

School Strategic Plan History Log

Logan County Schools (045) Public District - FY 2025 - Man Elementary School (045-227) Public School - School Strategic Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
6/6/2024 9:22:07 AM	Elizabeth Younis	Status changed to 'School Strategic Plan Monitoring'.	S
6/6/2024 9:22:07 AM	Elizabeth Younis	A revision to the plan was started because one or more plan program detail items were changed.	C

School Strategic Planning Team

Logan County Schools (045) Public District - FY 2025 - Man Elementary School (045-227) Public School - School Strategic Plan - Rev 1

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

Planning Team		
Doug Barrett	Principal	dbarrett@k12.wv.us
Tammy Lukacs	School Counselor	tlukacs@k12.wv.us
Linda Evans	Secretary	Levans@k12.wv.us
Toni Duba	Title 1	lduba@k12.wv.us
Stephanie Sansom	Teacher Leader	ssansom@k12.wv.us
Michelle Wooten	2 nd Grade Teacher	bwooten@k12.wv.us
Kelley Blankenship	4 th Grade Teacher	kablankenship@k12.wv.us
Abbie Bryant	Special Education Teacher	Marsha.bryant@k12.wv.us
Jacinda Adkins	Pre-K Teacher	jsadkins@k12.wv.us
Jordan Damron	Parent and CHAMP Coordinator	

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

Mission:

- L-- Learning Always**
- E-- Engaging Everyone**
- A-- Achieving Goals**
- D-- Doing the Right Thing**

PBIS Motto: Always Do Your Best, Be Safe, Care for Others

Core Beliefs:

1. High Expectations

Every student is a leader with unique talents and capabilities. Our students deserve to be challenged and engaged with relevant, rigorous and meaningful curriculum that prepares them for college, careers, and life.

2. Child-centered Approach

Education is not just about academics and should be geared towards meeting the diverse needs of our students. Man Elementary students deserve to learn in an environment that is supportive, safe, equitable and embraces the whole child.

3. Growth Mindset

A successful learning environment comes from challenging our students and staff to embrace a growth mindset. Critical thinking, innovation, and real world learning opportunities are essential for preparing our students for life beyond the walls of our school.

4. Shared Responsibility

Education is a shared partnership between school, parents and community. Man Elementary must be intentional in actively collaborating and involving all stakeholders to ensure our community utilizes its collective resources to support the success of every student.

School Strategic Plan - Demographic Data

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School Strategic Plan - Demographic Data

Student Groups	State (2023-24)	County (2023-24)	School (2023-24)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	54.23	66.22	70.12
English Learners	0.97	0.02	--
Foster Care	2.36	3.10	5.81
Homeless	5.04	11.12	7.88
Military Connected	0.35	--	--
Students with Disabilities	19.71	22.44	23.65
Race			
American Indian or Alaska Native	0.09	0.02	--
Asian	0.68	0.10	--
Black or African American	4.16	2.08	1.66
Hispanic or Latino Native	2.41	0.37	0.41
Multi-Racial	4.51	1.37	1.66
Native Hawaiian or Other Pacific Islander	0.05	--	--
White	87.95	95.75	96.27
Gender			
Female	48.34	47.94	51.87
Male	51.65	52.06	48.13

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

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

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

MES 23-24 Enrollment

Status:Continuing Enrollment (Promotion)

-1	38
0	33
1	43
2	46
3	42
4	42
Subtotal:	244

Man Elementary School currently has 241 students enrolled for the 2023-2024 school year. We are expecting enrollment to be approximately the same for the 2024-2025. Enrollment is up 20+ students from the 22-23 School Year. Man Elementary School employees 12 fulltime classroom teachers, 2 special education teacher, 1 title 1 teacher, 1 PE teacher, 1/2 time Music teacher, and a full time counselor. Other support staff is a full time secretary, 3 full time custodians, and a school administrator. Man Elementary shares a full time nurse and we also house the Pioneer Clinic through Lincoln Primary Care and Southern West Virginia Health System. Man Elementary School has classroom aides/associates/AmeriCorps in grades Pre-K through 3rd Grade. For the 24-25 SY the county will be hiring board aides for 2nd grade.

Man Elementary has a very active SAT process. MES currently has 30 students in the SAT process . MES has around 17% Special Education Students (K-4). This year we have had 5 students enter and or exit our SAT process. If a student enters our Special Education program we usually exit him/her from SAT and keep a watch on the student through their IEP. 5 students have been tested and placed as a Special Education student. Our SAT process is ongoing and students are monitored for progress throughout the school year.

Man Elementary has a racial breakdown of 98% white and 2% African American. MES averages 15-26% Special Education per grade level. Special Education population is slightly above state average. Our 2023-2024 Attendance rate was 89.9%. The school did not meet standards on the current 2021-2022 score card in the area of attendance. Man Elementary is at 64.4% Free and Reduced Lunch according to current 2022-2023 data. Under the current policies all students have a waiver and receive free lunch and breakfast at Man Elementary. Estimated around 40% of our students are Chronically Absent.

Also, MES provides a back pack program where we send home meals over the weekend to 50 at-risk students. Behaviors are usually minor at Man Elementary. Pre-K and Kindergarten seems to be our grades with the most behavioral issues towards the beginning of the school year. Towards the end of the school year we see less referrals in the early childhood classrooms and more issues in our older student population. We have noticed an uptake in students with emotional problems. The counselor sees on average 6 students per day for individual counseling. Mrs. Tammy Lukacs (School Counselor) averages another 1 or 2 groups per days for conflict resolution. This school year she has had an increase of students not being able to "get along". The issues are usually minor in nature; however, can be disruptive to the educational process. For these cases Mrs. Lukacs or the school principal will do a conflict resolution process. Most of these cases are minor and are resolved quickly. MES strives to keep students in school when possible. We feel like out of school suspension is a last resort.

MES McKinney Vento is less than 5%. Most of our students who are living with family other than mom and dad are permanently paced with those family members. We have several students who are living with grandparents permanently. Our percent in foster placement has remained the same from the previous school year.

Military Connected Students: MES has several households of students who are either Veterans or Active Duty. MES has 1 student who has an active duty parent. Man Elementary received the Purple Heart Award through the WV Department of Education. We continue support our students as needed through this initiative. Our student who has a parent in active duty is related to a teacher at MES and has a very good network. We also have several Veterans in our MES families. MES holds a yearly Veteran's Day event to recognize and thank those individual for their service.

Foster Care students have stayed the same as 23-24 school year. We currently have around 1.5% of our population in foster placement. These students receive the same WVTSS services as all our students. Also, they are in our Tier 2 Check in and Check out program. We ensure these students feel welcomed and are well cared for at Man Elementary School. Our School Counselor does a great job checking in on these students and providing them counseling services as needed.

School Information

Total Enrollment (October FY24)	240
Total Enrollment - Full Academic Year (FY24)	
Attendance Rate (FY24)	
Title I Status	Yes
Per Pupil School - Federal \$	\$1,603.73
Per Pupil School - State/Local \$	\$7,580.26
Per Pupil District - Federal \$	\$937.91
Per Pupil District - State/Local \$	\$4,430.48
Per Pupil Grand Total - Federal and State/Local \$	\$14,552.38
Per Pupil Expenditures reflect unaudited FY2024 financial data	

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.

McKinney Vento numbers are currently 7%. This school year we have had more and more aunts/uncles taking in children for a temporary basis. Our McKinney Vento numbers are low because we have a lot of students living permanently with other family. Unfortunately for a lot of our students living with

grandparents is not a temporary situation and the families have opened their homes to their grandchildren. Many of our students are living with their grandparents indefinitely. MES provides counseling services to these students on as an needed basis. Our school counselor does a wonderful job ensuring these students feel safe and that they are getting their basic needs met both at school and at home. Several of our McKinney Vento students receives counseling weekly with our school counselor. We will continue providing SAT process for these students, counseling services, and we will continue referring out to more specialized therapy as needed. Another practice that will continue is the collaboration with our McKinney Vento team at the Central Office. We have worked closely with Mrs. Deskins (Attendance Director) to find housing for our students and/or provide basic needs for those students. MES works with our County Food Service Department and Facing the Hunger initiative to provide weekly food bags to students in needs. This practice will continue for the 2024-2025 School Year.

MES has had very few behavior and/or out of school suspension. The 23-24 school year most of our behaviors occurred on the school bus; however, those have been greatly reduced this school year. One root cause is students inability to control impulsivities at such an early age. Our school counselor works with these students to try to help them control impulses. We worked with the bus drivers and students mentors to improve overall bus behaviors. We currently provide counseling services, parental communication, 504 plans, and SAT meetings as needed for students who exhibit continual behavior infractions. MES has an active WVTSS program. We provide students Tier 1 SEL programs in both Leader in Me and Micro. And Tier 1 in PBIS. We have positive incentives and recognition built into our school days; such as, shout outs, leader of the months, positive office referrals, and other recognitions. MES will continue these practices as we move forward to the 24-25 SY. Our Tier II program will continue and that is Check in and Check out. This is where we assign an adult mentor to our Pioneers. These mentors set goals and build a positive relationship with the student. Research shows that if you are connected to someone at a school you are more likely to want to do well. Providing our students these opportunities are vital in their overall success. Our Tier III practice is SAT meetings and parent involvement. All WVTSS practices will continue.

Chronic absenteeism is large part due to illness. According Nurse Bobbi Griffin (3/10/24) she sees an average of 10-15 students per day at Man Elementary School. Out of the 15 injuries are less than 2 of the incidents. Most of the nursing referrals are illness; such as, sore throats, fevers, abdominal pain, head aches, vomiting, and ear aches. Nurse Bobbi Griffin also sees a lot of upper respiratory issues. Injuries are limited and occur in the gym or playground are are minor in nature. The school will be working with the nurse and wellness team to try to eliminate as much illness next school year as possible. We will continue our cleanliness practices of frequent hand washing, covering their coughs, and disinfecting classrooms. We will continue with our education practices in the classroom to try to reduce illnesses. Pre-K is also a trouble area for attendance. Not only are they more susceptible to germs. MES staff will work closely with parents to decrease the number of chronic absent students. We hold SAT meetings when needed and provide support to those parents of chronic absent students. We also have attendance incentives and provide letters to parent frequently throughout the school year letting them know how many days their child has missed. In the letter we inform parents of the importance of attendance and how missing school affects their child's education. MES did some whole group attendance initiatives; however, it had little impact on chronic student attendance. We feel like working with parents is our best option for increasing overall school attendance. MES will continue our current practices for the 2024-2025 school year; however, the leadership team will also be brainstorming alternate ways to increase overall attendance rates. For the 2024-2025 school year the staff is going to focus on supporting the individual families. Our SAT process will be more involved with attendance and meeting individual family needs. There is a lot of research around the first 60 days of school and chronic absenteeism. Our goal is to meet early with students who are at-risk of chronic absenteeism. These SAT meetings will be held within the first 30 to 60 days of schools. We will use early warning data to help decide which parents we need to meet with.

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School Strategic Plan - Academic Data

Color Reference Guide

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

2036 Annual English Language Arts (ELA) Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	33.33	35.56	37.78	40.00	42.22	44.44	46.67	48.89	51.11	53.33	55.56	57.78	60.00	62.22	64.44	66.67

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

ELA Proficiency

Student Groups	School (2020-21) % of Students	School (2021-22) % of Students	School (2022-23) % of Students	2022-23 Scorecard Rating	County (2022-23) % of Students		State (2022-23) % of Students	
All	33.33	33.85	43.75		33.52		43.59	
Status								
Economically Disadvantaged	26.53	24.44	36.96		28.42		33.30	
English Learners	--	--	--		0.00		14.06	
Foster Care	0.00	--	--		--		--	
Homeless	14.29	0.00	33.33		23.74		27.49	
Military Connected	--	--	--		--		54.31	
Students with Disabilities	13.33	5.88	11.76		10.72		13.46	
Race								

American Indian or Alaska Native	--	--	--	--	--	36.67
Asian	--	--	--	--	0.00	69.52
Black or African American	--	0.00	--	--	27.45	27.17
Hispanic or Latino Native	100.00	--	--	--	0.00	37.14
Multi-Racial	100.00	--	100.00	--	25.81	39.05
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	51.85
White	31.51	34.38	42.86	--	33.90	44.51
Gender						
Female	32.00	42.31	51.28	--	37.68	48.20
Male	34.00	28.21	32.00	--	29.64	39.21

ELA Academic Progress

Student Groups	School (2022-23)		2022-23 Scorecard Rating		County (2022-23)		State (2022-23)	
		% of Students			% of Students		% of Students	
All		55.56			39.13		46.28	
Status								
Economically Disadvantaged		50.00			38.26		42.76	
English Learners		--			0.00		39.59	
Foster Care		0.00			45.01		38.46	
Homeless		33.33			43.41		43.12	
Students with Disabilities		16.67			34.53		37.12	
Race								
American Indian or Alaska Native		--			--		56.90	
Asian		--			33.33		61.51	
Black or African American		--			51.28		42.26	
Hispanic or Latino Native		--			25.00		42.54	
Multi-Racial		--			37.50		45.43	
Native Hawaiian or Other Pacific Islander		--			--		51.72	
White		55.56			38.89		46.48	
Gender								

Female	62.50		40.47	48.63
Male	45.45		37.91	44.04

Reading Lexile Distribution - School (2022-23)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

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

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

MES is utilizing iReady for our primary source of ELA data. Man Elementary gives benchmarks three times a year. These three benchmarks are given at BOY, MOY, and EOY. Each student is designated green, yellow, or red based on their current level. Green means students are on grade level. Yellow indicates students who are 1 grade level behind. Below is a break down of school-wide and each grade level. MES School-wide showed a 41% increase in the number of students who are on grade level.

MES utilizes CKLA and Wit and Wisdom for our core instruction. MES also utilizes Cambium Interim and Diagnostics (Writing Assessment Grades 3 and 4).

iReady School-Wide Data ELA

Placement	BOY	EOY	Difference
Green	14%	55%	41%
Yellow	49%	29%	-20%

Red	37%	16%	-21%
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Grade Level Data ELA

Grade	Placement	BOY	EOY	Difference
Kindergarten				
	Green	11%	75%	64%
	Yellow	89%	25%	-64%
	Red	0%	0%	-----

Grade	Placement	BOY	EOY	Difference
1 st Grade				
	Green	11%	73%	62%
	Yellow	70%	25%	-45%
	Red	20%	3%	-18%

Grade	Placement	BOY	EOY	Difference
2 nd Grade				
	Green	12%	30%	28%

	Yellow	35%	42%	7%
	Red	53%	28%	--25%

Grade	Placement	BOY	EOY	Difference
3 rd Grade				
	Green	21%	63%	42%
	Yellow	26%	13%	-13%
	Red	52%	24%	--28%

Grade	Placement	BOY	EOY	Difference
4 th Grade				
	Green	14%	35%	21%
	Yellow	37%	44%	4%
	Red	49%	22%	-27%

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

Each Monday MES teachers introduce a reading passage or decodable reader to the class. The passage is repeated throughout the week with the students reading the passage multiple times throughout the week. This strategy is aimed at improving overall oral reading fluency. MES feels strongly that every student has to read daily in order to get better at reading skills. This practice is ongoing and will continue throughout the 24-25 school year.	MES has seen growth in overall ELA during the 23-24 school year utilizing the Fluency Protocol. Overall growth for ELA was +44% benchmark from beginning of the year to the end of year on iReady diagnostic. Families and teachers feel like the fluency work we are doing at MES is providing students opportunities to read.
MES will utilize a skills block for ELA skills. During this block students will be placed in a group with students who have like skill deficiencies. These students will be provided ELA instruction in order to close the achievement gap. Students will meet daily their skills group and target both Math and ELA skills.	During the 23-24 school year MES implemented a MTSS block for each classroom Grades K through 4th. This block was implemented for ELA and Math. We have seen success in iReady growth; however, we want to continue to push our students. To set high expectations MES is moving to a skills based block next school year. This skills block will group students in different grades based on like skills.

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. After reviewing the data the school has shown ELA growth. Around 41% increase in ELA according to iReady in benchmark students and reduced the red group by 21%. Our school still has a large group of students not on grade level. MES strategic planning team discussed root causes of ELA achievement. The team feels like it is a mix of student attendance, lack of fundamental skills, possibly learning disabilities in the area of ELA, and other factors; such as, family engagement or families value on education. Every child is unique and root causes vary from child to child. Man Elementary has in place several key strategies that will meet our diverse root causes. Practice/Strategies: High Yield Instructional Strategies: MES staff receives training throughout the year on high yield instructional strategies. These strategies are retaught during Professional Learning Communities and observed in administration observations. The high yield instructional strategies we focus on at MES are; Effective Feedback Strategies, learning conversations, high level questioning, small group instruction, and graphic organizers. These strategies will continued and will be an ongoing focus into the 24-25 School year. Fluency Protocol: On each Monday the teacher introduces a reading passage to the class. The passage is repeated throughout the week with the student reading the passage multiple times throughout. This strategy is aimed at improving overall oral reading fluency. MES feels strongly that a student has to read daily in order to get better at reading. This practice is ongoing and will continue throughout the course of the 24-25 school year. Title 1 Push-In Intervention and Small Group ELA Instruction: Providing students small group instruction based on their individual skill deficits is a practice that yields results and will continue for the 24-25 SY. Professional Learning Communities: MES teachers meet weekly to discuss data, review progress monitoring, and discuss our WVTSS program. PLCs are also used for refreshers and PD. This practice will continue for the 24-25 school year.																

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

Target	32.00	34.27	36.53	38.80	41.07	43.33	45.60	47.87	50.13	52.40	54.67	56.93	59.20	61.47	63.73	66.00
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NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

Mathematics Proficiency

Student Groups	School (2020-21) % of Students	School (2021-22) % of Students	School (2022-23) % of Students	2022-23 Scorecard Rating	County (2022-23) % of Students	State (2022-23) % of Students
All	32.00	47.69	40.63		24.76	35.15
Status						
Economically Disadvantaged	28.57	42.22	32.61		20.81	25.46
English Learners	--	--	--		0.00	19.23
Foster Care	0.00	--	--		--	--
Homeless	28.57	0.00	16.67		18.99	20.37
Military Connected	--	--	--		--	48.48
Students with Disabilities	13.33	17.65	11.76		9.36	12.74
Race						
American Indian or Alaska Native	--	--	--		--	27.78
Asian	--	--	--		0.00	68.85
Black or African American	--	0.00	--		16.00	18.02
Hispanic or Latino Native	100.00	--	--		17.54	25.85
Multi-Racial	0.00	--	0.00		19.35	30.44
Native Hawaiian or Other Pacific Islander	--	--	--		--	48.87
White	31.51	48.44	41.27		25.09	36.12
Gender						
Female	32.00	50.00	41.03		23.01	33.27
Male	32.00	46.15	40.00		26.41	36.93

Math Academic Progress

Student Groups	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)

		% of Students		% of Students	% of Students
All		48.15		32.40	42.03
Status					
Economically Disadvantaged		40.00		29.43	36.65
English Learners		--		0.00	38.25
Foster Care		100.00		34.94	23.08
Homeless		66.67		24.73	35.26
Students with Disabilities		33.33		27.55	31.87
Race					
American Indian or Alaska Native		--		--	51.72
Asian		--		33.33	69.25
Black or African American		--		30.77	34.42
Hispanic or Latino Native		--		25.00	38.23
Multi-Racial		--		6.25	37.99
Native Hawaiian or Other Pacific Islander		--		--	53.57
White		48.15		32.73	42.46
Gender					
Female		43.75		29.48	40.81
Male		54.55		35.07	43.18

Mathematics Performance Distribution - School (2022-23)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	594	--	--	--	--
4	636	--	--	--	--
5					
6					
7					
8					
11					

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

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Man Elementary School has seen great gains in the area of Mathematics during the 23-24 school year.

BOY iReady School-wide Data: 5% Proficient
EOY iReady School-wide Data 41% Proficient

Kindergarten BOY: 4% Proficient
Kindergarten EOY: 46% Proficient

1st Grade BOY: 0% Proficient
1st Grade EOY: 48% Proficient

2nd Grade BOY: 4% Proficient
2nd Grade EOY: 37% Proficient

3rd Grade BOY: 3% Proficient
3rd Grade EOY: 43% Proficient

4th Grade BOY: 13% Proficient
4th Grade EOY: 30% Proficient

Mathematics Improvement Practices/Strategies Implemented (One Per Box)

Small Group WVTSS Instruction: Man Elementary School incorporates a Math WVTSS time. During this time students are divided into groups in which they are provided small group instruction based on liked needs and skill deficits. MES looks at needs during PLCs to determine if a student is experiencing a skill or content deficit. Groups are fluid and can change throughout the school year to meet the students needs.

Updated Implementation Results

MES implemented Math small groups for the 23-24 school year. MES utilized the aides/associates to provide small group instructions in the area of Math. BOY iReady scores showed 5% of our students were at Mastery and EOY results were 41% of students proficient. Even though this strategy aided in the growth we had during the 23-24 school year MES feels like more data analysis of the groups is needed to ensure even greater growth during the 24-25 SY. MES will utilize small group MTSS time during the 24-25 SY to meet the need of our students.

Supplemental Instruction utilizing Engage NY Math and Number Talks: Logan County Schools had a math task force that looked at the currently curriculum and how it prepares students to meet grade level standards. The team recommended Engage NY lessons to be added to help supplement the current curriculum. These lessons have been beneficial in ensuring students receive instruction in order to be successful towards end of year goals.

Number Talks is another supplement classroom teachers use in order to enhance the Go Math curriculum. This program allows students to think critically solving math in their mind as well on paper. This program allows students to discuss different ways to solve problems and really gets students to think critically.

Logan County did a lot of work supplementing Engage NY lessons with our current curriculum. My 3rd and 4th grade teachers felt like the Engage NY and Number talks was good additions to the curriculum. MES will continue allowing teachers to utilize resources that will aid in the overall instruction of students in mathematics. These resources will be researched based. Overall math growth of 36% proficient indicates a lot of the resources/strategies in place were effective. MES and LCS will have a new Math curriculum from Curriculum Associates for next school year. This will better correlate with iReady assessments.

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.

After reviewing the data the teams feels like the school has made growth; however, not as much growth as we have on ELA. We have a lot of success; however, we have a lot of students who are not moving or meeting math goals. MES strategic planning team discussed root causes of math achievement. The team feels like it is a mix of student attendance, possible learning disabilities in math, teacher absenteeism, and other factors; such as, Family Engagement or value on education. Every child is unique and root causes vary from child to child. Man Elementary has in place several key strategies that will hopefully meet our diverse root causes.

WVTSS small group Tier 2 Instruction is a 30 minute time slot set aside outside of the regular math block to provide students with small group math support. Students who are struggling outside of core instruction needs extra attention in order to grasp key concepts. This time is vital to our math program and will continue throughout the 2024-2025 school year.

Supplemental programs such as Engage NY and Number Talks-- These supplements have been a positive in provide instruction in areas iReady Math may be weak. Anytime MES can enhance instruction with supplemental resources it allows our teachers opportunities to instruct at a higher level. We will continue this practice for the 2024-2025 school year.

Professional Learning Communities meet regularly to review ELA and Math achievement. We will continue this practice in order to keep Tier 2 and Tier 3 students on pace to close achievement gaps. Also during PLCs we review best practices and the Logan County Playbook. In these mini PD sessions we look at ways to enhance overall teaching and learning.

English Language Proficiency Assessment Results (ELPA22)

	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	--	--	--	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	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	--	0	358
Level 2	--	--	--	0	362
Level 3	--	--	--	1	629
Level 4	--	--	--	0	240
Level 5	--	--	--	0	228

English Language Proficiency Assessment Results for the Writing Domain

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

English Language Proficiency Assessment Results for the Speaking Domain

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

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	--	0	131
Level 2	--	--	--	0	151

Level 3	--	--	--	0	563
Level 4	--	--	--	1	491
Level 5	--	--	--	0	481

+

✓

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success

EL Needs Assessment Summary:

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

Logan County Schools (045) Public District - FY 2025 - Man Elementary School (045-227) Public School - School Strategic Plan - Rev 1

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

☒ **Not Applicable (Elementary and Middle Schools)**

On Track

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

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

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

2036 4-Year Cohort Graduation Rate Goal Targets

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

Graduation 4-Year Cohort

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

Status									
Economically Disadvantaged									
English Learners									
Foster Care									
Homeless									
Military Connected									
Students with Disabilities									
Race									
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic or Latino Native									
Multi-Racial									
Native Hawaiian or Other Pacific Islander									
White									
Gender									
Female									
Male									

Graduation 5-Year Cohort									
Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)			
	% of Students	% of Students	% of Students		% of Students	% of Students			
All									
Status									
Economically Disadvantaged									
English Learners									
Foster Care									
Homeless									
Military Connected									

College Readiness (Dual Credit)

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

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	County (2022-23)	State (2022-23)
All					
Status					
Economically Disadvantaged					
English Learners					

Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

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

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

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

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.

Logan County Schools (045) Public District - FY 2025 - Man Elementary School (045-227) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Percent of students chronically absent

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)		State (2022-23)	
	% of Students	% of Students	% of Students		% of Students	% of Students	% of Students	
All	3.25	37.18	36.76		41.06		27.55	
Status								
Economically Disadvantaged	4.67	41.67	40.30		45.24		36.19	
English Learners	--	--	--		0.00		23.69	
Foster Care	0.00	50.00	9.09		35.58		30.59	
Homeless	0.00	0.00	52.63		43.16		40.10	
Military Connected	--	--	--		--		16.74	
Students with Disabilities	2.13	35.14	44.68		42.32		32.91	
Race								
American Indian or Alaska Native	--	--	--		0.00		31.45	
Asian	--	--	--		25.00		12.69	
Black or African American	100.00	0.00	--		34.94		26.95	
Hispanic or Latino Native	0.00	--	--		35.71		27.47	
Multi-Racial	0.00	0.00	0.00		26.79		29.63	

Native Hawaiian or Other Pacific Islander	--	--	--	--	23.53
White	2.65	37.66	37.16	41.44	27.60
Gender					
Female	2.99	42.86	40.43	41.61	28.36
Male	3.45	32.56	32.97	40.56	26.79

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

Student Groups	School (2020-21)		School (2021-22)		School (2022-23)		2022-23 Scorecard Rating	County (2022-23)		State (2022-23)
	% of Students		% of Students		% of Students			% of Students		% of Students
All	100.00		100.00		100.00			96.19		95.44
Status										
Economically Disadvantaged	100.00		100.00		100.00			95.68		93.94
English Learners	--		--		--			100.00		96.30
Foster Care	100.00		100.00		100.00			95.06		91.86
Homeless	100.00		100.00		100.00			95.97		92.78
Military Connected	--		--		--			--		98.15
Students with Disabilities	100.00		100.00		100.00			93.73		93.02
Race										
American Indian or Alaska Native	--		--		--			--		95.65
Asian	--		--		--			100.00		99.32
Black or African American	100.00		100.00		--			94.74		90.10
Hispanic or Latino Native	100.00		--		--			100.00		95.29
Multi-Racial	100.00		100.00		100.00			97.37		93.30
Native Hawaiian or Other Pacific Islander	--		--		--			--		96.83
White	100.00		100.00		100.00			96.19		95.75
Gender										
Female	100.00		100.00		100.00			97.93		97.48
Male	100.00		100.00		100.00			94.58		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.

Attendance Reason Totals		Man Elementary School	05/13/2024			
From 08/16/2023 To 05/11/2024						
Days Missed and % Days Missed is based on the FTE of each attendance code.						
Reason	Times Used	% Uses	Days Missed	% Days Missed		
C1 - Calamity - Full Day			15	.35	15.00	.36
D1 - Death in Family - Full Day			22	.52	22.00	.52
I3 - Illness verified by Clinician - Full Day			1904	44.88	1904.00	45.40
I5 - Illness Verified by Parent - Full			639	15.06	639.00	15.24
L1 - Educational Value/Academic Circumstances-Full Day			31	.73	31.00	.74
M5 - Chronic Medical Condition - Full Day			45	1.06	45.00	1.07
S1 - OSS - Full			2	.05	2.00	.05
U1 - Unexcused - Full Day			1488	35.08	1488.00	35.48
Attendance Code: AB2 - Absent - half day						
I4 - Illness verified by Clinician - Half Day			4	.09	2.00	.05
I6 - Illness Verified by Parent - Half			2	.05	1.00	.02
U2 - Unexcused - Half Day			90	2.12	45.00	1.07
Totals:			4242		4194.00	

Man Elementary has 4,695 absences among 240 students. This is a total of 17+ absences per students (Given some students have a lot more than 17 and some have a lot less). Given that 18 days is consider chronically absent this average is concerning. Around 35-40% of those absences are unexcused. 65% of the absences are excused with the majority being Doctor Excuses.

Attendance Reason Totals	Man Elementary School	06/06/2024
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From 08/16/2023 To 05/30/2024

Days Missed and % Days Missed is based on the FTE of each attendance code.

Updated 6/7/2024

Reason	Times Used	% Uses	Days Missed	% Days Missed	
Attendance Code: AB1 - Absent - full day					
C1 - Calamity - Full Day			15	.32	15.00 .32
D1 - Death in Family - Full Day			22	.46	22.00 .47
I3 - Illness verified by Clinician - Full Day			1957	41.26	1957.00 41.68
I5 - Illness Verified by Parent - Full			678	14.29	678.00 14.44
L1 - Educational Value/Academic Circumstances-Full Day			32	.67	32.00 .68
M5 - Chronic Medical Condition - Full Day			45	.95	45.00 .96
U1 - Unexcused - Full Day			1898	40.02	1898.00 40.43
Attendance Code: AB2 - Absent - half day					

I4 - Illness verified by Clinician - Half Day	4	.08	2.00	.04
I6 - Illness Verified by Parent - Half	2	.04	1.00	.02
U2 - Unexcused - Half Day	90	1.90	45.00	.96
Totals:	4743		4695.00	

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
For attendance MES calls home daily on students who are absent. Calling home lets our parents know that we care and miss the students. MES also uses Facebook, Dojo, and newsletter to share the message of the importance of attendance. This message encourages parents to support the county attendance initiative. MES began sending home quarterly attendance reports with parents letting them know where their child's status is and the effects of not attending school. Attendance is also tied with our Micro-Society (PBIS) program. Students receive \$1 Pioneer buck per day for attending school. This money can be used to shop in our weekly markets. MES utilizes PBIS in order to promote positive behavior at Man Elementary School. Within PBIS we utilize three tiers of support (WVTSS). Tier 1 is our whole school programming; such as, MicroSociety School wide Student of the Month Grading Period Awards/Recognition Developmental Guidance Lessons Positive Office Referrals For Tier 2 MES incorporates a Check in and Check out program. Students are assigned a daily mentor. The mentors check in each morning and set goals. They do a weather check to see how the student is doing. At the end of the day the students check out with their mentor and discuss how their day went. This program aims at building positive relationships in order to allow students to have appropriate behavior at school. For Tier 3 MES has a very active SAT process. In SAT individual behavior plans are created and followed through as needed. Tier 3 students receive the most support and are monitored very closely to ensure success.	MES continued utilizing aides/associates to make phone calls home with students. Middle way throughout the year we also used Class Dojo as a measure to contact parents. Overall attendance rate during the 23-24 school year was 89%. MES hopes to increase that rate by incorporating effective meaningful parent contacts. MES will begin a weekly award for positive attendance/behavior as part of our PBIS programming during the 24-25 SY. MES utilized a WVTSS model for attendance/behavior; however, we have over 36% of our students chronically absent. During the 24-25 school year MES is going to focus on Micro-Society and PBIS. We have decided not to participate in Leader in Me for the 24-25 school year. MES has too many SEL programs. Focusing on Micro-Society with the PBIS component and school currency will better allow us to monitor student behavior and attendance. MES will utilize SAT for attendance during the 24-25 school year as well as Academic needs.

MES Staff met on 6/7/24 to brainstorm possible solutions to our attendance issues at MES. With so many students in the chronic absent designation we have developed a plan that consist of Monthly Meetings, Student Recognition, and Parent Recognition. The plan will be implemented during the 24-25 school year and monitored monthly.

Plan: Communicating—Student attendance and school attendance monthly.

1. Monthly Attendance Meetings with Mrs. Deskins (Barrett Responsible)
2. Recognition
 - a. Student
 - i. Whole Class Reward for PERFECT ATTENDANCE: Slushies/Pop Corn/Movie
 - ii. Announce to whole school
 - iii. Facebook Spotlight on that Class
 - iv. Any Student who has perfect attendance for the month—Special Lunch
 - v. Unexcused days student will not participate in after-school events; such as, dances)
- b. Parent
 - i. In a drawing for a PERFECT attendance (Monthly—Gift Card)
 - ii. Make it a big deal

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.

Root Cause:

Attendance:

Flu, strep throat, and many other viruses are going around. Our younger population has been ill more than our upper grades. There is also a disconnect between families and the value the of attending school. MES will continue educating our families on the importance of attending school. MES will continue to work with the families to create a plan to get our students to school as much as possible. This plan will have to involve the parents early within the school year.

MES will continue the following strategies for attendance:

SAT process for severe attendance issues
Daily phone calls home
Education of the importance of attendance
PBIS rewards
Wellness team will begin teaching habits to stay healthy; such as, handwashing, covering mouth when coughing, etc. MES will collaborate with the school nurse to implement an education program aimed at all MES students.

Due to the low number of behavior occurrences WVTSS will continue at MES. Students will continue receiving our three tier programming for social-emotional and behavior support. MES employs a full-time school counselor through Title 1 to assist with student needs. A lot of the root causes of behavior is the students inability to control behaviors. A lot of the students who act out or are aggressive have underlying medical issues that cause them to be impulsive.

MES will continue the following behavior strategies:

WVTSS (PBIS)
Micro-Society
Counseling Lessons
Individual and Group Recognition Programs

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School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2022-23)	County (2022-23)	State (2022-23)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished	-	4.81	14.94
Accomplished	100	91.98	81.5
Emerging	-	3.21	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.

Retention Rates: All but 1 teacher who started the 22-23 school year returned for the 23-24 school year. This person was a long-term substitute in the Music position at MES that traveled between MES and Buffalo Grade School. Next School year 24-25 SY

Areas of Need: Man Elementary School has an open Special Education position, a 3rd Grade Position, and a Pre-K opening. The open Special Education position will be the hardest to fill due to lack of certified Special Education instructors. MES would love to recruit highly certified teachers for all position for the 24-25 SY.

Teacher Attendance Rates: MES currently has 1 employee in DOCK status. Overall teacher attendance has been good for the 23-24 School Year.

Professional Learning Opportunities: MES staff is provided professional development both at the county and school level.

Man Elementary provides Professional Learning to teachers and staff in the following ways:

- #1. Through Professional Learning Communities
- #2. Professional Learning Days
- #3. County Provided PD opportunities
- #4. Teacher Mentoring
- #5. Other as needed.

This year the county or school has provided Professional Development in the follow areas:
iReady (Continuing training)
Science of Reading

High Yield Instructional Strategies

The school has provided ongoing Professional Development throughout the school year. We have used our Professional Learning days for School Safety training; Check in and Check out training; General Summative Assessment Training; Policy Training; Instructional Strategies (small grouping/effective feedback).

The needs of the staff is surveyed and discussed prior to each professional learning days. MES staff spent one day dissecting data and discussing learning strategies to teach key standards. Each week Man Elementary teachers and service personnel are part of a weekly professional learning community (PLCs). During these meetings our goal to look at student data. This school year we have been able to embed professional development within our PLCs. The agenda usually is 80% data analysis and 20% professional learning. During these short burst of PD we look at instructional strategies that yield high levels of student learning! Teachers report that student respect is a concern at MES.

Educator Supports:

Walkthrough Data: A new walkthrough template has been created and is being utilized at MES

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.

After reviewing the needs assessment MES wants to focus on providing our teachers with meaningful PD. After surveying the teachers the school is going to focus on strengthening our PBIS program in order to reduce student disrespect and create a positive learning environment.

Staff attendance rate has several root causes and can differ from staff member. One of the main root causes is illness or sickness. When a staff member is ill it can be very difficult to find a substitute to cover during his/her absence. Professional Learning Opportunities: MES utilizes staff input and data to determine professional learning needs.

Walkthrough data has a positive correlation related to professional development and priorities. If the administration/leadership team places a emphasis in one area that area tends to show the most growth on the walkthrough data. Where we place our focus is where we are going to see the greatest gains. Root causes would be focus and priorities. These can change along with the PD opportunities to guide the staff in overall school-wide improvement.

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

Professional Development for the 23-25 School Year

- * Science of Reading and Mathematic instruction
- * Instructional Strategies that yield high levels of student achievements
 - #1. Graphic Organizers
 - #2. Higher Level Questioning
 - #3. Small Group Instruction

- * Effective Lesson Planning to include high yield instructional strategies
- * Ongoing SEL supports for new teachers
- * Policies and Procedures Training
- * Testing Training and Confidentiality

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Plan Items)

1 Increased Achievement in Mathematics for all students

Description:

Given a multi-tiered system of support, explicit direct instruction, small group differentiated learning, and active student engagement strategies Man Elementary goal is that every child grows at least 1 grade level with the lowest 15% improving 2 grade levels by the end of the 2024-2025 school year.

1.1 Utilize high yield instructional strategies and assessment data to guide instruction and MTSS process

Description:

Iready Diagnostics and Grouping Placement Reports Summative Assessments, Interims and Diagnostics

1.1.1 Ensure all teachers are familiar with iReady benchmarking and overall programming.

Description:

Each year Logan County Schools provides teacher an Assessment Framework. MES school administration will ensure all teachers are familiar with this document and the timelines that apply. Teachers will have ongoing iReady and staff will share challenges and best practices in PLCs

1.1.1.1 Create a calendar during PLCs to utilize Interim and Comprehension assessments available through WVDE

Description:

WVDE provides interims that can be given to gauge student acquisition of knowledge throughout the school year. 3rd and 4th grade teachers will create a schedule to allow for implementation and review of these assessments.

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/16/2024

Estimated Completion Date:

5/31/2025

1.1.1.2 Review iReady tools for instruction and teacher toolbox

Description:

Each month MES will focus on sharing tools for instruction and teacher toolbox with the teachers. Our goal is that all teachers become proficient in navigating and using iReady.

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/16/2024

Estimated Completion Date:

5/31/2025

Funding Application	Grant	Notes	Amount
Other	Other	County contract with iReady for staff PD	\$0.00

S 1.1.2 Review formative and summative assessment data weekly during Professional Learning Communities

Description:

MES staff will meet weekly to take a dive into data. Teachers will discuss all available math data and make instructional decisions based on this data. iReady diagnostic, student usage, growth monitoring will be discussed during PLCs (ongoing)

AS 1.1.2.1 Create weekly agendas for PLCs

Description:

Weekly agendas will be created in cooperation with PLC teams to include weekly data discussion and WVTSS topics. The team will review data weekly and student progress.

Person Responsible:

MES Staff

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

S 1.1.3 Implement a cross-grade skills block to provide all students with instruction that aligns to his/her individual skill gaps

Description:

MES has had a MTSS block; however, beginning 2024-2025 we are going to incorporate an additional 35 minutes skills block 2 to 3 times per week that pairs students who have same skill deficits in order to provide them with additional support on those skill gaps. This will also be a time to accelerate students who are progressing on grade level standards

AS 1.1.3.1 Develop Schedule/Grouping of Students

Description:

MES will develop a skills block schedule in August, 2024. This schedule will run the 24-25 school year. Students will be placed in groups twice a year August, 2024 using EOY data (Revisions happening after 1st Benchmark); and again after 2nd iReady benchmark in January. iReady benchmarks will be used to determine grouping of students based on like skill deficits

Person Responsible:

Doug Barrett

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

5/31/2025

PM 1.2 Provide meaningful professional development to all instructional staff around topics and programs that will enhance the mathematics curriculum
Description:
student achievement data and teacher surveys

S 1.2.1 Utilize PL Days, instructional rounds, and professional learning communities to provide professional learning around high yield instructional strategies.

Description:

2024-2025 Professional Learning Focus Learning Discussions Higher Level Questioning Identifying Similarities and Differences Summarizing and Note Taking Formative Assessment Effective Feedback Differentiated Learning

AS 1.2.1.1 Create a school long calendar that makes efficient use of PL days and PLCs to embed Professional Learning

Description:

PD topics will be identified through teacher surveys. MES will focus on the LCS Elementary Playbook to provide ongoing PD with a focus on: Effective Feedback Learning Conversations Differentiated Learning Classroom Routines and Procedures

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/16/2024

Estimated Completion Date:

10/14/2024

AS 1.2.1.2 Provide beginning of year PD around Assessment Framework and requirements

Description:

Include Assessments on BOY training Print Assessment Framework for all staff Review Assessment framework with MES staff

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/16/2024

Estimated Completion Date:

10/30/2024

S 1.2.2 MES Staff will have PD and time to align WVDE state standards to our math curriculum and create a curriculum map to ensure big rocks in mathematics are being taught throughout the school year.

Description:

MES Staff will have PD and time to align WVDE state standards to our math curriculum and create a curriculum map to ensure big rocks in mathematics are being taught throughout the school year. * Carve out extra time for staff to meet to create a curriculum map for each grade * Map out the school year to ensure all standards are covered in each grade * Supplement areas of weakness in curriculum to ensure WVDE standards are properly covered

AS 1.2.2.1 Plan and implement curriculum mapping PD

Description:

School administrator will plan PD/Curriculum mapping sessions for staff. 1st Session in August with additional sessions happening as needed and could be as often as once a month-- The team will review new math curriculum to ensure alignment to new math series

Person Responsible:

Doug Barrett

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

5/31/2025

PM 1.3 Family Engagement to improve student achievement

Description:

Student Discipline Attendance Behavior

S 1.3.1 Parent Communication/Relationships

Description:

MES will involve parents through the SAT process and informally through notes/phone calls home. We want to engage our parents with both positive news and concerns we may have. Attendance has been an issue at MES so it is important that we communicate the importance of attending school on a regular basis. Teachers, school administration, and school counselor will all be involved in making phone calls and communicating regularly with families.

Component	Item Name
Title I Schoolwide	Parent and family engagement

AS 1.3.1.1 School-wide Open House

Description:

Man Elementary School will host an open house meet and greet event. All school families, students, stakeholders, and community members will be invited to the event. Students and parents will be given the opportunity to meet their child's teacher, classmates, classes and get to know school staff. Policies, procedures and routines will be presented to students and parents during the event. the event will be set up to be a positive and relationship-building activity with all stakeholders.

Person Responsible:

All Staff

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

9/15/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$2,500.00

AS 1.3.1.2 Goals and Responsibilities

Description:

School will identify students/classes with the greatest need. MES will utilize WVTSS time to provide additional math support for students who are at-risk-- MES staff will communicate skills/lessons that students are working on so they can reinforce ideas/skills at home.

Person Responsible:

Teachers

Estimated Begin Date:

8/16/2024

Estimated Completion Date:

5/31/2025

S 1.3.2 Family Math Night to help families learn strategies to help their child at home with Mathematics

Description:

MES will host a family night in February to teach students skills on how to better help their child with Math skills.

AS 1.3.2.1 Plan and implement family night in February that focuses on skills families can teach their child at home.

Description:

Title 1 family night will consist of ways families can practice math skills such as; adding, subtracting, multiplication, fractions, and division. This will be a make and take event where families leave with tools to help their child at home.

Person Responsible:

Doug Barrett

Estimated Begin Date:

5/31/2025

Description:

Description:

Description:

Title I

Description:

8/16/2024

Estimated Completion Date:
5/31/2025

AS 2.1.1.2 Small Group and Cooperative Learning

Description:

Man Elementary will be incorporating a skills group for both Reading and Math. During this time students will be placed in groups based on like skill deficits. These groups will meet daily and focus on either ELA or Math skills.

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/16/2024

Estimated Completion Date:

5/31/2025

AS 2.1.1.3 Three tier system of support (WVTSS)

Description:

MES will construct a schedule that reflects at least a 30-minute intervention block for every child. During this time students will be grouped based on instructional levels and given instruction to help them acquire skills they are missing. This crucial intervention time will be monitored and data will be reviewed during PLCs.

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/16/2024

Estimated Completion Date:

5/31/2025

S 2.1.2 Employ support staff through Title 1 and county funding.

Description:

Description: Title 1 funds will be used to employ a full-time Title 1 Reading teacher (Mrs. Duba), interventionist support , and a full-time school counselor (Tammy Lukacs). Title 1 funds may also be used in funding other essential employees; such as, a school parent coordinator. Title 1 Teacher: Mrs. Duba will work closely with Tier 2 and Tier 3 students to ensure they are receiving appropriate interventions. Parent Resource: These positions are essential in moving MES forward. This position will provide professional development and model best practices. These key positions will help provide essential instruction to at-risk students both during the day and after-school. Full-Time Counselor: This position is vital in ensuring our students receive the social and emotional support they need. Title 1 funds will also allow money to be allocated for Professional development, supplies, and periodicals. Funding will allow MES to provide resources and personnel that we would not have without Title 1 funding.

Title I Schoolwide	Provide an enriched and accelerated curriculum		
AS 2.1.2.1 Social Emotional Programming/Leadership Opportunities/Academic Support Description: MES staff will assist in implementation of school wide programming MTSS for Behavior MTSS for Academics Micro-Society Weekly PLCs will take place to discuss each key area-- Teaming structures will be in place to ensure success. Person Responsible: Doug Barrett Estimated Begin Date: 8/16/2024 Estimated Completion Date: 5/31/2025			
Funding Application Consolidated		Grant	Notes
		Title I Part A	Title 1 funded counselor/Title 1 teacher
			Amount
			\$100,000.00
AS 2.1.2.2 County placement of certified Title 1 Reading Teacher Description: MES employs a certified Title 1 Reading Specialist, Mrs. Toni Duba. Mrs. Duba plays a vital role in providing students who are at-risk in the areas of reading/math extra support and instruction to fill in skill gaps. Person Responsible: Doug Barrett Estimated Begin Date: 8/16/2024 Estimated Completion Date: 5/31/2025			
S 2.1.3 Incorporate Skills block and WVTSS time to focus on small group instruction and ensure students are provided instruction on his/her individualized levels Description: MES will create a 35 minute block were all students are provided an intervention based on skill deficits. This skills block take place 2 to 3 times per week. Also, MES will have regular MTSS (WVTSS) blocks in the classroom where the teacher/aides are working with groups of students on like skills. This will ensure all students are receiving extra support in areas of skill deficits			
AS 2.1.3.1 allocate time and group students based on need.			

MES will utilize weekly PLCs to track student data, make instructional decisions, and create a data wall that helps guide instructional decisions. iReady data will be reviewed during PLCs to track student progress

AS 2.2.2.1 Utilize Data in PLC to determine need

Description:

Based on data/instructional needs MES leadership will provide instructional support to MES teachers

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

AS 2.2.2.2 Provide professional development to staff based on need

Description:

Identify areas of need based on principal walkthrough data/informal observations-- Provide support to teachers by providing mini PD sessions and/or modeling best instructional practices to teachers.

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

Funding Application	Grant	Notes	Amount
Other	Other	Title I funding	\$5,000.00

PM 2.3 Parent Involvement

Description:

Early Warning System Behavior Data Attendance Grades

S 2.3.1 Parent Communication

Description:

MES will utilize the SAT process to involve parents in attendance, grades, and behavior concerns. The goal is to begin these conversations early in the school year to set the student up for success. MES recognizes the importance of the first month. We will begin having attendance

conversations the first month of school to set the tone for the remainder of the school year.

AS 2.3.1.1 Social Media/School Website

Description:

Teachers will be trained in the utilization of Class Dojo. Each teacher will have his/her class set up prior to the start of the school year. Once the families logs in they will be able to receive information from his/her teacher. MES will also utilize facebook and our school website to get information out to parents. MES also utilizes school messenger to get important messages to parents.

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

AS 2.3.1.2 Utilize SAT to help with attendance and student academics

Description:

SATs will be ongoing to ensure families are in communication with the school. Open communication will be the key to a successful family/school partnership.

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

AS 2.3.1.3 Create transition plan for all Pre-K, K-4th Grade, and 5th Grade students

Description:

MES will have move up day for Pre-K (students and parents) going to Kindergarten. This will be a chance for parents to ask questions and learn more about our Kindergarten programming. Other grades will have a move up day to make the teachers more comfortable about the upcoming school year. Incoming 5th Graders will be able to visit Man Middle School during a move up day.

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

AS 2.3.1.4 Parent night to teach families how to work with their child on reading skills

Description:

MES Leadership team has tentatively scheduled a "Camp Read-A-Lot" parent night for September 20th. This will be a Title 1 works hop where our families learn ways to help their child at home. The event will take place outside and include tents and camping theme. The goal will be to educate our families and provide them with the necessary tools to help their child improve their fluency/comprehension skills.

Person Responsible:

Angel Harris

Estimated Begin Date:

9/1/2024

Estimated Completion Date:

9/27/2024

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Title 1 Parent Family Involvement Funding	\$500.00

G 3 Improve Overall School Attendance

Description:

Given increased communication, SAT process, and relationship building MES will have 90% of our students present 90% of the time. MES will build relationships with our families and communicate the importance of attendance. We will hold monthly SAT meetings with parents of students who are truant. Our goal for the 2024-2025 school year is that 90% of the students miss no more than 10% of the school. The students who do miss more than 10% of the school year will be provided support through our SAT process.

PM 3.1 Attendance Data and Social Emotional Data will be analyzed to determine need and guide WVTSS Behavior/Social Emotional Plan

Description:

WVEIS attendance Reports; Zoom Data; Counseling Logs; Principal Behavior Data

S 3.1.1 Three Tier Behavior/Attendance Plan (MTSS)

Description:

Tier 1 Strategies: Parent Communication: Facebook/ClassDojo/School Messenger/Logan Banner/LCS: Messaging (Word out about the importance of Attendance) Monthly Incentive/Recognition: Monthly picture/Special Table @ Lunch/Eat with Principal/Other Ideas Supplemental Instruction Strategies: (Tier 2) Step 1: Needs Assessment/Create Groups based needs/Assign Mentors-- Check and Connect Parent Communication: 1st Month of School sets the tone. New expectations and new teacher. Help the child know they are missed early on. 1-2 unexcused days in September send home note. Throughout the school year. Personal Phone Calls Messaging (Dojo)-- Supportive messaging Teacher notes home Intensive Support Strategies: (Tier 3) Continue Tier 1 and Tier II Strategies Student Assistance Team (May just need the school meeting) Can show parents data through Early Warning System Visual tool to show parents trajectory Home Visit (School Social Worker) What tools will we use to monitor? WVIES Attendance Records ZoomWVe (Early Warning System)

AS 3.1.1.1 Teaming structure and data review

Description:

Grade level PLCs will meet weekly to look at data and move students through the MTSS Behavior with a focus on Attendance. Individual student plans will be implemented based on needs

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

AS 3.1.1.2 Continue Tier 1 Social/Emotional Programming

Description:

MES will continue implementing Tier 1 Social Emotional Programming. All students will receive PBIS and Micro-Society instruction. Students will learn valuable life skills and work as a team to solve complex real world problems.

Person Responsible:

Doug Barrett

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Leader in Me Fees	\$8,500.00

S 3.1.2 Nominal Attendance Incentives to recognize positive attendance

Description:

Recognition system will be put in place by the school leadership team. This system will be a way for the school to educate about the importance of attendance on education.

AS 3.1.2.1 Based on Need MES staff has outlined an incentive plan to improve overall school attendance (updated 6/7/24)

Description:

Plan: Communicating-Student attendance and school attendance monthly. 1. Monthly Attendance Meetings with Mrs. Deskins (Barrett Responsible) 2. Recognition a. Student i. Whole Class Reward for PERFECT ATTENDANCE: Slushies/Pop Corn/Movie ii. Announce to whole school iii. Facebook Spotlight on that Class iv. Any Student who has perfect attendance for the month-Special Lunch v. Unexcused

days student will not participate in after-school events; such as, dances) b. Parent i. In a drawing for a PERFECT attendance (Monthly-Gift Card) ii. Make it a big deal

Person Responsible:

MES Staff

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

5/31/2025

☒ 3.1.3 MES will utilize our school counselor and SEL programs to create a comprehensive school counseling program. MES will reduce the % of behavior occurrences by 15% from the previous school year by utilizing WVTSS

Description:

MES school counselor will work with students in whole group, small group, and one-on-one basis to help reduce behavioral concerns and ensure students are healthy and safe at MES. When students feel safe overall attendance will be increased. It is important that our counseling program is systematic in nature and addresses needs of all students.

☒ 3.1.4 School-Wide comprehensive development program data (Attendance/Behavior/SEL)

Description:

MES will use PBIS/Micro to create a school-wide program that aims at improving attendance and behavior. Students will earn Pioneer Money each day based on behavior/attendance. This money will be used to provide the students with an experience during Micro-Society on Friday.

Title I Schoolwide		
Logan County Schools (045) Public District - FY 2025 - Man Elementary School (045-227) Public School - School Strategic Plan - Rev 1		
☐ Not Applicable		
Required Items [Expand All] [Collapse All]		Component Met
1) Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups	Explanation MES will provide opportunities for all students to be successful through our WVTSS plan. MES will utilize Classroom Teachers, AmeriCorps Members, Title 1, Interventionist, and Special Education staff to ensure small group pull outs are meeting the needs of our students. Also, our school counseling program will ensure students' are emotionally ready to learn. The school counselor will provide individualized, small group, and whole group counseling. MES will design a MTSS schedule that meets the needs of all students to ensure success and maximize growth. Extended day or year opportunities for students, energy express, After school program. Students will have the opportunity to attend our after school program through Step by Step. Summer programming; such as, Energy Express will continue along with Summer Sole Logan County Schools summer programming.	✓
2) Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program	Explanation MES students will receive instruction in Science, Social Studies, Reading, Writing, and Math. Students will also participate in MicroSociety where real hands-on learning experiences will translate back into the classroom. The school will participate in the PBIS Model.	✓
3) Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time	Explanation Students will begin instruction at 8:15 a.m. each morning. All students will have a 120 minute block of ELA and 90 minute block of Math. MES will minimize disruptions to the instruction of students during these crucial times and provide support to students through our WVTSS program	✓
4) Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum		✓

Explanation

Students who are placed in the gifted program will receive enrichment through a certified gifted teacher. Also, students who are not in the gifted program, but are higher level will receive literature on their level and be accelerated in the classroom to meet their needs and challenge them. MES believes every child should have their own learning map. MES will utilize iReady instruction to meet students instructional needs. iReady will place students on a pathway based on their individual skill needs.

2 Increased Achievement in ELA for all students

2.1 Man Elementary School will implement high yielding instructional strategies for all students based on the Science of Reading principles.

2.1.2 Employ support staff through Title 1 and county funding.

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

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

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

Explanation

MES has a PBIS plan in place with three Tiers.

MES will provide counseling services to students who are at-risk and/or referred by their classroom teacher. MES will provide Title 1 and Special Education services to meet the needs of all students along with MicroSociety to reach the kinesthetic learner.

MES will implement a 3 Tier Instructional Model (MTSS) for Academics, Behavior, and Attendance

Core Plan PreK-1st

CKLA

Guided Reading

Core High-Yield Instructional Strategies: Expectation

- 1.Graphic Organizers (Venn diagrams/T-Charts) Minimum twice per/week (Pre-K-K)

3-5 Times per week (1st Grade)

- 2.Explicit Instruction (I do, We do, You D0) Embedded Daily
- 3.Recognizing Effort Embedded Daily
- 4.Multiple Exposures Embedded Weekly
- 5. Small Group/Cooperative Learning 3-5 Days per Week

Math Core Plan:

Core Instruction:

Go Math

Number Talks

Core High-Yield Instructional Strategies: Expectation

- 1.Small Group cooperative learning 3-5 Days per/week
- 2.Problem based learning Minimum 2 Times per/week
- 3.Explicit Instruction (utilizing concrete objects) Embedded Daily
- 4.Differentiated Learning Embedded Daily

Core Plan 2-4:

Wit and Wisdom

Guided Reading/Annotating the Text

Core High-Yield Instructional Strategies: Expectations:

- 1.Higher level questioning Embedded Daily
- 2.Student learning conversations Embedded Daily
- 3.Graphic Organizers (Venn Diagram/Etc) 3-5 Times per Week
- 4.Small Group/Cooperative Learning 3-5 Times per Week

Math Core Plan:

Core Instruction:

Go Math

Number Talks

Core High-Yield Instructional Strategies: Expectation:

- 1.Small Group/Differentiated learning Embedded Daily
- 2.Problem-Solving Teaching Minimum 2 Times Weekly
- 3.Explicit Instruction Embedded Daily
- 4.Real-world connections Embedded 3-5 Times Weekly

Man Elementary Tier II Plan:

Skills Gap Groups: 4-5 Days per week

Content Gap Groups: 3-5 Days per week

Man Elementary will incorporate a 30 minute intervention block for the 2022-2023 school year. MES will focus on both students with skill gaps and content gaps in order to meet our school goals.

Tier 2 Curriculum:

Tier 2 small group instruction based on the Science of Reading

Tier 2 Progress Monitoring: Twice a Month

Man Elementary Tier III Plan:

Time: 5 days a week Min: 30 minutes a day

Tier 3 Curriculum:

Sonday System

Corrective Reading

Phonics for Reading by Anita Archer

Tier 3 Progress Monitoring:

Student Response Progress Monitoring: Twice a Month

Progress Specific Progress Monitoring: Weekly

2 Increased Achievement in ELA for all students

PM 2.1 Man Elementary School will implement high yielding instructional strategies for all students based on the Science of Reading principles.

2.1.1 High Yield Teaching Strategies

6) Parent and family engagement

Address strategies that increase the parent and family engagement

Explanation

MES believes that family relationships and attitudes toward education is as important as the classroom teacher. We believe that we are partners in educating children and encourage relationships. Families are invited to volunteer at Man Elementary School and the plan is to hire a parent volunteer coordinator. Also, Family Nights and special events are scheduled throughout the school year. Ongoing communication through phone tree, newsletter, and personal phone calls will enable the school to create a positive relationship with families. MES was the first school in the country to earn a Journey of Distinction in Family Engagement as a Light House Leader in Me school.

1 Increased Achievement in Mathematics for all students

PM 1.3 Family Engagement to improve student achievement

1.3.1 Parent Communication/Relationships

Title TAS		
Logan County Schools (045) Public District - FY 2025 - Man Elementary School (045-227) Public School - School Strategic Plan - Rev 1		
☒ Not Applicable		
Required Items [Expand All] [Collapse All]		Component Met
1) Identify students to be served Address strategies to identify students to be served		☐
Explanation		
2) Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups		☐
Explanation		
3) Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program		☐
Explanation		
4) Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time		☐
Explanation		
5) Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum		☐
Explanation		
6) Address the needs of at-risk learners Address strategies that address the needs of at-risk learners that may include the following: - Student support services - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment) - PBIS - Professional development and teacher recruitment - Preschool transition		☐
Explanation		

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

Required Documents

This page is currently not accepting Related Documents.

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