

LEA Strategic Plan History Log

**Mcdowell County Schools (060) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

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Date	User	Status (S) / Comment (C)	S / C
6/29/2024 5:32:50 PM	Amanda Peyton	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S
6/29/2024 5:32:19 PM	Amanda Peyton	Status changed to 'LEA Strategic Plan Completed'.	S
4/27/2024 8:14:56 AM	Amanda Peyton	Status changed to 'LEA Strategic Plan Started'.	S
12/26/2023 9:40:03 AM	Elizabeth Younis	Status changed to 'LEA Strategic Plan Not Started'.	S

**Mcdowell County Schools (060) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

**\* Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with appropriate stakeholder groups including Federal Program personnel.**

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Input was collected regularly from stakeholders and committee members during monthly Family Advisory Council Meetings, Committee Meetings, and Central Office Leadership Team Meetings. Progress notes are maintained and shared with stakeholders as well throughout the year.

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

**Mcdowell County's mission is to unleash the potential of every student every day!**

Mcdowell County Schools believe in:

- 1) a clear and focused mission to support learning for all;
- 2) instructional leadership that fosters age-appropriate high yield instructional strategies that lead to student achievement;
- 3) establishing high expectations in an environment where all students can learn and succeed;
- 4) a positive and safe environment where diversity is embraced and appropriate behavior is expected and supported;
- 5) equitable opportunities for students to be provided meaningful learning aligned to state standards with timely feedback to support individual student growth;
- 6) monitoring student progress utilizing a variety of data guide instructional decisions and
- 7) purposeful relationships and share responsibilities between families, community and the school to support students' academic, social-emotional, and physical needs.

LEA Strategic Plan - Demographic Data

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LEA Strategic Plan - Demographic Data

Student Groups	State (2023-24) % of Students	County (2023-24) % of Students
<b>All</b>	100.00	100.00
<b>Status</b>		
Economically Disadvantaged	54.23	73.91
English Learners	0.97	0.08
Foster Care	2.36	2.42
Homeless	5.04	9.56
Military Connected	0.35	--
Students with Disabilities	19.71	22.95
<b>Race</b>		
American Indian or Alaska Native	0.09	0.04
Asian	0.68	0.04
Black or African American	4.16	7.35
Hispanic or Latino Native	2.41	0.55
Multi-Racial	4.51	3.82
Native Hawaiian or Other Pacific Islander	0.05	--
White	87.95	88.14
<b>Gender</b>		
Female	48.34	48.11
Male	51.65	51.89

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

**\* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,**

EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

### **Family Structure Data**

According to the 2023-2024 Family Structure data collection for all McDowell County students, 49% of our students live in untraditional circumstances. Around 18% of our students live in a single parent home. Over 17% of our students live with their grandparents either primarily or in addition to one of their parents. Gathering this information allows our staff to know our family dynamics for all students. This information is used when inviting family members and providing family involvement activities throughout the district.

**Title I Family Input Surveys**—90% of the parents reported that grade level curriculum and standards were clearly explained to them at the BOY. 88% of the families shared that they had met with their child's teacher to learn about the progress of their child in reading, attendance, and math this year.

55% of families shared that more time was needed in order to plan to attend family events/trainings. 32% of the parents reported that they had a home visit this school year. Parents rated BACK TO SCHOOL OPEN HOUSE events as the most useful strategy followed by the AFTERSCHOOL BOOST PROGRAM and SPRING TITLE I OPEN HOUSE EVENTS. 61% of families states they felt the school sponsored workshops were beneficial in sharing strategies for reading and math partnerships at home. Parents reported lack of transportation and work conflict as the main reasons they were not able to attend.

**Mental Health Services:** MCS currently has 3 mental health providers which offer services to students and families based on referrals to students both in person and through telehealth options. Schools average approximately 10 referrals indicating an increase in students with self-harming behaviors and/or suicidal ideations. Referrals were steady this school year; however, the lack of provider availability to supply therapists while facing a rapidly increasing number of referrals continues to be a challenge.

**Kids Count Data** – McDowell County continues to drastically lose the great people of our district by death and desertion. On the 2022 Kids Count Data, only 18,083 residents remained from the nearly 100,000 in the late 1960s. 9.8% of children under the age 18 are a minority. There is one licensed childcare facility for the entire district landscape. Teen births are 37.037 per 1,000, which is double the rate from 2021. The county leads the country in deaths by overdose per capita. Men in McDowell County have the lowest life expectancy of males in the US. The county has the highest percent of children living in high poverty areas (38%)- the rate is 1.5 times higher than rates of childhood poverty in WV and twice the national childhood poverty in the US.

**Home Visiting Project Input / Feedback** - 213 Professional and Service Staff Members have been trained in the life of the 8-year program. Many of those teachers have since left MCS. Each teacher completes 24 H Visits each year. The program has shown many insights into the lives and the challenges of our children including that their parents do want the best for them, however many feel education is not the most important thing in their life. Many cares for elderly or ill members of the family and even younger siblings. Over 60 % of the children in the 2022-2023 program were living in homes with multiple families / generations in the home.

**Special Education:** MCS has 548 students with disabilities enrolled in the Special Education Program which is 24% of our total student enrollment. Of these, primary eligibility is as follows: Autism (6), Emotional/Behavior Disorder (4), Speech/Language Impairment (41), Hard of Hearing (2), Specific Learning Disability (228), Intellectual Disability Moderate (33), Intellectual Disability Mild (143), Other Health Impairment (74), Developmental Delays (3), and Traumatic Brain Injury (1) as of the December 1 Child Count Collection.

**Census & Employment Data**— From 2020 to 2022, McDowell has lost 6.6% of its population. The population loss between 2022 and 2023 was around 400 residents. Five percent of the total population are 5 years of age or less. 81.7% of residents live in a home with a computer and 76.3% have working internet. 6.6% of residents have bachelor's degree or higher.

**Parent & Family Workshop Feedback**- Parent feedback suggested that even post pandemic we still continue to offer things virtually for parents who work or lack transportation to keep them involved in the learning process such as trainings or meetings. Parents expressed that they wanted to learn more technology skills and additional reading/math trainings to help them support the learning at home.

**Family Advisory Council Monthly Meeting Feedback** - An average of 34 parents, staff, community volunteers, and other family members attend the FAC Meeting regularly each month. Parents have asked for additional supports in the area of reading and mathematics.

**Staff Development Council Feedback** – The SDC survey completed to all professional staff members in winter 2022 reported that overall teachers learn best from weekend conferences which allows for a deep understanding and time dedicated to the topic of the conference. Teacher reported they most benefited from district professional development rather than school level pd. Teachers reported they could benefit the most from additional content trainings in the areas of mathematics, reading and technology integration. They also reported that they could benefit the most from additional best practices trainings in the areas of student engagement and motivation, involving families in their child's education, teaching and addressing students with special needs, and understanding assessment data to drive instruction. Teachers shared that the most appreciated the PL DAYS built into the school calendar to provide time for planning and PD. In the area of learning targets, teachers have requested additional support in checking for understanding, and writing a student friendly target.

**LSIC Feedback** – School LSIC Reports showed that parents were extremely concerned about student attendance and want to work in the 2024-2025 school year on structures to support both student and staff attendance. Each school will create action steps in their plan to support this need. LSICs reported also a need for revised student handbooks with clear expectations for all with additional training in PBIS in all schools.

**Early Childhood Core Team Partnerships** - MCS meets monthly as a CORE Team with Head Start and other providers. The CQI Plan shows a need to continue to work with families on the importance of daily attendance in PreK. We have found based on working with BT3, that many children are not receiving much needed BT3 services due to lack of staff. We will assist with recruiting staff for the program. We have identified that through classroom walkthroughs we need to address being intentional in our planning and provide more looping conversations during play as well as understanding how to effectively keep data on students to drive instruction.

#### **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.

#### **Core Root Cause Analysis:**

Due to continuous loss of population and due to economic concerns and loss of jobs in the county, poverty levels that already make the county the poorest county in the state continue to rise. Schools continuously experience the issues stemming from childhood poverty and trauma. Many students in the schools live with their grandparents, dealing with trauma coming from parent incarceration or drug use. Additionally, remote location and lack of housing in the county contribute to a lot of teachers traveling to their job sites from neighboring counties, which results in continuous turnover of teaching staff and staffing shortages. The desire to be closer to home is still the main reason for leaving. Some others have relocated all together. The district currently has 181 teachers. Out of those 181, we have 11% are professional on permits, 14% current vacancies & 18% with less than 3 years of experience. 31% of the teachers in the district come from non-traditional backgrounds. The district is projecting to have around 10-13 new hires. Additionally, out of all students graduating from Grow Your Own Program, 80% have gone on to pursue education majors in college.

These multiple issues have a compound negative effect on student achievement.

#### **Start**

- Families have reported we need to have trainings/meetings/opportunities at various times in the day in both digital and face to face options. We must repeat sessions and/or record parent trainings to provide more flexibility for families.
- Planning for home visits as part of the school day with floating subs to ensure that those families who need the visits are visited by the teachers.
- Strengthen the Second Time Around Club for grand families this school year with County Commission on Aging.

- Sharing with staff members the opportunities to contract with BT3 to help ensure students are getting right from the start services.
- Providing tailored workshops/opportunities for single moms, grandparents, and foster care families.
- Including career exploration into the afterschool program, summer school programs, and within school schedules.

### **Stop**

- Lowering expectations for students and families of poverty.
- Relying on paper for parent communication
- Holding family trainings and or events once and moving forward with the calendar






### **Continue**

- Strengthen the attendance team
- Providing supportive trainings for teachers on the continuum of implementing learning targets in the classroom.
- Educating families and making opportunities for students to thrive and see their opportunities through career exploration and college trek
- 1:1 training for parents and staff
- Educating staff on understanding poverty and how-to better support families of generational and situational poverty
- Increasing the number of teachers participating in Home Visiting Program

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LEA Strategic Plan - Academic Data

Color Reference Guide

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

2036 Annual English Language Arts (ELA) Goal Targets

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

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

ELA Proficiency

Student Groups	County (2020-21)		County (2021-22)		County (2022-23)		2022-23 Scorecard Rating		State (2022-23)	
	% of Students		% of Students		% of Students				% of Students	
<b>All</b>	27.41	27.61	27.61	30.24					43.59	
<b>Status</b>										
Economically Disadvantaged	23.70	22.60	22.60	26.58					33.30	
English Learners	0.00	--	--	--					14.06	
Foster Care	0.00	8.10	8.10	--					--	
Homeless	14.49	22.37	22.37	19.30					27.49	
Military Connected	--	--	--	--					54.31	
Students with Disabilities	6.55	7.47	7.47	5.98					13.46	
<b>Race</b>										
American Indian or Alaska Native	--	--	--	0.00					36.67	

Asian	--	--	--	--	69.52
Black or African American	27.18	22.22	23.08	27.17	27.17
Hispanic or Latino Native	0.00	0.00	0.00	37.14	37.14
Multi-Racial	31.43	25.52	25.58	39.05	39.05
Native Hawaiian or Other Pacific Islander	--	--	--	51.85	51.85
White	27.38	28.18	31.11	44.51	44.51
<b>Gender</b>					
Female	30.91	29.85	32.70	48.20	48.20
Male	24.21	25.39	27.64	39.21	39.21

### ELA Academic Progress

Student Groups	County (2022-23)		2022-23 Scorecard Rating		State (2022-23)
		% of Students			% of Students
<b>All</b>		44.80			46.28
<b>Status</b>					
Economically Disadvantaged		42.18			42.76
English Learners		--			39.59
Foster Care		50.00			45.01
Homeless		42.03			43.12
Students with Disabilities		31.29			37.12
<b>Race</b>					
American Indian or Alaska Native		100.00			56.90
Asian		--			61.51
Black or African American		31.82			42.26
Hispanic or Latino Native		--			42.54
Multi-Racial		50.00			45.43
Native Hawaiian or Other Pacific Islander		--			51.72
White		45.11			46.48
<b>Gender</b>					
Female		48.53			48.63

Male	40.71		44.04		
<b>Reading Lexile Distribution - District (2022-23)</b>					
Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	505	--	--	--	--
4	712	--	--	--	--
5	831	--	--	--	--
6	932	--	--	--	--
7	981	--	--	--	--
8	1055	--	--	--	--
11	1151	--	--	--	--
<b>Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):</b>					
<p>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.). <b>This information is to be updated annually.</b> Examples of relevant data sources and sample outline for the needs assessment can be found <a href="#">here</a>, under Strategic Planning Tool Resources.</p> <ul style="list-style-type: none"> <li>▪ Phonics Screener</li> <li>▪ Early Literacy Reporting</li> <li>▪ iReady Benchmarks and Screeners</li> <li>▪ Module Assessment and Benchmark (Cambium and iReady) Reports</li> <li>▪ Corrective Reading data for students with disabilities in grades K-8 who are also non-readers</li> <li>▪ SIPPS Progress / Placement Reports</li> <li>▪ PSAT / SAT School Day Data, disaggregated by subgroups</li> <li>▪ Bluebook Data</li> <li>▪ Walk-Through Data- principals used SIBME for their daily walkthroughs and provided feedback that was meaningful and actionable.</li> <li>▪ GSA Data- disaggregated by subgroups</li> <li>▪ AP &amp; Dual Credit Performance- disaggregated by subgroups</li> <li>▪ WVDE CSI Diagnostic Report</li> </ul>					
<b>ELA Improvement Practices/Strategies Implemented (One Per Box)</b>					
<b>Updated Implementation Results</b>					

Collaborative Teams

- Central Office Bi-Monthly Meetings - meetings are conducted every two weeks and focus on data sharing from departments, overview and updates to strategic plan, and review of instructional priorities based on the most current data.
- Collaborative Team Time Built in the School Schedules - school schedules have times built in for staff collaboration across grade and content levels. The focus for collaborative teams is to build thorough understanding of standards and monitor instruction and assessment results in a collaborative setting.
- Campaign for Grade Level Literacy Team
- School Leadership Teams- school leadership teams meet monthly to review school's data, update strategic plan, and plan professional development for the staff.
- Universal PreK Core Team
- Administrative Leadership Team Meeting - principal meetings are conducted monthly, with the focus on the professional development on instructional practices and data analysis (modeling best practices provided by the CO staff)

Classroom Walkthroughs

- Central Office Administration visits school sites monthly to conduct walk-through to assist with instructional practices, ask guiding questions and plan for feedback. The CSI walkthrough template is used across all schools to provide consistency in feedback and follow-up.
- Building level administrators conduct daily walk-throughs using SIBME tool and provide effective feedback when appropriate.
- A teacher support coach works with new and other identified teachers as a means to improve professional practice. The coaching is offered by Sibme virtual coaches and district-hired face to face coach.
- Principals regularly host 10 minute meetings to provide feedback in regards to student work and standards driven instruction.

Extended Year/Extended Day

- Summer Camp for Students in All Title I Schools
- K Clubs (3 X Summer) for Incoming K Students
- Transition Program for 5th Graders to Next School Site (Week Long Event)
- Credit Recovery for CTE / High School Credits
- Ready Freddy Kick Off Parties for PreK and K (Families Invited / Review Standards & Expectations)
- Provide Extended School Year (ESY) for students with disabilities, as needed based on IEP goals

Universal  
PreK

- CORE Team
- Single Point of Entry
- ELRS Data Driven Instruction
- Monthly Team PLC Meeting
- ASQ Data
- CLASS Data Points
- Standards Focused Instruction
- Learning Targets for Reading and Math
- Family Training Events
- Health and Safety Checklists for All Classrooms

Family Engagement  
Opportunities

- Volunteer Training Annually for All Parents & Community Members
- Monthly Family Advisory Council Meetings
- Second Time Around Club Grandparents Club Meetings - Quarterly
- Working with Parents Annual LEA and School Level Training
- Home Visiting Project PreK -12
- Title I School Level Trainings
- LEA Working with Parents Annual Training
- Parent Input for Strategic Planning / LSIC School Level
- Social Media Usage for Clear and Consistent Communication
- Thrillshare App/tegy Used for Instant Messaging to All Stakeholders
- Parents Right to Know
- Title I Grade Level Compacts Created by Classroom Teachers
- Annually Revised Title I Parent Involvement Policy (LEA)
- PreK Home Visiting Required 2 for Each Child
- Academic Parent Teacher Team Model (All Title I Schools)
- After School Family Activities
- Notification of Families of Student Assessment Data in a Timely Manner
- Spring Title I Evaluation Meeting (April of Each Year)
- Porch Visits Before School Starts to Build Relationships (Title I Schools)

Student Leadership  
Opportunities

- Student government/council in schools
- Student voice on LSIC, Strategic Planning Team LEA and School

Social Emotional Supports

- Youth Mental Health Services at Schools
- Jobs for WV Graduates specialist at MV and RV
- Guideposts to Graduation at MV and RV
- Communities In Schools / Community Schools Facilitators/ CARE Closets
- SAT Teams
- School Counselors
- Suicide Prevention Training Annually for Students and Staff
- Youth Mental Health First Aid Training for Community, Families, and Staff
- Exit Conferences for Drop Outs
- Train All Staff in the McKinney Vento Assistance Act
- Homeless / Foster Care Liaison
- Special Education Facilitators
- ASIST Suicide First Aid training and supports for Counselors, CIS Coordinators, and School Nurses

Recruit, Retain, and Retrain Highly Effective Staff

- Clinical Teacher of Record Student Teacher Collaboration with Higher Ed
- Alternative Pathways to Certification
- Teacher Recruitment Efforts
- New Teacher Orientation
- Mentoring Program
- Provide funds for new and identified teachers to participate in WVDE Support for Teacher Academies
- Fund Substitutes for Peer Observations
- Exit Surveys
- My Learning Plan (Portfolio of PD)
- Learning Schools Model / Requests Funded Through Federal Monies
- The Staff Development Council will meet quarterly to plan for and approve staff development. The council will survey staff each year to determine PD needs, as it relates to becoming learning schools within a learning system.
- Provide opportunities for administrators, counselors and support personnel to attend SESC, state, and nationally sponsored professional development that align with our county goals and needs assessment. Participation will be determined as opportunities are advertised.
- Each School Leadership Team will create welcome packets for new teachers to include faculty handbook and other school related material.
- Sustain Grown Your Own Teaching Program

**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.

**Subgroup Performance Analysis**

**GSA Data:**

In reviewing subgroup performance data, it is noted that students from low socio-economic background perform lower than their peers. Low SES students show 4% discrepancy, and African American students lag in performance by 7% in comparison to the ALL group. The achievement of students with disabilities

remains an area of concern, with only 5.98% of students showing proficiency in ELA. When reviewing gender specific data, it is evident that females outperform males on ELA achievement by 5%. White students achieve at higher rates than ALL group. Homeless students show lower achievement (11% difference in comparison to ALL group). Therefore, the professional development and coaching supports for teachers are provided across the board to ensure students are provided with quality instructional supports regardless to their background while being cognizant and understanding of the variety of cultural and racial backgrounds.

Corrective Reading and Reading Mastery programs are used to support students who are non readers or emerging readers, with inclusion services provided to students who are in general education setting in Grades K-8. These instructional supports show 80% of the students moving out of Corrective Reading and Reading Mastery curricula into general education setting. Intervention periods are a part of the school schedules, so that students can receive timely supports. Effective family engagement practices are given heavy attention at the secondary level, in order to help schools engage parents from all backgrounds, in order to build positive relationships with school and provide students with support and encouragement on a variety of levels.

In reviewing the GSA and benchmark data from SY 23-24, the ALL group shows achievement in ELA remain at the same level as using the previous year. The SY 2024 data also shows that students who received virtual instruction and were consistently engaged virtually have shown the same levels of achievement as face to face students. However, students who have been virtual in prior years are still showing gaps in knowledge. This finding just underscores the need to have intensive interventions to address learning loss.

In ELA, students in grades 3-5 showed lower performance scores in reading literary text as well as in the areas of elaboration when writing informative essays. The students in grades 6-8 showed lower performance scores in the domain of writing and language and also showed weaknesses in the areas of elaboration and purpose on argument writing.

#### **Benchmark Data:**

Students in grades 3-8 followed school-based calendars for module assessments and were given in Benchmark Assessments (Cambium and iReady) in September and February. Schools engaged in robust data analysis followed by the creation of mini pacing guides to address student achievement gaps and expose them to the standards that have not been taught yet before the GSA. Benchmark data for grades 6-8 showed that students struggled with Writing and Language Standards (on average 58% of students scoring below standard). 8<sup>th</sup> grade students showed more concerns in the areas of Elaboration and Focus/Organization in Informational Writing ( on average, 44% scoring 1 out of 4 points in that area), while Grade 7 students showed similar data in these two areas but in Argumentative Writing. Since in this grade students have to use not only argument but also introduce counterargument in their writing, the focus has been established to address the introduction of counterargument. Grade 6 data for argument writing shows the same alarming trend as the 7<sup>th</sup> grade data, with only 7-8% of students scoring 3 out of 4 points in evidence and elaboration part of the rubric. Module assessment results for this grade band also show more students at below standard in writing informational and argumentative IMAs. Therefore, the schools have decided to focus on including social studies and science teachers on teaching students how to provide sufficient evidence and elaborate on that evidence in their respective disciplines. ELA teachers are focusing on introducing more opportunities for reading literary texts since students have been showing more deficiencies in reading literary text than informative text.

When looking at Grades 3-5 Benchmark and Module results, evidence and elaboration are the major area of concern for both types of writing assessed on the test. Data shows that around 75% of students score 2 out of 4 points on this rubric component. Therefore, it is established that the writing instruction should focus on identifying evidence to use in the essays and the strategies to provide sufficient support for that evidence.

Benchmark data showed that writing and language use was an area of concern across the grade levels, with grades 5 and 8 struggling more with reading informational text and Grades 6-7 showing concerns with reading literary text.

#### **PSAT 8/9 and PSAT/NMSQT Data:**

Mount View and River View students in Grades 9-10 took PSAT assessments in fall and spring. The following information was gleaned by the administrators and teachers:

- The students showed higher master levels in Information and Ideas and Craft and Structure but struggled with the test questions on Expression of Ideas

and the ones assessing Standard English Conventions (above 60% of the students scored in the lowest performance score band). These testing domain showed similar concerns across all tested grades (9-11). The focus remains on using Bluebook to build student and teacher familiarity with the content assessed on the test as well as provide supports in classroom instruction and questioning to reflect similar rigor and expectations as on SAT and PSAT.

#### **Start**

**MCS will strengthen the use of pacing maps with prioritized instruction K-12 for the school year with embedded support.**  
*MCS have previously created and utilized instructional ELA maps for the past 6 years. The need for teachers to prioritize instruction with effective teaching strategies is evident with classroom walkthroughs by school and LEA leadership.*

**MCS will start using the SIBME platform as a tool for enhancing instructional walkthroughs including mentor video playback/feedback platform with coaching cycle.**

*Due to the terrain and lack of subs, using SIBME will allow mentor teachers/embedded support ELA provider to collaborate and provide real-time feedback with teachers.*

#### **Stop**

**MCS will stop lowering expectations for students based on their socioeconomic backgrounds and ensure that we are raising the bar for all children.**

*Through additional training on understanding poverty and engaging children of poverty, we will continue to raise our expectations of students. Walk-throughs show that the pace of instruction is still low in many classrooms.*

**MCS will work to ensure classroom interruptions are minimal and that all classrooms maximize instruction from bell to bell.**

*Classroom walk-through analysis indicate a need to ensure classrooms maximize instruction from bell to bell. The district leadership team and school administration team will continue to strengthen this practice based on individual data.*

#### **Continue**

**MCS will continue to offer sustained, job embedded professional development for all teachers in the area of ELA.**

*MCS has consistent monthly embedded support for teachers that allows relationships to be formed by the specialist, the administrator, and the teacher over time. Teachers feel like the consistent providers are part of the team rather than someone entering in their classrooms to "watch." We have developed a true coaching model with our ELA consultants in elementary and secondary. The embedded support monthly also helps to overcome barriers with the constant teacher turnover we experience at many schools.*

**Coaches will work with those teachers who are identified by classroom walk-through data as needing additional individualized support.**

*MCS will continue working with the coach hired by the district as well as SIBME coaches to fortunate support classrooms who need the individualized support. Based on surveys, the teachers value the additional personalized support especially the new teachers that are assigned to the coach. The coach meets with the teachers as needed and utilizes the coaching model. Principals have more teachers that they would like to assign to a coach if we were in a place to hire an additional coach because of the need. Ensure Principal Rounds take place this school year in order for our leadership team to share best practices with their peers.*

**LEA Leadership Team Members will continue to conduct support walkthroughs with all school administration focusing on feedback/non-negotiables to classroom teachers.**

*The regular monthly walkthroughs by the LEA Leadership Team have allowed our team to be consistent in expectations and to support the school administrators on providing high quality feedback. Feedback has improved greatly during two years of implementation. Principals are now conducting peer to peer walkthroughs monthly with other administrators in the the district as well.*

**Each school will continue to complete their own needs assessment through Learning Schools Model and determine what they need in regards to professional development and support from the LEA.**

*MCS understands that each school is unique as well as are their needs. School principals have provided feedback that they appreciate having the ability to*

plan and request their PD based on their individualized needs. This allows them to have ownership and work towards their goals with the support of the LEA.

**Ensuring all teachers use the 3 part lesson design model for classroom instruction.**

Due to the high turnover we experience in our district, we have a lot of inexperienced teachers or long-term substitutes in our classrooms providing instruction. The school and LEA administrative team worked with school leadership teams to create a 3 part lesson design template that would ensure high quality instructional strategies.

**Ensure all classrooms fully implement LEARNING TARGETS to guide classroom instruction.**

Both LEA Leadership and school leadership teams will provide leveled professional development to teachers on strategies to implement learning targets across all grade and content areas. Focused walkthroughs on learning targets will provide data to support this implementation and determine the needs of schools and classrooms.

**MCS will continue to communicate non-negotiables to all teaching staff regularly and with school admin during monthly principal team meetings.**

C- Create Environments of Excellence

L- Love Them

I- Intentional Learning Targets

M-Model Expectations

B- Butts in Seat

**2036 Annual Mathematics Goal Targets**

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

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

**Mathematics Proficiency**

Student Groups	County (2020-21)		County (2021-22)		County (2022-23)		2022-23 Scorecard Rating		State (2022-23)	
	% of Students		% of Students		% of Students				% of Students	
<b>All</b>	14.00	14.00	18.07	18.07	19.52	19.52			35.15	35.15
<b>Status</b>										
Economically Disadvantaged	9.58	9.58	14.56	14.56	16.67	16.67			25.46	25.46
English Learners	0.00	0.00	--	--	--	--			19.23	19.23
Foster Care	0.00	0.00	8.10	8.10	--	--			--	--
Homeless	5.80	5.80	11.84	11.84	11.30	11.30			20.37	20.37
Military Connected	--	--	--	--	--	--			48.48	48.48
Students with Disabilities	4.69	4.69	7.80	7.80	6.64	6.64			12.74	12.74
<b>Race</b>										

American Indian or Alaska Native	--	--	0.00	27.78
Asian	--	--	--	68.85
Black or African American	4.85	10.00	19.23	18.02
Hispanic or Latino Native	0.00	0.00	0.00	25.85
Multi-Racial	5.88	6.38	25.58	30.44
Native Hawaiian or Other Pacific Islander	--	--	--	48.87
White	15.12	19.11	19.36	36.12
<b>Gender</b>				
Female	12.34	16.28	17.01	33.27
Male	15.54	19.77	22.18	36.93

**Math Academic Progress**

Student Groups	County (2022-23)		2022-23 Scorecard Rating	State (2022-23)
		% of Students		
<b>All</b>		27.38		% of Students 42.03
<b>Status</b>				
Economically Disadvantaged		24.66		36.65
English Learners		--		38.25
Foster Care		21.43		34.94
Homeless		18.57		35.26
Students with Disabilities		22.45		31.87
<b>Race</b>				
American Indian or Alaska Native		0.00		51.72
Asian		--		69.25
Black or African American		36.36		34.42
Hispanic or Latino Native		--		38.23
Multi-Racial		16.67		37.99
Native Hawaiian or Other Pacific Islander		--		53.57
White		27.31		42.46
<b>Gender</b>				

Female	29.87	40.81
Male	24.64	43.18

**Mathematics Performance Distribution - District (2022-23)**

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	516	--	--	--	--
4	527	--	--	--	--
5	591	--	--	--	--
6	609	--	--	--	--
7	692	--	--	--	--
8	749	--	--	--	--
11	902	--	--	--	--

**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, ELP22, 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.

- Benchmark Reports, broken down by subgroup performance
- Walk-Through Data
- GSA Data, broken down by subgroup performance
- PSAT / SAT School Day Data, broken down by subgroup performance
- Corrective Math data for students with disabilities in grades K-8
- WYDE Math Walkthrough Data
- iReady Diagnostics and Screeners

**Mathematics Improvement Practices/Strategies Implemented (One Per Box)**

**Updated Implementation Results**

Collaborative Teams

- Central Office Bi-Monthly Meetings - meetings are conducted every two weeks and focus on data sharing from departments, overview and updates to strategic plan, and review of instructional priorities based on the most current data.
- Collaborative Team Time Built in the School Schedules - school schedules have times built in for staff collaboration across grade and content levels. Collaborative teams focus on pacing, identified priority standards, standards based assessment and instruction.
- Campaign for Grade Level Literacy Team
- School Leadership Teams- school leadership teams meet monthly to review school's data, update strategic plan, and plan professional development for the staff.
- Universal PreK Core Team
- Administrative Leadership Team Meeting - principal meetings are conducted monthly, with the focus on the professional development on instructional practices and data analysis (modeling best practices provided by the CO staff)

Classroom Walkthroughs

- Maintain Variety of Secondary Course Offerings/ Virtual Offerings Available for all Students- 225 students from both high schools are currently enrolled in at least one WV Learns course.
- Title I Staff Utilization
- WIN (45 Minute Intervention) - every K-5 school has WIN periods in their master schedule, with specific directions for remediation or enrichment shared with the teachers and monitored by the administration.
- Embedded Professional Development for all K - 5 Teachers / Assistant Teachers / Admin on the adopted mathematics curriculum
- Corrective Math Program for students with disabilities
- Shared Data Meetings for All Stakeholders
- Support teachers in implementing instructional strategies to support English language development for EL students using professional development, instructional resources, and culturally responsive instruction.

Extended Year/Day

- Summer Camp Program for all Title I Schools
- K Clubs (3 X Summer) for Incoming K Students
- Transition Program for 5th Graders to Next School Site (Week Long Event)
- Credit Recovery for CTE / High School Credits
- Ready Freddy Kick Off Parties for PreK and K (Families Invited / Review Standards & Expectations)

Universal  
PreK

- CORE Team
- Single Point of Entry
- ELRS Data Driven Instruction
- Monthly Team PLC Meeting
- ASQ Data
- CLASS Data Points
- Standards Focused Instruction
- Learning Targets for Reading and Math
- Family Training Events
- Health and Safety Checklists for All Classrooms

Family Engagement  
Opportunities

- Volunteer Training Annually for All Parents & Community Members
- Monthly Family Advisory Council Meetings
- Second Time Around Club Grandparents Club Meetings - Quarterly
- Working with Parents Annual LEA and School Level Training
- Home Visiting Project PreK -12
- Title I School Level Trainings
- LEA Working with Parents Annual Training
- Parent Input for Strategic Planning / LSIC School Level
- Social Media Usage for Clear and Consistent Communication
- Thrillshare Apptegy Used for Instant Messaging to All Stakeholders
- Parents Right to Know
- Title I Grade Level Compacts Created by Classroom Teachers Annually Revised Title I Parent Involvement Policy (LEA)
- PreK Home Visiting Required 2 for Each Child
- Academic Parent Teacher Team Model (All Title I Schools)
- After School Family Activities
- Notification of Families of Student Assessment Data in a Timely Manner
- Spring Title I Evaluation Meeting (April of Each Year)
- Porch Visits Before School Starts to Build Relationships (Title I Schools)

Social Emotional Supports

- Youth Mental Health Services at Schools
- Jobs for WV Graduates specialist at MV and RV
- Guideposts to Graduation at MV and RV
- Communities In Schools / Community Schools Facilitators in every school
- SAT Teams
- School Counselors
- Suicide Prevention Training Annually for Students and Staff
- Youth Mental Health First Aid Training for Community, Families, and Staff
- Exit Conferences for Drop Outs
- Train All Staff in the McKinney Vento Assistance Act
- Homeless / Foster Care Liaison
- Special Education Facilitators
- ASIST Suicide First Aid for Counselors, CIS Coordinators, and School Nurses

Recruit, Retain, and Retrain Highly Effective Staff

- Clinical Teacher of Record Student Teacher Collaboration with Higher Ed
- Alternative Pathways to Certification
- Teacher Recruitment Efforts
- New Teacher Orientation
- Mentoring Program
- Provide funds for new and identified teachers to participate in WVDE Support for Teacher Academies
- Fund Substitutes for Peer Observations
- Exit Surveys
- My Learning Plan (Portfolio of PD)
- Learning Schools Model / Requests Funded Through Federal Monies
- The Staff Development Council will meet quarterly to plan for and approve staff development. The council will survey staff each year to determine PD needs, as it relates to becoming learning schools within a learning system.
- Provide opportunities for administrators, counselors and support personnel to attend SESC, state, and nationally sponsored professional development that align with our county goals and needs assessment. Participation will be determined as opportunities are advertised.
- Each School Leadership Team will create welcome packets for new teachers to include faculty handbook and other school related material.
- Collaborate with Reconnecting McDowell in the creation of the Renaissance Village and transportation/housing needs.

**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.

**Subgroup Performance Analysis**

In reviewing subgroup performance data, it is noted that students from low socio-economic background perform lower than their peers. African American students, foster care, and low SES students lag in performance by around 8-10% in comparison to the ALL group. The achievement of students with

disabilities remains an area of concern, with only 7.8% of students showing proficiency in mathematics. Males outperform females by 3%. Therefore, the professional development and coaching supports for teachers are provided across the board to ensure students are provided with quality instructional supports regardless to their background while being cognizant and understanding of the variety of cultural and racial backgrounds. Intervention periods and inclusion supports are used to support students with specific gaps in mathematics performance, with inclusion services provided to students who are in general education setting.

Effective family engagement practices are given heavy attention at the secondary level, in order to help schools engage parents from all backgrounds, in order to build positive relationships with school and provide students with support and encouragement on a variety of levels. The district provided professional development not only in instructional practices but also in content to ALL teachers of mathematics and also created pacing guides to ensure students are provided with rigorous and supportive curriculum that helps them build mathematics skills to be able to succeed in the next grade. The focus for the SY 23-24 is on revision of the pacing guides to identify priority standards during each grading period and ensure targeted supports are provided to help students acquire needed skills while providing just-in-time interventions to address learning loss concerns. MCS is also going to continue working on deconstruction of standards and robust implementation of learning targets in all district's classrooms.

When reviewing SY 24 GSA and Benchmark data, it is evident that student achievement has been showing small increases overall. However, student growth has been evident the major focus in all grades, and with iReady diagnostics, the staff has focused on helping students close achievement gaps that went two or more years. Students across grades show deficiencies in number and operations, which goes back to the initial development of number sense in early grades. The data again shows the need for identifying priority standards, creating plans to strengthen core instruction while allocating time in the day for interventions to address specific skill development to ensure student success.

### **Benchmark Reports**

Students in grades 3-8 followed school-based calendars for Module assessments and were given Benchmarks (Cambium and iReady) in September and February. Schools engaged in robust data analysis followed by the creation of mini pacing guides to address student achievement gaps and expose them to the standards that have not been taught yet before the GSA. Benchmark data showed the following concerns:

- Grade 3 students struggled with measurements, data, and geometry as well as operations and algebraic thinking;
- Grade 4 students showed more deficiencies in number and operations in base 10 and fractions as well as operations and algebraic thinking.
- Grade 5 students showed deficiencies in number and operations in base 10 and fractions;
- Grade 6 showed deficiencies in expressions and equations as well as ratios and proportional relationships and number systems;
- Grade 7 deficiencies are in geometry; and
- Grade 8 deficiencies are in geometry, statistics, and probability.

Students with special needs lag significantly behind their peers, while males and females score similarly in proficiency levels in mathematics.

**GSA data** shows that math achievement improved overall by 3% with early elementary grades showing great strides in improvement (44% mastery in grade 3). However, grade 5 is showing most concern out of 3-5 grade band, and middle school grades are showing stagnant scores. Numbers and operations remain an area of weakness throughout the grades, which results in continuous weaknesses in high school scores as well (Heart of Algebra remains an area of concerns). Focus remains on continuously reevaluating pacing of the curriculum, with constant emphasis on the student development of number sense and fundamental understanding of mathematical concepts.

**PSAT/NMSQT and PSAT 8/9** - PSAT has been delivered to 9th and 10th grade students as a benchmark to support instructional planning and help prepare for SAT. According to PSAT 8/9 and PSAT/NMSQT 2023-2024 data, 8% of 9th grade students met benchmark on math, and 7% of 10th graders met the benchmark on math on both tests. Students showed deficiencies in Algebra and Advanced Math (Grade 10) and mostly Algebra and Geometry in Grade 9) 0-2% scored in performance grade band of 460 and above).

**Start**

**MCS will start strengthening the use of the SIBME platform as a tool for enhancing instructional walkthroughs including mentor video playback/feedback platform with coaching cycle.**

Due to the terrain and lack of subs, using SIBME will allow mentor teachers/embedded support mathematics provider to collaborate and provide real time feedback with teachers.

**Stop**

**MCS will stop lowering expectations for students based on their socioeconomic backgrounds and ensure that we are raising the bar for all children.**

*Through additional training on understanding poverty and engaging children of poverty, we will continue to raise our expectations of students. Walk-throughs show that the pace of instruction is still low in many classrooms.*

**MCS will work to ensure classroom interruptions are minimal and that all classrooms maximize instruction from bell to bell.**

*Classroom walk-through analysis indicate a need to ensure classrooms maximize instruction from bell to bell. The district leadership team and school administration team will continue to strengthen this practice based on individual data.*

**Continue**

**MCS will continue to offer sustained, job embedded professional development for all teachers in the area of MATH.**

*MCS has consistent monthly embedded support for teachers that allows relationships to be formed by the specialist, the administrator, and the teacher over time. Teachers feel like the consistent providers are part of the team rather than someone entering in their classrooms to "watch." We have developed a true coaching model with our math consultants in elementary and secondary. The embedded support monthly also helps to overcome barriers with the constant teacher turnover we experience at many schools.*

**The Teacher Support Coach will work with those teachers who are identified by classroom walk-through data as needing additional individualized support.**

*MCS is using a county-hired coach and coaches contracted through Sibme to support classroom teachers who need the individualized support. Based on surveys, the teachers value the additional personalized support especially the new teachers that are assigned to the coach. The coaches meet with the teachers as needed and utilize the coaching model. Principals have more teachers that they would like to assign to a coach if we were in a place to hire an additional coach because of the need.*

**LEA Leadership Team Members will continue to conduct support walkthroughs with all school administration focusing on feedback/non-negotiables to classroom teachers.**

*The regular monthly walkthroughs by the LEA Leadership Team have allowed our team to be consistent in expectations and to support the school administrators on providing high quality feedback. Feedback has improved greatly during two years of implementation. Principals are now conducting peer to peer walkthroughs monthly with other administrators in the the district as well.*

**Each school will continue to complete their own needs assessment through Learning Schools Model and determine what they need in regards to professional development and support from the LEA.**

*MCS understands that each school is unique as well as are their needs. School principals have provided feedback that they appreciate having the ability to plan and request their PD based on their individualized needs. This allows them to have ownership and work towards their goals with the support of the LEA.*

**Ensuring all teachers use the 3 part lesson design model for classroom instruction.**

*Due to the high turnover we experience in our district, we have a lot of inexperienced teachers or long-term substitutes in our classrooms providing instruction. The school and LEA administrative team worked with school leadership teams to create a 3 part lesson design template that would ensure high quality instructional strategies.*

**Ensure all classrooms fully implement LEARNING TARGETS to guide classroom instruction.**

Both LEA Leadership and school leadership teams will provide leveled professional development to teachers on strategies to implement learning targets across all grade and content areas. Focused walkthrougths on learning targets will provide data to support this implementation and determine the needs of schools and classrooms.

**MCS will continue to communicate non-negotiables to atll teaching staff regulary and with school admin during monthly principal team meetings.**

C- Create Environments of Excellence

L- Love Them

I- Intentional Learning Targets

M-Model Expectations

B- Butts in Seat

English Language Proficiency Assessment Results (ELPA)

	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	0.00	--	100.00	39.75

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

English Language Proficiency Assessment Results for the Reading Domain

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

English Language Proficiency Assessment Results for the Writing Domain

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

Level 5	0	0	0	177
English Language Proficiency Assessment Results for the Speaking Domain				
<b>ELPA22 Performance Level</b>	<b>County 2020-21</b>	<b>County 2021-22</b>	<b>County 2022-23</b>	<b>State 2022-23</b>
Level 1	0	0	0	258
Level 2	0	1	0	268
Level 3	1	1	1	518
Level 4	0	0	0	330
Level 5	0	0	0	443
English Language Proficiency Assessment Results for the Listening Domain				
<b>ELPA22 Performance Level</b>	<b>County 2020-21</b>	<b>County 2021-22</b>	<b>County 2022-23</b>	<b>State 2022-23</b>
Level 1	0	0	0	131
Level 2	0	1	0	151
Level 3	0	0	0	563
Level 4	1	1	0	491
Level 5	0	0	1	481
<input type="checkbox"/> Not Applicable if EL cell size is 0				
<b>EL Improvement Practices/Strategies Implemented (One Per Box)</b>		<b>Updated Implementation Results</b>		
Sheltered Instructional Practices and Individualized EL instruction (virtual services)		<ul style="list-style-type: none"> <li>Students are provided with opportunities to learn alongside their peers, with additional reading supports in enrichment classes.</li> <li>Teachers are provided with instructional supports to be able to help their EL students.</li> <li>Individual EL services are provided to students three days a week after school via Zoom, using EL-certified teachers hired by Proximity Learning.</li> </ul>		
<b>EL Needs Assessment Summary:</b>				
<p>* After review of all identified results, provide the updated <b>root cause analysis</b> (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. <b>This information is to be updated annually.</b> 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.</p>				

McDowell County schools has 1 EL student. This student is in his first year of schooling in the US. The student has just finished 4th grade. The student enrolled in MCS with very little knowledge of English and scores 1s across all domains on ELPA screener. When tested on ELPA21 in March, student showed progress in speaking and listening but needs continued intensive interventions in reading and writing. The student has been receiving intensive EL supports virtually, through individual services provided by certified EL teachers hired through Proximity Learning. The focus remains on strengthening academic language supports for the student, so that he continues to advance in their language mastery. One of the MCS teachers got certified as EL teacher, and the county will be using her face to face services for individual supports for this student in SY25. Three teachers are going to EL Training in Dunbar in summer, as the district builds teacher capacity to support English Learners.

**Mcdowell County Schools (060) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

**LEA Strategic Plan - High School Graduation and Student Success Data**

**Color Reference Guide**

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

**On Track**

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating		State (2022-23)
	% of Students	% of Students	% of Students			% of Students
<b>All</b>	77.37	78.67	61.07			75.66
<b>Status</b>						
Economically Disadvantaged	72.92	74.27	55.55			66.01
English Learners	--	--	0.00			62.18
Foster Care	100.00	100.00	--			48.57
Homeless	10.00	100.00	75.00			65.18
Military Connected	--	--	--			87.50
Students with Disabilities	71.15	72.92	63.33			64.02
<b>Race</b>						
American Indian or Alaska Native	--	--	--			92.30
Asian	--	--	--			91.47
Black or African American	96.15	81.82	60.00			67.02
Hispanic or Latino Native	100.00	50.00	100.00			70.78
Multi-Racial	100.00	85.71	25.00			71.89
Native Hawaiian or Other Pacific Islander	--	--	--			75.00

White	74.84	78.46	61.84	76.17
<b>Gender</b>				
Female	80.56	78.29	62.19	79.33
Male	75.23	79.05	60.00	72.13

**10th Graders with Twelve Earned Credits**

Student Groups	County (2020-21) % of Students	County (2021-22) % of Students	County (2022-23) % of Students	State (2022-23) % of Students
<b>All</b>	83.79	82.00	83.23	90.54
<b>Status</b>				
Economically Disadvantaged	81.66	78.64	80.15	85.11
English Learners	--	--	100.00	85.71
Foster Care	100.00	100.00	--	70.20
Homeless	20.00	100.00	75.00	81.64
Military Connected	--	--	--	93.75
Students with Disabilities	76.92	77.08	80.00	84.74

**Race**

American Indian or Alaska Native	--	--	--	100.00
Asian	--	--	--	96.89
Black or African American	100.00	90.90	80.00	86.17
Hispanic or Latino Native	100.00	50.00	100.00	87.36
Multi-Racial	100.00	85.71	50.00	89.49
Native Hawaiian or Other Pacific Islander	--	--	--	87.50
White	81.76	81.53	84.21	90.79
<b>Gender</b>				
Female	86.11	81.57	84.14	93.00
Male	82.24	82.43	82.35	88.17

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

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

	% of Students	% of Students	% of Students	% of Students
<b>All</b>	70.94	75.33	61.07	76.05
<b>Status</b>				
Economically Disadvantaged	64.16	69.90	55.55	66.60
English Learners	--	--	0.00	63.02
Foster Care	100.00	100.00	--	48.57
Homeless	0.00	100.00	75.00	65.66
Military Connected	--	--	--	87.50
Students with Disabilities	65.38	68.75	63.33	64.94
<b>Race</b>				
American Indian or Alaska Native	--	--	--	92.30
Asian	--	--	--	91.47
Black or African American	92.30	72.72	60.00	67.78
Hispanic or Latino Native	100.00	50.00	100.00	71.05
Multi-Racial	100.00	85.71	25.00	71.89
Native Hawaiian or Other Pacific Islander	--	--	--	75.00
White	67.92	75.38	61.84	76.56
<b>Gender</b>				
Female	75.00	75.00	62.19	79.70
Male	68.22	75.67	60.00	72.54

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

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
88.26	88.78	89.30	89.82	90.33	90.85	91.37	91.89	92.41	92.93	93.45	93.96	94.48	95.00			

**Graduation 4-Year Cohort**

Student Groups	County (2020-21)		County (2021-22)		County (2022-23)		2022-23 Scorecard Rating		State (2022-23)	
	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	
<b>All</b>	88.21	84.49	84.21	84.21					92.57	
<b>Status</b>										

Economically Disadvantaged	--	--	--	80.85	88.03
English Learners	--	--	--	--	0.00
Foster Care	25.00	66.67	--	--	--
Homeless	76.00	85.71	--	--	--
Military Connected	--	--	--	--	--
Students with Disabilities	82.98	81.58	80.00	85.54	
<b>Race</b>					
American Indian or Alaska Native	--	--	--	--	87.50
Asian	--	--	--	--	98.68
Black or African American	100.00	90.48	92.86	90.36	
Hispanic or Latino Native	100.00	100.00	100.00	91.61	
Multi-Racial	--	100.00	85.71	89.84	
Native Hawaiian or Other Pacific Islander	--	--	--	81.82	
White	86.98	83.02	83.33	92.75	
<b>Gender</b>					
Female	91.40	90.59	90.79	94.08	
Male	85.71	79.41	79.82	91.20	

### Graduation 5-Year Cohort

Student Groups	County (2020-21)		County (2021-22)		County (2022-23)		2022-23 Scorecard Rating		State (2022-23)	
	% of Students		% of Students		% of Students		% of Students		% of Students	
<b>All</b>	82.46		89.57		85.03				92.53	
<b>Status</b>										
Economically Disadvantaged	--		--		84.40				87.50	
English Learners	--		--		--				85.21	
Foster Care	--		25.00		--				--	
Homeless	--		80.00		--				--	
Military Connected	--		--		--				--	
Students with Disabilities	69.44		85.11		81.58				86.09	
<b>Race</b>										

American Indian or Alaska Native	100.00	--	--	100.00	100.00
Asian	--	--	--	98.35	98.35
Black or African American	75.00	100.00	90.48	90.07	90.07
Hispanic or Latino Native	--	100.00	100.00	89.18	89.18
Multi-Racial	100.00	--	100.00	92.16	92.16
Native Hawaiian or Other Pacific Islander	--	--	--	90.00	90.00
White	82.90	88.48	83.65	92.69	92.69
<b>Gender</b>					
Female	88.66	91.40	90.59	94.12	94.12
Male	77.19	88.14	80.39	91.07	91.07

**Post-Secondary Achievement Data**

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	
	% of Students	% of Students	% of Students	% of Students	
<b>All</b>					
<b>Status</b>					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
<b>Race</b>					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					

Gender			
Female			
Male			

College Readiness (AP/IB)				
Student Groups	County (2020-21) % of Students	County (2021-22) % of Students	County (2022-23) % of Students	State (2022-23) % of Students
<b>All</b>				
<b>Status</b>				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Military Connected				
Students with Disabilities				
<b>Race</b>				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic or Latino Native				
Multi-Racial				
Native Hawaiian or Other Pacific Islander				
White				
<b>Gender</b>				
Female				
Male				

College Readiness (Dual Credit)				
Student Groups	County (2020-21) % of Students	County (2021-22) % of Students	County (2022-23) % of Students	State (2022-23) % of Students

<b>All</b>		36.87	22.64	35.67	31.12
<b>Status</b>					
Economically Disadvantaged		35.61	20.72	27.96	18.30
English Learners		--	--	--	8.46
Foster Care		--	0.00	100.00	8.58
Homeless		36.36	12.50	16.66	15.30
Military Connected		--	--	--	52.08
Students with Disabilities		26.32	8.82	14.28	4.65
<b>Race</b>					
American Indian or Alaska Native		--	--	--	0.00
Asian		--	--	--	46.25
Black or African American		26.32	31.58	38.46	18.64
Hispanic or Latino Native		0.00	0.00	100.00	20.69
Multi-Racial		--	0.00	42.85	26.25
Native Hawaiian or Other Pacific Islander		--	--	--	10.00
White		38.20	22.56	34.66	32.08
<b>Gender</b>					
Female		53.93	32.47	57.14	39.57
Male		22.94	13.41	20.79	23.25

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

<b>Student Groups</b>		<b>County (2020-21)</b>	<b>County (2021-22)</b>	<b>County (2022-23)</b>	<b>State (2022-23)</b>
		<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>
<b>All</b>		52.02	45.28	50.87	38.93
<b>Status</b>					
Economically Disadvantaged		53.79	45.95	52.54	39.14
English Learners		--	--	--	20.00
Foster Care		--	0.00	100.00	23.73
Homeless		45.45	25.00	33.33	31.00
Military Connected		--	--	--	41.66

Students with Disabilities	55.26	41.18	53.06	38.62
<b>Race</b>				
American Indian or Alaska Native	--	--	--	35.71
Asian	--	--	--	17.68
Black or African American	68.42	78.95	84.61	31.35
Hispanic or Latino Native	0.00	0.00	100.00	24.18
Multi-Racial	--	50.00	42.85	26.85
Native Hawaiian or Other Pacific Islander	--	--	--	20.00
White	50.56	40.60	48.00	40.34
<b>Gender</b>				
Female	44.94	29.87	41.42	33.35
Male	57.80	59.76	57.42	44.12

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

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

- Credit Recovery success rates
- NOCTI results
- Work-based learning data
- Student Assistance Team, CIS facilitator, and JWVG Specialist logs
- Student transition plans
- WVDE diagnostic CSI reports
- DFI reports
- Curriculum and Job Market audits
- On-track to graduation reports

**Updated Implementation Results**

**Improvement Practices/Strategies Implemented (One Per Box)**

Student Support Staff

- CIS facilitators and counselors provide supports for students to ensure their timely graduation- the data from CIS logs at a high school level shows that 100% of case managed seniors graduated. Counselor logs and on-track files show tracking of the credits and credit recovery for EVERY student. Special education teachers and voc rehab specialists are involved in PEP planning and IEP transition plans to ensure students with special needs are supported.
- Jobs for WV Graduates specialists at RV and MV have a caseload of students identified for the program and provides needed supports to ensure students graduate and are successful after graduation.
- Mental health providers work with all schools to provide Tier III counseling services- referral system is established in every school, and the counselors follow specific protocols to ensure students are referred in a timely manner and receive specialized supports via telehealth services.

Students with Disabilities Supports

- Mount View and River View will utilize Voc Rehab to provide information to students and their families about job opportunities after graduation- counselors and school administrators invite Voc Rehab to all IEP transition meetings and schedule Voc rehab specialists for presentations on a quarterly basis.
- Special Education department will explore options for community-based work programs.
- IEP transition plans will be done in conjunction with student PEP plans. The counselors are involved in the IEP planning and review.
- Students are provided with access to various CTE programs

Curriculum Audit

- Mount View, River View, and MCCTC will conduct curriculum audits in conjunction with the central office staff to ensure proper programming is applied to help students obtain required credits and be provided with a wide range of electives despite cuts in staffing.
- CTE programs will continue advertising articulation agreements with Bluefield State on their Careers in Ed, Criminal Justice, and Nursing programs to increase enrollment in Careers in Ed and Criminal Justice programs. CNA and LPN programs operate at full capacity for enrollment.
- CTE has started adventure tourism program in the fall of 2022 to meet the needs of the local business market.

### Virtual Course Offerings

- Students will continue to be offered Spanish I and II in a blended delivery model from WVDE;
- Students will have access to virtual schools electives via WV Learns and Bluefield State dual enrollment classes
- Proximity learning will be utilized for county virtual school option
- OnTarget and face to face classes have been utilized for credit recovery.
- BSC early enrollment courses have been offered in conjunction with the university, and dual credit classes are in the student schedules to ensure the provision of student supports to help them succeed.

### High School Graduation and Student Success Needs Assessment Summary:

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

#### Subgroup Performance Analysis

In reviewing student graduation and student success data, the 61.07% of students are on track to graduate on time, which is a 17% decrease from the previous year. Students from low SES backgrounds are trailing students in ALL group by 6%, and 100% of homeless students are on track to graduate. Students with disabilities are at 63% of being on track to graduate, which is 2% more than ALL group. African American students show lower rates of being on track to graduate than ALL group (2%) Female students are on track to graduate at similar rates as the male students.

McDowell County schools students in a 4 year cohort graduate at 84% rate. African American students show higher graduation rates than ALL group, with females graduating at higher rates than males. 5 year cohort is at 85% rate.

When reviewing post-secondary achievement data, more females are college and career ready than males on this indicator. When reviewing dual credit coursework data, 36% students are college and career ready, with economically disadvantaged students trailing ALL group by 20%, and homeless students. Females receive passing grades on dual credit courses at the rates twice higher than males, and African American students show college and career readiness on this indicator at the rates twice higher than ALL group.

CTE completers comprise 50% of career readiness cohort, with homeless students and students from low socioeconomic backgrounds, foster care students, and students with disabilities showing higher rates of career readiness than ALL group. Seventy eight percent of African American students show are career ready, and female show lower rates on this indicator than male students (16% difference). On this year's NOCTI, 56% of students achieved a passing score, which is a 10% growth from the previous year. 17% of students also recorded work-based experiences in their respective concentrations at CTC, which is a great increase in comparison to 0% last year.

#### Root Cause analysis:

The data collected to support student success during high school and after graduation for SY 23-24 shows that 28% of high school seniors have completed their FAFSA, with historically only 25% of graduating seniors going to college. This year, due to changes in FAFSA submission regulations, the rate of students completing FAFSA as plummeted from 48% to 28%. Due to high poverty levels and the culture of parents wanting to keep their children close by, even after graduation (research on Appalachian culture and culture of poverty) and low rates of McDowell County residents with a college degree (6.4% according to WV Census data from 2022), a lot of students are first time college goers, and the families get apprehensive about college planning and sending their students to college. Therefore, the schools promote CTE programming to provide students with trade and skills that they can use right after graduation to gain employment and work with families to explore college options close to home, so that students can start their college journey in a smaller school that is

close to home, so that they can commute, if needed. The district has been collaborating with Bluefield State University to offer dual credit classes to students that would be paid by the county or through HEPC grant, which helped students get a solid start on their college journey. Additionally, the county has been in its second year of GYO implementation, helping students graduate high school with 35-40 college credits.

**Start**

MCS will start engaging families more at the secondary level through FAFSA nights, scholarship sessions, and family nights to discuss high school and post-secondary planning goals

MCS will start offering CTC shop exploration classes to middle school students on a quarterly basis.

MCS will start offering job-embedded experiences to CTE students in collaboration with local businesses and maintenance/transportation departments of MCS.

**Stop**

MCS will stop lowering expectations for students based on their socioeconomic status and ensure that we are communicating high expectations for all students.

MCS will work to ensure all students are encouraged to explore career technical options and be able to access Honors and AP/Dual Credit curriculum while pursuing coursework at CTC.

**Continue**

MCS will continue to provide time for collaboration between high schools and CTC to ensure students can explore career and technical opportunities while being able to pursue rigorous and challenging coursework on high school campuses.

LEA leadership team members will continue to conduct support walkthroughs with all school administrators focusing on feedback to classroom teachers.

MCS will ensure high schools conduct credit checks and on-track to graduation status on a quarterly basis and provide timely credit recovery to students who need it.

MCS will support the work of CIS facilitators and social workers to ensure that students needs are met in a comprehensive manner.

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LEA Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Percent of students chronically absent

Student Groups	County (2020-21)		County (2021-22)		County (2022-23)		2022-23 Scorecard Rating		State (2022-23)	
	% of Students		% of Students		% of Students				% of Students	
<b>All</b>	31.65	57.75	57.75	57.29					27.55	
<b>Status</b>										
Economically Disadvantaged	36.51	60.10	60.10	60.21					36.19	
English Learners	0.00	50.00	50.00	0.00					23.69	
Foster Care	61.90	30.77	30.77	44.68					30.59	
Homeless	25.53	45.89	45.89	52.26					40.10	
Military Connected	--	--	--	--					16.74	
Students with Disabilities	38.90	59.36	59.36	63.20					32.91	
<b>Race</b>										
American Indian or Alaska Native	--	--	--	0.00					31.45	
Asian	--	--	--	--					12.69	
Black or African American	32.04	53.89	53.89	42.86					26.95	
Hispanic or Latino Native	22.22	66.67	66.67	57.14					27.47	
Multi-Racial	41.10	63.51	63.51	55.29					29.63	
Native Hawaiian or Other Pacific Islander	--	--	--	--					23.53	

White	31.33	57.82	58.56	27.60
<b>Gender</b>				
Female	29.69	55.86	56.56	28.36
Male	33.44	59.52	57.97	26.79

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

Student Groups	County (2020-21)		County (2021-22)		County (2022-23)		2022-23 Scorecard Rating		State (2022-23)	
	% of Students		% of Students		% of Students				% of Students	
<b>All</b>	98.61	97.56	97.53	95.44						
<b>Status</b>										
Economically Disadvantaged	98.38	97.15	97.33	93.94						
English Learners	--	--	--	96.30						
Foster Care	100.00	100.00	95.00	91.86						
Homeless	96.30	98.26	96.27	92.78						
Military Connected	--	--	--	98.15						
Students with Disabilities	98.68	97.03	97.32	93.02						

**Race**

American Indian or Alaska Native	--	--	100.00	95.65						
Asian	--	--	--	99.32						
Black or African American	92.54	100.00	93.75	90.10						
Hispanic or Latino Native	100.00	100.00	100.00	95.29						
Multi-Racial	100.00	100.00	97.92	93.30						
Native Hawaiian or Other Pacific Islander	--	--	--	96.83						
White	98.87	97.36	97.72	95.75						
<b>Gender</b>										
Female	99.43	98.17	98.40	97.48						
Male	97.81	96.94	96.67	93.52						

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

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

According to the 2023-2024 school year data collection for all McDowell County Students, 48.84% of students were chronically absent, a decrease of nearly 10% from the previous school year. Another 31% needed attention and only 20% of students had no absence issues. In the subgroup data, white students were 51% chronically absent, and Black or African American 34%. Across the board, all of our schools had major chronically absent issues, schools ranged from the lowest Welch Elementary at 40% to the highest Sandy River Middle at 63%. Over the last two years, our chronically absent data had not seen much change for school years 21-22 and 22-23 the county had 56% chronically absent students. Students with disabilities had a chronically absent student rate of 61%.

According to the 2023-2024 school year data collection for All McDowell County Students, there was a total of 440 out-of-school suspension incidents. The average number of days for each out-of-school suspension was 4.2 days. The 5-day average was an decrease from 5 to 4.2 for the 2022-2023 school year. Disrespectful/Inappropriate Conduct and Failure to Obey Rules made up over 50% of the out-of-school suspensions.

**Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)**

Attendance teams have been continued to revisit and focus on students who are chronically absent or at risk of being chronically absent.

County administrators use Attendance Works articles and created strategies to improve school attendance and create a system of communication to share the resources.

A relationship between Communities In Schools facilitators, school administrators, county administrators, the McDowell County DHHR, the Prosecuting Attorney's office, the Sheriff's office, as well as other elected officials was strengthened to help eliminate barriers to families causing attendance issues.

**Updated Implementation Results**

- Attendance teams meet regularly and at risk students were being monitor more closely.
- Schools follow data monitoring and referral procedures to implement interventions and record progress

County administration shares research and best practices on attendance initiatives with school administrators at their monthly principals meetings.

CIS facilitators are also provided similar supports and resources at their monthly CIS meetings. MCS central office team meets with elected officials to discuss a plan to decrease chronic absenteeism.

- School attendance teams follow the procedures to initiate progressive attendance action steps
- Families are provided resources needed to strengthen school attendance and stay in touch with the School, county, and DHHR office.

<p>County Administrators review attendance data throughout the year to decrease barriers to student behavior.</p>	<ul style="list-style-type: none"> <li>Administrators meet monthly with staff to discuss alternatives to behavior consequences.</li> <li>Principals meetings provide for data sharing sessions to ensure attendance and behavior data analysis are conducted on a continuous basis.</li> </ul>
<p>School SAT teams meet regularly to discuss individual students and identify root causes of behaviors.</p>	<ul style="list-style-type: none"> <li>Schools follow an established SAT referral and data review framework to discuss strategies and create action plans for students and families to help decrease inappropriate behaviors.</li> </ul>

**Attendance and Behavior Needs Assessment Summary:**

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

The review of attendance data shows that 48.84% of students are chronically absent, with students from low socioeconomic status and students with disabilities showing even higher rates of chronic absenteeism. Homeless and female students show lower chronic absenteeism rates. Foster care students show the most concerning chronic absenteeism rates. The grade levels with the highest chronic absence rate are Kindergarten, 7th grade, and 8th grade. Students with special needs have an extremely high absence and tardy rate overall for the entire LEA. Bradshaw Elementary, and Sandy River Middle School which Bradshaw is a feeder school o Sandy River Middle. Over the last 6 years according to trend data, both of these schools have been at or near the top for CA. Teacher attendance is very poor in McDowell County and the lack of subs compounds the concern. MCS ensures we train our subs just as we offer training for all permanent staff members.

Ninety percent of students had no out-of-school suspensions, with foster care students showing great improvement from the previous year regarding disciplinary referrals that resulted in OSS. A higher percentage of females had no OSS as compared to males. African American students had lower rates of no OSS as compared to ALL groups, and homeless students were a close second.

*During the SY 23-24 attendance teams have continued to get stronger. This year we worked to ensure the teams are focused on data and creating strong plans to support and reduce both teacher and student absences. The teams participated in ATTENDANCE WORKS discussions and utilized research-based articles to work on attendance issues.*

The strategies outlined above have resulted in decreases in chronic absenteeism, and the strategies listed below will help address the social-emotional supports for students to address behavior and discipline incidents that have been on the rise since the start of the pandemic.

**START**

- Continue to utilize WZzoom to set goals for grade level/classroom chronic attendance. *Some teachers shared that they were uncomfortable using the dashboard and wanted additional training.*
- Educating teachers about the benefit of saving their sick days and how this can benefit them in their career. *The Finance and Personnel Department have regular conversations with teachers about saving their days. We would like to develop a course or chats for staff to share the importance of saving their days and the impacts for students for teacher absences.*

- Celebrate GROWTH in student attendance not simply recognizing only those with perfect attendance. *The School Attendance Teams have discovered that they need to celebrate improved attendance more than perfect attendance during conversations and activities at our Attendance Conference. Since students with disabilities showed higher rates of chronic absenteeism, those celebrations of improved attendance and individualized outreach will help connect with those students and build positive relationships*
- Utilize school level attendance teams. *Each school will be required to have a school attendance team that meets regularly and works to improve student and staff attendance. We realized quickly that this could not be the responsibility of the school leadership team. The team had to be focused on attendance.*
- Monitor attendance for students/staff at CO Meetings *The LEA has determined it is just as important to monitor student and staff attendance at each school site as it is academic progress. The attendance director will gather the data and share that monthly for the LEA to provide supports for the school more efficiently*
- Provide sustained PD on improving attendance strategies *MCS will continue to host training for all stakeholders with particular support offerings for the school attendance team for them to take back strategies to implement/share with teachers and families.*
- Utilize student's success plan rather than behavior intervention plans *MCS has determined that we need to be more forward-thinking and create success plans rather than behavior plans. We need our students to believe in themselves and feel successful. More students with disabilities and African American students are out of school due to suspensions. Creating student success plans upon re-entry helps provide an individualized approach to each student and build positive relationships.*
- Strengthen re-entry plans for students transitioning into regular school campus settings from expulsions/suspensions *Counselors and school administration teams have expressed a need to strengthen re-entry plans for students to meet the individualize needs of students as they transition back into the school settings. The data supports this is a need for our students. We cannot expect that they do not need additional support as they make that transition. The emphasis is on helping students with disabilities and African American students who experience more out-of-school suspensions to be able to transition back to the school setting in a supportive and positive manner.*

**CONTINUE**

- School staff have requested that the LEA continue to purchase each student necessary classroom materials as this school year they did not have to share and learned more about boundaries which contributed in the low behavior issues. Schools also have requested that we continue with some of the mitigation strategies that also contributed to the decline in behavior concerns including marking spots on floors, social distancing space, and smaller groups.
- We must better train our substitutes for classroom instruction and have detailed lesson plans readily available for them to follow in the event of a teacher's absence. *The massive amounts of teacher vacancies and teacher absences relates to have a large number of substitutes in our classrooms daily. We need to ensure they are prepared to educate our students by following the lesson plans of a teacher through best practices. We need to host regular trainings for our substitutes as they are a vital stakeholder.*
- We also need to continue to educate families more on the importance of daily attendance for all grade levels. *It is evident by our high chronic absenteeism that more training is needed for families on the importance of sending their children to school every day.*
- Continue to strengthen PBIS / ECPBIS for all schools

*ECPBIS was implemented in all PreK classrooms for 3 years. Each school has created a PBIS team that will attend a 3-day summer training with the Marshall University PBIS team. This will be used to be strengthened all schools during this school year with additional monthly training by the cadre leaders. We are still working on implementing and strengthening the PBIS program K-12 district wide as well. Through walkthroughs, it is evident we need to continue this focus.*

**Mcdowell County Schools (060) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

**LEA Strategic Plan - Educator Effectiveness Data**

**Beginning Teachers (0-3 teaching experience)**

County (2020-21)		County (2021-22)		County (2022-23)		State (2022-23)	
Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
19.27	26.25	23.89	23.38	21.62	25.00	21.86	18.15

**Evaluation Data**

	County (2022-23)	State (2022-23)
Performance Level	% of Teachers	% of Teachers
Distinguished	0.51	14.94
Accomplished	94.36	81.5
Emerging	5.13	3.52
Unsatisfactory	-	0.04

**Additional Data Sources, including results:**

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

- Evaluation system reports
- School walkthrough data
- County admin team walkthrough data
- Teacher support coach feedback
- Embedded support coach logs
- Teacher attendance
- Teacher Certification
- Retention rates by school
- Climate survey data
- WVDE CSI / ATS diagnostic reports
- Staff exit surveys
- My Learning Plan PD reports

- SIBME Virtual Coaching Exit Surveys

**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.

The district currently has 181 teachers. Out of those 181, we have 11% are professional on permits, 14% current vacancies & 18% with less than 3 years of experience. 31% of the teachers in the district come from non-traditional backgrounds. The district is currently advertising 25 teaching vacancies. When looking at these numbers, it is apparent that around 25% of the total professional staff is inexperienced, with high need for professional development supports in content knowledge, classroom management, and high yield instructional strategy implementation. The district has been using a teacher exit survey to determine the reason for such high turnover rates, and the teacher responses to their reasons for leaving center around the long and strenuous drive and the need to be closer to their families. Overall, teachers express their satisfaction with working for McDowell County Schools and the supports they have been provided.

Because of high staff turnover and so many teachers being new to the profession, Standard 3 Teaching remains an area of concern. County walkthrough and coach feedback data supports this finding as well. The county schools continue to provide mental health services to students and maintained CIS wraparound supports throughout the year. The county prioritized focus remains on supporting teachers in becoming stronger in standards-based instruction and assessment, the use of learning targets and student learning conversations to facilitate student learning at higher levels of DOK.

**SIBME Virtual Coaching End of 6 Week Coaching Cycle Survey - 57 Cycles completed in 2023-2024 School Year**

- 99.5% of teachers agree or strongly agree working with a virtual coach directly contributed to improvements in my classroom.
- 100% of teachers agree or strongly agree the suggestions and support my coach provided we helpful.
- 100% of teachers agree or strongly agree my coach genuinely cared about me achieving my hand off goal.
- 100% agree or strongly agree because of virtual coaching I have seen improvements in my classroom.

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

- Instructional leadership and effective feedback
- High Yield instructional strategies
- Peer observations
- Educational Leadership / Leadership Team Training
- Learning Target / Success Criteria
- Tiered Reading Instruction
- PBIS/ECPBIS
- Trauma informed instruction
- Social Emotional Learning
- Embedded PD for Reading and Mathematics
- Coaching/Mentoring supports
- Family Engagement
- Attendance with focus on reducing chronic absenteeism

- Standards-Focused Instruction / Deconstructing Standards
- Data Analysis
- Science of Reading / Dyslexia / Dyscalculia
- Technology integration and the use of online learning platforms
- WVDE and required policy PD
- SIBME Video Reflection / Coaching Cycle

**Mcdowell County Schools (060) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

**Plan Items**

**1 English Language Arts Academic Achievement**

Description:

MCS will meet or exceed the expected annual improvement targets to reach the 2031 Goal Target for English Language Arts (66.92) as measured by the WV General Summative Assessment.

**1.1 Assessments & Progress Monitoring**

Description:

State Assessment, i-Ready Benchmarks, Phonics Screeners, PMT Reports, CIA/IMA , PSAT/ SAT School Day Data

**1.1.1 Instructional Strategies & Support**

Description:

Instructional Strategies and support

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education programs
	Implement strategies to facilitate effective transitions for students between programmatic levels
<b>WVSIPP</b>	Reduce the overuse of discipline practices that remove students from the classroom
	Other appropriate strategies identified by the LEA
	Induction of beginning teachers
<b>Third Grade Success Act</b>	Support for student teachers
	Science of Reading Instruction
	Assessments: Screeners, Diagnostics, Benchmarks
	Multi-Tiered Systems of Support

**AS** 1.1.1.1 LEARNING TARGETS will be implemented in all grade levels in all schools.

Description:

None  
Person Responsible:  
Central Office Leadership Team  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

**AS** 1.1.1.2 Strengthen implementation of instructional strategies to support English language development for EL students using professional development, instructional resources, and culturally responsive instruction.

Description:

None  
Person Responsible:  
Ingrida Barker  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/28/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	State EL Funds		\$81.22

**AS** 1.1.1.3 Central Office Leadership Team will revisit data during bi-monthly leadership team meetings. \*CSI Schools data will be shared with the LEA Instructional Admin Team bi-monthly. All Central Office Administrators will be assigned a monthly calendar for school walkthroughs with a focus from their department/content. Data will be presented on the first CO Meeting of the month.

Description:

None  
Person Responsible:  
Ingrida Barker  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

**AS** 1.1.1.4 Revise / strengthen implementation of district non-negotiables and monitor their implementation CLIMB (Create Environments of Excellence ; Love Them ; Implement Learning Targets; Model Expectations and PBIS ; Be There Attendance)

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.5 Strengthen the effective utilization of specific feedback using Jim Knight's Impact Cycle as evidenced by feedback provided using SIBME data at monthly principals meetings. Central office classroom walkthrough data will be reviewed monthly. SIBME will allow teachers and mentors to complete video feedback loops on lesson parts to strengthen best practices through Virtual Coaching for a 6 week cycle. Principals will receive individualized support using SIBME through the coaching model following the book study completed. Those new admin will be required to complete this model.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.6 School administrators, in collaboration with teachers, will create interim assessment schedule, engage in data discussion using provided data templates, and share their data at the monthly principals meeting, as evidenced by submitted interim assessment schedules and principals meeting discussions.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/22/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.7 LEA Admin Team will meet monthly with CSI Administration and School Leadership Teams to review progress and identify supports needed for each school.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/4/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.8 Sustain partnership with SEESC to utilize Proximity to provide instruction for virtual learners.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>IDEA and State Aid Entitlement</b>	IDEA School Age	provide homebound services for SE students	\$50,000.00

**AS** 1.1.1.9 Enhance and extend CTE opportunities for students through the creation and/or enhancement of additional programs and support the implementation of career exploration for students in elementary and middle schools.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.10 LEA will offer a summer camp for students to reconnect with their peers and become engaged in hands-on learning in interest camps for four weeks. Priority-standards based tutoring will be provided part of the day to strengthen academic skills. Social emotional staff will be on hand to provide lessons and activities to meet the needs of students and supports. Meals will be provided as well as transportation. Field trips and reverse field trips will be provided to expose students to all areas of interests. K-3 students will be invited by a home visit if they are not on grade level.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

6/20/2025

Estimated Completion Date:

8/12/2025

**AS** 1.1.1.11 Continue to strengthen early learning classrooms (PreK and K) in developmentally appropriate structures and implement strategies and intentional play into classroom schedules.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

9/5/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.12 Provide targeted professional development for identified teachers on WVDE's Alternate Academic Achievement standards.

Description:

None

Person Responsible:

Kristy East

Estimated Begin Date:

8/29/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.13 Instruction and Support for Moderately Mentally Impaired Students (1% Classrooms) - All MD classrooms will begin implementation of n2y's Unique Curriculum focused on teaching WVDE Alternate Standards in Reading and Math.

Description:

None  
Person Responsible:  
Kristy East  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	State Aid for Special Education		\$8,442.00

**AS** 1.1.1.14 Provide high quality professional development to staff to improve the rigor and quality of teaching instruction in the classroom.  
\*Deconstructing Standards \*Using Data to Drive Instruction \*Learning Targets / Success Criteria \*Science of Reading \*PBIS Implementation  
\*Leadership Series with Dr Edwards \*SIBME Reflections \*PD to Support School and District Strategic Plan

Description:

None  
Person Responsible:  
Amanda Peyton  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	Edwards Educational Leadership Coaching	\$75,894.96

**AS** 1.1.1.15 CSI-ATS Leadership Team - LEA Representative (SpEd Director) will participate in monthly Leadership Team meetings with each CSI-ATS school. LEA representative will attend monthly CSI Schools Leadership Team Meeting. Principals and LEA leaders will meet monthly as part of admin meetings.

Description:  
None  
Person Responsible:

<p>Kristy East  Estimated Begin Date:  7/1/2024  Estimated Completion Date:  6/30/2025</p>	<p><b>AS</b> 1.1.1.16 LEA Representatives will work with students with special needs age 14 and up to create transition plans aligned to WVCCR or WVASA to help improve attendance and decrease the dropout rate.  Description:  None  Person Responsible:  Kristy East  Estimated Begin Date:  7/1/2024  Estimated Completion Date:  6/30/2025</p>	<p><b>AS</b> 1.1.1.17 Continue to strengthen Reading Mastery, Corrective Reading, and use of Modified Wonders plans in K-8 special education resource classrooms. Continue to monitor reading instruction and performance of students with special needs.  Description:  None  Person Responsible:  Kristy East  Estimated Begin Date:  7/1/2024  Estimated Completion Date:  6/30/2025</p>	<p><b>AS</b> 1.1.1.18 Ensure the implementation of evidenced based instructional materials aligned to the Science of Reading, writing and WV College and Career Standards.  Description:  None  Person Responsible:  Amanda Peyton  Estimated Begin Date:  7/1/2024</p>
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Estimated Completion Date:

6/30/2025

**AS** 1.1.1.19 Use i-Ready as the state approved English Language Arts and Mathematics screeners and benchmarks to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners will include subtest reporting for dyslexia and dyscalculia.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.20 E-Sports (Building STEM Opportunities to Increase Attendance, Behavior, STEM Skills, Tech Skills for the Workplace, Military or College)

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.21 Build LEADERSHIP CAPACITY in MCS by hosting a Leadership Series with Edwards Educational Services through embedded support to classroom teachers to deconstruct standards, build effective routines, and improve instruction. Part of this project will be to host a Leadership Co-hort that will infuse leadership, communication, data analysis, and other pertinent skills into 4 weekend sessions with teacher leaders identified in MCS.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.1.22 Travel costs associated with INSTRUCTIONAL ROUNDS training to build a pilot program at laeger Elementary School that will be replicated at all schools in MCS.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

12/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	Travel Costs	\$30,000.00

**S** 1.1.2 Professional Learning Opportunities

Description:

Professional Learning Opportunities for staff

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Reduce the overuse of discipline practices that remove students from the classroom
<b>WVSIPP</b>	Other appropriate strategies identified by the LEA
	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
<b>Third Grade</b>	Support for other staff
	Professional development
	Science of Reading and Numeracy Professional Learning Opportunities

**Success Act**

**AS** 1.1.2.1 Provide professional development opportunities for staff to improve areas of weakness identified in the MCS Strategic Plan Data Needs Assessment as well as opportunities listed in the MCS SIPP Plan. All schools complete the Learning Schools PD Support Requests to individualize what they need for their school. \*CSI Schools meet with the LEA Admin Team to create their Year 3 Plan and budget accordingly for their learning schools requests.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.2.2 Provide opportunities for building level administrators to engage in peer to peer observations quarterly, as evidenced by principal reports at the principals meetings, SIBME data, and principal schedules. \*CSI School Administrators will meet monthly with LEA Admin Team to check in on progress and review data.

Description:

None

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.2.3 Implement GROW YOUR OWN Initiative through collaboration with Careers in Education Program and Bluefield State College Teacher Education Program.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.2.4 CSI-ATS CoTeaching

Description:

CSI-ATS schools will participate in CoTeaching Bootcamp to begin building staff relationships within the classroom walls in order to provide inclusive services throughout the school day when possible.

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.2.5 Unique Smart Start

Description:

Teachers in self-contained MD classrooms will receive hybrid training (virtual/in-person) for support while implementing the Unique Curriculum in 1% classrooms.

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.2.6 Provide professional development opportunities for special education teachers in the areas of: IEP development, WVEIS 2.0 for IEPs, specially designed instruction, coteaching, and managing student behaviors.

Description:

Provide PD opportunities throughout the 24-25 SY for Special Education Teachers to enhance their knowledge of topics identified in walkthroughs, diagnostic reports, and teacher surveys.

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 1.1.2.7 Provide embedded support in the area of reading instruction for teachers to improve their practice and strategies through the support of ASHLOCK READING INC. These coaches will provide in classroom support for teachers as well as afterschool hour workshops in

the area of reading using only evidenced based reading practices. This PD model continues to provide our teachers the much needed coaching and assists the LEA with the massive amount of turnover and non-certified long term subs in our classrooms.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Ashlock Reading Consulting	\$200,000.00
<b>IDEA and State Aid Entitlement</b>	IDEA School Age	Ashlock Reading Consulting	\$30,000.00
<b>Total</b>			<b>\$230,000.00</b>

**1.1.3 Homeless Services**

Description:

MCS will work to increase identification for all homeless students through ensuring all service and professional staff members are trained on McKinney Vento at the beginning of each school year or when hired throughout the school year. A PowerPoint will be shared by the Homeless Liaison with all information for principals to be able to review with their staff. Parents and community members will be trained at the September Family Advisory Council Meeting. Information will be readily available on the MCS county website and maintained by the Homeless Liaison. Principals will review the McKinney Vento Act during the September collaborative administrative meeting as well for further clarification. All students including those in Non-Title I Schools will be offered comparable services as those in Title I schools including tutoring and other resources. The LEA Title I Director will work closely with the Homeless Liaison to ensure that all children identified as homeless throughout the school year have the resources they need including tutoring.

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Provide services for homeless children and youth Provide effective parent and family engagement
<b>Third Grade Success Act</b>	Family Notification and Involvement

**AS** 1.1.3.1 MCS will ensure that all children identified as homeless receive all comparable services in both Title I and Non-Title I schools including tutoring if needed. The Homeless Liaison will work closely with the Title I Director to ensure students' individual needs are met which may include but not limited to transportation, resources, and other needs.

Description:

None

Person Responsible:

Aaron Lester

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Homeless Funds	\$801.40

**2** Strengthen Relationships

Description:

McDowell County Schools will build meaningful family and community relationships to meet the physical, social, emotional and academic needs of students as measured by 2023 Relationships First Survey data conducted in June 2024.

**PM** 2.1 My Learning Plan

Description:

Relationships First Survey Data / Home Visits Feedback

**2** 2.1.1 Strengthening Family Engagement

Description:

Family Engagement Activities

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Provide effective parent and family engagement
	Other appropriate strategies identified by the LEA
<b>Third Grade Success Act</b>	Family Notification and Involvement

**AS 2.1.1.1 Improve FASFA completion rates through offering FASFA events and supports for families.**

Description:

None

Person Responsible:

Aaron Lester

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS 2.1.1.2 Provide PreK- 12th Grade teachers and administrators the opportunity to participate in the MCS Home Visiting Project.**

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS 2.1.1.3 Ensure school webpages are fully updated with Apptegy platform. A This will be monitored monthly by the Technology Integration Coordinator to ensure that websites are active, current, and sharing information in real time through monthly checklists and reports to the Central Office Leadership Team during CO Meeting.**

Description:

None

Person Responsible:

Joey Norris

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS 2.1.1.4 All Title I Schools will utilize Academic Parent Teacher Team Meeting (APTT) to share student progress with families as well as at home learning strategies to ensure that families are partners in their child's learning. \*Classroom Data Shared \*Child Specific Data Shared \*Goals are Set with Families \*Learning Strategy for At Home Learning**

Description:

None

Person Responsible:  
Amanda Peyton  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

**AS** 2.1.1.5 Provide families with notifications of the creation and implementation of individualized reading and math improvement plan(s), regular updates of child's reading progress, and reading strategies to help their child at home.

Description:  
None  
Person Responsible:  
Amanda Peyton  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

**3** Reduce Chronic Absenteeism

Description:  
McDowell County Schools will increase the number of students who attend 90% of the instructional days by promoting a climate and culture of high expectations for staff, students, and families.

**PM** 3.1 Culture & Climate Data and Surveys

Description:  
Graduation Data, Climate Surveys, Dropout Data, Discipline Data, Attendance Data, On-Track to Graduation data, Post Secondary Data

**S** 3.1.1 Reducing Chronic Absenteeism

Description:  
Reducing Chronic Absenteeism among students by implementing a myriad of interventions to improve student attendance.

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education programs

Other appropriate strategies identified by the LEA

**AS** 3.1.1.1 Reduce chronic absenteeism through being more involved and invested in school level attendance team meetings. The Attendance Director will participate in school attendance team meetings monthly and will report out to the Central Office Leadership Team during the first CO Meeting of the month. Central Office Leadership Team will analyze data throughout the school year during each meeting.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.1.2 Strengthen collaboration with Law Enforcement and other emergency personnel on Handle with Care initiative as evidenced by communication logs with 911, emails, meeting agendas, and increase in notifications.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.1.3 Support building level administrators in training their staff to track and analyze chronic attendance data, including the support plan for students who need attention, as evidenced by chronic absenteeism analysis worksheets utilizing ZoomWVe data.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.1.4 Ensure each school has an Attendance Team who regularly monitors data and strategies that support improving student and staff attendance. Support schools with effective strategies for improvement.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.1.5 Strengthen the final exam exemption procedures and support the implementation of policy to promote student attendance and academic achievement in high schools.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.1.6 Strengthen the SAT process to ensure all identified students receive the wrap around services needed to be successful.

Description:

None

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.1.7 Continue strengthening the Communities in Schools (CIS) initiative to include a CIS facilitator at each school to support identified students with attendance and overall well-being.

Description:

None

Person Responsible:  
Russell Lester  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

3.1.2 Improving High School Success Indicators: On-Track to Graduation & Post-Secondary Achievement

Description:  
Provide support for MVHS & RVHS for improving On-Track to Graduation & Post-Secondary Achievement

AS 3.1.2.1 Schools will celebrate students progress on meeting On-Track to Graduation and Post-Secondary Achievement.

Description:  
None  
Person Responsible:  
Ingrida Barker  
Estimated Begin Date:  
7/1/2024  
Estimated Completion Date:  
6/30/2025

AS 3.1.2.2 Monitor the use of the On Track to Graduation Template for Student Progress on both indicators and report out progress regularly during principal meetings. Principals will also meet with individual students and create individualized support plans to address on-track to graduation and post-secondary achievement goals.

Description:  
None  
Person Responsible:  
Ingrida Barker  
Estimated Begin Date:  
6/24/2024  
Estimated Completion Date:  
6/30/2025

AS 3.1.2.3 Conduct semester credit checks and follow scheduling process based on the county-developed course of study expectations to ensure students receive needed coursework for graduation.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/23/2025

**AS** 3.1.2.4 Increase dual credit offerings by collaborating with Bluefield State College and CTC as well as both high schools. Create a plan to ensure all students are aware of dual credit opportunities and are informed every semester about the dual enrollment courses offered at BSC.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.2.5 Ensure follow-up surveys are completed for students with and IEP, no longer in school that are competitively employed, in higher education or a training program.

Description:

None

Person Responsible:

Jeremy Matney

Estimated Begin Date:

8/29/2024

Estimated Completion Date:

6/30/2025

**S** 3.1.3 LSIC Community Input Meetings

Description:

None

**AS** 3.1.3.1 Ensure every school's LSIC will conduct a community meeting to engage parents, students, school employees, business partners and other stakeholders in a positive and interactive dialogue regarding the school's academic performance and other accountability standards.

\*CSI schools will meet with the local Board and share suggestions collected during the input meeting and specific strategies for improvement. Each school will use a specific "World Cafe" model to collect input from stakeholders.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**3.1.4 Improving Student Behavior**

Description:

None

Component	Item Name
LEA ESEA Consolidated Plan	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	If applicable, support, coordinate, and integrate services with early childhood education programs
	Reduce the overuse of discipline practices that remove students from the classroom

**AS 3.1.4.1 Create and implement Student Success Plans as a proactive means to provide specific behavior interventions for students.**

Description:

None

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS 3.1.4.2 Support the implementation of Student Re-Entry Plans for those students transitioning into the regular school environment following expulsions/suspensions and virtual school.**

Description:

None

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.4.3 Strengthen PBIS process by developing explicit and clear expectations for student behavior in student handbook and quarterly rereaching of the desired behaviors in all schools. All schools will create and implement a student handbook providing clear expectations with training for all staff, students, and families.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.4.4 Provide professional development support to MCS staff about alternative discipline strategies to address student behavior.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 3.1.4.5 Host APL 4 Day Academy focused on improving classroom management routines for teachers and assistant teachers.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/7/2025

Estimated Completion Date:

7/10/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II Part A	APL 4 Day Academy	\$17,000.00

**4** Mathematics Academic Achievement

Description:

MCS will meet or exceed the expected annual improvement targets to reach the 2031 Goal Target for Mathematics (60.75) as measured by the WV General Summative Assessment.

**PM** 4.1 Assessments & Progress Monitoring

Description:

State Assessment, i-Ready Benchmarks, PMT Reports, CIA/IMA , PSAT/ SAT School Day Data

**S** 4.1.1 Instructional Strategies & Support

Description:

None

**AS** 4.1.1.1 LEARNING TARGETS will be implemented in all grade levels in all schools.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.2 Central Office Leadership Team will revisit data during bi-monthly leadership team meetings. \*CSI Schools data will be shared with the LEA Instructional Admin Team bi-monthly. All Central Office Administrators will be assigned a monthly calendar for school walkthroughs with a focus from their department/content. Data will be presented on the first CO Meeting of the month.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.3 Revise / strengthen implementation of district non-negotiables and monitor their implementation CLIMB (Create Environments of Excellence ; Love Them ; Implement Learning Targets; Model Expectations and PBIS ; Be There Attendance)

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.4 Strengthen the effective utilization of specific feedback using Jim Knight's Impact Cycle as evidenced by feedback provided using SIBME data at monthly principals meetings. Central office classroom walkthrough data will be reviewed monthly. SIBME will allow teachers and mentors to complete video feedback loops on lesson parts to strengthen best practices through Virtual Coaching for a 6 week cycle. Principals will receive individualized support using SIBME through the coaching model following the book study completed. Those new admin will be required to complete this model.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.5 School administrators, in collaboration with teachers, will create interim assessment schedule, engage in data discussion using provided data templates, and share their data at the monthly principals meeting, as evidenced by submitted interim assessment schedules and principals meeting discussions.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.6 LEA Admin Team will meet monthly with CSI Administration and School Leadership Teams to review progress and identify supports needed for each school.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.7 Sustain partnership with SESC to utilize Proximity to provide instruction for virtual learners.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.8 Enhance and extend CTE opportunities for students through the creation and/or enhancement of additional programs and support the implementation of career exploration for students in elementary and middle schools.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.9 LEA will offer a summer camp for students to reconnect with their peers and become engaged in hands-on learning in interest camps for four weeks. Priority-standards based tutoring will be provided part of the day to strengthen academic skills. Social emotional staff will be on hand to provide lessons and activities to meet the needs of students and supports. Meals will be provided as well as transportation. Field trips and reverse field trips will be provided to expose students to all areas of interests. K-3 students will be invited by a home visit if they are not on grade level per HB 3035

Description:

None

Person Responsible:

Summer Garlic

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.10 Continue to strengthen early learning classrooms (PreK and K) in developmentally appropriate structures and implement strategies and intentional play into classroom schedules.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.11 Provide targeted professional development for identified teachers on WVDE's Alternate Academic Achievement standards.

Description:

None

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.12 PreK Instructional Support MCS will provide special education instructional support for PK classrooms.

Description:

<p>None</p> <p>Person Responsible: Amanda Peyton</p> <p>Estimated Begin Date: 7/1/2024</p> <p>Estimated Completion Date: 6/30/2025</p>	<p><b>AS</b> 4.1.1.13 Instruction and Support for Moderately Mentally Impaired Students (1% Classrooms) - All MD classrooms will begin implementation of n2y's Unique Curriculum focused on teaching WVDE Alternate Standards in Reading and Math.</p> <p>Description: None</p> <p>Person Responsible: Kristy East</p> <p>Estimated Begin Date: 7/1/2024</p> <p>Estimated Completion Date: 6/30/2025</p>	<p><b>AS</b> 4.1.1.14 Provide high quality professional development to staff to improve the rigor and quality of teaching instruction in the classroom. *Deconstructing Standards *Using Data to Drive Instruction *Learning Targets / Success Criteria *Science of Reading *PBIS Implementation *Leadership Series with Dr Edwards *SIBME Reflections *PD to Support School and District Strategic Plans</p> <p>Description: None</p> <p>Person Responsible: Amanda Peyton</p> <p>Estimated Begin Date: 7/1/2024</p> <p>Estimated Completion Date: 6/30/2025</p>	<p><b>AS</b> 4.1.1.15 CSI-ATS Leadership Team - LEA Representative (SpEd Director) will participate in monthly Leadership Team meetings with each CSI-ATS school.</p> <p>Description: None</p> <p>Person Responsible: Kristy East</p>
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Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.16 LEA Representatives will work with students with special needs age 14 and up to create transition plans aligned to WVCCR or WVASA to help improve attendance and decrease the dropout rate.

Description:

None

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.17 Continue to strengthen implementation of Corrective Math as a supplement to Go Math! for students with identified needs for specially designed instruction. Continue to support math instruction for students with disabilities using Corrective Math as a supplement to Ready Math in grades 3-8.

Description:

None

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.18 Use i-Ready as the state approved English Language Arts and Mathematics screeners and benchmarks to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners will include subtest reporting for dyslexia and dyscalculia.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.19 E-Sports (Building STEM Opportunities to Increase Attendance, Behavior, STEM Skills, Tech Skills for the Workplace, Military or College)

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.20 Build LEADERSHIP CAPACITY in MCS by hosting a Leadership Series with Edwards Educational Services through embedded support to classroom teachers to deconstruct standards, build effective routines, and improve instruction. Part of this project will be to host a Leadership Co-hort that will infuse leadership, communication, data analysis, and other pertinent skills into 4 weekend sessions with teacher leaders identified in MCS.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.21 Create a Math Cadre Team with members of MCS administrators and classroom teachers to develop plans for mathematics improvement, analyze school and district data, and present during trainings for MCS staff.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.1.22 Collaborate with WVDE to strengthen mathematics instruction in all classrooms.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**S** 4.1.2 Professional Learning Opportunities

Description:

None

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom
	Other appropriate strategies identified by the LEA

**AS** 4.1.2.1 Provide professional development opportunities for staff to improve areas of weakness identified in the MCS Strategic Plan Data Needs Assessment as well as opportunities listed in the MCS SIPP Plan. All schools complete the Learning Schools PD Support Requests to individualize what they need for their school. \*CSI Schools meet with the LEA Admin Team to create their Year 3 Plan and budget accordingly for their learning schools requests.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.2.2 Provide opportunities for building level administrators to engage in peer to peer observations quarterly, as evidenced by principal reports at the principals meetings, SIBME data, and principal schedules. \*CSI School Administrators will meet monthly with LEA Admin Team to check in on progress and review data.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.2.3 Implement GROW YOUR OWN Initiative through collaboration with Careers in Education Program and Bluefield State College Teacher Education Program.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.2.4 CSI-ATS CoTeaching

Description:

None

Person Responsible:

Kristy East

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**AS** 4.1.2.5 Unique Smart Start

Description:

None

Person Responsible:  
 Kristy East  
 Estimated Begin Date:  
 7/1/2024  
 Estimated Completion Date:  
 6/30/2025

**AS** 4.1.2.6 Provide professional development opportunities for special education teachers in the areas of: IEP development, WVEIS 2.0 for IEPs, specially designed instruction, coteaching, and managing student behaviors.

Description:  
 None  
 Person Responsible:  
 Kristy East  
 Estimated Begin Date:  
 7/1/2024  
 Estimated Completion Date:  
 6/30/2025

**AS** 4.1.2.7 Provide embedded support in the area of mathematical strategies instruction for teachers to improve their practice and strategies through the support of math coaches. These coaches will provide in classroom support for teachers as well as afterschool hour workshops in the area of reading using only evidenced based reading practices. This PD model continues to provide our teachers the much needed coaching and assists the LEA with the massive amount of turnover and non-certified long term subs in our classrooms. This will be through a partnership with Carnegie Learning.

Description:  
 None  
 Person Responsible:  
 Amanda Peyton  
 Estimated Begin Date:  
 7/1/2024  
 Estimated Completion Date:  
 6/30/2025

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title IV Part A	Carnegie Learning Mathematics	\$148,325.13
<b>School Improvement</b>	School Improvement Planning	Carnegie Learning Mathematics	\$75,894.96

4.1.3 Homeless Services

Description:

MCS will work to increase identification for all homeless students through ensuring all service and professional staff members are trained on McKinney Vento at the beginning of each school year or when hired throughout the school year. A PowerPoint will be shared by the Homeless Liaison with all information for principals to be able to review with their staff. Parents and community members will be trained at the September Family Advisory Council Meeting. Information will be readily available on the MCS county website and maintained by the Homeless Liaison. Principals will review the McKinney Vento Act during the September collaborative administrative meeting as well for further clarification. All students including those in Non-Title I Schools will be offered comparable services as those in Title I schools including tutoring and other resources. The LEA Title I Director will work closely with the Homeless Liaison to ensure that all children identified as homeless throughout the school year have the resources they need including tutoring.

AS 4.1.3.1 MCS will ensure that all children identified as homeless receive all comparable services in both Title I and Non-Title I schools including tutoring if needed. The Homeless Liaison will work closely with the Title I Director to ensure students' individual needs are met which may include but not limited to transportation, resources, and other needs.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

**Mcdowell County Schools (060) Public District - FY 2025 - LEA Strategic Plan - Rev 0****Required Items [Expand All] [Collapse All]****Component Met****1) Monitor students' progress in meeting the challenging State academic standards**

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

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

**Explanation**

- All elementary schools operate using the Title I Schoolwide Model.
- Title I Reading and Math Teachers are utilized to support intervention, as well as in classroom support.
- All elementary schools have a 45 minute WIN (What I Need) Intervention Period for all students based on their individual needs using Phonics Screener, Clipboard Checks, and iReady results.
- WIN Resources (SIPPS, iReady, Phonics for Reading I,II,III, Corrective Reading, Comprehension Skills)
- All elementary schools ensure each child has a 90 minute protected window of time for reading instruction by the classroom teacher.
- All elementary schools assess each child using a Quick Phonics Screener every 6 weeks and iReady data (Progress Monitoring every 2 weeks).
- Detailed lesson maps were created by MCS Title I Teachers to ensure instruction is maximized and priority standards are covered within the time frame of 90 minutes each day.
- Three Part Lesson Design
- Classroom Walkthroughs are conducted regularly by school and Central Office Administration to provide feedback to classroom teachers to improve instruction.
- School Principals conduct walkthroughs monthly with peer principals to provide support through an instructional rounds model.
- Teacher Support Coach and Sibme coaches to Assist with Individualized Teacher Needs
- Virtual Learning Tech Support Coach for Classroom Staff will provide regular professional development on tech integration.
- Job Embedded Professional Development in both Reading and Mathematics
- 10 Minute Meetings Focusing on Student Work Samples and Standards Based Instruction
- Bell to Bell Teaching / Elimination of Classroom Disruptions
- SAT Team Referral / Support Plans
- Extended Year/ Day (Summer SOLE Program )
- Extended Day Afterschool Program for All Schools - BOOST Afterschool Program
- Social Emotional Support Staff (JAG Coaches, Communities In Schools Facilitators)
- Mental Health Services On Site
- Learning Schools Model (School Based Professional Development Based on Needs Assessment Conducted by the School Leadership Team)
- Data Analysis of CIA, IMA, and GSA Reports
- Providing EL instruction supports and professional development to teachers of EL students.

1 English Language Arts Academic Achievement

PM 1.1 Assessments & Progress Monitoring

1.1.1 Instructional Strategies & Support

1.1.2 Professional Learning Opportunities

4 Mathematics Academic Achievement

PM 4.1 Assessments & Progress Monitoring

4.1.2 Professional Learning Opportunities

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

**Explanation**

- Teacher Support Coach (county-hired coach and coaches contracted through Sibme)
- Virtual Teacher Support Coach
- Job Embedded, Sustained Professional Development
- Classroom Management Trainings (APL)
- Regular Classroom Walkthroughs for Instant Feedback
- Central Office Leadership Team Walkthroughs With School Administration
- Monthly Administration Meeting (Modeling of Expectations and Strategies)
- Mentor / Mentee Program
- School Handbooks
- Title I Instructional Coach (25% Day at Each Title I Elementary School)
- State and Local Professional Development Opportunities
- Lesson Maps for K-12 ELA to Prioritize Instruction
- Three Part Lesson Design
- Standards Focused Instruction
- Clinical Teacher of Record Program
- Alternative Pathways to Certification
- New Teacher Orientation / Support
- Grow Your Own Program Implementation
- Teacher Leadership Cohort for Aspiring Leaders through Collaboration with Edwards Educational Services

☑ 1 English Language Arts Academic Achievement

PM 1.1 Assessments & Progress Monitoring

☑ 1.1.1 Instructional Strategies & Support

☑ 1.1.2 Professional Learning Opportunities

☑ 4 Mathematics Academic Achievement

PM 4.1 Assessments & Progress Monitoring

☑ 4.1.2 Professional Learning Opportunities

3) **Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools**  
Address strategies to carry out responsibilities for any Comprehensive Support Improvement and targeted Support and Improvement Schools

**Explanation**

- Administrative Assistant of Federal Programs and Comprehensive School Improvement
- Monthly CSI Support Meetings Following Regularly Scheduled Admin Meetings
- Update Progress Notes on School Strategic Plans / Review
- Bi-Monthly Central Office Leadership Team Meeting (Area of Focus - CSI)
- Central Office Leadership Team Walkthroughs with School Building Administration to Support Effective Feedback
- CSI Checklist Tool
- Focused Walkthroughs Targeted on Annual Performance Plan Goals
- Attend WVDE CSI Meetings / Conferences / Webinars

☑ 1 English Language Arts Academic Achievement

PM 1.1 Assessments & Progress Monitoring

☑ 1.1.1 Instructional Strategies & Support

☑ 1.1.2 Professional Learning Opportunities

3 Reduce Chronic Absenteeism

PM 3.1 Culture & Climate Data and Surveys

3.1.1 Reducing Chronic Absenteeism

3.1.4 Improving Student Behavior

4 Mathematics Academic Achievement

PM 4.1 Assessments & Progress Monitoring

4.1.2 Professional Learning Opportunities

4) **Provide educational services for N & D children living in local institutions or participating in comm. day school programs**  
Address strategies to provide educational services for neglected and delinquent children living in local institutions or participating in community day school programs

**Explanation**

N/A - MCS does not currently have any children living in local institutions or participating in community day school programs.

5) **Provide services for homeless children and youth**

Address strategies to provide services for homeless children and youth

**Explanation**

- Dispersal of McKinney Vento/Homeless information brochure annually to all students as they enroll throughout the school year.
- Review of homeless rights annually with school administrators, counselors, school social workers, and Title I Staff during Fall Policy Training Review.
- Administrators will review homeless rights with all staff at the opening of school.
- School-level presentations to families during Open House (school level)/ September Family Advisory Council Meeting (LEA) share the information.
- Information regarding homeless rights is located on MCS' website for 24 hour access as well as the MCS School Calendar provided to each child and staff member.

**Processes used to identify the needs of homeless students and services:**

- Letters are sent home to parents by the Homeless Liaison explaining to parents that if they are homeless they may receive transportation from current residence back to the school of origin; Community Eligibility Option for Meals; Participate fully in activities and programs including tutoring and after-school for which they are eligible; and continue to attend the school in which you were last enrolled even if you

- have moved from that school's attendance zone or district (if feasible for the best interest of the child.)
- Attendance Director sends to all school administrators' directions on how to identify students in WVEIS that are homeless in all Title I and non-Title I Schools.
  - Posters are displayed in all Title I and non-Title I schools regarding homeless and the services students may receive. This information is also listed in the MCS School Calendar.
  - Staff members notify the school administrator or parents report their situation to the school administrator.
  - Forms are completed by the parent and submitted to the homeless liaison/school principal.
- The information is then entered into WVEIS.
- The school principal/designee contacts the family to determine needs and to ensure their rights are protected for all students in Title I and non-Title I schools.
  - Once the needs assessment is complete, resources are allocated as needed to any child who is homeless.
  - Social workers, where applicable, assist in identification and allocation of resources.

**Title I Part A Funds will be used to:**

- provide transportation from current residence back to the school of origin; Community Eligibility Option for Meals; Participate fully in activities and programs including tutoring and after-school for which they are eligible; and continue to attend the school in which the child was last enrolled even if they have moved from that school's attendance zone or district (if feasible for the best interest of the child.)

In addition to school information regarding McKinney-Vento/homeless, the LEA disseminates information during the fall Family Advisory Council meeting, homeless shelters meetings, LEA website, local newspaper, county school calendar handbook, and LEA quarterly newsletter. Each school has a poster provided by WVDE for clearer understanding of how to be identified and receive homeless services. The information is also displayed at each Title I and non-Title I school for parents and students to understand and gather more information regarding homeless.

**1 English Language Arts Academic Achievement**

**1.1 Assessments & Progress Monitoring**

**1.1.3 Homeless Services**



- 6) **Provide effective parent and family engagement**  
Address strategies to provide effective parent and family engagement

**Explanation**

- Monthly Family Advisory Council Meetings to support families and community members.
- All Title I Schools are encouraged to utilize the Academic Parent Teacher Team Model to engage families in teacher led classroom parent conferences.
- All PreK - 12th grade teachers and administrators are welcome and encouraged to participate in the MCS Home Visiting Project.
- School level parent/family engagement trainings are held throughout the school year at all schools.
- Surveys are completed by families to assist with planning and other needs including training and supports needed for families.
- K Clubs are held during the summer months to provide support to rising K families.

- All Title I Schools collect family structure analysis for all children in the school in the fall of each school year to better learn who are the families in order to better support their needs.
- Each Title I School hosts an Annual Open House where curriculum, standards, and grade level expectations are shared with families
- Each Title I School hosts a Spring Meeting for families in order to revise/edit the School Level Parent Involvement Policy. The LEA revises/edits the LEA Parent Involvement Policy in April of each year at the Family Advisory Council Meeting.
- All parents review and receive a copy of a Title I Parent Classroom Compact that clearly outlines key standards, classroom information and expectations of how all stakeholders can support the child.
- Teachers are trained on working with families of poverty, best practices, and the effects of family engagement using the Dual Capacity Framework.
- Title I Teachers create a planning component with their school leadership team to plan for annual PI events / opportunities.
- Working with Parents Training at both school and LEA levels annually
- Utilize the APTT Parent Teacher Partnership Model at all schools

1 English Language Arts Academic Achievement

1.1 Assessments & Progress Monitoring

1.1.1 Instructional Strategies & Support

1.1.3 Homeless Services

2 Strengthen Relationships

2.1 My Learning Plan

2.1.1 Strengthening Family Engagement

3 Reduce Chronic Absenteeism

3.1 Culture & Climate Data and Surveys

3.1.1 Reducing Chronic Absenteeism

7) If applicable, support, coordinate, and integrate services with early childhood education programs



Address strategies to support, coordinate, and integrate services with early childhood education programs

**Explanation**

- Head Start and the McDowell County BOE collaborate and are 100% universal in all classrooms.
- CORE Team meets monthly to monitor and support the Universal PreK Program.
- PreK and K Teachers meet and plan regularly to plan and support the needs of all students.
- MCS holds early childhood committee meetings to share information and needs to engage all early learners.
- Monthly PLC Meetings are held for all Universal PreK staff including standards, best practices, attendance, and other teaching strategies.
- A transition plan is created and utilized to ensure that children have regular, sustained opportunities to visit the spaces and faces of K.
- Single point of entry is used to make registration smoother for families for all incoming PreK and K.
- Partner with Dolly Parton's Imagination Library to ensure children have access to quality books in the home from birth to age 5. (Title I Funding)
- Recruitment events include early childhood collaborative partners including Head Start, Birth to Three, Parents as Teachers, Day Care, and others.
- K Club (PreK and K Teachers offer summer transition events for new K families)

☑ 1 English Language Arts Academic Achievement

PM 1.1 Assessments & Progress Monitoring

☑ 1.1.1 Instructional Strategies & Support

☑ 3 Reduce Chronic Absenteeism

PM 3.1 Culture & Climate Data and Surveys

☑ 3.1.1 Reducing Chronic Absenteeism

☑ 3.1.4 Improving Student Behavior

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

Address strategies to identify students for support under Targeted Assistance Program, if appropriate

**Explanation**

N/A - MCS Operates a School Wide Model

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

Address strategies to facilitate effective transitions for students between programmatic levels

**Explanation**

- A transition plan is created and utilized to ensure that PreK children have regular, sustained opportunities to visit the spaces and faces of Kindergarten.
- K Clubs are held during the summer months to allow rising K families to meet their teacher and spend time learning the environment, standards, and school readiness skills.
- MCS will host a Move Up Day in May of each school year for any child to visit their new school site K-12
- MCS will host a PreK Move Up Day in May of each school year for any child who will move on to K to meet the teacher, enjoy a read aloud and have their families visit the new spaces of K.
- All schools will host a move-up days for incoming 6th and 9th grade students
- Transition programs are built into the 4 week summer camp for middle school / high school transitioning students

**3** 1 English Language Arts Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.1 Instructional Strategies & Support

**3** 4 Mathematics Academic Achievement

**PM** 4.1 Assessments & Progress Monitoring

**S** 4.1.2 Professional Learning Opportunities

10) **Reduce the overuse of discipline practices that remove students from the classroom**

Address strategies to reduce the overuse of discipline practices that remove students from the classroom

**Explanation**

- PBIS will be utilized at all schools
- School Support Staff ( Community In Schools Facilitators, Community Schools Facilitator)
- Youth Mental Health First Aide Training for All Staff, Families and Community Members
- School Counselors
- SAT Team
- Behavior Plans
- Classroom Management Training (APL)
- Ensuring Classrooms Disruptions are Minimized with Bell to Bell Teaching
- Attendance Team

- Mentoring Programs (WE Can and Broader Horizons)
- Universal PreK Program will continue to build the ECPBIS Program and retrain staff monthly on effective strategies.

**1** English Language Arts Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.1 Instructional Strategies & Support

**S** 1.1.2 Professional Learning Opportunities

**3** Reduce Chronic Absenteeism

**PM** 3.1 Culture & Climate Data and Surveys

**S** 3.1.4 Improving Student Behavior

**4** Mathematics Academic Achievement

**PM** 4.1 Assessments & Progress Monitoring

**S** 4.1.2 Professional Learning Opportunities

11) **If appropriate, support and coordinate CTE and work-based learning opportunities**  
Address strategies to support and coordinate CTE and work-based learning opportunities, if appropriate

**Explanation**

- Three Part Lesson Design
- Simulated Workplace Implementation
- CTC programming aligned to the community needs
- OSHA 10 and NOCTI testing in place for students
- EDGE and Dual Credit classes offered in collaboration with Bluefield State College
- Job based experiences throughout the year in partnerships with local businesses.



12) **Other appropriate strategies identified by the LEA**  
 Address other appropriate strategies identified by the LEA

**Explanation**

- Three Part Lesson Design
- Bell to Bell Teaching
- Standards Focused Instruction
- Learning Targets
- Student Learning Conversations
- Substitute Plans Prepared and Readily Available with a Detailed Plan for Staff Absences for Each School
- PBIS and ECPBIS (PreK) Utilized in All Schools
- Elimination of Worksheets
- Set High Expectations

1 English Language Arts Academic Achievement

**PMI** 1.1 Assessments & Progress Monitoring

**S** 1.1.1 Instructional Strategies & Support

**S** 1.1.2 Professional Learning Opportunities

2 Strengthen Relationships

**PMI** 2.1 My Learning Plan

**S** 2.1.1 Strengthening Family Engagement

3 Reduce Chronic Absenteeism

**PMI** 3.1 Culture & Climate Data and Surveys

**S** 3.1.1 Reducing Chronic Absenteeism

4 Mathematics Academic Achievement

**PM** 4.1 Assessments & Progress Monitoring

**S** 4.1.2 Professional Learning Opportunities

1) **Induction of beginning teachers**  
Address strategies to support beginning teachers

**Explanation**

Beginning Teachers will be supported the following ways:

1. Hosting a new teacher orientation/ training event before school starts for all teachers new to McDowell County Schools.
2. Providing time for Mentee/Mentor support team meetings at each school to discuss and plan for needed support
3. Providing opportunities for county-wide mentor/mentee support meetings
4. Providing time within school schedules for collaboration (content, grade level, vertical)
5. Funding a Teacher Support Coach for those identified teachers in need of targeted assistance
6. Offering WV Learns online courses in order for teachers to individualize professional development needs
7. Sustaining embedded classroom support for reading and mathematics
8. Including all new MCS teachers in summer professional opportunities for ELA and mathematics
9. Inviting new teachers to participate in MCS Home Visiting Project
10. Providing new teachers WVCCRS training
11. Providing each new employee an Employee Handbook during orientation and/or on initial meeting with personnel director
12. Utilize SIBME Coaching Services and video feedback platform for mentors.

**1 English Language Arts Academic Achievement**

**1.1 Assessments & Progress Monitoring**

**1.1.1 Instructional Strategies & Support**

**1.1.2 Professional Learning Opportunities**

2) **Support for experienced teachers**  
Address strategies to support experienced teachers

**Explanation**

Experienced Teachers will be supported the following ways:

1. Funding a Teacher Support Coach for those identified teachers in need of targeted assistance
2. Offering WV Learns online courses in order for teachers to individualize professional development needs

3. Sustaining embedded classroom support for reading and mathematics
4. Providing support for all schools as they transition to the learning schools framework through regular Principal Leadership sessions
5. Providing time within school schedules for collaboration (content, grade level, vertical)
6. Supporting teachers working towards full certification through regular contact with the personnel department
7. Conducting quarterly Staff Development Council meetings to plan for on-going professional development and create yearly surveys to determine professional development needs
8. Supporting the attendance of state, local, and national conferences
9. Assisting interested teachers with costs associated with NBCT.
10. Utilize SIBME Coaching Services and video feedback platform for mentors.

**☑ 1 English Language Arts Academic Achievement**

**PM 1.1 Assessments & Progress Monitoring**

**§ 1.1.2 Professional Learning Opportunities**

**3) Support for student teachers**  
Address strategies to support student teachers

**Explanation**

Student teachers will be supported in the following ways:

1. Utilizing a teacher support coach to assist student teachers with strategies and classroom management needs
2. Collaborating with area colleges and universities to offer professional development to student teachers and plan for appropriate placement
3. Providing teacher mentors to support instruction
4. Utilize SIBME Coaching Services and video feedback platform for mentors.

**☑ 1 English Language Arts Academic Achievement**

**PM 1.1 Assessments & Progress Monitoring**

**§ 1.1.1 Instructional Strategies & Support**

**§ 1.1.2 Professional Learning Opportunities**

4) **Support for beginning administrators**  
Address strategies to support beginning administrators

**Explanation**

- Embedded, Sustained monthly support with Educational Leadership Services with a tailored support plan for each new administrator
- Each principal is assigned Central Office Support mentor
- Monthly administrative team meetings with agendas focused on learning from peers, sharing best practices, and analyzing data
- Principals complete observations at other schools monthly to learn more about what is working in schools within the district and provide/receive feedback from peers
- Providing opportunities for administrators to attend local, SESC, state and nationally sponsored professional development
- Monthly walkthroughs conducted by principals and CO staff to monitor instruction and provide feedback for growth
- Provide structures for administrative peer to peer walkthroughs

5) **Support for experienced administrators**  
Address strategies to support experienced administrators

**Explanation**

- Principals complete observations at other schools monthly to learn more about what is working in schools within the district and provide/receive feedback from peers
- Monthly administrative team meetings with agendas focused on learning from peers, sharing best practices, and analyzing data
- Providing opportunities for administrators to attend local, SESC, state and nationally sponsored professional development
- Monthly walkthroughs conducted by principals and CO staff to monitor instruction and provide feedback for growth
- Provide structures for administrative peer to peer walkthroughs

6) **Support for other staff**  
Address strategies to support other staff

**Explanation**

Other staff will be supported in the following ways:

1. Conducting bi-monthly district level leadership PLCs
2. Providing opportunities for administrators to attend local, SESC, state and nationally sponsored professional development
3. Providing opportunities for counselors to participate in state sponsored counselor professional development
4. Conducting regularly scheduled collaboration time for counselors/support staff
5. Conducting monthly Universal PreK Team Collaboration
6. Conducting quarterly team meeting with all nursing staff
7. Utilize SIBME Coaching Services and video feedback platform for mentors.
8. Create and utilize a math cadre team to support the improvement of mathematics.

English Language Arts Academic Achievement

1.1 Assessments & Progress Monitoring

1.1.2 Professional Learning Opportunities

7) Professional development

Address strategies and planned professional development opportunities

**Explanation**

McDowell County Schools will embrace the West Virginia Board of Education Standards for Professional Learning. These standards increase educator effectiveness and results for all students.

- occur within learning communities committed to continuous improvement, collective responsibility and goal alignment.
- require skillful leadership to develop capacity, advocate and create support systems for professional learning.
- support teachers in implementing instructional strategies to support English language development for EL students using professional development, instructional resources, and culturally responsive instruction
- require prioritizing, monitoring and coordinating resources for educator learning.
- use a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning
- integrate theories, research and models of human learning into learning designs to achieve its intended outcomes.
- apply research on change and sustains support for implementation of professional learning for long-term change.

Recognizing the need to ensure high-quality professional learning for every educator, McDowell County Schools embraces continuous improvement efforts and job-embedded professional learning within a learning school's framework. Within this framework, everyone is learning, including students, administrators and teachers. In learning schools, educators engage in a cycle of continuous improvement in which they analyze data, determine student and educator learning goals based on that analysis, engage in collaborative learning that leads to application of their learning in practice, receive school- and classroom-based support, and assess how their learning and teamwork affect student achievement. Every day becomes a professional development day.

McDowell County Schools will provide schools with flexibility in scheduling time for professional learning, and in allocating resources to support collaborative learning teams. McDowell County Schools will provide resources for school-based, collaborative professional learning and tailor district-provided professional development to support the goals included in schools' strategic plans. Schools are part of the decision-making process for determining how professional learning funds are spent and how they structure their school days. Schools and teachers will strengthen collaborative learning teams and play an active role in the continuous cycle of learning and improvement.

McDowell County Schools will build on its current mentoring program, augmenting support efforts, increasing the number of teacher leaders, encourage peer observations, and provide substitutes to release teachers for various forms of professional development. McDowell County Schools will build networks of instructional experts with the district, including teachers, principals, and central office staff.

School staff may submit professional development requests using My Learning Plan to the Central Office Leadership team for approval. All requests must link directly to the goals and objectives outlined within the schools' Strategic Plan. County-wide comprehensive professional development needs will be determined via surveys and provided based on these requests. All county-wide professional development will be listed as action steps within the strategic plan.

Professional Development Opportunities for the 2022-2023 school year include the following (all PD was requested by school leadership teams and is based on each school's needs):

- Monthly job-embedded support for K-12 mathematics teachers
- Monthly job-embedded ELA support for K-12 ELA teachers

Monthly job-embedded admin support for Mount View, River View, Sandy River, Welch Elementary, Southside K-8, and Kimball Elementary

Monthly leadership collaboration team work for all schools

Monthly collaborative team work for all schools

Quarterly data analysis PLC time for CSI Schools

Substitute costs for peer observations for schools

Monthly embedded trainings for Universal PreK Classroom Staff

Funding to support attending national, state, and local trainings

Understanding Poverty Simulation Training

Effective Home Visiting Strategies Training

Reading Academy Level I (Phonics and Explicit Reading Instruction)

Reading Academy Level II (Comprehension Instructional Skills and Strategies)

Leveled Reading Training Based on Teacher Need (Phonics for Reading, Corrective Reading, WIN Intervention)

Monthly Central Office Leadership Team Meetings

Monthly School Administration Leadership Team Meetings

Monthly School Counselors/ Social Emotional Support Staff Leadership Team Meetings

MCS Attendance Matters Conference

MCS PBIS/ECPBIS Boot Camp

Share Your Story! The Power of Branding 2 Face to Face / Virtual Follow Up

APL Classroom Management Training

Poverty Coaching Institute

SIBME Coaching Services

EL Training

SAFE Schools Online Platform (Safety Mitigation Strategies, Content Specific for Specialized Trainings)

Annual training for service and professional staff on the identification and support services for homeless students (delivered to all staff members at the beginning of the school year or at the beginning of their employment term if hired after the instructional term begins).

See specific action steps connected to specific professional development:

**E** 1 English Language Arts Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

1.1.2 Professional Learning Opportunities

**Mcdowell County Schools (060) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

\* Planning

McDowell County continuously experiences teacher shortage and a high rate of teacher turnover. With many new teachers and also teachers who are hired from out of field, the county places tremendous importance on providing new teachers, teachers on permits, and substitutes with professional development and coaching supports to improve teacher quality and student learning. McDowell County Schools believes in in-classroom coaching supports and professional development related to meeting the needs of teachers and students. Therefore, it is important to use teacher leadership supports to help maintain quality and rigor of instruction in the classrooms.

The unique situation in the school district in terms of the availability of experienced teachers poses challenges to using effective and experienced teachers as academic coaches or teachers with classroom release time. The district supports teacher mentors, student teacher hosts, and content/strategy experts. The district has been working with Concord University and Bluefield State College to employ clinical teacher of record teachers. Mentors are assigned to the clinical teacher of record teachers to ensure they receive needed supports in addition to all the professional development provided by the district and their respective school. The district also supports aspiring administrators in providing them with opportunities for field experiences and any additional opportunities for professional growth.

Teacher turnover, higher rates of inexperienced teachers, teachers on permit, and long-term substitutes for vacant positions pose a challenge in terms of maintaining instructional quality in the classrooms and provision of safe and supportive classroom environment. The implementation of a strong system of teacher supports through teacher leadership framework will help the school system improve instructional quality and support classroom environment conducive to learning.

The framework will support a coordinated system of collaboration between:

- Central office curriculum leaders;
- Building administration;
- Teacher mentors;
- Content area/strategy experts;
- Grow Your Own Initiative in collaboration with Bluefield State through Careers in Education program

External partners

- Edwards Educational Services for administrative development and instructional supports;
- Contracted mathematics coaches for K-12 teachers;
- Ashlock consulting for ELA instruction (explicit phonics instruction in K-5, corrective reading in K-8, and ELA instructional practices in grades 6-12); and
- SIBME platform, content coaches, and professional development for administrators and mentors on providing feedback and strengthening instructional practices using Danielson Framework. SIBME is a robust web and mobile platform that provides venues for comprehensive walkthrough delivery, teacher instructional video annotation, tools for peer to peer feedback as well as coaching feedback on instructional practices in face to face or virtual environments.

County-based teacher leadership framework is supported through scheduled professional development, teacher mentoring framework implementation, calendar of external partner coaching and in-classroom supports, and quarterly check-ins with stakeholders.

Teacher leaders will be provided with professional development supports specific to their specific duties. They will be provided with a stipend for mentoring supports, professional development attendance and/or delivery, and a stipend for using their classroom as a model classroom for specific strategy use in their content area of expertise.

\* Vision and Goals

McDowell County Mission Statement “Unleashing The Potential of Every Student Every Day” guides the work of the schools and underscores the importance of quality classroom instruction and creation of the environment conducive to learning across the district’s schools and classrooms. McDowell County is the poorest county in West Virginia, with the highest rates of childhood poverty and overall generational poverty and drug misuse posing additional obstacles to the school system already battling chronic teacher turnover and high rates of inexperienced teachers in the classroom. As we all know, the students who have the highest needs also require the most effective and experienced teachers.

The achievement data concerns are also mirroring student attendance concerns. At the end of SY 2023, nearly 60% of students are chronically absent. Chronic absenteeism has been an ongoing concern; hence the focus of the district not only on rigorous and relevant classroom instruction but also on the learning environment that is safe and engaging. Teacher turnover and a high percent of inexperienced teachers provide a challenge to creating that environment and underscore the need for school-based teacher leader supports for student achievement.

The district provides a variety of professional development opportunities for the staff. The school calendar has professional learning days built in throughout the school year to allow staff to engage in learning and collaboration opportunities provided by district and schools. The district also provides in-classroom coaching supports for all teachers, due to high efficacy of just-in-time modeling and coaching in the classroom with principals involved in walkthroughs and continuous check-ins with the external partners, mentors, and district-provided academic coach. The professional development sessions during the school days are not used due to the need to maintain focus on continuous classroom instruction, as substitute availability is very scarce.

McDowell County Schools has established the following goals to achieve through teacher leadership efforts. These goals reflect the district’s strategic plan goals to support student achievement and development of positive culture for learning:

- Increased student achievement and growth through the development of comprehensive system of supports at the school and district levels (HQS 1 Clear and Focused Mission, HQS 6 Frequent Monitoring of Student Progress);
- Broader dissemination and use of effective instructional strategies through teacher, mentor, academic and content coach, and district curriculum leads collaboration (HQS 5 Equitable Opportunities to Learn and Effective Instruction, HQS 2 Instructional Leadership, and HQS 6 Frequent Monitoring of Student Progress); and
- Stronger and more positive school culture through the development and retention of high quality teachers (HQS 4 Positive and Safe Environment, HQS 5 Equitable Opportunities to Learn and Effective Instruction).

\* Data Driven Measures

The district uses the following data-driven measures to evaluate the efficacy of teacher leadership framework:

- Teacher evaluation system data;
- Walkthrough and video annotation analytics and reports from SIBME;

- Student achievement data (iReady, GSA, SAT School Day, Interim Assessments);
- Student chronic attendance and behavior data;
- Professional Development evaluation surveys;
- Teacher exit interviews (for those leaving the district);
- Teacher mentoring documentation;
- External partner reports and quarterly debriefs; and
- Monthly principal meeting agendas with topics to support instructional leadership.

\* Teacher Leadership Roles

Cooperating teacher hosting a yearlong resident- teacher who exhibits strong knowledge and implementation of instructional practices in the content area and is recommended by the building principal to be a host for a student teacher. The hosting teacher models instruction and gradually releases instructional responsibilities by gauging the student teacher readiness levels. No additional release time is required for the hosting teacher.

Mentor to first year teachers- teacher who exhibits strong knowledge and implementation of instructional practices, has participated in the WVDE mentoring training, adheres to McDowell County mentoring framework expectations of regular meetings with a mentee following Danielson’s framework, use of coaching strategies, and peer observations with feedback. The mentor teacher meets with the mentee at least twice a month and documents the meeting following the Danielson Framework domains. The mentor teacher also helps the beginning teacher navigate the rules and procedures and will provide the beginning teacher with opportunities to observe the mentor’s classroom or the classroom of another teacher based on the areas of need. The mentor teacher will also collaborate with the district’s academic coach to plan for any additional instructional supports and professional development for the beginning teacher, if needed. The building administrators will work with mentors and mentees to allocate time for peer to peer observations or meetings, as needed. No additional release time is required for the mentor teacher.

Aspiring administrator- a professional staff member who is enrolled or has completed an administrative certificate program through an accredited institution. Professional release time is provided to the aspiring administrator for PRAXIS, seminars, or completion of placement hours in another school in the district.

Content/Strategy expert serves as content expert or strategy expert to provide guidance or input in specific content areas or on specific strategy implementation. This role requires the individual to share their expertise through professional development sessions offered by the district and by allowing peer observations of the classroom implementation of specific strategies or teaching specific topics in a content area of expertise. There is no release time needed for this role. The teacher is provided a stipend to prepare for and deliver professional development and a stipend for allowing for peer observations (virtual or on-campus) in their classrooms. No additional release time is required for the content/strategy expert.

\* Teacher Leadership Selection

The teacher leader is selected based on the following:

- Is an effective classroom teacher based on evaluations (rated accomplished or above) and principal recommendation;
- Possesses deep knowledge of content and pedagogy;
- Exhibits teacher leadership capacity and participates in school improvement processes as a member of a PLC and/or leadership team while remaining as a classroom teacher;
- Has at least 3 years of professional, full time teaching experience;
- Encourages and promotes diversity;
- Possesses strong communication and interpersonal skills;
- Has a strong work ethic;
- Is adaptable, innovative, and open-minded;

- Experienced in using data to drive and inform instruction;
- and is a team player;

\* Application and Hiring Process

In order to be selected as a teacher leader, the professional staff member is:

- Recommended by the administrator for a specific assignment (mentor, host, or content/strategy expert);
- Submits an application to the administrator within the approved timelines;
- Participates in interviews and is rated based on an adopted rubric;
- Agrees to attend all professional development required to carry out his or her duties efficiently;
- Agrees to submit all the required documentation within specific timelines; and
- Agrees to a one-year contract.

\* County/Administrator Roles

The county administrators will establish expectations for teacher leadership through

- Mentoring Framework development and implementation;
- Communication of teacher leadership roles to the school administrators;
- Quarterly meetings with the principals to identify and review existing teacher leaders in their buildings;
- Planning professional development by using the strengths of teacher leaders who act as content experts;
- Working with principals to identify a schedule for peer observations of the model classrooms in their buildings.

The principals are expected to

- identify and support the development of teacher leaders;
- foster the culture of mutual learning and support by encouraging peer to peer observations, engaging in walkthroughs with the coaches and providing effective feedback;
- include their teacher leaders in school improvement processes in a variety of roles and teams based on their interests and strengths.

\* Management Protocol

- County-level TL team will consist of county curriculum leads, personnel director, identified school principals and teachers who are knowledgeable of the framework and can disseminate information to schools.
- The county Special Education Director will maintain the expenses log from Step7D funding and will review/solicit input on allocations for the plan implementation with the county TL team.
- The county administrators will work with principals to provide coverage for classes in the schedule to support collaboration between teacher leaders and beginning teachers.
- Use the train the trainer model for out of classroom professional development and use teacher leaders to provide training for the staff at school.

- Use content/strategy experts to provide professional development during the PD days scheduled throughout the school year.
- Purchase walkthrough and feedback SIBME platform for peer observations and recording classroom instruction modeling in order to build instructional leadership capacity as well as instructional delivery capacity in all schools.
- Provide continuous professional development for teacher leaders and school administrators on high yield instructional strategies, coaching practices, and effective feedback (SIBME 10 week professional development for principals, WVDE mentoring training, county-provided training on high yield instructional practices, and principal meeting topics on standards-based instruction, effective feedback strategies, and deconstruction of standards).

\* Evaluation Procedures

The teacher leader framework will be evaluated in the following ways:

- Mentor teacher documentation (monthly meeting logs and peer observations);
- Academic coach reports and quarterly meeting notes;
- External partner reports and quarterly meeting notes;
- Walkthrough data with feedback from SIBME (including all stakeholders- principals, coaches, external partners, and mentors).
- Teacher evaluation system data;
- Teacher exit interview data from personnel office;
- Student achievement, discipline, and attendance data;
- Clinical Teacher of Record retention data; and
- Professional development evaluation survey data.
- Enrollment in Grow Your Own program
- Dual Credit enrollment

\* Estimated Budget

Item Detail	Cost	Total	High Quality Standards Addressed
Stipends for Mentor Teachers (working with mentees following Danielson's framework)	\$300.00 per semester per mentee upon submission of documentation (average 15 new teachers a year)	\$9,000	HQS 3 HQS 4 HQS 5 HQS 5
Stipends for WVDE Mentor Training Attendance	\$150.00 per teacher	\$2,500	HQS 2 HQS 5

Professional development on providing effective feedback from SIBME	\$ 20,000 for PD Stipends for 30 professionals - \$ 250.00 for 10 hours	\$22,500	HQS 2 HQS 5 HQS 3
Stipends for Content/Strategy Expert preparation and delivery of professional development	Up to 6 hours of prep and 6 hours for delivery of professional development - \$300.00 per teacher	\$10,000	HQS 5 HQS 6 HQS 3
Stipends for Content/Strategy Expert preparation for peer observations of their classrooms	Up to 2 hours of prep at \$25.00/hour	\$5,000.00	HQS 5 HQS 3 HQS 4 HQS 6
Books	Charlotte Danielson's Framework Harry Wong's "Classroom Management"	\$5,000	HQS 4 HQS 5 HQS 2

\* Communication

- The targeted staff will receive communication through a list serv regarding leadership opportunities and relevant professional development;
- County Website will have a designated page for teacher leadership framework and opportunities;
- The district will use Facebook and Twitter to communicate professional development, available leadership opportunities, and showcase the work of teacher leaders;
- TEAMS group will be created to communicate upcoming events to targeted groups of teachers, to present research on the benefits of teacher leadership, and to promote student learning and family engagement in their children's education.

WVSIPP Funding Details

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WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 98,000.00
Support for experienced teachers	* \$ 148,000.00
Support for student teachers	* \$ 4,500.00
Support for other staff	* \$ 35,000.00
Professional development	* \$ 977,000.00

Required Items [Expand All] [Collapse All]

Component Met

1) **Science of Reading Instruction**

Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College- and Career-Readiness Standards.

**Explanation**

**MCS will continue to strengthen our evidenced based instruction for core and tiered WIN (What I Need) intervention time for all students K-3.**

\*90 Minute CORE Reading

\*45 Minute WIN (What I Need) Intervention for all students K-3

\*Teachers will use lesson maps created to assist with implementing WV Standards to ensure students have high quality instruction.

\*MCS will ensure all material used to support SOR and writing instruction will be evidenced based using ESSA Evidenced Based, What Works Clearinghouse or ERIC as well as other scholar resources.

1 English Language Arts Academic Achievement

1.1 Assessments & Progress Monitoring

1.1.1 Instructional Strategies & Support

2) **Science of Reading and Numeracy Professional Learning Opportunities**

Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and writing.

**Explanation**

**MCS will continue to strengthen our evidenced based instruction for core and tiered WIN (What I Need) intervention time for all students K-3.**

- \*Reading Academies, Leveled Trainings for teachers, administrators, and ECCATs (Screeners, WIN Data Sorts, Brain Development, Systematic Instruction, Corrective Reading, P4R, SIPPS, Comprehension, Writing)
- \*Science of Reading Training August - Additional Sessions Through as Needed Based on Walkthroughs
- \*Understanding Dyslexia Training August
- \*Understanding Dyscalculia Training August
- \*Deconstructing Standards Trainings Both LEA and School Level Ongoing

☑ 1 English Language Arts Academic Achievement

☑ 1.1 Assessments & Progress Monitoring

☑ 1.1.2 Professional Learning Opportunities

**3) Assessments: Screeners, Diagnostics, Benchmarks**

Goal: Utilizing a state-approved English Language Arts and Mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics or benchmarks should include subtest reporting for dyslexia indicators.

**Explanation**

MCS will continue to utilize iReady for reading screener data as well as benchmark/progress monitoring. This contains Dyslexia screener. MCS will utilize iReady for mathematics screener as well as benchmark/progress monitoring. This contains Dyscalculia screener.

☑ 1 English Language Arts Academic Achievement

☑ 1.1 Assessments & Progress Monitoring

☑ 1.1.1 Instructional Strategies & Support

**4) Multi-Tiered Systems of Support**

Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics.

This section should include a schedule for providing intervention/enrichment time to students.

**Explanation**

MCS will ensure every student who has a deficiency in reading or mathematics will have an individualized improvement plan outlining the intensive support for K-3. This plan will be created in collaboration with classroom teachers, interventionists, SAT Team, and families. MCS is creating a report template that will be used district wide. The report will be shared with families in depth to create a partnership to support student learning at home.

☑ 1 English Language Arts Academic Achievement

PM 1.1 Assessments & Progress Monitoring

☑ 1.1.1 Instructional Strategies & Support

5) **Family Notification and Involvement**

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

**Explanation**

MCS will implement an individualized improvement plan for all students K-3 who have deficiencies in reading and or math. Families will be involved in the creation of the plan in person or via a virtual conference or home visit. Regular updates will be shared with families as well as instructional supports during Academic Parent Teacher Team Meeting (APPT Model) three times a year.

☑ 1 English Language Arts Academic Achievement

PM 1.1 Assessments & Progress Monitoring

☑ 1.1.3 Homeless Services

☑ 2 Strengthen Relationships

PM 2.1 My Learning Plan

☑ 2.1.1 Strengthening Family Engagement

6) **Extended Learning Opportunities**

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

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

**Explanation**

1. MCS will add a K-3 focus for the BOOST Afterschool Program held Tuesdays and Thursdays for students who have not met literacy criteria. Those students will be personally invited to camp during a spring home visit by the teaching staff at the school.
2. MCS will add a K-3 focus for the Summer BOOST Camp held in July of each school year for those students who have not met literacy criteria. Interventionists will be at summer camp to provide data driven supports for students.

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**Not Applicable**

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

**Component Met**

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

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

**Explanation**

- iReady and McGraw Hill embedded classroom supports for mathematics teachers K-12;
- Professional Development on standards-based instruction and content area supports
- SIBME virtual coaching 6 week cycles based on classroom walkthrough data and identified goal with administrator feedback
- Math cadre team to support the improvement of classroom instruction
- Utilize WVDE math diagnostic review to improve instruction
- Host Math Academies in the summer to build conceptual skills of teachers, assistants, and administrators

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

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

**Explanation**

- iReady and McGraw Hill embedded classroom supports for mathematics teachers K-12;
- Professional Development on standards-based instruction and content area supports
- SIBME virtual coaching 6 week cycles based on classroom walkthrough data and identified goal with administrator feedback
- Math cadre team to support the improvement of classroom instruction
- Utilize WVDE math diagnostic review to improve instruction
- Host Math Academies in the summer to build conceptual skills of teachers, assistants, and administrators

**3) Leadership Development**

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

**Explanation**

- Embedded content support using coaching model through SIBME;

- Focused walkthroughs with embedded math coaches;
- Principal professional development on the use of math curriculum provided by instructional resource providers.
- Leadership support through Edwards Educational Services to support deconstructing of standards, classroom highly effective strategies and engagement

#### 4) **Student Engagement**

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

#### **Explanation**

- Kagan Strategies training
- Learning Targets professional development
- APL Strategies Training- Summer academy in July

#### 5) **Mathematics Coaching/Facilitating**

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

#### **Explanation**

- Mentors provided for all beginning teachers
- PLC supports with leadership opportunities for teachers who attended summer workshops.
- Embedded classroom supports from math coaches
- SIBME coaches to support instructional strategy implementation and content support

#### 6) **Parent Involvement/Public Relations**

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

#### **Explanation**

- Math4Life link on the website
- Student-led conferences
- During FAC Meetings, teachers model key mathematical practices to families
- Each Title I School hosts academic parent teacher team meetings that share mathematics classroom data and strategies to support learning from home

**Mcdowell County Schools (060) Public District - FY 2025 - LEA Strategic Plan - Rev 0**

**Required Documents**

This page is currently not accepting Related Documents.