marketing strategy, with billboards and promotional magnets for parent absentee tracking, are a good first place to start. Our low SES population continues to be our largest area of concern in attendance and chronic absenteeism. Our schools in the south end of the county have Communities in Schools, and these personnel are also a useful part of the team who can assist families and students with attendance interventions. CIS is not yet available in the north end of the county. We have continued with sending letters at the school level, having monthly attendance meetings at each school to discuss at-risk students, and utilizing the options of PPD referrals and filing charges when attendance interventions are unsuccessful. More focus needs to be on individualized interventions for students who are at-risk prior to reaching chronic absenteeism. We continue to struggle with habitual chronic absenteeism when it gets to the level of filing charges. Oftentimes, these are ignored or dropped or MDT meetings are never held or we are not invited. We have a new assistant prosecutor and a new judge, and will be monitoring this part of the process. Behavior: Our data shows a need for updated Level 1 interventions, and the county is training all staff at all grade levels in STOIC/CHAMPS during the summer teachers academy. There will be sessions for elementary, secondary, and coaching for administrators. This will ensure that our Level 1 interventions are implemented with fidelity across all settings and hopefully decrease the lower-level discipline offenses and increase instructional time at all levels. We will continue to utilize SAEBERS to identify students at risk in the area of social-emotional learning, but additional training is needed for guidance	

counselors and administrators to effectively plan for students with higher needs in this area. Guidance counselors will continue to attend trainings on trauma-informed practices, DBT, and other high yield trainings.

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LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2021-22)		County (2022-23)		County (2023-24)		State (2023-24)	
Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
11.88	20.00	18.38	16.00	30.57	15.79	22.10	18.27

Evaluation Data

Performance Level	County (2023-24)		State (2023-24)	
	% of Teachers		% of Teachers	
Distinguished	8.09		15.27	
Accomplished	88.03		81.01	
Emerging	3.88		3.62	
Unsatisfactory	-		0.1	

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.

Our county currently has 77 professional staff on the initial progression, which shows a large turnover in staff over the past three years. these new staff are not evenly distributed, with some schools having more turnover than others. The schools with high numbers of new staff have higher professional development needs. Our county does have a mentor program for new teachers in their first year, but there has been indication that the mentoring needs to be more extensive and continue past the first year of teaching to provide support to these new staff.

It is becoming increasingly harder to find new teachers, and we currently have 12 teaching positions that we have been unable to fill for this year. In addition, we have 10 service personnel positions we have been unable to fill. All of these positions are filled with long term substitutes. In addition, there are multiple positions that are filled by teachers who are not fully certified and/or are teaching on a permit.

The county provides a teachers' academy each summer to provide a variety of tailored professional development outside of the normal school year as well as ongoing curriculum PD throughout the school year. (See below for more information). Additional Professional Learning days were added to the calendar this school year in order to give principals time to tailor PD to their staff and allow for data analysis. This was successful and will be continued next school year. Professional development is monitored by principals, who look for implementation and areas of concern in their walk-throughs.

PLCs have varying levels of effectiveness at each school. Many schools struggle to find time during the school day due to the schedule and the 7.5 hour contract of teachers, and PLCs are often needed to be held after hours. In addition, some schools have better PLC structures in place than others.

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.

When schools do not have certified teachers or cannot fill positions, it affects the entire school. This has caused hardships at a few schools this year. We need to improve our efforts to mentor these teachers and provide professional development that will ensure that these teachers are highly effective.

We need to continue our PD efforts in areas designated by teachers and administrators as the areas of highest need. These areas include discipline/classroom management, multi-tiered systems of support, social-emotional learning, strategies for EL students, and curriculum implementation. The addition of curriculum coaching positions as well as ongoing PD in these areas are necessary to support the success of our students.

The county needs to improve recruitment/hiring and retention. Outreach materials with the benefits of teaching in Hancock County should be prioritized, and expanding our reach via job fairs and other recruitment efforts would be beneficial.

* 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, the strategic plan activities and development of the district's WVSIPP.

County provided curriculum trainings: (ongoing professional development)

- Ongoing special education training
- Ongoing counselor training in Trauma Informed Practices, Student Supports, etc.

- Renaissance/Freckle
- GoMath
- McGraw Hill/ALEKS training
- Wit and Wisdom
- Horizon Benchmark/Curriculum training
- Aide/ECCAT training
- CSTAG
- SAEBS
- MTSS in all areas
- EL Trainings through MSEC
- CHAMPS
- **Additions for 2025-2026 school year**
 - Addition of curriculum leaders to assist with implementation of initiatives, data analysis, and PD
 - CHAMPS/Stoic training through Safe and Civil Schools- county wide
 - 90 minute block/student engagement trainings for high schools- provided by Education Solutions
 - EL training for classroom teachers
 - trainings for new Social Studies Curriculum

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Plan Items

1 Multi-tiered systems of support

Description:

- 1) With county assistance, all schools will implement Multi-Tiered systems of support in the areas of ELA, Math, Attendance, and Behavior

1.1 Evidence based trainings, interventions, and data analysis

Description:

Student's progress will be monitored through the school's Student Assistance Teams, Renaissance Star Reading and Math, informal/formative assessments, SAEBRS, attendance and student support team data, WV EIS. Zoom wv-e and data from research-based interventions.

1.1.1 MTSS for ELA

Description:

Through solid data analysis and the utilization of research-based curriculum and interventions, as well as professional development for school staff, schools will provide support for all students utilizing a tiered intervention approach.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Provide effective parent and family engagement

1.1.1.1 Progress Monitoring of Students

Description:

All schools will meet in PLCs, utilize data binders to collect work samples of grade level, Student Assistance Teams, and Progress Monitoring with, STAR Reading, and AR reading programs. All schools will use research based interventions such as Wilson Reading, Fundations, Haggarty, and additional tutoring with teachers. Renaissance and Horizons reading at the middle and high school level. All schools will implement Multi-Tiered Systems of Supports for all students, Differentiated Instruction, and Integrating Technology at all levels according to the students' PEP at the high schools.

Person Responsible:

Dan Enich

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$5,000.00
	State Aid for Special Education		\$2,000.00
Total			\$7,000.00

AS 1.1.1.2 Teacher Development and Supports to teachers and families of EL students.

Description:

Activities and supports will be developed to increase the effectiveness of teachers and schools to address the needs of the English Language Learners and other special populations within the county. Students will be provided additional learning opportunities with our Title I teachers and tutoring as needed by the students to increase language proficiency. Classroom teachers and EL teachers will be provided with training opportunities to better serve the students in their classes.

Person Responsible:

Kristin Bissett

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

Funding Application	Grant	Notes	Amount
Consolidated	State EL Funds		\$736.00

AS 1.1.1.3 Fundation, Haggarty and Wilson

Description:

Elementary Teachers will have access to the Fun Hub and My Heggerty for in the moment professional development and data modeling of effective teaching practices. Second grade will begin utilizing Heggerty. Second grade teachers and ECCATS will be trained in Heggerty at the BOY. Principals will monitor implementation of the curriculum and interventions via walk-through data.

Person Responsible:

Erica Sauer

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

AS 1.1.1.4 Secondary Teachers will receive training in Renaissance, Horizon, and WVDE non-summative resources, with a focus on how those resources can be utilized for Multi- Tiered Systems of Support.

Description:

Training will be provided to teachers on how these resources and interventions can be utilized to improve the tiered instruction and intervention provided to students.

Person Responsible:

Kristin Bissett

Estimated Begin Date:

8/21/2025

Estimated Completion Date:

6/4/2026

AS 1.1.1.5 Story Book Cafe

Description:

The StoryBook Cafe will be available at targeted events with high traffic throughout the summer months.

Person Responsible:

Erica Sauer

Estimated Begin Date:

7/2/2025

Estimated Completion Date:

8/15/2025

Funding Application	Grant	Notes	Amount
Third Grade Success Act (TGSA)	Third Grade Success Act	the funding will be used for salary for teachers	\$30,000.00

AS 1.1.1.6 Learning Ally Audiobook Solution

Description:

Struggling readers will have equitable access to all the books they need and want to read including curriculum-aligned textbooks and literature, popular fiction and more. With an extensive library of human-read audiobooks and a suite of educator tools and resources, struggling students become more engaged and independent learners.

Person Responsible:

Erica Sauer

Estimated Begin Date:

8/22/2025

Estimated Completion Date:
6/4/2026

AS 1.1.1.7 To provide tutoring for Reading to students K-4 after school for students in Grades K-12

Description:

Individual and small group reading tutoring will be provided for students .

Person Responsible:

Erica Sauer

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

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

AS 1.1.1.8 Renaissance, Horizon, and WVDE non-summative assessments for Secondary Students

Description:

All teachers will have opportunities for ongoing Professional development in Renaissance, Horizon, and non-summative assessments.

Person Responsible:

Kristin Bissett

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

AS 1.1.1.9 Training on utilizing the block schedule to improve student engagement and intervention

Description:

All high school teachers will be provided training on the 90 minute block and how it can be utilized to provide effective intervention. There will be principal follow-up and data collection with walk-throughs.

Person Responsible:

Kristin Bissett

Estimated Begin Date:

8/19/2025

Estimated Completion Date:

6/4/2026

Funding Application	Grant	Notes	Amount
Other	Other	Step 7d	\$10,000.00

AS 1.1.1.10 Enrichment and Summer Programming

Description:

Provide enrichment opportunities as well as summer programming to support students at all MTSS tiers

Person Responsible:

Erica Sauer

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	cover costs of transportation for extended school	\$10,000.00
Other	Other	Title 1 Competetive Grant	\$25,000.00
Total			\$35,000.00

AS 1.1.1.11 State Assessment Data for Reading

Description:

Each school will analyze their students' individual scores. Schools will look at the assessment data for individual students. Schools will develop plans to address the deficit areas to be discussed at the principals' meetings with the county superintendent, assistant principal and directors.

Person Responsible:

Dan Enich

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

AS 1.1.1.12 Curriculum leads

Description:

The county will hire curriculum leads for all programmatic levels to help determine priorities, plan and implement professional development, and lead data analysis with peers.

Person Responsible:
Kristin Bissett
Estimated Begin Date:
7/1/2025
Estimated Completion Date:
6/30/2026

AS 1.1.1.13 LETRS Cohort

Description:
The county will encourage and support participation in the LETRS cohort for teachers and administrators.

Person Responsible:
Erica Sauer
Estimated Begin Date:
7/1/2025
Estimated Completion Date:
6/30/2026

AS 1.1.1.14 Writing Supports for Secondary

Description:

All secondary schools will determine the preferred method of writing support and instruction. Data will be analyzed to look for a county-wide secondary writing program to proceed with in the future. TEachers will be trained on the selected tool(s) to improve writing instruction.

Person Responsible:
Chris Enochs
Estimated Begin Date:
7/1/2025
Estimated Completion Date:
6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	No Red Ink	\$3,500.00

AS 1.1.1.15 Ensure schools have the technology and materials to properly provide training

Description:

Needs assessment with schools for PD and materials required. Provide technology if necessary to improve trainings.

Person Responsible:

Kristin Bissett

Estimated Begin Date:

7/1/2025

Estimated Completion Date:

6/5/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Interactive TVs for schools with inadequate techn	\$7,949.00

S 1.1.2 MTSS for Math

Description:

None

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Provide effective parent and family engagement

AS 1.1.2.1 Reflex Math

Description:

Students in grades K-4 will utilize the Reflex Math program. The students will have access at home for the information to Reflex Math practice. Students will become more fluent in basic facts with the use of computers/iPads. This program helps students off all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication, and division. Students are able to identify the numbers on the keyboard.

Person Responsible:

Erica Sauer

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

AS 1.1.2.2 ELL Students Description: Provide Tutoring or Interventionist to address the areas of need beyond required EL instruction. Person Responsible: Kristin Bissett Estimated Begin Date: 8/22/2025 Estimated Completion Date: 6/4/2026	AS 1.1.2.3 Math tutoring will be provided to students in need of after school or summer support at all grade levels Description: Math tutoring will be provided to students to increase their Math testing scores and fill gaps in the students' learning. Person Responsible: Kristin Bissett Estimated Begin Date: 8/22/2025 Estimated Completion Date: 6/4/2026	AS 1.1.2.4 Skill remediation Description: Renaissance/Freckle will be utilized for skill remediation for students through grade 5. ALEKS will be utilized in grades 6-Algebra 2 to remediate missing skills Person Responsible: Erica Sauer Estimated Begin Date: 8/22/2025 Estimated Completion Date: 6/4/2026	AS 1.1.2.5 Secondary training in engaging students and utilizing the block schedule for intervention. Description: All high school teachers will be trained on utilizing the block schedule to increase student engagement, group students, and provide intervention within a 90 minute block. Principals will monitor implementation during walk throughs. Person Responsible:
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Kristin Bissett

Estimated Begin Date:

8/20/2025

Estimated Completion Date:

6/4/2026

Funding Application	Grant	Notes	Amount
Other	Other	Step 7d	\$10,000.00

AS 1.1.2.6 SAT prep and skill remediation

Description:

High Schools will utilize the Horizon curriculum and Khan academy and SAT practice tests for test preparation for the SAT. TEachers will utilize data to plan for instructional gaps.

Person Responsible:

Kristin Bissett

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Horizon benchmarking and curriculum	\$14,000.00

AS 1.1.2.7 Non-summative assessments

Description:

Teachers in grades 3-8 will utilize non-summative assessments to monitor preparedness for state testing and student acquisition of skills.

Person Responsible:

Kristin Bissett

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

AS 1.1.2.8 MTC and Unite with Numeracy

Description:
County will support teachers in attending state department initiatives to improve mathematics instruction.

Person Responsible:
Erica Sauer

Estimated Begin Date:
7/1/2025

Estimated Completion Date:
6/30/2026

AS 1.1.2.9 Curriculum leads

Description:
The county will hire curriculum leads for all programmatic levels to help determine priorities, plan and implement professional development, and lead data analysis with peers.

Person Responsible:
Kristin Bissett

Estimated Begin Date:
7/1/2025

Estimated Completion Date:
6/30/2026

S 1.1.3 MTSS for Attendance

Description:
County administrators and schools will work together to decrease the rate of chronic absenteeism by marketing, individualized intervention, and incentives

Component	Item Name
LEA ESEA Consolidated Plan	Provide services for homeless children and youth
	Provide effective parent and family engagement

AS 1.1.3.1 Truancy Task Force

Description:
The truancy task force will meet monthly to determine county strategies and needs in the area of attendance.

Person Responsible:
Ruth Douglass

Estimated Begin Date:

7/1/2025 Estimated Completion Date: 6/30/2026	AS 1.1.3.2 Marketing of 9 or less equals success Description: Task force will design magnets, billboards, and other community promotional materials to get the message out beyond the schools. Person Responsible: Ruth Douglass Estimated Begin Date: 7/1/2025 Estimated Completion Date: 6/30/2026 <table> <tr> <th>Funding Application</th><th>Grant</th><th>Notes</th><th>Amount</th></tr> <tr> <td>Consolidated</td><td>Title IV Part A</td><td>community promotion of campaign</td><td>\$6,000.00</td></tr> </table>	Funding Application	Grant	Notes	Amount	Consolidated	Title IV Part A	community promotion of campaign	\$6,000.00	AS 1.1.3.3 A set calendar for meeting dates will be set for all schools prior to the start of the year Description: Attendance director will schedule monthly meetings at all schools to look at attendance data and assist with determining plans for students at-risk in the areas of attendance. Person Responsible: Ruth Douglass Estimated Begin Date: 8/1/2025 Estimated Completion Date: 9/6/2026	AS 1.1.3.4 Monthly attendance meeting data talks Description: At each monthly meeting, students who are chronically absent will be discussed, as well as students who are close to being chronically absent. In addition, McKinney Vento students will be discussed at these meetings and students will be added or taken off of the list as needed. Services and needs for the McKinney Vento students will be looked at. Person Responsible: Ruth Douglass
Funding Application	Grant	Notes	Amount								
Consolidated	Title IV Part A	community promotion of campaign	\$6,000.00								

Estimated Begin Date:
9/2/2025
Estimated Completion Date:
5/30/2026

AS 1.1.3.5 Counseling Services
Description:
Provide small group interventions and outside counseling referrals as needed to support students most at risk of chronic absenteeism
Person Responsible:
guidance counselors
Estimated Begin Date:
8/22/2025
Estimated Completion Date:
6/4/2026

AS 1.1.3.6 Community In Schools
Description:
CIS coordinators will work with at risk students to benefit each school.
Person Responsible:
David Smith
Estimated Begin Date:
7/1/2025
Estimated Completion Date:
6/5/2026

Funding Application	Grant	Notes	Amount
Other	Other	CIS funds	\$213,750.00

S 1.1.4 MTSS for Behavior and Social Emotional Learning
Description:
None

Component	Item Name
LEA ESEA	Address equity of students taught at higher rates by ineffective or inexperienced teachers

Consolidated Plan

Reduce the overuse of discipline practices that remove students from the classroom

AS 1.1.4.1 SAEBRS Benchmarking

Description:

Complete fall benchmark prior to Thanksgiving break in order to determine student needs and students at-risk in the area of social-emotional learning. Follow up with a spring benchmark to look at data changes.

Person Responsible:

guidance counselors

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

3/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	SAEBRS- SEL Benchmarking	\$8,900.00

AS 1.1.4.2 Develop plans for at-risk students

Description:

After benchmarking, utilize data to determine student needs and create interventions. students will be referred to SAT as needed based off of the data.

Person Responsible:

guidance counselors

Estimated Begin Date:

11/1/2025

Estimated Completion Date:

6/22/2026

AS 1.1.4.3 Increased supports for counseling and behavioral services for students

Description:

Professional development opportunities will be provided to CIS, counselors, and other staff on Support Services, Mental Health, and Trauma informed practices. Materials for implementation will be provided as needed to meet the needs of students.

Person Responsible:

Kristin Bissett

Estimated Begin Date:

7/1/2025

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	trainings and materials for behavior and mental he	\$10,000.00
IDEA and State Aid Entitlement	IDEA Preschool		\$500.00
Total			\$10,500.00

AS 1.1.4.4 CSTAG

Description:

CSTAG will be utilized for threat assessments for students who are suggested to be at risk to be a danger to themselves or others.

Person Responsible:

school principals/guidance counselors

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

AS 1.1.4.5

Training on classroom and school level behavior management for improvement of Leveled interventions.

Description:

Training will be available to all professional staff and aides on CHAMPS, Stoic, Tough Kids, and Discipline in the secondary classroom.

Principals will ensure implementation of the STOIC/CHAMPS components in the classroom by monitoring with walk-throughs.

Person Responsible:

Erica Sauer

Estimated Begin Date:

7/1/2025

Estimated Completion Date:

6/4/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	stipends for staff trainings	\$61,512.19
Other	Other	Elementary Behavior Grant	\$0.00

guidance counselors
Estimated Begin Date:
7/1/2025
Estimated Completion Date:
6/30/2026

AS 2.1.1.3 Individualized recovery plans

Description:

Students who are deficient in credit will meet with guidance counselors to determine and individualized credit recovery plan. These plans will be reviewed with parents at least once a semester.

Person Responsible:

guidance counselors

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

AS 2.1.1.4 Data analysis of failed classes

Description:

Principals and leadership teams will analyze data on failed classes to determine if any adjustments to schedules or teacher interventions is needed.

Person Responsible:

principals

Estimated Begin Date:

7/1/2025

Estimated Completion Date:

6/30/2026

S 2.1.2 Post-Secondary Readiness

Description:

Students will have access to high quality CTE programs, AP classes, and Dual-Credit opportunities.

Component

Item Name

LEA ESEA Consolidated Plan

Provide services for homeless children and youth

Implement strategies to facilitate effective transitions for students between programmatic levels

If appropriate, support and coordinate CTE and work-based learning opportunities

AS 2.1.2.1 CTE pathways

Description:

Schools and the CTE director will meet quarterly to analyze CTE data and ensure all students are on track. Programs will be adjusted as needed to ensure the maximum student interest and number of completers.

Person Responsible:

Chris Enochs

Estimated Begin Date:

7/1/2025

Estimated Completion Date:

6/30/2026

AS 2.1.2.2 AP/Dual Credit

Description:

Schools will promote AP and Dual credit to students through effective scheduling meetings, parent nights, etc. The county will promote equity and access to these courses for students in the low SES, homeless, and foster care subgroups.

Person Responsible:

school principals

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Fees for low SES to students	\$4,696.79

S 2.1.3 E3 Campaign

Description:

County and schools will mount an E3 campaign and promote this to students and the community.

Component	Item Name
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LEA ESEA Consolidated Plan	Implement strategies to facilitate effective transitions for students between programmatic levels
	If appropriate, support and coordinate CTE and work-based learning opportunities

AS 2.1.3.1 Schools will create an E3 team to improve post-secondary transition for all students.

Description:

The E3 team will meet regularly to determine what advisory topics need to be implemented at each grade level. A schedule and method of delivery will be determined and implemented.

Person Responsible:

school principals

Estimated Begin Date:

8/22/2025

Estimated Completion Date:

6/4/2026

Required Items [Expand All] [Collapse All]

Component Met

1)

Monitor students' progress in meeting the challenging State academic standards

Address strategies to monitor students' progress in meeting the challenging State academic standards by:

- Developing and implementing well-rounded program of instruction
- Identifying at-risk students
- Providing additional educational assistance
- Implementing instructional and other strategies to improve student learning

Explanation

Hancock County Schools has developed a well rounded program of instruction at all programmatic level. Each school has identified their at-risk students and the interventions that are needed to address the areas of concern. Students will complete a beginning of the year, middle of the year and end of the year benchmark for Reading and Math as well as social emotional learning. Each grade level will examine the data during PLC meetings in the areas of Reading and Math for the students in the subgroups of English Learners, homeless, economically disadvantaged and students with disabilities.

G 1 Multi-tiered systems of support

PM 1.1 Evidence based trainings, interventions, and data analysis

S 1.1.1 MTSS for ELA

S 1.1.2 MTSS for Math

G 2 Graduation and Post-Secondary Readiness

PM 2.1 Graduation rate, post-secondary plans

S 2.1.1 Graduation Rate

2)

Address equity of students taught at higher rates by ineffective or inexperienced teachers

Address strategies to address equity for students taught at higher rates by ineffective or inexperienced teachers

Explanation

A three year mentor program will be in implemented for all new teachers within the county school district. Monthly meetings will be held to address procedures and processes to new employees. Students at Title I schools not instructed by a certified teacher, will be notified of non-certified instruction. Professional development opportunities will be offered to help the non-certified teachers understand effective strategies to implement within their classroom. Other teacher mentors will be assigned to provide additional support throughout the school year.

G 1 Multi-tiered systems of support**PM** 1.1 Evidence based trainings, interventions, and data analysis**S** 1.1.1 MTSS for ELA**S** 1.1.2 MTSS for Math**S** 1.1.4 MTSS for Behavior and Social Emotional Learning

3)

Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools

Address strategies to carry out responsibilities for any Comprehensive Support Improvement and targeted Support and Improvement Schools

Explanation

N/A

4)

Provide educational services for N & D children living in local institutions or participating in comm. day school programs

Address strategies to provide educational services for neglected and delinquent children living in local institutions or participating in community day school programs

Explanation

N/A

5)

Provide services for homeless children and youth

Address strategies to provide services for homeless children and youth

Explanation

All Hancock County Schools will have a form filled out by the school secretary to see if a student qualifies under McKinney-Vento. Schools will give out the brochure, Supporting the Education of Children and Youth Experiencing Homelessness. We will provide services for students: clothing, personal care items, school supplies, tutoring, mental health issues, glasses, SAT/ACT testing, graduation gown and invitations, extra-curricular fees, field trip fees, uniforms, academic expense, transportation to school of origin. Hancock County Schools works in collaboration with DHHR, Local Shelter, and community organizations to identify homeless youth. In addition, we use school personnel who have been trained to identify homeless youth. Our counselors, bus drivers, administrators, teachers and aides have been trained at the beginning of the year.

Each month during attendance meetings, McKinney Vento students will be discussed, data analyzed, and needs assessed.

G 1 Multi-tiered systems of support
PM 1.1 Evidence based trainings, interventions, and data analysis
S 1.1.3 MTSS for Attendance
G 2 Graduation and Post-Secondary Readiness
PM 2.1 Graduation rate, post-secondary plans
S 2.1.2 Post-Secondary Readiness



6)

Provide effective parent and family engagement
Address strategies to provide effective parent and family engagement

Explanation

Hancock County Schools provide many opportunities for parent engagement. Our Title I elementary schools provide monthly parent and family engagement nights. A countywide parent team has been developed and will meet throughout the school year to plan countywide professional development. Title I teachers were trained with the power point from the state department to train the teachers in their buildings on parent engagement activities. Our countywide parent engagement night will provide parents with "Ideas to strengthen and build self-esteem", "Music and Movement Balance and Wellness", among other topics to help children deal with daily stressors. Parent engagement data will be provided to the county monthly.

G 1 Multi-tiered systems of support
PM 1.1 Evidence based trainings, interventions, and data analysis
S 1.1.1 MTSS for ELA
S 1.1.2 MTSS for Math
S 1.1.3 MTSS for Attendance



- 7) **If applicable, support, coordinate, and integrate services with early childhood education programs**
Address strategies to support, coordinate, and integrate services with early childhood education programs

Explanation

Hancock County Schools does an outstanding job coordinating early childhood programs within the county. Mrs. Sauer provides opportunities for the collaborative settings to meet with the county schools to discuss policies, procedures and curriculum. Constant professional development occurs with funding from the Early Literacy Grant. Hancock County works with the community partnerships to provide the same curriculum we use in our school system to support our students after school tutoring.



- 8) **If appropriate, implement process to identify students for support under Targeted Assistance Program**
Address strategies to identify students for support under Targeted Assistance Program, if appropriate

Explanation

N/A



- 9) **Implement strategies to facilitate effective transitions for students between programmatic levels**
Address strategies to facilitate effective transitions for students between programmatic levels

Explanation

Each programmatic level will implement a transition day through orientation at the beginning of the year or at the end of the year for the students from preschool to kindergarten, fourth grade to fifth grade, and eighth to ninth. The high school and middle school students will all have opportunities to visit the career center to learn about programming available. High schools hold college nights and career nights, as well as FAFSA workshops, to assist students with post-secondary transitions.

 2 Graduation and Post-Secondary Readiness

 2.1 Graduation rate, post-secondary plans

 2.1.2 Post-Secondary Readiness

 2.1.3 E3 Campaign



- 10) **Reduce the overuse of discipline practices that remove students from the classroom**
Address strategies to reduce the overuse of discipline practices that remove students from the classroom

Explanation

Administrators will receive additional training on state policy and all teachers have the opportunity to attend training this summer on CHAMPS, STOIC, and classroom discipline. The implementation of these strategies in the classroom will be completed by administrators via walkthroughs and follow up administrator coaching will occur throughout the school year. School staff will also receive training on trauma-informed practices with students.

☐ 1 Multi-tiered systems of support

PM 1.1 Evidence based trainings, interventions, and data analysis

S 1.1.4 MTSS for Behavior and Social Emotional Learning



11) If appropriate, support and coordinate CTE and work-based learning opportunities

Address strategies to support and coordinate CTE and work-based learning opportunities, if appropriate

Explanation

The JDR IV will support and coordinate CTE and work-based opportunities for the students within the middle and high schools. School tours throughout the year 2025-2026 to all students. Work based learning will continue to be a focus in all CTE programs at the JDR and the home high schools. Project Search is a new partner with our high schools, and our special education students will have internship opportunities through this partnership.

☐ 2 Graduation and Post-Secondary Readiness

PM 2.1 Graduation rate, post-secondary plans

S 2.1.2 Post-Secondary Readiness

S 2.1.3 E3 Campaign



12) Other appropriate strategies identified by the LEA

Address other appropriate strategies identified by the LEA

Explanation

The LEA will progress monitor the students and look at the effectiveness of our programs that are currently in place. We will look for continued feedback to see if our students are making progress from each benchmark period. The county superintendent and directors will continue to work with the principals at each school to identify specific needs of the schools.

WVSIPP		
Hancock County Schools (029) Public District - FY 2026 - LEA Strategic Plan - Rev 1		
Required Items [Expand All] [Collapse All]		Component Met
1) Induction of beginning teachers Address strategies to support beginning teachers Explanation A mentoring program will be implemented for three years. Teachers will be assigned a mentor teacher that will provide guidance with procedures and policies. Special educators will be assigned another special education teacher to help through the IEP process. A new teacher cohort will meet monthly to provide collaboration between new teachers in the district.		✓
2) Support for experienced teachers Address strategies to support experienced teachers Explanation Professional development opportunities will be offered to all employees on strategies of teaching all students with researched based practices. We will continue to provide highly qualified professional learning opportunities, and expect high quality instructional practices to occur. Teachers Academy is currently being planned and will focus on classroom management and discipline.		✓
3) Support for student teachers Address strategies to support student teachers Explanation Student teachers from the area colleges will be able to student teach within the county at all programmatic levels. Student teachers will be able to attend the professional development on curriculum and research practices to implement. Student teachers will be invited to attend professional learning communities and share their experiences.		✓
4) Support for beginning administrators Address strategies to support beginning administrators Explanation New administrators will attend the WV Principals' Academy for New Principals in the Fall and Spring. County experienced principals will mentor new administrators in the same programmatic level. Beginning educators will attend state and national conferences to help develop their network of educators within the state and country. HCS will hold monthly principal meetings with the superintendent and directors.		✓
5) Support for experienced administrators Address strategies to support experienced administrators Explanation		✓

Professional development opportunities will be offered at a Principals' Academy every Fall on the latest policy changes. Crisis Prevention, Suicide Training, and curriculum development training. Experienced administrators will attend state and national conferences to develop their professional growth and expand their network of educators. Monthly principal meetings will be held with the superintendent and directors.

6) **Support for other staff**

Address strategies to support other staff

Explanation

Professional development is available to all support staff throughout the year. Professional development is offered on Continuing Education days and as needed depending on the job class requirements. Service Personnel Staff will receive training in CPR/First Aid/Drug Prevention and Suicide Prevention. Professional personnel will receive training on curriculum that has been adopted and meet in Professional Learning Communities. New ECCATS and special education aides will receive monthly professional development.

7) **Professional development**

Address strategies and planned professional development opportunities

Explanation

Professional development opportunities are provided throughout the school year to all employees. County administrators and principals develop the professional development needed to make their schools academically and emotionally stronger. Hancock County provides professional development that focuses on Assessment, CTE, Core academic strategies, Special Education, and strategies to teach our English Language Learners. Math 4 Life Trainings and SOAR around the state and at the local county level.

HCS will support new teachers attending WVDE Special Education Boot camps.

Additional professional development for teachers interested in Wilson Certified throughout the 2025-2026 school year, Foundations, Avid, Co-teaching effective strategies, Conscious Discipline, Trauma Informed schools, Heggerty, CHAMPS/STOIC, Students with aggressive behaviors, Writing, Analyzing assessment data, EL students in the general education classrooms. We will also have ongoing PD and coaching for our newly adopted math series.

WVSIPP Item 8 - Teacher Leadership Framework

Hancock County Schools (029) Public District - FY 2026 - LEA Strategic Plan - Rev 1

*** Planning**

Hancock County Schools will identify a team of teachers and administrators to plan the development of the county teacher leadership framework. Teacher leaders from each school will serve on the committee. The committee will discuss the leadership roles at each school and incentives provided to each of them. These teacher leaders will help determine needs and provide training opportunities to other staff.

*** Vision and Goals**

To help teachers develop a deeper understanding of effective teaching principles and practice the strategies in all environments.

*** Data Driven Measures**

Pre and Post Professional development surveys
Professional development needs assessment

*** Teacher Leadership Roles**

To advise the district office on curricular and department specific needs and evidence base practices.
To attend conferences and training outside of HCS and return and train their fellow teachers. (Train the Trainer model

*** Teacher Leadership Selection**

Each school principal will select a school based leadership team.
Directors will select teacher/therapist leaders to represent county wide categories such as Lead Speech therapist.

*** Application and Hiring Process**

HCS uses Frontline and follows the WVDE and HCS hiring policies and procedures

*** County/Administrator Roles**

Principals meet with their teams monthly and the district meets with administrators monthly to review recommendations of the school leadership teams.

*** Management Protocol**

Curriculum Directors will review meeting minute notes and provide feedback and support including allocating financial resources

* Evaluation Procedures

Pre and post surveys
professional development needs surveys

* Estimated Budget

\$5000 to cover any costs outside of the contract day.

* Communication

Meeting minutes will be taken at each meeting and stored in a One Drive file that can be accessed by the building principal and the district office.
Information will be shared at BOE meetings and listed on our website when appropriate

WVSIPP Funding Details

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WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 50,000.00
Support for experienced teachers	* \$ 20,000.00
Support for student teachers	* \$ 5,000.00
Support for other staff	* \$ 10,000.00
Professional development	* \$ 100,000.00

Third Grade Success Act		
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Required Items [Expand All] [Collapse All]		Component Met
1) Science of Reading Instruction Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College- and Career-Readiness Standards. Explanation HCS provides ongoing PD on the Science of Reading. Teachers will attend the SAIL conference. HCS utilizes the following reading curriculum that aligns with the five pillars of the Science of Reading: Wit and Wisdom, Geodes, and Foundations and Heggerty.	✓	
2) Science of Reading and Numeracy Professional Learning Opportunities Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and writing. Explanation HCS provides ongoing PD on the Science of Reading via their Wit and Wisdom curriculum, The county is supporting teachers in the LETRS cohort. ECCATS will attend with their teacher partners. Teachers attended the SAIL conference. Teachers will have the opportunity to complete the Canvas courses on Dyslexia and Dyscalculia during the month of July. Leaders will attend regional SOR trainings.	✓	
3) Assessments: Screeners, Diagnostics, Benchmarks Goal: Utilizing a state-approved English Language Arts and Mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics or benchmarks should include subtest reporting for dyslexia indicators. Explanation HCS utilizes the STAR early Literacy, STAR Reading and STAR Math for our benchmark assessments. (September, January and May) The assessments include indicators for Dyslexia and educators can follow up with a STAR phonics screener for additional information.	✓	
4) Multi-Tiered Systems of Support Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics. This section should include a schedule for providing intervention/enrichment time to students. Explanation Administrators and teachers will be provided training on MTSS during Teacher's Academy and during the beginning of the year PD days. Each school has a designated MTSS time built into their daily schedule. All students K-3 who do not meet the fall benchmark will have a IIP created, implemented and monitored by the IIP team that includes the building administrator.	✓	

5) **Family Notification and Involvement**

Goal: Providing families with notifications of the creation and implementation of individualized reading improvement plan, regular updates of child's reading progress, and reading strategies to help their child at home.

Explanation

HCS will provide high quality, age appropriate books to all registered children residing in Hancock County at no cost to the child's family, (Dolly Pardon Imagination Library) and to provide parental notification of assessment data. The IIP Team will meet with the family of the student's progress every 6 weeks and will provide ongoing resources to help the family with reading strategies at home. Any student not meeting the fall winter or spring benchmark is issued a letter and is invited to parent conference.

6) **Extended Learning Opportunities**

Goal: Providing high-quality extended day and extended year programs incorporating the five pillars of the Science of Reading, writing and mathematics for K-3 students who have not met certain literacy criteria.

HB 3035 requires students performing at a minimal level and not showing improvement to receive extended learning opportunities (i.e., after school and summer school)

Explanation

High quality self selected books and educational SOR materials will be distributed to students in schools and at extended learning environments such as summer school and the Story Book Café. Extended day tutoring will be provided for Kindergarten and First and Second grade students who do not meet the benchmark. A summer program will be offered to improve literacy and numeracy skills for Pre-K -3rd grade.

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☐ Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

1) **P – 12 Mathematics Content Knowledge**

Activities related to expanding educators' content knowledge (Ex: action steps related to training and implementation for new instructional materials, Boaler's mathematical mindsets, number talks, etc.)

Explanation

Through the funding of Math 4 Life, math workshops will be developed at every programmatic level along with individual tutoring. Summer school provided students the opportunity to receive in-person summer learning experiences that were interactive, engaging and addressed students' academic and social-emotional needs.

County teachers worked with SREB for the Math 4 Life Unit Design collaborative.

The high schools utilize benchmarking. The county has purchased the curriculum that goes with the benchmark testing to provide additional supports for these high school teachers in the 2025-2026 school year.

All teachers were trained on the new mathematics adoption and curriculum, and ongoing support is provided throughout the year.

2) **P – 12 Mathematics Pedagogy/Thinking Skills**

Activities related to expanding educators' pedagogical practices used in teaching mathematics (Ex: Cash's differentiation, thinking skills, number talks, etc.)

Explanation

Teachers will meet in PLCs to discuss pedagogical practices, attend math workshops provided throughout the state. Teachers will be trained in Touch Math as an intervention. Teachers will continue to complete book studies on "Mine the Gap for Mathematical Understanding." Continued training in Renaissance, Horizon, and ALEKS are provided to teachers. Through the Unite with Numeracy initiative, administrators will focus on the mathematical habits of mind at all locations.

3) **Leadership Development**

Activities related to expanding administrators' and teacher-leaders' role as instructional leaders (Ex: resource allocation, planning and monitoring for success, facilitators of change related to student engagement, output and empowerment, etc.)

Explanation

Teacher leadership teams exist at each level. Teacher leadership teams will meet monthly to discuss STAR Math, Benchmarking, and non-summative assessments. School teams will develop plans for additional tutoring and the students will be monitored weekly on their progress

4) Student Engagement

Activities related to expanding educators' and administrators' understanding and use of research-based student engagement processes (Ex: Kieschnick's blended learning, Boaler's mathematical mindsets, technology supports, etc.)

Explanation

Weekly PLC meetings will have discussions on mathematical practices. Teacher leaders will provide professional development on effective practices. Opportunities for teachers to attend the online course will be available to participate to support our math teachers. Math coach from SREB, Kim Livengood will be working with math teachers on effective strategies to increase student engagement, including Student led vs. Teacher led direction. Oak Glen Middle School has been trained on AVID and are implementing AVID procedures school-wide. Weir High School partnered with the Higher Education Policy Commission and was awarded an Upward Bound Math and Science Grant. The program continues to have successes with college readiness for students involved.

5) Mathematics Coaching/Facilitating

Activities related to developing the academic and interpersonal skills (Ex: effective coaching skills, training skills, facilitating skills, peer mentoring, etc.)

Explanation

Teachers will meet in PLCs to discuss pedagogical practices, attend math workshops provided throughout the state in the summer and throughout the school year. Professional learning days have been built into the county calendar to provide opportunities for coaching/training during the school day.

6) Parent Involvement/Public Relations

Activities related to developing and expanding parent and community involvement in mathematics (Ex: creating a heightened awareness of mathematics through community involvement, active public relations activities, math nights, student-led conferences, district/school website linked to math4life website, etc.)

Explanation

Through Title I parent involvement nights at each level, parents will learn strategies to help their students with mathematics. Schools will provide student-led or parent conferences during the year. Elementary and Middle schools hold student-led conferences, and math nights are planned at Weir High School through the Communities in schools program.

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Required Documents

This page is currently not accepting Related Documents.