

School Strategic Plan History Log

Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1

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6/19/2025 5:19:00 PM	Maria Eshenaur	Status changed to 'School Strategic Plan Monitoring'.	S

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

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Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1

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

Beale Elementary School will improve student achievement by implementing research-based strategies and high-quality instruction, fostering a culture of high expectations for all students, and using data-driven decision-making to support and monitor student growth.

**Core Beliefs
Strategic Plan
beliefs:**

1. Beale Elementary must provide an environment that meets the basic needs of each child including food, shelter, security, order, stability, limits, affection and a sense of belonging (Standard IV from WV Standards for High Quality Schools).
2. When a nurturing environment has been established it is believed that all students can learn. (Standard I from WV Standards for High Quality Schools).
3. It is the right of each child to receive a quality education (Standard III from WV Standards for High Quality Schools).
4. Learning should be a way for students to make sense of the world around them (Standard III from WV Standards for High Quality Schools).
5. High expectations serve as the foundation for quality instruction and academic achievement (Standard I from WV Standards for High Quality Schools).
6. All stakeholders will work together as partners, taking responsibility for the success of all students (Standards I, II, IV and VII from WV Standards for High Quality Schools).

Mission:

Beale Elementary mission is to embrace follow-through and perpetual learning, driving growth and excellence in all that we do. The motto at Beale Elementary is, "Follow through and never quit."

School Strategic Plan - Demographic Data

Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Demographic Data

Student Groups	State (2024-25) % of Students	County (2024-25) % of Students	School (2024-25) % of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	50.77	52.77	61.01
English Learners	1.08	0.28	--
Foster Care	2.08	2.43	0.46
Homeless	5.31	4.52	6.42
Military Connected	0.42	0.06	0.46
Students with Disabilities	20.26	19.79	22.48
Race			
American Indian or Alaska Native	0.09	0.08	--
Asian	0.73	0.31	0.46
Black or African American	4.23	1.13	1.38
Hispanic or Latino Native	2.65	0.59	--
Multi-Racial	4.82	2.54	3.21
Native Hawaiian or Other Pacific Islander	0.06	--	--
White	87.41	95.34	94.95
Gender			
Female	48.48	47.12	44.95
Male	51.52	52.88	55.05

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. 1. Zoom Data 2. WVEIS Data 3. Homeless Data 4. Family Engagement Data 5. Retention Data 6. Walk through Data 7. Leadership Meeting minutes 8. LSIC meeting minutes 9. PLC meeting minutes 10. Title 1 Parent Survey Data Collection 11. Information from Professional Development surveys or records Stake Holder Communication 6. LSIC once each 9 weeks 7. Leadership and Monthly PLC meetings 8. Strategic Plan Meetings; once every 9 weeks 9. School/County website- strategic plan posted 10. Class Dojo- Used daily for family communication 11. School Facebook Page: posted throughout the year 12. Title 1 Family Engagement events	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. Trends: Generally, Beale's total enrollment has held steady over the past five year period, but in the last year we have dropped in enrollment due to families moving (currently 215 as of 03/25/205, 230 as of 2023-2024, 221 as of 2022-2023, 254 for 2021/22, 251 for 2020/21, 258 for 2019/20). The SWD population has remained virtually the same but is starting to see a slight increase (currently 22.28% as of 3/25/24, 21.66% for 2023-2024, 20% as of 2022-2023, 21% for 2021-2022, 20% for 2020-2021, 21% for 2019-2020). When compared to county and state percentages Beale Elementary is slightly higher population of SWD enrollment. Data retrieved from WVDE indicate the percent needy/economically disadvantaged percentage of students (PK-6) at Beale Elementary is remaining around the same amount as previous years with a slight decrease this year compared to last (currently 61.01% as of 3/25/25, 62.67% as of 5/8/24, 2023 is at 61%, 2022 is at 59%, 2020 was 81.23%, 2019 was 95.74%). Data from Rachel Law, MCS Attendance Director for 2023-2024 years indicate <10 students at Beale Elementary are identified as homeless this is similar to the previous years data. Strategic Plan data reveals 6.4% are homeless which is slightly higher than the county which is 4.52%. Based on enrollment data the transient student percentage rate was 14% for Beale 2024/25 this is the same as 14% for Beale in 2023/24 both of which are higher than the 3.6% for the 2022/23 year. There have been 15 students who have moved into Mason County from different schools or other states and 17 students have moved to another school or out of state.
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WVEIS data reports 27% of enrolled students receive special education services this includes speech only students and 3 have Section 504 plans.

Root Causes:

The economy has been declining causing families to move in search of work or to seek subsidized housing, thus causing an overall drop in enrollment county wide. We have had a drop in enrollment with Nucor buying up housing/land and families moving out of county. However the enrollment at Beale has remained steady in the past. We are hoping with new businesses coming in to Mason County (Nucor, Frontiers) the economy in the county could possibly rebound. This could be a leading cause for why the percentage of students identified as economically disadvantaged has slightly dropped. With government assisted programs and funding families are receiving more support financially. The number of students with disabilities has falling in line with state and district averages, thus indicating that interventions have shown some level of success. Being a school right on the state line, we have families who move fluidly between WV and Ohio which contributes to the transient rate.

Challenges:

Strengthening the quality of instruction at each level within the 3-tier intervention system. Use data more effectively to identify students in need. Use data more effectively to change instruction to meet the needs of all learners. Finding ways to deal with negative external factors and address current negative mindsets is a struggle. Keeping track of student achievement (identifying/responding quickly to need), specifically with an elevated transient rate is a challenge.

Continuous monitoring of i-Ready data is essential to proactively address student needs before challenges arise. Implementing the MTSS intervention framework with fidelity is critical to ensuring that all students receive the support they need. Prioritizing data collection, analysis, and application will enable more responsive and effective instruction.

The Student Assistance Team (SAT) process should be consistently applied across all grade levels to provide timely and targeted interventions. Additionally, meeting students' social-emotional needs alongside addressing academic deficits remains a key area of concern. The ramifications of external factors, such as home environment and community influences, continue to present ongoing challenges for student success.

Strategies to Start-Focused support on the MTSS framework with an emphasis on strengthening Tier 1 instructional practices with evidenced based high engagement strategies. Monthly Family engagement meetings to target grade level specific strategies and attendance goals.

Strategies to Stop- None

Strategies to Continue- Continue parent communication through Class Dojo and School Facebook pages. Continue with monthly grade level parent engagement activities to get parents involved in student education. Continue focusing on progress monitoring and fluid grouping will continue as well.

Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Academic Data

Color Reference Guide

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

2036 Annual English Language Arts (ELA) Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	25.64	28.12	30.60	33.08	35.56	38.03	40.51	42.99	45.47	47.95	50.43	52.91	55.38	57.86	60.34	62.82

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

ELA Proficiency

Student Groups	School (2021-22) % of Students	School (2022-23) % of Students	School (2023-24) % of Students	2023-24 Scorecard Rating	County (2023-24) % of Students	State (2023-24) % of Students
All	25.42	45.61	38.84		40.20	45.08
Status						
Economically Disadvantaged	23.94	41.79	33.33		36.27	35.68
English Learners	--	--	--		0.00	14.07
Foster Care	0.00	--	--		31.03	26.29
Homeless	40.00	33.33	16.67		35.14	29.43
Military Connected	--	--	100.00		100.00	57.07
Students with Disabilities	0.00	16.00	8.82		16.28	14.72

Race						
American Indian or Alaska Native	--	--	--	--	0.00	50.00
Asian	--	--	--	--	50.00	68.58
Black or African American	0.00	--	50.00	50.00	35.29	28.81
Hispanic or Latino Native	--	0.00	0.00	0.00	28.71	36.92
Multi-Racial	0.00	0.00	0.00	0.00	21.21	41.33
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	52.63
White	26.09	46.43	39.66	40.68	46.03	
Gender						
Female	25.45	47.06	49.06	44.32	49.51	
Male	25.40	44.44	30.88	36.67	40.87	

ELA Academic Progress

Student Groups	School (2023-24)	2023-24 Scorecard Rating	County (2023-24)		State (2023-24)	
			% of Students		% of Students	
All	42.17		51.54	45.65		
Status						
Economically Disadvantaged	41.30		51.79	42.15		
English Learners	--		0.00	42.83		
Foster Care	--		40.91	83.33		
Homeless	0.00		42.86	41.97		
Students with Disabilities	52.17		45.52	37.55		
Race						
American Indian or Alaska Native	--		--	53.85		
Asian	--		--	65.82		
Black or African American	--		60.00	39.02		
Hispanic or Latino Native	0.00		25.00	43.51		
Multi-Racial	0.00		8.33	43.24		
Native Hawaiian or Other Pacific Islander	--		--	56.41		

	White		43.21		52.42	45.98
Gender						
	Female		55.88		58.03	47.96
	Male		32.65		46.28	43.46

Reading Lexile Distribution - School (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	519	--	--	--	--
4	818	--	--	--	--
5	845	--	--	--	--
6	1013	--	--	--	--
7					
8					
11					

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

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). This information is to be updated annually. Examples of relevant data sources and sample outline for the needs assessment can be found here , under Strategic Planning Tool Resources.	IReady Benchmark Data Walk Through Data Interim Benchmark Embedded plan data Classroom instructional practices Student Assistance Team Data Professional Development Data Speech referral rates Report cards Subgroup performance Monthly teacher lesson plan review
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ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
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Adjust instruction to meet the needs of all students

Walkthroughs, observations, and PLC data indicate that teachers are generally successful in adjusting instruction as needed. This is especially evident during intervention time, when teachers tailor instruction based on the specific needs of student groups.

During the 2024–2025 school year, a significant amount of time has been dedicated to targeted and intentional instruction and intervention to support the learning of all students.

This plan will focus on improving the quality and intensity of instruction and assessment in grades K–6. Providing appropriate, data-driven, multi-tiered instruction has become increasingly complex due to extended learning gaps and declining student attendance.

To address these challenges, we have implemented a daily, embedded 30-minute intervention block for both ELA, math, and writing. We are using classroom and iReady data intentionally to maximize the impact of this intervention time and close learning gaps.

At a minimum of three times per year, teachers, interventionists, and administrators meet to analyze student achievement data from i-Ready diagnostics. This data is used to inform instruction, differentiate curriculum based on individual student needs, and guide tiered interventions. Through this process, educators tailor academic support to ensure that all students—whether they require enrichment, on-level instruction, or targeted intervention—receive the appropriate level of challenge and support to improve outcomes and promote growth.

By closely monitoring student progress through teacher observations, interim benchmark assessments, and i-Ready data, teachers are differentiating instruction in ELA to meet the diverse needs of their students. Programs such as UFLI, Wilson Reading, and i-Ready intervention lessons are being utilized to support differentiated instruction, particularly for our special education and economically disadvantaged populations.

Teachers are also actively exploring strategies to enhance differentiation within our core ELA curriculum, HMH Into Reading. This includes efforts to maximize the effectiveness of small group instruction, implement structured literacy practices grounded in the Science of Reading, and design engaging, skill-focused ELA centers that support learners at all levels.

Despite challenges in aligning resources and instructional time, teachers are committed to meeting the needs of all students across Tiers 1, 2, and 3. In particular, 5th-grade teachers are receiving professional development in Dr. Staci Bain's Seven-Step Tier 1 Framework. This training supports them in using the HMH Into Reading basal series more strategically, helping to address both curricular gaps and areas of student need. These efforts reflect a schoolwide commitment to high-quality, evidence-based literacy instruction that is responsive to ongoing data and student progress.

Promote active family engagement

Family engagement is a vital component of student academic success, and Beale Elementary has prioritized building strong home-school connections throughout the 2024–2025 school year. Engagement opportunities have been offered both during and after school hours to ensure all families have the opportunity to participate in meaningful ways. Communication with families is ongoing and multifaceted, utilizing platforms such as Facebook, Class Dojo, LiveGrades, newsletters, the Beale Elementary website, face-to-face meetings, and phone calls to keep families informed and involved. In addition, family members are contacted by phone and in writing when students have missed more than five days of school, emphasizing the importance of consistent attendance.

Parents of students with IEPs and 504 plans also meet at least once each year to review and revise their child's academic and/or behavioral goals, ensuring that individualized support is continuously aligned with student needs.

A wide variety of events have been hosted to bring families into the school community and support student learning. These included cherished traditions such as Grandparents Day, Appalachian Day, Social Studies Fair Workshops, award ceremonies, multi-grade music programs, Santa's Workshop, One School One Book, the 100th Day Celebration, Reading Week, a schoolwide birthday party, Kindergarten/Pre-K registration, an egg hunt, and grade-level family lunches. During these monthly lunches, families are invited to eat with their child(ren) and receive resources and information on supporting academic progress and improving attendance. Field Day is scheduled for June 2025.

In addition to these annual events, new family engagement initiatives were introduced this year, including a GSA (Growth, Support, and Achievement) Celebration, the Scholastic Book Fair, and a Family Data Night designed to help parents better understand their child's academic performance and how to support learning at home.

The school also successfully administered the 2024–2025 Spring Title I Family Survey. The results will be used to guide future family engagement planning and support continuous improvement in building strong family-school partnerships.

Beale Elementary is committed to supporting the whole child by promoting strong character, academic success, and positive relationships. Our school counselor delivers regular character education lessons to students across all grade levels, reinforcing important traits such as respect, responsibility, kindness, and perseverance. Each month, we recognize students who exemplify the featured character trait through our *Student of the Month* program, creating a schoolwide culture of encouragement and celebration.

To support academic and social-emotional transitions, all students participate in a "Step-Up Day" at the end of the school year, where they visit the next grade level to ease anxiety and build excitement about the year ahead.

Beale staff are actively engaged in maintaining strong connections with families. Our team remains highly visible and communicative through platforms like the Beale PTO and Beale Principal's Facebook pages. Families are encouraged to communicate openly with staff, and we've seen strong success in this area. Staff members are responsive and available, regularly addressing family questions and needs through email, Facebook posts and Messenger, phone calls, and face-to-face conversations.

To further promote student engagement and achievement, we continue to celebrate students every nine weeks with awards recognizing a wide range of accomplishments—from academic growth and good citizenship to leadership and contributions to others. Our active Student Council also plays a key role in fostering student voice and leadership. They have produced video messages and organized community service activities that benefit both the school and the wider community.

Additionally, in partnership with our school social worker, with the help of local faith based organizations and Facing Hunger Foodbank, Beale provides weekend snack bags for students in need and larger food distribution at Christmas and Easter. These deliveries ensure that students have access to food outside of school hours, supporting both their physical well-being and their ability to focus and thrive in the classroom.

SRSD	Beale Elementary continues to implement the Self-Regulated Strategy Development (SRSD) model in select classrooms as part of our effort to improve writing instruction and student outcomes. SRSD has shown promise in equipping students with the tools they need to become confident, independent writers through a structured, research-based approach. However, with many new teachers joining our staff, there is currently a gap in training and consistent implementation of SRSD strategies across all grade levels. Recognizing the importance of a cohesive and comprehensive writing program, Beale is committed to expanding SRSD schoolwide. Our goal is to implement SRSD strategies in every classroom and ensure all teachers receive the professional development and ongoing support necessary for successful execution. To support this initiative, we plan to introduce a dedicated 30-minute daily writing block for each grade level. This consistent writing time will allow students to engage more deeply with the writing process, practice SRSD strategies regularly, and develop their writing skills in a structured and supportive environment. By aligning our instructional practices and providing targeted professional learning opportunities, we aim to build teacher capacity and create a strong culture of writing across the school. These efforts will not only help improve student achievement in writing but also foster a love of written expression that will benefit students in all content areas.
Increase Rigor in Classroom Instruction through thoughtful planning and higher engagement strategies	Teachers have participated in professional development focused on identifying levels of rigor, enhancing rigor within their lessons, and designing instruction that incorporates higher-level thinking and challenge.
LETRS Training	Currently, nine staff members including our SLP are participating in <i>Language Essentials for Teachers of Reading and Spelling (LETRS), Volume 1</i>, with two of them enrolled through the WVDE Cohort. The assistant principal, a former LETRS trainer, has provided ongoing support to reinforce their learning. Walkthrough data indicates a stronger implementation of structured literacy practices as a result of this professional development.
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. In the end-of-year iReady (EOY) data, our school's overall reading proficiency showed that our students went from 18% at or above grade level to 49% During the 2024 school year, a total of 125 individual walkthroughs were conducted. Observations revealed that whole group instruction was used 52% of the time, while small group instruction occurred 48.8% of the time. In terms of Depth of Knowledge (DOK), the most commonly observed level was Level 2, which typically involves understanding and applying concepts, accounting for 62.4% of the instructional time.	

Summary: In the 2024-25 school year, walkthroughs revealed a mix of whole group and small group instruction, with a main focus on Level 2 skill/concept understanding.

WVGSA Trends:

The percentage of economically disadvantaged students demonstrating proficiency in both math and ELA has gradually increased from 2022 to 2023. However, there was a slight decrease of 5% in ELA proficiency for this group in 2021–2022. Students with disabilities (SWD) have shown steady growth in ELA, with an overall increase of approximately 15% since 2020–2021. Female students experienced a significant gain of nearly 16% in proficiency from 2020–2021 to 2022–2023, while male students saw a similar increase of nearly 13% during the same period.

WVGSA Root Causes:

Professional Learning Communities (PLCs) have been meeting regularly in both grade-level and vertical content teams to analyze data and adjust instruction based on identified areas of need. This collaborative work appears to be positively impacting student learning, particularly among the SWD population, which has experienced a 15% growth in ELA proficiency since 2020–2021. The economically disadvantaged subgroup has also shown consistent yearly improvement from 2020 to 2023. These gains may be attributed to increased consistency in intervention strategies and effective use of data to inform instruction.

However, there has been a lack of intentional, targeted professional development in English Language Arts for teachers in grades 4–6. This gap in training may be limiting the effectiveness and consistency of instruction at the upper elementary level and could be contributing to areas of slower growth or plateauing in ELA performance. Addressing this professional development need is critical for sustaining and accelerating progress.

WVGSA Challenges:

There is a need to more effectively identify struggling students early and provide timely, rigorous, and targeted interventions. A strong instructional foundation supported by a tiered system of interventions, using a variety of evidence-based strategies, is essential for closing instructional and learning gaps. Continued use of data to drive instruction and intervention, along with ongoing core instruction for all students supported by planned and purposeful interventions, remains a critical focus.

K–2 Trends:

Evidence of student learning in grades K–2 is consistent across grade levels and screeners. Composite scores at each grade level typically show statistically significant growth from the beginning of the year (BOY) to the end of the year (EOY), with many classrooms demonstrating substantial increases. However, there can be noticeable variance in results between individual classrooms within the same grade level. Despite this, individual screener data across grade levels shows consistent movement and progress.

K–2 Root Causes:

Teachers are consistently utilizing student data to inform instruction and design targeted interventions. This data-driven approach appears to be contributing to the overall growth in student performance.

K–2 Challenges:

Teachers need continued support in analyzing and applying data to adjust instruction in ways that meet the diverse needs of all learners. Identifying specific areas of weakness and targeting them through focused instruction and intervention is essential. Additionally, professional development should emphasize the use of high-yield, research-based instructional strategies to further strengthen core instruction across all classrooms.

i-Ready ELA Data Trends

Beginning of the Year (2024):

- Grade 1: 13% Proficient

- Grade 2: 29% Proficient
- Grade 3: 31% Proficient
- Grade 4: 11% Proficient
- Grade 5: 37% Proficient
- Grade 6: 29% Proficient

Middle of the Year (2024):

- Kindergarten: 59% Proficient
- Grade 1: 26% Proficient
- Grade 2: 59% Proficient
- Grade 3: 50% Proficient
- Grade 4: 25% Proficient
- Grade 5: 39% Proficient
- Grade 6: 1524% Proficient

End of the Year (2024): As of 5/2/2025

- Kindergarten: 88% Proficient
- Grade 1: 51% Proficient
- Grade 2: 74% Proficient
- Grade 3: 44% Proficient
- Grade 4: 32% Proficient
- Grade 5: 40% Proficient
- Grade 6: 25% Proficient

iReady ELA Data Analysis Across School Years

Overview of Student Performance by Tier

Performance Tier		2022-23	2023-24	2024-25
Mid or Above Grade Level		60	64	61

On Grade Level	53	50	30
One Grade Level Below	54	47	60
Two Grade Levels Below	19	28	18
Three or More Grade Levels Below	14	13	18

Trends and Insights

1. Mid or Above Grade Level

Trend: Relatively stable over the three years.

1. Insight: The number of high-performing students has remained consistent, with a slight peak in 2023–24.

2. On Grade Level

Trend: Significant decline in 2024–25.

1. Insight: A sharp drop from 53 (2022–23) and 50 (2023–24) to 30 in 2024–25 suggests that students are slipping into the "one grade below" category.

3. One Grade Level Below

1. Trend: After a slight decrease in 2023–24, there is a sharp increase in 2024–25.
2. Insight: Many students appear to have dropped from "on grade level" into this category, which is concerning but also presents an opportunity for targeted intervention.

4. Two Grade Levels Below

1. Trend: Increase in 2023–24 followed by a decrease in 2024–25.
2. Insight: This group showed improvement in the most recent year, potentially due to successful intervention strategies.

5. Three or More Grade Levels Below

1. Trend: Slight decrease in 2023–24, followed by an increase in 2024–25.
2. Insight: The rise to 18 students in this category in 2024–25 is concerning and highlights a need for intensive support.

Overall Implications

- The most notable trend is the significant drop in students performing "On Grade Level" in 2024–25, with a corresponding increase in students "One Grade Level Below."
- The "Mid or Above Grade Level" group has remained relatively stable, suggesting these students are consistently supported.
- The increase in students performing "Three or More Grade Levels Below" in 2024–25 is a red flag that warrants further investigation.

Strategies for Improving Subgroup Performance:

To address current challenges, we will:

- Focus on building teacher capacity through coaching, collaboration, and feedback cycles to improve instructional consistency and quality across all grade levels.

1. Reinforce Tier 1 Core Instruction to Prevent Slippage from Grade-Level Proficiency

- **Daily Review and Spiral Review:** Implement brief, daily spiral review of key ELA standards to reinforce previously mastered content.
- **Grade-Level Text Exposure:** Ensure all students engage with complex, grade-level texts through read-alouds, shared reading, and guided practice.
- **Instructional Routines:** Use research-based routines (e.g., Anita Archer's Explicit Instruction) to promote active participation and scaffold learning for all students.
- **Collaborative Planning:** Create protected PLC time for grade-level teams to plan and align Tier 1 lessons to state standards and high-impact strategies.
- Continue to emphasize the use of **formative and benchmark data** to drive instructional decision-making.
- Focus on building teacher capacity through **coaching, collaboration, and feedback** cycles to improve instructional consistency and quality across all grade levels.
- **1. Reinforce Tier 1 Core Instruction to Prevent Slippage from Grade-Level Proficiency**

2. Provide Targeted Support to Students Grade Level Below

- **Small Group Instruction:** Schedule daily intervention blocks with leveled small groups targeting specific skill deficits (e.g., decoding, comprehension strategies).
- **Structured Literacy Approach:** Implement systematic phonics and morphology instruction using programs aligned with the science of reading.
- **Skill-Based Grouping:** Use formative assessment data (i-Ready) to group students flexibly by need rather than by homeroom.
- **Diagnostic Assessments:** Use tools like the CORE Phonics Survey, PAST, UFLI, LETRS Screeners to pinpoint foundational skill gaps.
- **Tier 3 Intensive Intervention as Needed:** Provide daily, individualized or very small group intervention using high-leverage strategies with increased time and intensity.
- **Family Engagement:** Host academic family nights or one-on-one conferences to share progress and equip families with at-home reading strategies.

3. Implement Consistent Progress Monitoring for At-Risk Groups

- **Biweekly Checks:** Monitor student progress every 2–3 weeks using short-cycle assessments using county approved progress monitoring tools.
- **Data Review Meetings:** Hold monthly PLC or data team meetings to adjust instruction and supports based on student performance trends.

4. Provide Targeted PD for Grades 4–6 Teachers

- **Focus on Text-Dependent Questions and Writing from Sources:** Train teachers on how to model and guide students through answering rigorous comprehension questions using text evidence
- **Vocabulary and Comprehension Strategy Instruction:** Offer PD on how to teach academic vocabulary explicitly and integrate comprehension strategies (e.g., summarizing, inferencing).
- **Coaching Cycles:** Partner teachers with instructional coaches for classroom modeling, feedback, and support implementing new strategies.

5. To ensure student achievement remains a central focus, Professional Learning Communities (PLCs) must be driven by data and instructional priorities. The LETRS ALF rubric will guide the Leadership Team in determining next steps, and the AOC (a LETRS-based tool) will be used by administrators during classroom visits to collect data on implementation and promote accountability.

Overall Impressions:

Possible reasons for slow improvement or stagnant scores over the years may include variations in the MTSS approach, particularly regarding intervention and progress monitoring tools. For example, DIBELS was replaced with EasyCBM, and i-Ready is now being used as the intervention tool for Tiers II and III.

The introduction of a new curriculum could also be contributing to low growth, as staff are still gaining familiarity and adjusting to shifts in pedagogical approaches. While training has been provided, it will continue into the 2025–2026 school year, with embedded classroom modeling to support effective implementation.

Beale Elementary School lost one full-time Title 1 teacher and one part time hourly interventionist from last year. The loss of staffing has possibly impacted student performance.

Considerations for Next Year:

- Which teachers are new to the building or changing grade levels?
- How will we provide targeted support for those transitions?
- What systems will be in place to strengthen collaboration between classroom teachers and academic coaches?
- Have we clearly outlined expectations for literacy and math blocks for the upcoming school year?

Fall Benchmark (October 10–13, 2023):

- Grade 4: 36% Proficient
- Grade 5: 24% Proficient
- Grade 6: 22% Proficient

Winter Benchmark (February 2024):

- Grade 3: 19% Proficient
- Grade 4: 40% Proficient
- Grade 5: 20% Proficient
- Grade 6: 11% Proficient

Spring Benchmark (May 2024)
Grade 3 25% Proficient

Grade 4 45% Proficient

Grade 5 41% Proficient

Grade 6 50% Proficient

As of **May 1**, a total of **41 POA/SAT meetings** have been conducted, resulting in **4 students qualifying for special education services and 3 students with 504 plans**.

Root Causes

Professional Learning Communities (PLCs) have been actively engaged in both grade-level and vertical content-area teams to analyze student data and identify instructional gaps. A key area of concern is the need to enhance Tier I instruction, particularly in the upper elementary grades. Insufficient rigor in core instruction has contributed to students performing below grade level on both the i-Ready and WVGSA assessments.

Strengthening Tier I instruction must be a top priority, with a clear focus on implementing explicit instruction practices. This evidence-based methodology emphasizes clear learning goals, direct teaching of skills and concepts, guided practice, and ongoing checks for understanding. By consistently applying explicit instruction strategies, teachers can ensure that all students—particularly those at risk of falling behind—receive the high-quality, structured support necessary to build a strong academic foundation and close achievement gaps.

Teachers are continuing to develop their confidence and capacity in delivering effective Tier 2 and Tier 3 interventions, which remains an area of growth for many. While professional development in small group instruction and the use of i-Ready intervention tools has provided valuable support, a significant need persists for focused, intentional professional learning in English Language Arts for Grades 4–6. This professional development should be closely aligned with the principles of the Science of Reading to ensure instructional practices are rooted in research and best support student outcomes.

Additional contributing factors include:

- There were three full time Title 1 teachers in the 2023-24 school year and one contracted interventionist. During the 2024-25 school year the Title 1 staff was reduced to 2 full time teachers and no interventionist. Special education staff was reduced by half until mid school year.
- There is a strong connection between language development and literacy skills. Language abilities such as vocabulary, grammar, and comprehension form the foundation for reading and writing. When students have speech or articulation difficulties, they often struggle with phonological awareness—the ability to recognize and manipulate sounds in words—which is essential for decoding and spelling.

Students with language deficits frequently experience challenges in reading comprehension, writing organization, and grammar usage. Their spelling may also suffer due to weak sound awareness and memory. Research shows that up to 75% of children with early language impairments later struggle with reading. Persistent speech sound disorders, especially those that continue past early elementary grades, also increase the risk for literacy difficulties. Additionally, it is common for language and reading disorders to co-occur.

At Beale, the school speech-language pathologist (SLP) has received at least 20 speech referrals, all of which have resulted in the student qualifying for either an IEP or intervention services to address articulation and/or language disorders. This high rate of qualification further highlights the clear link between speech and language deficits and academic concerns, particularly in literacy. Early identification and collaboration between educators and speech-language pathologists are critical to addressing these challenges and improving student outcomes.

Staff absenteeism disrupts classroom routines, reduces instructional quality, and strains remaining staff. Frequent absences lead to inconsistent teaching and slower curriculum progress, ultimately affecting student learning and staff morale. Addressing absenteeism is crucial for maintaining a stable and effective learning environment. As of 7-01-24 through 4-30-25 out of 37 employees 10 have missed 16 or more days which makes our chronic absence percentage at 27%. We have no staff members who have perfect attendance this year.

- Over the past several years, student performance data from the General Summative Assessment (GSA) has shown a moderate decline. Several contributing factors have been identified that help explain this downward trend in achievement.

One major factor is the weaker implementation of the Multi-Tiered System of Support (MTSS) structure. Without a clearly defined and consistently applied framework, it has been challenging to systematically identify and respond to student needs. As a result, interventions have often lacked coordination, consistency, and timeliness.

Additionally, changes to the Student Assistance Team (SAT) process have disrupted the early identification and support of struggling students. Inconsistencies in referral procedures and intervention planning have contributed to gaps in academic support, particularly for those students requiring more intensive or sustained assistance.

A shift away from skill-based intervention groups toward the use of Ready lessons in both reading and math has also impacted student growth. While Ready lessons offer comprehensive instructional materials, they do not always provide the targeted, skill-specific instruction needed to address individual learning gaps. This change has reduced opportunities for focused remediation aligned to diagnostic data.

Furthermore, there has been a lack of targeted and intentional professional development for teachers in grades 4–6. Without adequate training in data analysis, differentiated instruction, and intervention strategies, teachers have faced challenges in adapting instruction to meet diverse learning needs.

Together, these factors have contributed to a decline in student performance data. Addressing them through a strengthened MTSS framework, data-informed intervention practices, and focused professional development will be essential for reversing this trend and improving student outcomes.

▪ **Challenges to Address in Strategic Planning**

- Enhancing teacher support in the consistent identification and referral of struggling students through the Student Assistance Team (SAT) process.
- Establishing and maintaining a rigorous, clearly defined multi-tiered system of supports (MTSS) that emphasizes early intervention and is reinforced by high-quality Tier 1 instruction.
- Strengthening the use of data to drive instructional decisions and inform targeted interventions on an ongoing basis.
- Building staff capacity to implement high-impact, evidence-based instructional strategies—particularly in English Language Arts—for students with disabilities and those who are economically disadvantaged.
- Ensuring that core instruction is aligned with the Science of Reading and promotes equitable access to high-quality learning opportunities for all students.

▪ **Stop/Start**

Start/Continue: We are committed to sustaining all current strategies that have proven effective in strengthening our instructional core. At the same time, we recognize the need to intensify our efforts to improve instruction for our most at-risk student populations, with a particular emphasis on English Language Arts (ELA). To that end, we will place a stronger focus on evaluating and refining our tiered intervention practices. Our goal is to ensure that students receive timely, targeted, and impactful support that addresses their specific learning needs.

As part of our broader professional learning strategy, nearly all K–3 teachers, along with school administrators, are currently engaged in the Language Essentials for Teachers of Reading and Spelling (LETRS) training. This initiative equips educators with the knowledge and tools necessary to deliver high-quality, evidence-based reading instruction rooted in the Science of Reading. Additionally, both fifth grade teachers are enrolled in Educate's *Tier 1 Roadmap*

for 5th Grade Teachers, which includes asynchronous modules as well as live coaching sessions with Dr. Staci Bain. This professional learning experience is designed to strengthen Tier 1 instruction and further align classroom practices with the principles of effective literacy instruction.

A key priority for our school moving forward is the implementation of instructional practices that are more closely aligned with the Science of Reading. We are especially focused on meeting the needs of our most vulnerable learners—students with disabilities and those who are economically disadvantaged—by providing them with access to high-quality, evidence-based literacy instruction that can help close achievement gaps and promote long-term academic success. We plan to utilize our SLP in the early identification and remediation of Phonological disorders which impact literacy acquisition.

2036 Annual Mathematics Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	25.64	28.12	30.60	33.08	35.56	38.03	40.51	42.99	45.47	47.95	50.43	52.91	55.38	57.86	60.34	62.82

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

Mathematics Proficiency

Student Groups		School (2021-22)	School (2022-23)	School (2023-24)	2023-24 Scorecard Rating		County (2023-24)	State (2023-24)
		% of Students	% of Students	% of Students			% of Students	% of Students
All		33.90	42.11	37.19			30.50	35.54
Status								
	Economically Disadvantaged	26.76	32.84	33.33			26.14	26.71
	English Learners	--	--	--			0.00	17.15
	Foster Care	0.00	--	--			24.14	21.78
	Homeless	40.00	33.33	16.67			16.22	21.57
	Military Connected	--	--	0.00			0.00	53.49
	Students with Disabilities	14.29	12.00	5.88			12.75	12.99
Race								
	American Indian or Alaska Native	--	--	--			0.00	37.50
	Asian	--	--	--			50.00	68.75

Black or African American	0.00	--	0.00		0.00		18.81
Hispanic or Latino Native	--	100.00	0.00		19.14		24.89
Multi-Racial	50.00	100.00	0.00		15.15		30.65
Native Hawaiian or Other Pacific Islander	--	--	--		--		42.44
White	33.91	41.07	38.79		31.16		36.57
Gender							
Female	27.27	37.25	37.74		29.92		33.73
Male	39.68	46.03	36.76		31.00		37.25

Math Academic Progress

Student Groups	School (2023-24)		2023-24 Scorecard Rating		County (2023-24)		State (2023-24)	
		% of Students			% of Students		% of Students	
All		32.53			39.56		39.98	
Status								
Economically Disadvantaged		26.09			35.22		34.41	
English Learners		--			0.00		29.73	
Foster Care		--			34.54		66.67	
Homeless		0.00			25.00		31.37	
Students with Disabilities		21.74			32.41		28.17	
Race								
American Indian or Alaska Native		--			--		41.03	
Asian		--			--		69.07	
Black or African American		--			20.00		30.53	
Hispanic or Latino Native		0.00			0.00		35.29	
Multi-Racial		0.00			25.00		37.01	
Native Hawaiian or Other Pacific Islander		--			--		48.65	
White		33.33			40.21		40.47	
Gender								
Female		38.24			38.82		38.93	

Male		28.57		40.16	40.97
Mathematics Performance Distribution - School (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	541	--	--	--	--
4	705	--	--	--	--
5	651	--	--	--	--
6	798	--	--	--	--
7					
8					
11					
Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):					
In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). This information is to be updated annually. Examples of relevant data sources and sample outline for the needs assessment can be found here , under Strategic Planning Tool Resources.					
IReady Data Walk Through Data Interim Benchmark, Embedded plan data Monthly teacher lesson plan review Classroom instructional practices Student Assistance Team Data Professional Development Data Report cards Subgroup performance					
Updated Implementation Results					
Mathematics Improvement Practices/Strategies Implemented (One Per Box)					

Adjust instruction to meet the needs of all students.	Walkthroughs, classroom observations, and PLC data indicate that teachers are generally successful in adjusting instruction to meet student needs. This adaptability is especially evident during intervention periods, where instruction is tailored based on the specific needs of student groups. However, chronic absenteeism and a lack of instructional rigor have contributed to larger-than-typical learning gaps. This strategic plan focuses on improving the quality and intensity of instruction and assessment in grades PK through 6. Historically, the implementation of consistent, data-based tiered instruction at Beale has been hindered by the absence of designated intervention time for ELA and Math, limited instructional time with teachers, and the inability to use consistent, comparable progress monitoring and benchmark assessments across grade levels. Currently, students receive 30 minutes per day of targeted, data-driven tiered instruction. For those who are absent, extended at-home learning is supported through paper packets. Additionally, i-Ready is used as the primary benchmarking and progress monitoring tool for grades K–6, particularly to support differentiated math instruction based on student proficiency levels.
Differentiate Math Instruction	Using Ready Math assessments, testing data, and i-Ready, teachers are able to monitor student progress toward curriculum mastery and assess varying levels of student understanding. This data allows teachers to make informed instructional adjustments to better meet student needs. All teachers have been trained in the Multi-Tiered System of Supports (MTSS) framework to differentiate math instruction effectively. To enhance support, a dedicated 30-minute daily intervention period has been embedded within the math block. During this time, students receive individualized, targeted instruction through i-Ready intervention lessons and standards-based mastery activities.
Promote Family Engagement	Family engagement is a critical component of student academic success. At Beale, family involvement is encouraged through a variety of Title I events held both during and after school hours. Multiple communication platforms—including Facebook, Twitter, ClassDojo, and phone calls—are utilized to keep families informed and involved. Staff members actively use the Title I Facebook page and their individual Google Classrooms to share student activities and updates. Throughout the year, a range of family engagement activities are planned to welcome parents into the school, and materials are also sent home to support at-home learning. Signature events such as <i>One School, One Book</i>, music performances, parent lunches, attendance incentive programs, Data Night, and Spring Field Day offer families meaningful opportunities to participate in the school community. Additionally, the Title I team conducts an annual Family Survey to gather feedback and guide the planning of future activities and supports based on family needs.

Students at Beale are provided with various leadership opportunities throughout the school year. Our guidance counselor supports student development through the delivery of character education and cyber safety lessons. To support academic and social transitions, all students participate in activities designed to prepare them for the next grade level. These include classroom visits to meet future teachers, and for 6th grade students, visits from representatives of PPJSHS to assist with the transition to junior high.

Family communication is encouraged and supported through multiple platforms, including ClassDojo, email, phone calls, and social media. Staff have effectively responded to family needs using email, the school's Facebook page, Facebook Messenger, and phone communication.

Beale continues to recognize and celebrate student achievements through awards that honor both academic progress and positive contributions to the school community. Additionally, the school is actively strengthening its PBIS (Positive Behavioral Interventions and Supports) Plan to ensure ongoing, proactive support for student success.

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.

In the end-of-year (EOY) data, our school's overall math proficiency showed that our students went from 14% at or above grade level to 50%

1. Number of Walkthroughs: There were a total of 125 individual walkthroughs conducted during the 2024 school year.
2. Instructional Formats:
 1. Whole Group Instruction: It was observed 52% of the time.
 2. Small Group Instruction: It was observed 48.8% of the time.
3. Depth of Knowledge (DOK):
 1. The predominant level of DOK observed was Level 2 (which typically involves understanding and applying concepts) and accounted for 62.4% of the time.

Summary: In the 2024-25 school year, walkthroughs revealed a mix of whole group and small group instruction, with a main focus on Level 2 skill/concept understanding

K-2 Trends:

Across Kindergarten through 2nd grade, evidence of student learning is consistent and aligned across grade levels and universal screeners, indicating effective instruction and reliable assessment practices. Composite scores generally show positive growth from the beginning of the year (BOY) to the end of the year (EOY), reflecting meaningful academic progress over the course of each school year.

However, when reviewing longitudinal data, beginning-of-year scores for the same cohort of students often show a significant drop compared to their prior EOY performance. This trend suggests a need to strengthen long-term retention of mathematical concepts and skills. Ensuring that students not only master content during the year but also retain and apply that knowledge after summer break is an important focus for continued growth and readiness.

These trends highlight an opportunity to enhance instructional practices and review strategies that reinforce and sustain learning over time, supporting ongoing student success in mathematics.

K-2 Root Causes:

In analyzing student performance in mathematics across Kindergarten through 2nd grade, it has become evident that there is a need for greater consistency in how teachers utilize assessment data to inform instruction and guide timely interventions. Strengthening the use of data-driven practices will support more responsive teaching and ensure that instruction aligns closely with student learning needs.

A review of end-of-year (EOY) and beginning-of-year (BOY) assessment results indicates a notable decline in student performance from one academic year to the next. This pattern suggests a need to reinforce students' conceptual understanding and long-term retention of key mathematical concepts. Ensuring students not only master content but retain it over time is essential for continued success as they progress through the grade levels.

Addressing these root causes through targeted professional development, collaborative data analysis, and instructional planning will help build a strong foundation in early math skills and promote lasting student achievement.

K-2 Challenges:

To support student success in grades Kindergarten through 2nd grade, we are committed to empowering teachers with the tools and guidance needed to meet the diverse needs of all learners. By effectively using student data, we can tailor instruction to strengthen understanding and promote academic growth for every child.

We will work collaboratively to identify key areas where students may need additional support and design targeted instruction and interventions that help close learning gaps and raise overall achievement.

Teachers will receive ongoing professional development in high-impact, research-based instructional strategies proven to enhance learning outcomes. Additionally, we will implement systems that support continuous review and reinforcement of essential concepts throughout the year. This includes beginning the school year with a strategic review of prior knowledge to reinforce retention and ensure a strong foundation for new learning.

Together, these efforts will create a responsive and supportive learning environment that fosters growth and achievement for all students.

Provide support for teachers in using the data to adjust instruction to meet the needs of all learners. Identify specific areas of weakness and target instruction and intervention to raise achievement. Provide support for teachers in high-yield, research-based instructional strategies. Develop strategies that allow teachers to review information throughout the year and begin the year by reviewing previous information taught to ensure a retention of information.

IReady Data Beginning of the year 2024

Kindergarten- 17% Proficient
First- 14% Proficient
Second- 4% Proficient
Third- 22% Proficient
Fourth- 14% Proficient
Fifth- 18% Proficient
Sixth- 13% Proficient

IReady Data Middle of the year 2025

Kindergarten- 50% Proficient
First- 20% Proficient
Second- 36% Proficient
Third- 22% Proficient

Fourth- 27% Proficient
Fifth- 25% Proficient
Sixth- 17% Proficient

iReady Data End of the year 2025

Kindergarten- 88% Proficient
First- 63% Proficient
Second- 50% Proficient
Third- 33% Proficient
Fourth- 42% Proficient
Fifth- 50% Proficient
Sixth- 33% Proficie

Summary of i-Ready Math Scores

Performance Level	2022–2023	2023–2024	2024–2025
Mid or Above Grade Level	46	54	46
Early On Grade Level	42	49	49
1 Grade Level Below	86	66	66
2 Grade Levels Below	13	16	16
3+ Grade Levels Below	14	17	12
Total Students	201	202	189

Trends and Patterns

Positive Trends

- Growth in On or Above Grade Level (Combined):

2022–2023: 88 students (46 + 42)

- 2023–2024: 103 students (54 + 49) ?15 students
- 2024–2025: 95 students (46 + 49) ?7 from 2022–2023

Implication: Overall increase in students performing on or above grade level over time, despite a dip from 2023–2024 to 2024–2025.

Stagnant/Concerning Trends

▪ **1 Grade Level Below:**

- Remains high: 86 to 66 to 66 students.
- Improved from 2022–2023 but plateaued after 2023–2024.

▪ **2 Grade Levels Below:**

- Slight increase: 13 ? 16 ? 16.

▪ **3+ Grade Levels Below:**

- Slight worsening then improvement: 14 ? 17 ? 12.

Potential Causes & Considerations

1. Instructional Improvements (Between 2022–2024)

- Likely stronger Tier 1 math instruction or targeted interventions, shown by the jump from 88 to 103 students on/above grade level.

2. Plateau or Backslide in 2024–2025

- The dip from 54 to 46 students "mid or above" might reflect:

Curriculum change to Ready Math which requires significant shift in thinking and teaching. This also requires additional professional development.

- Changes in staff .in general classroom and/or support staff

3. Persistent Below-Grade-Level Group

- The “one grade level below” group remains the largest subgroup.
 - Suggests foundational skill gaps not yet addressed.
 - May need more robust intervention systems or diagnostic follow-ups.

4. Improvements at the Extreme Low End

- 3+ years below dropped from 17 to 12 students in 2024–2025.
 - Indicates some success in helping the most struggling students.

- Possibly due to intensive intervention or individualized support.

Strategies for Improving Subgroup Performance:

To address current challenges, we will:
Deepen Tier 1 Instructional Quality:

1. Ensure consistent, research-based core instruction in math across all grade levels.
2. Continue to emphasize the use of formative and benchmark data to drive instructional decision-making.

2. Differentiate Interventions More Precisely:

1. Especially for the 1-grade-level-below group, since they comprise ~35% of students.

Goal: Close specific skill gaps for students performing roughly one grade level below expectations (~ 35 % of enrollment).

- Use the i-Ready “Prerequisite Screener” to pinpoint missing clusters instead of reteaching whole prior-grade units.
- Group by skill, not score band. For example, a student at 4th-grade overall may need only multi-step multiplication work, while another needs fraction magnitude.
- Utilize the 30-minute intervention block daily to target skill gaps.
- Set micro-goals every three weeks (e.g., “Add/Subtract within 1000 with 90 % accuracy”) and share progress slips with students and families.

3. Data-Based Small Group Instruction:

4. **Goal:** Leverage i-Ready diagnostics and lesson-embedded checks to tailor instruction inside the core block.

1. Refine and strengthen our intervention models, ensuring that small group and differentiated instruction are effectively implemented across all tiers.
2. Color-code the class roster after each diagnostic (green = on/above, yellow = $\frac{1}{2}$ grade below, orange = $> \frac{1}{2}$ –1 grade below, red = > 1 grade below).
3. Plan three targeted small-group rotations per week:

Teacher-led reteach/extension (10 min)

- a. Peer collaborative task or group led by support staff (math journal prompt)
- b. Adaptive digital lesson aligned to i-Ready domain need

4. Track “minutes in lesson” and “pass rates” dashboards to ensure students in orange/red receive = 45 minutes of domain-specific online practice weekly.

5. Hold a 15-minute PLC “data huddle” every Friday to swap students across groups based on exit slips and i-Ready lesson completion.

5. Monitor Trends:

1. Determine if the 2024–2025 dip in “mid or above” was cohort-specific or instructional.

6. Professional Learning Focus:

Provided embedded professional learning opportunities with Ready Math trainers who model lessons in teachers' classrooms and provide feedback.

1. Focus on building teacher capacity through academic coaching and collaboration to improve instructional consistency and quality across all grade levels.

Overall Impressions:

Possible reasons for slow improvement or stagnant scores over the years may include variations in the MTSS approach, particularly regarding intervention and progress monitoring tools. For example, DIBELS was replaced with EasyCBM, and i-Ready is now being used as the intervention tool for Tiers II and III.

The introduction of a new curriculum could also be contributing to low growth, as staff are still gaining familiarity and adjusting to shifts in pedagogical approaches. While training has been provided, it will continue into the 2025–2026 school year, with embedded classroom modeling to support effective implementation.

Beale Elementary School lost one full-time Title 1 teacher and one part time hourly interventionist from last year. The loss of staffing has possibly impacted student performance.

Considerations for Next Year:

- Which teachers are new to the building or changing grade levels?
- How will we provide targeted support for those transitions?
- What systems will be in place to strengthen collaboration between classroom teachers and academic coaches?
- Have we clearly outlined expectations for literacy math blocks for the upcoming school year?

WVGSA Benchmark Math Taken 02/03/25-02/14/25

Grade 3- 37% Proficient

Grade 4- 22% Proficient

Grade 5- 21% Proficient

Grade 6- 8% Proficient

WVGSA Trends:

The percentage of economically disadvantaged students showing proficiency in math showed a gradual increase from 2020-2023. The SWD percentages have shown a small increase from 2020-23 but saw a 5% decline from 2023-2024. Female students saw an increase of nearly 17% from 2020/21 to 2022/23 but had a 2% decrease in 2023-24. Male students saw a nearly 15% increase from 2020-2023 but decreased by 8% in 2023-24 school year. Due to the number of students in the school these percentage drops indicates only a few students. Math in all students showed a steady growth from 2020-2023 but dropped by 5% in the 2023-24 school year.

WVGSA Root Causes:

Analysis of WVGSA performance in grades 3 through 6 suggests a need to strengthen instructional practices that support sustained growth in mathematics. One contributing factor is the inconsistent use of student data to drive day-to-day instruction and inform timely interventions. Enhancing teachers' confidence and capacity in using data effectively will enable more personalized and responsive instruction that meets students where they are.

Additionally, many teachers are in the early stages of developing confidence and proficiency with number talks—an effective, research-based strategy for building number sense and encouraging students to take ownership of their mathematical thinking. When implemented consistently, number talks can foster a deeper understanding of mathematical concepts and support a classroom culture of student-led learning.

Addressing these root causes through focused professional development, peer collaboration, and embedded coaching will build teacher capacity and positively impact student outcomes in mathematics.

More effectively identify struggling students. Then, provide a rigorous pyramid of interventions earlier with strong instruction using a variety of research-based strategies designed to bridge the instructional and learning gaps. Effectively use data to identify areas of need and to drive intervention. Teachers need to use their 30 minute intervention wisely, based off of data, and to know where students are academically. Then, they need to take the data use small group instruction with rigorous lessons and implement a strong Tier 2 and 3 program with engaging lessons. Due to the size of the student population the decreases seen in math are minimal as five students could translate to nearly 4% in grades 3-6.

WVGSA Challenges:

WVGSA results in grades 3 through 6 indicate the need to strengthen our approach to early identification and support for students who are struggling in mathematics. By enhancing our use of assessment data, we can more precisely identify areas of need and implement timely, targeted interventions that are responsive to individual student learning profiles.

There is an opportunity to establish a more rigorous and proactive pyramid of interventions, grounded in strong core instruction and supported by a range of research-based strategies. These strategies should be intentionally selected to close instructional gaps and promote deep understanding of mathematical concepts.

By using data more effectively and ensuring high-quality instruction at all levels, we can provide students with the support they need to overcome challenges and experience sustained growth in mathematics.

Furthermore, there has been a lack of targeted and intentional professional development for teachers in grades 4–6. Without adequate training in data analysis, differentiated instruction, and intervention strategies, teachers have faced challenges in adapting instruction to meet diverse learning needs. Compounding this issue, all teachers across the grade levels are also in the early stages of implementing a new math curriculum, which naturally requires time, training, and adjustment before full effectiveness can be achieved.

Stop/Start:

As we reflect on current practices in mathematics instruction across Kindergarten through 6th grade, we recognize the importance of continuing the strategies already in place that are designed to strengthen core instruction. These foundational efforts have laid the groundwork for more consistent, high-quality teaching and learning experiences for all students.

Moving forward, we are committed to enhancing our focus on delivering high-impact instruction to students identified as at risk, with an emphasis on refining and strengthening our tiered intervention practices. This includes ensuring that interventions are timely, targeted, and responsive to individual student needs.

Additionally, we will continue to evaluate and improve how math instruction is delivered—particularly to our struggling learners, including students with disabilities and those who are economically disadvantaged. While the Science of Reading is primarily applied in literacy, we recognize its instructional principles—such as systematic instruction, frequent checks for understanding, and scaffolding—as highly transferable to math. Aligning our instructional practices with these evidence-based strategies will support deeper understanding and long-term learning.

To maximize student success, we will reflect on existing practices to determine what may no longer be effective or aligned with current goals, and intentionally introduce or refine practices that lead to improved outcomes for all learners.

English Language Proficiency Assessment Results (ELPA22)

	School 2021-22	School 2022-23	School 2023-24	County 2023-24	State 2023-24
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	--	--	--	14.29	55.01

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

English Language Proficiency Assessment Results for the Reading Domain

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

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	School 2021-22	School 2022-23	School 2023-24	County 2023-24	State 2023-24
Level 1	--		--	1	470
Level 2	--		--	5	422
Level 3	--		--	2	831

Level 4	--	--	--	231
Level 5	--	--	--	154

English Language Proficiency Assessment Results for the Speaking Domain

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

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	School 2021-22	School 2022-23	School 2023-24	County 2023-24	State 2023-24
Level 1	--		--	1	218
Level 2	--		--	0	196
Level 3	--		--	5	635
Level 4	--		--	2	569
Level 5	--		--	0	490

☐ Not Applicable if EL cell size is 0

**EL Improvement Practices/Strategies Currently Implemented
(One Practice / Strategy Per Box)**

Continue serving EL students with "like strategies" and instruction used with any student as indicated by individual student learning data.

Brief Description of Success

Current strategies being used to assist all students als works well for EL students as evidenced by data on student learning (e.g. ELPA 21 data, K-6 universal screener data).

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.

Trends:

Full data is incomplete for the current EL students however from past experiences we find participating students progress in performance levels in the

domains of reading, writing, and speaking English with appropriate interventions and support. Students are served by a part-time ESL teacher who also provides support for teachers.

Root Causes:

Support from county level ESL teacher has helped support both students and teachers in the past. Consistent instruction in ELA also supported the increase.

Challenges:

Family culture influences student efforts in the assessment process. Students identified for ELPA21 screening need consistent instruction and exposure to the more formal levels of spoken English for continued growth. The appalachian area in which we reside tends to have more cultural slang and less formal levels of spoken English.

Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide	
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

 ☒ Not Applicable (Elementary and Middle Schools)

Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Percent of students chronically absent

Student Groups	School (2021-22) % of Students	School (2022-23) % of Students	School (2023-24) % of Students	2023-24 Scorecard Rating	County (2023-24) % of Students	State (2023-24) % of Students
All	22.17	29.65	17.28		16.78	23.48
Status						
Economically Disadvantaged	30.53	36.59	24.17		21.69	30.79
English Learners	--	--	--		25.00	19.25
Foster Care	50.00	0.00	--		22.64	27.54
Homeless	35.71	56.25	36.36		36.57	34.07
Military Connected	--	--	0.00		0.00	13.14
Students with Disabilities	20.45	32.61	25.93		20.43	28.57
Race						
American Indian or Alaska Native	--	--	--		0.00	21.94
Asian	--	--	--		0.00	9.80
Black or African American	0.00	0.00	0.00		9.38	23.63
Hispanic or Latino Native	--	0.00	0.00		17.65	24.74
Multi-Racial	66.67	0.00	0.00		12.68	25.44

Native Hawaiian or Other Pacific Islander	--	--	--				12.62
White	21.63	30.26	18.13			17.03	23.45
Gender							
Female	19.35	31.52	21.59			17.53	24.13
Male	24.37	28.04	13.59			16.11	22.87

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

Student Groups		School (2021-22)	School (2022-23)	School (2023-24)	2023-24 Scorecard Rating		County (2023-24)	State (2023-24)
		% of Students	% of Students	% of Students			% of Students	% of Students
All		94.34	93.97	100.00			98.30	95.43
Status								
Economically Disadvantaged		93.13	92.68	100.00			98.30	93.96
English Learners		--	--	--			100.00	97.92
Foster Care		50.00	66.67	--			96.00	90.69
Homeless		92.86	100.00	100.00			96.10	91.85
Military Connected		--	--	100.00			100.00	98.98
Students with Disabilities		93.18	93.48	100.00			97.40	92.60
Race								
American Indian or Alaska Native		--	--	--			--	94.79
Asian		--	--	--			100.00	98.71
Black or African American		100.00	100.00	100.00			91.30	90.21
Hispanic or Latino Native		--	100.00	100.00			100.00	95.78
Multi-Racial		66.67	100.00	100.00			96.55	92.97
Native Hawaiian or Other Pacific Islander		--	--	--			--	96.39
White		94.71	93.85	100.00			98.41	95.77
Gender								
Female		98.92	96.74	100.00			99.62	97.61
Male		90.76	91.59	100.00			97.14	93.37

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.

WVEIS
ZOOMWV
Student Assistance Team Data
Title 1 Family Survey Data
WV/GPS Information
Homeless data from Attendance Director

Updated Implementation Results

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	
Social and Emotional	School counselor regularly met with individual students to address issues and concerns at the time of immediate need. She also meet with classrooms at did guidance lessons of SEL topics, A student of the month program was implemented. Student were recognized each month for exhibiting various positive character traits and will be rewarded with a field trip to a movie theatre.
Attendance Incentives	Students are awarded brag tags monthly for perfect attendance. They are also recognized at nine weeks awards assemblies for perfect and faithful attendance with certificates. Next year there will be a recognition program to recognize students daily for their attendance with our custom vinyl attendance display that will track attendance and stimulate friendly competition. We will also be recognizing classrooms with vinyl Door banners to decorate classroom doors and bulletin boards while promoting attendance awareness all year. The school does random "Beat the Bell" days where students are rewarded for making it to school on time.
Parent communication regarding attendance	Administration and office staff contacts parents whom have attendance issues, SAT meetings, meetings with county attendance directors and parent meetings, letters to parents go out when they have 5 unexcused absences. Title I hosts parent lunchons where they provide brochures and literature about attendance. Monthly we have a drawing for family winners from students who get to school daily on time with our "Beat the Bell" program.

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.

Beale Elementary Attendance Report from ZoomWV (as of 05/02/2025)

****Overall Attendance Trends:****

Beale Elementary has maintained consistently moderate attendance rates, with all reported averages above 91%. However, recent data indicates a slight downward trend. The overall attendance for 2024-2025 was 92.63%, down from 93.3% in 2023-2024 and 91.7% in 2022-2023 (ZOOM WV data). WVEIS data indicates (as of 5/1/25) that nearly 19.9% of students were labeled as chronically absent. Overall the average attendance was 92.71%.

Three distinct periods are evident in the attendance data:

1. ****COVID-19 Peak (2020-2021):**** The school year shows the highest attendance rate at 95.7%, potentially due to remote learning options.
2. ****Post-Pandemic Drop (2021-2022):**** A significant decline of 4.1 percentage points occurred, with attendance falling to 91.6%, likely reflecting post-pandemic adjustment challenges.
3. ****Recovery (2022-2024):**** The last two years show a recovery trend, with attendance increasing to 92.8% in 2023-2024, though still below pre-pandemic levels.

****Chronic Absenteeism:****

Nearly 20% of students are labeled as chronically absent, according to ZOOM WV data (as of 05/01/2025). This represents a significant portion of the student population. Further analysis reveals disproportionate rates of chronic absenteeism among specific subgroups:

- * 27.7% of chronically absent students are labeled as Students with Disabilities (SWD).
- * 29.5% of chronically absent students are labeled as Low Socioeconomic Status (Low SES).
- * 32% of chronically absent students are labeled as both SWD and Low SES, indicating a significant overlap and potential compounding factors.

****Attendance by Subgroup (2023-2024):****

*** **Racial/Ethnic Groups:****

- * Black or African American (94.4%) and Multi-Racial (94.3%) students exhibit the highest attendance rates.
- * Hispanic or Latino students show a strong attendance rate (93.9%).
- * White students are slightly below the overall average (92.7%).

*** **Gender:****

- * Male students have an attendance rate above the average (93.3%).
- * Female students have the lowest attendance rate (92.1%).

*** **Socioeconomic & Special Needs:****

- * English Language Learners (ELL), Low SES, and Special Education students share the lowest attendance rate (92.1%). This suggests potential systemic challenges faced by students in these categories.

****Summary & Recommendations:****

While Beale Elementary maintains moderate attendance rates, the recent decline and high rate of chronic absenteeism are concerning. Disparities in attendance rates across subgroups highlight the need for targeted interventions.

****Specific Recommendations:****

- * ****Investigate and Address Chronic Absenteeism:**** Focus on understanding the root causes of chronic absenteeism, particularly among SWD and Low SES students. Consider implementing targeted support programs, such as mentoring, transportation assistance, or family outreach.
- * ****Address Gender Disparities:**** Explore potential barriers or challenges specific to female students.
- * ****Support ELL, Low SES, and Special Education Students:**** Implement strategies to address the unique needs of these students, such as providing additional resources, language support, and individualized learning plans.
- * ****Leverage Successes:**** Analyze the factors contributing to the high attendance rates among Black or African American and Multi-Racial students and

explore whether those successes can be replicated or adapted for other subgroups.

* **Further Data Analysis:** Conduct further data analysis to identify specific patterns and trends in attendance, such as days of the week with lower attendance or specific grades with higher absenteeism rates.

* **Monitor and Evaluate Interventions:** Continuously monitor the effectiveness of interventions and make adjustments as needed.

By addressing these issues and implementing targeted interventions, Beale Elementary can work to improve overall attendance rates and ensure that all students have the opportunity to succeed.

Data from the attendance director indicates that Beale has around <10 students identified as homeless. Data indicates the transient rate at 14% for the 2024-25 school year.

Attendance Root Causes

SAT & attendance meetings with parents of students who have chronic absences or tardies has influenced parental support for their children's attendance. Once we began holding the attendance meetings and having parents sign the attendance contracts, those students attendance began to get better with less absenteeism. Collaboration with & support from the county Attendance Director appears to be making a positive change. The Social Worker at Beale Elementary has also taken a good deal of responsibility for contacting & helping families with attendance issues. While research suggests reasons, excessive chronic absenteeism concerns in both the Low SES & SWD population are concerning and causation needs to be specifically explored with referrals made to the schools administration. The chronic absenteeism rate is currently lower than past years at Beale this may be in part to encouraging parents to call and get assignments when they know their child will be absent.

Attendance Challenges:

Improving student attendance remains a key priority in our strategic efforts to support academic success and overall student well-being. A number of students identified as chronically absent have appeared on this list over multiple years, signaling the need for more proactive and sustained intervention. While referrals to the attendance director have been made in accordance with truancy policies, limited support from external legal systems has made enforcement inconsistent. Recognizing that lasting change begins within the school community, we are shifting focus toward comprehensive, school-based supports. Students identified as high-risk through subgroup data will receive ongoing monitoring and intervention through coordinated efforts by school administration and the social worker. Our goal is to foster a culture of regular attendance by partnering with families and providing early, consistent support tailored to student and family needs.

Strategies to Start-Daily attendance awareness program. Attendance Matters program with visual banners, brag tags and recognition for perfect attendance. Peer buddies to check in and encourage perfect attendance.

Strategies to Continue- Continue with social worker and counselor parent contacts and student check in. Continued PBIS frame work.

Behavior Trends:

Student behavior continues to reflect a positive and supportive school climate, with a consistent decline in reported behavior incidents over the past several years. As of May 1, 2025, there have been 21 behavior incidents recorded for the 2024–2025 school year, compared to fewer than 20 in 2023–2024, down from 68 in 2022–2023 and 79 in 2021–2022. This steady improvement demonstrates the success of our school-wide expectations and behavior support systems. The majority of behavior concerns stem from a small group of students, primarily in PreK–3 classrooms, indicating a need for targeted early intervention and continued support in the lower grades. While student behavior is not a significant issue overall, our strategic focus will remain on reinforcing positive behavior practices, early identification, and consistent support to ensure all students thrive.

Behavior Root Causes:

At Beale Elementary, we maintain clear and consistent behavior expectations school-wide and within each classroom, ensuring that students and families understand what is expected. While overall behavior remains positive, we recognize that some students face external challenges that can impact their behavior at school. Factors such as chronic absenteeism, home stressors, and mental health concerns can contribute to students' behavioral choices. To address these underlying issues, we are actively utilizing our school guidance counselor and social worker to provide individualized support for students in

need. Additionally, we are leveraging multiple attendance incentives to promote consistent school engagement. Our ongoing commitment is to address root causes with compassion and proactive support, helping every student build the skills needed for positive behavior and emotional well-being. <u>Behavior Challenges:</u> Students at Beale tend to bring external factors into their school day which can influence their behavior choices in a negative manner. Some students have mental health issues which contribute to their behavior choices. Parents often have different rules than those which exist at Beale Elementary. <u>Family Engagement Data: (Information about good attendance was shared at each family luncheon)</u> Title I Annual Meeting- Open House--August 19-- over 200. 1st Nine Weeks-Attendance and Painting- September 26---approximately 30 2nd Nine Weeks- iReady and Kahoot-November 21---approximately 20 3rd Nine Weeks-should've been our One Book, One School Kickoff--canceled due to rescheduling several times. 3rd Nine Weeks- Data Night and Family Book Fair Shopping--March 6---approximately 50 4th Nine Weeks---Avoiding the Summer Slide--May 19---approximately 20 <u>Family Lunches: number of family members participating</u> <table><tr><td>PK-23</td><td>May 1</td></tr><tr><td>K- 24</td><td>April 11</td></tr><tr><td>1st- 15</td><td>May 2</td></tr><tr><td>2nd- 31</td><td>March 28</td></tr><tr><td>3rd- 19</td><td>October 18</td></tr><tr><td>4th- 35</td><td>October 4</td></tr><tr><td>5th- 31</td><td>September 27</td></tr><tr><td>6th- 21</td><td>September 14</td></tr></table> <u>Additional Family Opportunities for Engagement</u> September 9--Grandparents Day--62 October 8----GSA Rewards Reception-75 October 31--5th/6th Music Program- 76 November 7--Veterans Day Lunch- 13 December 18---3rd/4th Music Program-92 April 17 ----1st/2nd Music Program-78 <u>Results of the 2025 Family Survey</u> Highlights: ▪ 100% of families feel welcome and are satisfied overall. ▪ 96% use and are satisfied with the school's social media for communication. ▪ 92% are satisfied with instruction, communication, and safety. Areas to Improve:		PK-23	May 1	K- 24	April 11	1st- 15	May 2	2nd- 31	March 28	3rd- 19	October 18	4th- 35	October 4	5th- 31	September 27	6th- 21	September 14
PK-23	May 1																
K- 24	April 11																
1st- 15	May 2																
2nd- 31	March 28																
3rd- 19	October 18																
4th- 35	October 4																
5th- 31	September 27																
6th- 21	September 14																

A few parents (1–2) expressed concerns about:

Instructional support and clarity.

- safety conditions.
- Communication consistency between teachers.

Recommendations:

1. Improve Instruction Clarity:
Send weekly learning updates and at-home activity ideas.
2. Strengthen Safety Communication:
Share safety measures and updates with families regularly.
3. Ensure Consistent Communication:
Set clear expectations for all staff to use Class Dojo or similar tools regularly.
4. Celebrate Strengths:
Continue successful events like parent lunches and family nights to keep families engaged.

Strategies to Start- new PBIS program, embedded training for teachers/staff
Strategies to Continue- continue strategies listed above in the Improvement Practices and Strategies box.

Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2023-24)	County (2023-24)	State (2023-24)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished			
Accomplished			
Emerging			
Unsatisfactory			

Additional Data Sources, including results:

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

WalkThrough data
Teacher observations
PLC
Parent communication methods
Employee attendance information rates
PowerSchool PD data

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.

Between July 1, 2024, and April 30, 2025 (169 days), any employee with more than 16 absences is considered chronically absent. Out of 37 employees, 10 fall into this category, resulting in a 27% chronic absenteeism rate. Additionally, no one at the school had perfect attendance during this period. Some staff members have/had health concerns or family members with serious health concerns. One staff member lost their spouse after a long illness which caused her to miss school more than normal. Generally, substitute teachers have been secured but there have been times when Title 1 and/or Special Education teachers have been used to cover for absences. LETRS training has been offered to teachers in K-3 grades but there has been little to no specialized training.

Trends:

Staff Attendance from SmartFind: 73% attendance rate for staff as of 4/30/25. This school year we have had no staff out due to FMLA for an extend period of time.

Analysis of Walkthrough data on Depth of Knowledge for this and the immediate two prior years show the majority of learning is occurring in Levels 2 & 3 combined . The three year trend indicates instruction in Level 1 is decreasing. Specific data for each year follows --

2024-2025- Level 1- 14.4%
2024-2025- Level 2- 62.4%
2024-2025- Level 3- 22.4%
2024-2025- Level 4- .8%

2023-2024 Level 1 -- 25%
2023-2024 Level 2 --68.4%
2023-2024 Level 3 --6.3%
2023-2024 Level 4 -- .4%

2022-2023 Level 1 -- 60.2%
2022-2023 Level 2 -- 31.8%
2022-2023 Level 3 -- 8%
2022-2023 Level 4 -- 0.0%

Data as of 5/2/2025 from PowerSchool indicate 100% of ALL staff have attained the minimum (18) required staff development hours for the 2023-2024 school year and 100% of professional employees had a documented minimum of one hour of High Quality professional development.

Root Causes:

Most professional staff members have been in the school/school system for a number of years. A change with the introduction of HB 3035 and the use of Multi-disciplinary Tiered System of Support in 2023 school year may have contributed to teachers ranking themselves differently. However, with a veteran staff, instructional materials changes should hypothetically have less of an effect on educator self-efficacy. There are no specific answers for the teacher absentee rates however knowing that school culture can influence both staff and student attendance this is a possible area to be explored.

Challenges:

Bringing staff to understand that educator self-assessment should be directly related to the data on learning for their students/classroom. Encouraging teachers to be in the classroom as consistently as possible, perhaps by implementing a site-based employee attendance incentive system. Professional development focusing on the rubric to determine what "Accomplished" looks like at Beale Elementary.

Strategies to Start- Monthly data meetings with teachers. Staff attendance incentives to encourage attendance.

Strategies to Stop- None

Strategies to continue- Continued professional development on data analysis and using data to guide instruction. Continuation of use of the Multi-disciplinary Tiered System of Support.

Continued targeted professional development for teachers of grades 4-6 students outside of Ready Math or iReady training. Model Schools survey indicate most staff member feel supported although only 5 teachers responded to the survey.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment and the strategic plan activities.

Science of Reading/Structured Literacy LETRS training for teachers and administrators Throughout the 2025-2026 School Year
From "Sit and Git", to Think and Respond: Active engagement strategies from Anita Archer: October 2025
On the Road to Literacy with Dr. Staci Bain 7 Step Framework September 2025: Follow-up
IReady Training Throughout the 2025-2026 School Year
PowerSchool Training: Policies and Procedures August 2025
Raising the Bar: Building Rigor with Purpose in the Elementary Classroom Throughout the 2025 School Year with Model Schools Support
Vector Training Initiated in August 2025 and continuing throughout the year as new staff join or additional modules are added.
Embedded Professional Development provided by county academic coaches throughout the school year
Student Assistance Team Training with Morgan Clark: August 2025
SRSD training with Heather Thompson: January 2026

Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1

Plan Items)

1 Attendance/Student Supports

Description:

By January 2026, less than 15 % of our students will be chronically absent down 4.9% from the previous year as measured by ZoomWV. This goal aims to improve student attendance and engagement, ensuring all students have consistent access to learning opportunities and the support they need to succeed. Achieving this target will require a multi-faceted approach focused on identifying and addressing the root causes of absenteeism, promoting a positive and supportive school climate, and fostering strong partnerships with families and the community.

1.1 Student Attendance

Description:

Weekly WEVIS attendance data.

1.1.1 Universal Prevention

Description:

To promote consistent student attendance, the school will implement a multi-faceted Attendance Incentive Plan focused on communication, recognition, and support: We will use this following slogan to encourage regular school attendance: Every Day Counts. Every Minute Matters. We will also employ the following activities or strategies: Beat the Bell: Daily and weekly incentives will be provided for students and families who consistently arrive on time. Classes with the highest attendance rates may earn special recognition or rewards.

1.1.1.1 School-Based MTSS Team

Description:

Students who receive five-day absence letters will be placed on an attendance monitoring list and will receive targeted support through the MTSS (Multi-Tiered System of Supports) framework to address barriers to regular attendance. The following staff members from across the school will include: a social worker, secretary, counselor, teachers, and administrators.

Person Responsible:

School Social Worker

Estimated Begin Date:

8/19/2025

Estimated Completion Date:

6/3/2026

1.1.1.2 Communication of Expectations

Description:

The county attendance policy will be clearly communicated to staff and all stakeholders during the Back-to-School Bash and revisited throughout the year during school events where families are present. Attendance goals will be shared with the students, staff, families,

and stakeholders by direct contact, social media, print and or digital media. Recognition may include certificates, announcements, or small rewards. ThrillShare App: The ThrillShare platform will serve as a communication tool for calls, emails, and text messages related to daily absences, ensuring families are promptly informed and supported Parents will also have the opportunity to use a QR code which leads to a Google form for notifying the school of student absence.

Person Responsible:

Dawn Bays

Estimated Begin Date:

8/19/2025

Estimated Completion Date:

6/3/2026

AS 1.1.1.3 Student Attendance Recognition and Motivational Strategies

Description:

Students will be recognized each nine weeks for Perfect Attendance(no absences or tardies) and Faithful Attendance (minimal absences with valid reasons). Attendance incentives and competitions will be held throughout the school year for all classes, encouraging a school-wide focus on being present and on time every day. We will use this following slogan to encourage regular school attendance: Every Day Counts. Every Minute Matters.

Person Responsible:

Dawn Bays

Estimated Begin Date:

8/19/2025

Estimated Completion Date:

6/3/2026

AS 1.1.1.4 Monitoring and Intervention

Description:

Attendance incentives will be shared with the student council members to gauge their input. Personal Attendance Mentor Program: To further improve attendance, the school will implement a "Personal Attendance Mentor Program", where each student is paired with a mentor who will regularly check in on them, identify any barriers to attendance, and collaborate with school staff to provide necessary support and resources. This approach fosters a supportive environment, addresses individual student needs, and promotes consistent school attendance.

Person Responsible:

School Social Worker

Estimated Begin Date:

8/19/2025

Estimated Completion Date:

6/3/2026

G 2 Academic ELA & Mathematics

Description:

The goal is for at least 75% of students in grades K-6 to perform at or above the standard proficiency level in ELA by the end of the year 2025, as measured by the iReady End of Year 2026 Benchmarking period. The goal is for at least 75% of students in grades K-6 to perform at or above the standard proficiency level in Mathematics by the end of the year 2025, as measured by the iReady End of Year 2026 Benchmarking period.

PM 2.1 Formative assessments used to measure student learning will be I-Ready Standards Mastery and/or Growth Monitoring Assessments.

Description:

Formative assessments used to measure student learning will be I-Ready Standards Mastery and/or Growth Monitoring Assessments.

S 2.1.1 Adjust the instruction to meet the needs of all students

Description:

Beale Elementary School plans to implement a three-tiered instructional approach in every classroom. We plan to use student performance data to better align our teaching methods with student needs. We will use this data to create personalized teaching strategies, as well as to form classroom and small-group teaching instruction. These teaching methods aim to help all students meet high academic standards.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

AS 2.1.1.1 Strengthen Tier 1 Instruction

Description:

Teachers will use standards, power standards, and pacing guides to enhance high-quality Tier 1 instruction and provide students with opportunities to master content. Teachers and instructional aides will deconstruct and become familiar with the state's College and Career Ready Standards for their grade level. These standards will be used to develop high-quality lessons and improve daily instruction through strategic planning. Teachers will unpack the standards and create "I can" statements to guide instruction. They will adhere to the power standards and pacing guides as outlined by county leadership. Additionally, teachers will implement Anita Archer's high-engagement strategies to support effective instruction.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/21/2024

Estimated Completion Date:

6/1/2025

Funding Application		Grant	Notes	Amount
Consolidated		Title I Part A	Curriculum & Instruction Asst Principal Salary	\$112,361.36
		Title I Part A	Title I Teacher Salaries	\$111,001.36
			Total	\$223,362.72
AS 2.1.1.2 Consistently Implement Active, Student Engagement Strategies Description: Consistently implement active student engagement strategies by designing and facilitating lessons that require all students to participate in meaningful tasks, think critically, and collaborate with peers. Ensure that activities promote discussion, reflection, and hands-on learning to increase motivation, deepen comprehension, and support long-term retention. Person Responsible: Administrators and Teachers Estimated Begin Date: 8/21/2024 Estimated Completion Date: 6/1/2025				
AS 2.1.1.3 Administer appropriate benchmarking and progress monitoring I-Ready, Standards Mastery and/or Growth Monitoring as well as the WV Non summative assessment, on schedule, to assist in adjusting instruction to meet the learners' needs. Description: Administer appropriate benchmarking and progress monitoring I-ReadyStandards Mastery and/or Growth Monitoring as well as the WV Non summative assessment, on schedule, to assist in adjusting instruction to meet the learners' needs. Person Responsible: Administrators and Teachers Estimated Begin Date: 8/21/2024 Estimated Completion Date: 6/1/2025				
AS 2.1.1.4 Data Analysis and Progress Monitoring Description: Continuous progress monitoring will be conducted to guide tiered support for student learning. Tools such as Ready Benchmarks, i-Ready, and diagnostic assessments will be used to identify instructional gaps and student learning needs. The MTSS framework will be implemented to move students across tiers based on data. Action plans, along with support from Student Assistance Teams, will be developed and adjusted to ensure targeted interventions and support are provided. Person Responsible:				

Administrators and Teachers

Estimated Begin Date:

8/21/2024

Estimated Completion Date:

6/1/2025

AS 2.1.1.5 Professional Learning

Description:

The staff will participate in a variety of professional learning opportunities throughout the 2025-2026 school year to support continuous growth and student achievement. These include: Policies and Procedures training** in August 2025 to ensure consistency and clarity in school operations. Training Staff to Work with Parents** in August 2025, with scheduled follow-up sessions for reflection and implementation support. Participation in the West Virginia Reading Association (WVRA) Annual Conference** in November 2025, followed by in-school follow-up to apply learning. Attendance at the **West Virginia Council of Teachers of Mathematics (WVCTM) Annual Conference** in March 2026 for enhanced math instructional strategies. School-based professional development** throughout the year focused on the Science of Reading and evidence-based ELA and math strategies, in compliance with HB 3035 * Additional trainings aligned with the Mason County's Professional Development Plan, including i-Ready**, PowerSchool, Vector training, and ongoing support from county academic coaches Educators and administrators are also engaging in high-impact professional learning such as **LETRS training**, which builds foundational knowledge in structured literacy, and active engagement workshops with Anita Archer that shift instruction from passive learning to student-centered participation. Instructional frameworks like **Dr. Staci Bain's 7-Step Literacy Framework** and initiatives such as *Raising the Bar: Building Rigor with Purpose in the Elementary Classroom further enhance teaching quality and rigor. These experiences are designed to ensure every staff member is equipped with the tools, strategies, and support needed to accelerate student success.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/21/2024

Estimated Completion Date:

6/1/2025

S 2.1.2 Promote Active Family and Community Engagement Opportunities

Description:

Family and community engagement will be encouraged through a variety of events and activities designed to build strong school-home partnerships. Opportunities will include Grandparents Day, grade-level family lunches, classroom holiday parties, Trunk or Treat, Career Day, and the annual Back to School Bash. Title I Family Engagement evenings will also be held throughout the year, providing parents with valuable strategies to support their child's academic progress and information on the Mason County attendance policy. Volunteer forms will be made available to families who wish to participate in school activities, helping to foster a welcoming and inclusive environment for all.

Component

Item Name

Title I

Opportunities for all children including subgroups

Schoolwide	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Address the needs of at-risk learners
	Parent and family engagement

AS

2.1.2.1 Provide training/workshops for families which enable them to be more engaged in their child's education

Description:

Provide training and workshops for parents to enhance their engagement in their child's education. Specifically, planned parent trainings include: Annual Back-To-School Open House August 2025, Annual Title I Meeting September 2025, Monthly Grade-Level Family Meetings from September 2025 through May 2026 targeting identified grade-level standards and/or attendance, Beat the Bell Program Tardy and Attendance Incentives September 2025, Understanding HB 3035 Third Grade Success Act, October 2025, Understanding Your Child's Test Scores, November 2025, Snuggle Up And Read January 2026, Helping Your Child Prepare for the iReady and WV Summative Assessment April 2026, and Avoiding the Summer Slide (Helping Students Through the Summer) May 2026.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

5/21/2024

Estimated Completion Date:

6/1/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies for Family Engagement	\$2,731.36

AS

2.1.2.2 Use of Apptegy/Thrillshare for school call-outs and announcements and other communication tools (eg. monthly School Family Calendars, Class Dojo, Principal's Facebook Page, Beale Title 1 Facebook Page, school website, LIVEGrades) to facilitate communication

Description:

Use of Apptegy/Thrillshare for school call-outs and announcements and other communication tools (eg. monthly School Family Calendars, Class Dojo, Beale Title 1 Facebook Page, school website, LIVEGrades) to facilitate communication

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/21/2024

Estimated Completion Date:

6/1/2025

AS

2.1.2.3 Train staff members on how to effectively work with parents and community

Description:

Train staff members on how to effectively work with parents and community - August 2025 Follow-up sessions will occur on Faculty Senate meeting dates.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/21/2024

Estimated Completion Date:

6/1/2025

S

2.1.3 Student Supports

Description:

Beale Elementary will use a variety of tools to support positive student growth, including academic, behavior and attendance.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners
	Parent and family engagement

AS

2.1.3.1 Continue implementation of Positive Behavioral Interventions and Supports for student success

Description:

Continue implementation of Positive Behavioral Interventions and Supports for student success through a PBIS rewards program.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/21/2024

Estimated Completion Date:

6/1/2025

Funding Application	Grant	Notes	Amount

Consolidated	Title I Part A	50% of counselor's salary with fixed costs	\$43,237.11
AS 2.1.3.2 Provide student leadership opportunities (eg. student council, DARE, Peer Buddies) Description: Provide student leadership opportunities (eg. Student Council, DARE, Peer Buddies) Person Responsible: Administrators and Teachers Estimated Begin Date: 8/21/2024 Estimated Completion Date: 6/1/2025			
AS 2.1.3.3 Active use of the Student Assistance Team (SAT) to provide early intervention and support in identified areas of need Description: Interventions and supports will be implemented as early as possible through the use of Plans of Action, the Student Assistance Team (SAT) process, and IEPs when appropriate. The county prioritizes initiating a Plan of Action when a learning or behavioral deficit is identified. Students will progress through the tiers of support based on ongoing data, ensuring that interventions are responsive to individual needs and adjusted as necessary. Person Responsible: Administrators and Teachers Estimated Begin Date: 8/21/2024 Estimated Completion Date: 6/1/2025			
AS 2.1.3.4 Create and implement transition activities, especially for PK-K and 6th-7th grade students and their parents. Description: The school will coordinate a series of structured **transition activities** to support students and their families as they prepare for the upcoming school year. One key component will involve **grade-level classroom rotations** , where students will visit the next grade level to meet their future teachers, explore the new learning environment, and gain an understanding of expectations. Students from various groups or ensembles will be welcomed at Beale to speak to the 6th grade students and share their experiences at the Junior high level. These activities are designed to ease anxiety, build excitement, and foster positive connections between students, teachers, and peers. In addition, families will be invited to participate in select transition events to strengthen the home-school partnership and ensure everyone feels informed and supported throughout the transition process. Person Responsible: Administrators and Teachers Estimated Begin Date: 8/21/2024			

Estimated Completion Date:
6/1/2025

Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1

☐ Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

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

Address strategies to create opportunities for all children including subgroups

Explanation

The following purposefully address opportunities for all children including subgroups.

☒ 2 Academic ELA & Mathematics

☒ 2.1 Formative assessments used to measure student learning will be I-Ready Standards Mastery and/or Growth Monitoring Assessments.

☒ 2.1.1 Adjust the instruction to meet the needs of all students

☒ 2.1.2 Promote Active Family and Community Engagement Opportunities

☒ 2.1.3 Student Supports

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

Address strategies that strengthen a well-rounded educational program

Explanation

The following purposefully address a process to strengthen a well-rounded educational program.

☒ 2 Academic ELA & Mathematics

☒ 2.1 Formative assessments used to measure student learning will be I-Ready Standards Mastery and/or Growth Monitoring Assessments.

☒ 2.1.1 Adjust the instruction to meet the needs of all students

	§ 2.1.2 Promote Active Family and Community Engagement Opportunities § 2.1.3 Student Supports	
3)	✓ 3) Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time Explanation The following purposefully address opportunities to strengthen and increase the quality and amount of learning time. § 2 Academic ELA & Mathematics PM 2.1 Formative assessments used to measure student learning will be I-Ready Standards Mastery and/or Growth Monitoring Assessments. § 2.1.1 Adjust the instruction to meet the needs of all students § 2.1.2 Promote Active Family and Community Engagement Opportunities § 2.1.3 Student Supports	
4)	✓ 4) Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum Explanation The following purposefully address strategies to provide an enriched and accelerated curriculum. § 2 Academic ELA & Mathematics PM 2.1 Formative assessments used to measure student learning will be I-Ready Standards Mastery and/or Growth Monitoring Assessments. § 2.1.1 Adjust the instruction to meet the needs of all students § 2.1.3 Student Supports	

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

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

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

Explanation

The following purposefully address the needs of at-risk learners.

G 2 Academic ELA & Mathematics

PM 2.1 Formative assessments used to measure student learning will be I-Ready Standards Mastery and/or Growth Monitoring Assessments.

S 2.1.1 Adjust the instruction to meet the needs of all students

S 2.1.2 Promote Active Family and Community Engagement Opportunities

S 2.1.3 Student Supports

6) **Parent and family engagement**

Address strategies that increase the parent and family engagement

Explanation

The following purposefully address opportunities for all children by increasing parent and family engagement.

G 2 Academic ELA & Mathematics

PM 2.1 Formative assessments used to measure student learning will be I-Ready Standards Mastery and/or Growth Monitoring Assessments.

S 2.1.2 Promote Active Family and Community Engagement Opportunities

S 2.1.3 Student Supports

Title TAS		
Mason County Schools (049) Public District - FY 2026 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 1		
☒ Not Applicable		
Required Items [Expand All] [Collapse All]		Component Met
1) Identify students to be served Address strategies to identify students to be served		☐
Explanation		
2) Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups		☐
Explanation		
3) Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program		☐
Explanation		
4) Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time		☐
Explanation		
5) Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum		☐
Explanation		
6) Address the needs of at-risk learners Address strategies that address the needs of at-risk learners that may include the following: - Student support services - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment) - PBIS - Professional development and teacher recruitment - Preschool transition		☐
Explanation		

7)	Parent and family engagement Address strategies that increase the parent and family engagement Explanation	☐
8)	Coordination of program Address strategies that coordinate program services Explanation	☐
9)	Minimize pull-out instruction Address strategies that minimize pull-out instruction Explanation	☐
10)	Review progress of children served under the program Address strategies to review the progress of children served under the program Explanation	☐

Required Documents

This page is currently not accepting Related Documents.

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