

**Mercer County Schools (051) Public District - FY 2021 - MOUNTAIN VALLEY ELEMENTARY SCHOOL (051-205)
Public School - School Strategic Plan - Rev 0**

Plan Items

1 Academic Achievement

Description:

Provide support and resources so that teachers can utilize all available tools to ensure maximum student academic achievement through quality programs and innovative teaching for the twenty-first century. This will include reducing the numbers of students scoring below 50% on the GPS and the number of students scoring Urgent Intervention (red) and Intervention) yellow on the STAR reports.

PM 1.1 WV GSA ELA Scores

Description:

Data analysis on 2020-2021 BOY CBA data will determine the greatest areas of weakness/deficiencies in grades 3-5. Optional CA-CIAs will be employed to provide additional supportive data. Action steps will be developed in order to raise GSA scores by 3% for students scoring below 50% on the EOY WV GSA. Due to the sudden closure of WV schools due to the COVID-19 pandemic on March 13, 2020, BOY data will be vital to provide a baseline for 2020-2021 instruction.

S 1.1.1 Increase Grades 3-5 ELA/Reading Scores

Description:

Teachers will utilize data for STAR Reading BOY benchmarks, MOY benchmarks, and progress monitoring to design instruction to raise scores of student and improve comprehension, grammar, and writing skills. Both summative and formative assessment will be used to determine student needs. These include QPS and a reading inventories. Students will be given opportunities to "free" read, choose their selections, and build upon previous skills. Students will learn to use inferencing, questioning, and determining proper paragraph techniques. A culture of reading and learning will be used to immerse students and allow them to develop lifelong academic and social skills for their

future success. Faculty will collaborate and develop lesson plans that will address all students' needs, and they will communicate to parents. Professional development will be used to meet state standards.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time

AS 1.1.1.1 MyOn

Description:

Students will select and develop a personal library based on interests and reading level. Teachers will assist students in setting up their library. Quizzes after reading the book will be reviewed by the teacher to see what is being missed. The teacher will work with the student to be able to explain what the text says explicitly and then draw inferences from the text. Students will also show reading growth through book selection and the teacher's check for understanding.

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.1.1.2 Collaboration

Description:

Teachers and the Title 1 interventionist will collaborate on STAR progress monitoring results every 4 weeks to change small group instruction based on need. They will develop a schedule to

maintain timelines. They will provide collaboration opportunities, both during scheduled meetings and weekly collaboration sheets. The Title 1 interventionist will do push in and pull out instruction based on teacher recommendation. Title 1 will develop student activities that promote student reading. These include reading competitions, themed activities, and other activities to promote a culture of reading in the school. Activities will be throughout the school year, and will reflect schoolwide student needs.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/1/2021

AS 1.1.1.3 Writing Journals

Description:

Teachers will use writing journals to help students organize thoughts. Students will write about the story and be able to quote from text when explaining what the text says explicitly and when drawing inferences from the text. Students will also be able to use proper punctuation when citing direct quotes, and be able to develop skills to organize and write paragraphs using correct organization, grammar, and punctuation. Writing journals will be utilized for ELA and science. Teacher will review information for accuracy. Data should be spelled correctly as well as written grammatically correct.

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.1.1.4 Formative Assessment

Description:

Teachers will progress monitor students in Urgent Intervention (red), Intervention (yellow), and On Watch (blue) every 4 weeks, and they will progress monitor all students every 9 weeks using STAR ELA. Data will be used to drive instruction, establish groups, and reinforce skills. Formative assessments will be used through the textbooks' and teacher made tests; formative assessments will also be utilized using computer programs such as Odyssey, KWOT, and GPS practice tests to assess students on all skills.

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

S 1.1.2 Title 1 Interventionist

Description:

Title 1 Interventionists will be used to reinforce skills to improve student academic achievement. The interventionist will work with students in small group settings both in and out of the regular classroom. They will also provide modeling for teachers and use data to help drive instruction for the classroom teacher and in the small groups.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time

Provide an enriched and accelerated curriculum

Address the needs of at-risk learners

Parent and family engagement

AS 1.1.2.1 Learner Focused Strategies

Description:

The reading interventionist will work with the classroom to develop learner focused strategies to improve student achievement. These strategies will include classroom management, motivational techniques, and reading/writing strategies. The interventionist will model strategies for the classroom teacher, and will utilize appropriate strategies to use in small group time. The interventionist will also collaborate with the teacher to review the success of the strategies and changes that need to be made to be successful. Title 1 personnel will attend relevant training to increase skills and learn new, improved techniques to increase student achievement and provide PD to Faculty to share new skills learned.

Person Responsible:

Title 1 Interventionists

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.1.2.2 Data Analysis

Description:

The Title 1 reading interventionist will work with the classroom teacher to analyze data, both formative and summative. This will include Benchmark assessments, progress monitoring results, and interims and diagnostics data. Data from STAR Reading results, the GSA, and teacher made tests will be reviewed to determine an individualized plan of action to address student weaknesses and reinforce student strengths. Collaboration schedules will include

individual planning and collaborative weekly collaborative sheets to maintain communication. Title 1 will have a mutual planning time to review data and help faculty interpret data.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.1.2.3 Professional Development

Description:

The Title 1 teacher will collaborate with the classroom teachers to determine areas of need. They will provide professional development through book studies and hands on activities. They will utilize both prior knowledge and guest trainings to provide the best options for instruction. The interventionist will use surveys, training evaluations, and the Strategic Plan to guide professional development. The interventionist will also participate in school, county, and state level training to update skills and knowledge about scientific research in order to assist the teachers in implementing best practice techniques for instruction.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.1.2.4 Parent and Family Engagement

Description:

The Title 1 reading interventionist will develop relevant parent activities in order for them to understand their students data and information to help them support their child's academic success. They will provide information about what Title 1 is, and ensure that every parent receives a copy of the Parent Contract and other beginning of the year paperwork. They will maintain documentation of parents receiving this information. They will maintain the Title 1 website per standard requirements by entering data to support accomplishments. This includes pictures, attendance sign in sheets, parent reminders, and other relevant documentation.

Person Responsible:

Title 1 Reading Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

1.1.3 Title 1 Social Worker

Description:

A Title 1 Social Worker will assist in developing relationships between the school staff, school families, and communities. She will develop rapport between school and outside agencies, collaborate with staff and families, and maintain current knowledge and understanding of child development and research based best practice. She will contact parents about student absenteeism and develop support plans to help students succeed. This will also reduce the number of students and families requiring truancy processing.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time

Provide an enriched and accelerated curriculum

Address the needs of at-risk learners

Parent and family engagement

AS 1.1.3.1 Student Support

Description:

The Title 1 social worker will maintain current knowledge and understanding of child development and research based best practices in order to create support plans, evaluate student behavior via observation and screening, and participate in student conferences. The social worker will work with students to improve attendance, behavior, and appropriate social interaction.

Person Responsible:

School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.1.3.2 Parent Support

Description:

The Title 1 Social worker will develop and deliver parent and family engagement sessions, collaborate with school staff and parents, and serve as a liaison between school and parent. The social worker will provide activities to improve parenting skills, provide information about support groups in the area, and do home visits to maintain communication between the school and families. The social worker will sit in on SAT, 504, and IEP meetings to provide parent support in understanding the process and their rights as the parent.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.1.3.3 Staff Support

Description:

The school social worker will collaborate with staff members about student concerns. She will interact, provide support, and offer assistance in handling student behavior, absenteeism, and empathy with classroom participation.

Person Responsible:

Title 1 Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

PM 1.2 WV GSA Math Scores

Description:

Data analysis on 2020-2021 BOY CBA data will determine the greatest areas of weakness/deficiencies in grades 3-5. Optional CA-CIAs will be employed to provide additional supportive data. Action steps will be developed in order to raise GSA scores by 3% for students scoring below 50% on the EOY WV GSA. Due to the sudden closure of WV schools due to the COVID-19 pandemic on March 13, 2020, BOY data will be vital to provide a baseline for 2020-2021 instruction.

S 1.2.1 Increase Grades 3-5 Math Scores

Description:

Teachers will utilize data for STAR math BOY benchmarks, MOY benchmarks, and progress monitoring to design instruction to raise scores of student and improve math skills. Emphasis will be on base ten calculations, number and operations, fractions, problem solving, and measurement. Specific skill needs will be determined utilizing both summative and formative assessment. Students will be given opportunities to utilize multiple techniques to find the answer and explain how and why they found the answer. Faculty will collaborate and develop lesson plans that will address all students' needs, and they will communicate to parents. Professional development will be used to meet state standards.

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

AS 1.2.1.1 GO MATH

Description:

Teachers will utilize all resources available through the county accepted GO MATH series. This includes videos, math journals/workbooks, and manipulatives. Teachers will ensure that state standards are being taught.

Person Responsible:

Classroom Teacher

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.2.1.2 Formative Assessment

Description:

Teachers will progress monitor students in Urgent Intervention (red), Intervention (yellow), and On Watch (blue) every 4 weeks, and they will progress monitor all students every 9 weeks using STAR Math. Data will be used to drive instruction, establish groups, and reinforce skills. Formative assessments will be used through the textbooks' and teacher made tests; formative assessments will also be utilized using computer programs such as Odyssey, and iXL to assess students on all skills.

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.2.1.3 Collaboration

Description:

Teachers and the Title 1 interventionist will collaborate on STAR progress monitoring results every 4 weeks to change small group instruction based on need. They will develop a schedule to maintain timelines. They will provide collaboration opportunities, both during scheduled meetings and weekly collaboration sheets. The Title 1 interventionist will do push in and pull out instruction based on teacher recommendation. Title 1 will develop student activities that promote student reading. These include reading competitions, themed activities, and other activities to promote a culture of reading in the school. Activities will be throughout the school year, and will reflect schoolwide student needs.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/1/2021

AS 1.2.1.4 CIA-CB Optional Testing

Description:

Teachers will work on the optional CIA-CB testing that will be opened for the 2020-2021 school year. These will be in combination with the CBA testing. Both will provide baseline data for 3-5 students. Due to the COVID-19 pandemic, all schools were closed March 13, 2020. The EOY WV GSA was not administered, therefore, this valuable EOY data is not available for analysis. Use of these tools will provide information into student skills and areas of concern.

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

9/30/2020

S 1.2.2 Title 1 Interventionist

Description:

Title 1 Interventionists will be used to reinforce skills to improve student academic achievement. The interventionist will work with students in small group settings both in and out of the regular classroom. They will also provide modeling for teachers and use data to help drive instruction for the classroom teacher and in the small groups.

Component Item Name

Title I Opportunities for all children including subgroups

Schoolwide

Activities that strengthen a well-rounded educational program

Increase the quality and amount of learning time

Provide an enriched and accelerated curriculum

Address the needs of at-risk learners

Parent and family engagement

AS 1.2.2.1 Professional Development

Description:

The Title 1 teacher will collaborate with the classroom teachers to determine areas of need. They will provide professional development through book studies and hands on activities. They will utilize both prior knowledge and guest trainings to provide the best options for instruction. The interventionist will use surveys, training evaluations, and the Strategic Plan to guide professional development. The interventionist will also participate in school, county, and state level training to update skills and knowledge about scientific research in order to assist the teachers is implementing best practice techniques for instruction.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

6/5/2020

AS 1.2.2.2 Learner Focused Strategies

Description:

The interventionist will work with the classroom to develop learner focused strategies to improve student achievement. These strategies will include classroom management, motivational techniques, and math strategies. The interventionist will model strategies for the classroom

teacher, and will utilize appropriate strategies to use in small group time. The interventionist will also collaborate with the teacher to review the success of the strategies and changes that need to be made to be successful. Title 1 personnel will attend relevant training to increase skills and learn new, improved techniques to increase student achievement and provide PD to Faculty to share new skills learned.

Person Responsible:

Title 1 Interventionists

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.2.2.3 Data Analysis

Description:

The Title 1 interventionist will work with the classroom teacher to analyze data, both formative and summative. This will include Benchmark assessments, progress monitoring results, and interims and diagnostics data. Data from STAR math results, iXL, and teacher made tests will be reviewed to determine an individualized plan of action to address student weaknesses and reinforce student strengths. Collaboration schedules will include individual planning and collaborative weekly collaborative sheets to maintain communication. Title 1 will have a mutual planning time to review data and help faculty interpret data.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.2.2.4 Parent and Family Engagement

Description:

The Title 1 interventionist will develop relevant parent activities in order for them to understand their students data and information to help them support their child's academic success. They will provide information about what Title 1 is, and ensure that every parent receives a copy of the Parent Contract and other beginning of the year paperwork. They will maintain documentation of parents receiving this information. They will maintain the Title 1 website per standard requirements by entering data to support accomplishments. This includes pictures, attendance sign in sheets, parent reminders, and other relevant documentation. Title 1 will administer surveys, review the surveys, and respond appropriately to address the information provided by the surveys.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

S 1.2.3 Title 1 Social Worker

Description:

A Title 1 Social Worker will assist in developing relationships between the school staff, school families, and communities. She will develop rapport between school and outside agencies, collaborate with staff and families, and maintain current knowledge and understanding of child development and research based best practice. She will contact parents about student absenteeism and develop support plans to help students succeed. This will also reduce the number of students and families requiring truancy processing.

AS 1.2.3.1 Student Support

Description:

The Title 1 social worker will maintain current knowledge and understanding of child development and research based best practices in order to create support plans, evaluate student behavior via observation and screening, and participate in student conferences. The social worker will work with students to improve attendance, behavior, and appropriate social interaction.

Person Responsible:

School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.2.3.2 Parent Support

Description:

The Title 1 Social worker will develop and deliver parent and family engagement sessions, collaborate with school staff and parents, and serve as a liaison between school and parent. The social worker will provide activities to improve parenting skills, provide information about support groups in the area, and do home visits to maintain communication between the school and families. The social worker will sit in on SAT, 504, and IEP meetings to provide parent support in understanding the process and their rights as the parent.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.2.3.3 Staff Support

Description:

The school social worker will collaborate with staff members about student concerns. She will interact, provide support, and offer assistance in handling student behavior, absenteeism, and empathy with classroom participation.

Person Responsible:

Title 1 Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

PM 1.3 STAR Early Literacy and Reading Scores

Description:

Due to the sudden closure of WV schools due to the COVID-19 pandemic on March 13, 2020, BOY data will be vital to provide a baseline for 2020-2021 instruction. Data analysis on 2020-2021 BOY CBA data will determine the greatest areas of weakness/deficiencies in grades 3-5. Optional CA-CIAs will be employed to provide additional supportive data. Action steps will be developed in order to raise GSA scores by 3% for students scoring below 50% on the EOY WV GSA.

S 1.3.1 Increase Grades K-5 ELA/Reading Scores

Description:

Teachers will utilize data for STAR Reading BOY benchmarks, MOY benchmarks, and progress monitoring to design instruction to raise scores of student and improve comprehension, grammar, and writing skills. Both summative and formative assessment will be used to determine student needs. These include QPS and a reading inventories. Students will be given opportunities to "free" read, choose their selections, and build upon previous skills. Students will learn to use inferencing, questioning, and determining proper paragraph techniques. A culture of reading and learning will be used to immerse students and allow them to develop lifelong academic and social skills for their

future success. Faculty will collaborate and develop lesson plans that will address all students' needs, and they will communicate to parents. Professional development will be used to meet state standards.

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

AS 1.3.1.1 MyOn

Description:

Students will select and develop a personal library based on interests and reading level. Teachers will assist students in setting up their library. Quizzes after reading the book will be reviewed by the teacher to see what is being missed. The teacher will work with the student to be able to explain what the text says explicitly and then draw inferences from the text. Students will also show reading growth through book selection and the teacher's check for understanding.

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.3.1.2 Collaboration

Description:

Teachers and the Title 1 interventionist will collaborate on STAR progress monitoring results every 4 weeks to change small group instruction based on need. They will develop a schedule to maintain timelines. They will provide collaboration opportunities, both during scheduled meetings and weekly collaboration sheets. The Title 1 interventionist will do push in and pull out instruction based on teacher recommendation. Title 1 will develop student activities that promote student reading. These include reading competitions, themed activities, and other activities to promote a culture of reading in the school. Activities will be throughout the school year, and will reflect schoolwide student needs.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/1/2021

AS 1.3.1.3 Writing Journals

Description:

Teachers will use writing journals to help students organize thoughts. Students will write about the story and be able to quote from text when explaining what the text says explicitly and when drawing inferences from the text. Students will also be able to use proper punctuation when citing direct quotes, and be able to develop skills to organize and write paragraphs using correct organization, grammar, and punctuation. Writing journals will be utilized for ELA and science. Teacher will review information for accuracy. Data should be spelled correctly as well as written grammatically correct.

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.3.1.4 Formative Assessment

Description:

Teachers will progress monitor students in Urgent Intervention (red), Intervention (yellow), and On Watch (blue) every 4 weeks, and they will progress monitor all students every 9 weeks using STAR ELA. Data will be used to drive instruction, establish groups, and reinforce skills. Formative assessments will be used through the textbooks' and teacher made tests; formative assessments will also be utilized using computer programs such as Odyssey, KWOT, and GPS practice tests to assess students on all skills.

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

S 1.3.2 Title 1 Interventionist

Description:

Title 1 Interventionists will be used to reinforce skills to improve student academic achievement. The interventionist will work with students in small group settings both in and out of the regular classroom. They will also provide modeling for teachers and use data to help drive instruction for the classroom teacher and in the small groups.

Component Item Name

**Title I
Schoolwide**

Opportunities for all children including subgroups

Activities that strengthen a well-rounded educational program

Increase the quality and amount of learning time

Provide an enriched and accelerated curriculum

Address the needs of at-risk learners

Parent and family engagement

AS 1.3.2.1 Learner Focused Strategies

Description:

The reading interventionist will work with the classroom to develop learner focused strategies to improve student achievement. These strategies will include classroom management, motivational techniques, and reading/writing strategies. The interventionist will model strategies for the classroom teacher, and will utilize appropriate strategies to use in small group time. The interventionist will also collaborate with the teacher to review the success of the strategies and changes that need to be made to be successful. Title 1 personnel will attend relevant training to increase skills and learn new, improved techniques to increase student achievement and provide PD to Faculty to share new skills learned.

Person Responsible:

Title 1 Interventionists

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.3.2.2 Data Analysis

Description:

The Title 1 reading interventionist will work with the classroom teacher to analyze data, both formative and summative. This will include Benchmark assessments, progress monitoring results, and interims and diagnostics data. Data from STAR Reading results, the GSA, and teacher made tests will be reviewed to determine an individualized plan of action to address student weaknesses and reinforce student strengths. Collaboration schedules will include individual planning and collaborative weekly collaborative sheets to maintain communication. Title 1 will have a mutual planning time to review data and help faculty interpret data.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.3.2.3 Professional Development

Description:

The Title 1 teacher will collaborate with the classroom teachers to determine areas of need. They will provide professional development through book studies and hands on activities. They will utilize both prior knowledge and guest trainings to provide the best options for instruction. The interventionist will use surveys, training evaluations, and the Strategic Plan to guide professional development. The interventionist will also participate in school, county, and state level training to update skills and knowledge about scientific research in order to assist the teachers is implementing best practice techniques for instruction.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.3.2.4 Parent and Family Engagement

Description:

The Title 1 reading interventionist will develop relevant parent activities in order for them to understand their students data and information to help them support their child's academic success. They will provide information about what Title 1 is, and ensure that every parent receives a copy of the Parent Contract and other beginning of the year paperwork. They will maintain documentation of parents receiving this information. They will maintain the Title 1 website per standard requirements by entering data to support accomplishments. This includes pictures, attendance sign in sheets, parent reminders, and other relevant documentation.

Person Responsible:

Title 1 Reading Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

S 1.3.3 Title 1 Social Worker

Description:

A Title 1 Social Worker will assist in developing relationships between the school staff, school families, and communities. She will develop rapport between school and outside agencies, collaborate with staff and families, and maintain current knowledge and understanding of child development and research based best practice. She will contact parents about student absenteeism and develop support plans to help students succeed. This will also reduce the number of students and families requiring truancy processing.

Component Item Name

Title I Opportunities for all children including subgroups

Schoolwide

Address the needs of at-risk learners

Parent and family engagement

AS 1.3.3.1 Student Support

Description:

The Title 1 social worker will maintain current knowledge and understanding of child development and research based best practices in order to create support plans, evaluate student behavior via observation and screening, and participate in student conferences. The social worker will work with students to improve attendance, behavior, and appropriate social interaction.

Person Responsible:

School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.3.3.2 Parent Support

Description:

The Title 1 Social worker will develop and deliver parent and family engagement sessions, collaborate with school staff and parents, and serve as a liaison between school and parent. The social worker will provide activities to improve parenting skills, provide information about support groups in the area, and do home visits to maintain communication between the school and families. The social worker will sit in on SAT, 504, and IEP meetings to provide parent support in understanding the process and their rights as the parent.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.3.3.3 Staff Support

Description:

The school social worker will collaborate with staff members about student concerns. She will interact, provide support, and offer assistance in handling student behavior, absenteeism, and empathy with classroom participation.

Person Responsible:

Title 1 Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

PM 1.4 STAR Math Scores

Description:

Data analysis on 2020-2021 BOY STAR data will determine the greatest areas of weakness/deficiencies in grades K-5. Action steps will be developed in order to raise STAR scores by 3% for students scoring as Urgent Intervention (red), Intervention (yellow), and On Watch (blue). Due to the sudden closure of WV schools due to the COVID-19 pandemic on March 13, 2020, BOY data will be vital to provide a baseline for 2020-2021 instruction.

S 1.4.1 Increase Grades K-5 STAR Math Scores

Description:

Teachers will utilize data for STAR math BOY benchmarks, MOY benchmarks, and progress monitoring to design instruction to raise scores of student and improve math skills. Emphasis will be on base ten calculations, number and operations, fractions, problem solving, and measurement. Specific skill needs will be determined utilizing both summative and formative assessment. Students will be given opportunities to utilize multiple techniques to find the answer and explain how and why they found the answer. Faculty will collaborate and develop lesson plans that will address all students' needs, and they will communicate to parents. Professional development will be used to meet state standards.

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

AS 1.4.1.1 GO MATH

Description:

Teachers will utilize all resources available through the county accepted GO MATH series. This includes videos, math journals/workbooks, and manipulatives. Teachers will ensure that state standards are being taught.

Person Responsible:

Classroom Teacher

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.4.1.2 Formative Assessment

Description:

Teachers will progress monitor students in Urgent Intervention (red), Intervention (yellow), and On Watch (blue) every 4 weeks, and they will progress monitor all students every 9 weeks using STAR Math. Data will be used to drive instruction, establish groups, and reinforce skills. Formative assessments will be used through the textbooks' and teacher made tests; formative assessments will also be utilized using computer programs such as Odyssey, and iXL to assess students on all skills.

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.4.1.3 Collaboration

Description:

Teachers and the Title 1 interventionist will collaborate on STAR progress monitoring results every 4 weeks to change small group instruction based on need. They will develop a schedule to maintain timelines. They will provide collaboration opportunities, both during scheduled meetings and weekly collaboration sheets. The Title 1 interventionist will do push in and pull out instruction based on teacher recommendation. Title 1 will develop student activities that promote student reading. These include reading competitions, themed activities, and other activities to promote a culture of reading in the school. Activities will be throughout the school year, and will reflect schoolwide student needs.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/1/2021

AS 1.4.1.4 CIA-CB Optional Testing

Description:

Teachers will work on the optional CIA-CB testing that will be opened for the 2020-2021 school year. These will be in combination with the CBA testing. Both will provide baseline data for 3-5 students. Due to the COVID-19 pandemic, all schools were closed March 13, 2020. The EOY WV GSA was not administered, therefore, this valuable EOY data is not available for analysis. Use of these tools will provide information into student skills and areas of concern.

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

9/30/2020

S 1.4.2 Title 1 Interventionist

Description:

Title 1 Interventionists will be used to reinforce skills to improve student academic achievement. The interventionist will work with students in small group settings both in and out of the regular classroom. They will also provide modeling for teachers and use data to help drive instruction for the classroom teacher and in the small groups.

AS 1.4.2.1 Professional Development

Description:

The Title 1 teacher will collaborate with the classroom teachers to determine areas of need. They will provide professional development through book studies and hands on activities. They will utilize both prior knowledge and guest trainings to provide the best options for instruction. The interventionist will use surveys, training evaluations, and the Strategic Plan to guide professional development. The interventionist will also participate in school, county, and state level training to update skills and knowledge about scientific research in order to assist the teachers in implementing best practice techniques for instruction.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

6/5/2020

AS 1.4.2.2 Learner Focused Strategies

Description:

The interventionist will work with the classroom to develop learner focused strategies to improve student achievement. These strategies will include classroom management, motivational techniques, and math strategies. The interventionist will model strategies for the classroom teacher, and will utilize appropriate strategies to use in small group time. The interventionist will also collaborate with the teacher to review the success of the strategies and changes that need to be made to be successful. Title 1 personnel will attend relevant training to increase skills and learn new, improved techniques to increase student achievement and provide PD to Faculty to share new skills learned.

Person Responsible:

Title 1 Interventionists

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.4.2.3 Parent and Family Engagement

Description:

The Title 1 interventionist will develop relevant parent activities in order for them to understand their students data and information to help them support their child's academic success. They will provide information about what Title 1 is, and ensure that every parent receives a copy of the Parent Contract and other beginning of the year paperwork. They will maintain documentation of parents receiving this information. They will maintain the Title 1 website per standard requirements by entering data to support accomplishments. This includes pictures, attendance sign in sheets, parent reminders, and other relevant documentation. Title 1 will administer surveys, review the surveys, and respond appropriately to address the information provided by the surveys.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.4.2.4 Data Analysis

Description:

The Title 1 interventionist will work with the classroom teacher to analyze data, both formative and summative. This will include Benchmark assessments, progress monitoring results, and interims and diagnostics data. Data from STAR math results, iXL, and teacher made tests will be reviewed to determine an individualized plan of action to address student weaknesses and

reinforce student strengths. Collaboration schedules will include individual planning and collaborative weekly collaborative sheets to maintain communication. Title 1 will have a mutual planning time to review data and help faculty interpret data.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

S 1.4.3 Title 1 Social Worker

Description:

A Title 1 Social Worker will assist in developing relationships between the school staff, school families, and communities. She will develop rapport between school and outside agencies, collaborate with staff and families, and maintain current knowledge and understanding of child development and research based best practice. She will contact parents about student absenteeism and develop support plans to help students succeed. This will also reduce the number of students and families requiring truancy processing.

AS 1.4.3.1 Student Support

Description:

The Title 1 social worker will maintain current knowledge and understanding of child development and research based best practices in order to create support plans, evaluate student behavior via observation and screening, and participate in student conferences. The social worker will work with students to improve attendance, behavior, and appropriate social interaction.

Person Responsible:

School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.4.3.2 Parent Support

Description:

The Title 1 Social worker will develop and deliver parent and family engagement sessions, collaborate with school staff and parents, and serve as a liaison between school and parent. The social worker will provide activities to improve parenting skills, provide information about support groups in the area, and do home visits to maintain communication between the school and families. The social worker will sit in on SAT, 504, and IEP meetings to provide parent support in understanding the process and their rights as the parent.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 1.4.3.3 Staff Support

Description:

The school social worker will collaborate with staff members about student concerns. She will interact, provide support, and offer assistance in handling student behavior, absenteeism, and empathy with classroom participation.

Person Responsible:

Title 1 Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

2 School Culture

Description:

Focus on providing a school culture that promotes the mental, social, and emotional health of students. Support policies that promote safe schools.

PM 2.1 Student Discipline Reports

Description:

The Title 1 Social worker will promote the mental/emotional health of students using a variety of instructional strategies and resources both within the school and the community. This will help reduce student stress, and lower disciplinary actions.

S 2.1.1 Title 1 Social Worker Trauma Support

Description:

The Title 1 Social worker will work with students experiencing trauma and provide support and coping strategies.

Component	Item Name
Title I	Opportunities for all children including subgroups
Schoolwide	Address the needs of at-risk learners
	Parent and family engagement

AS 2.1.1.1 Liaison

Description:

The Title 1 Social worker will serve as a liaison between the home and school. She will communicate, provide information about support groups and medical services available, and provide training and parent involvement activities to help families deal with trauma.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 2.1.1.2 Resource

Description:

The Title 1 Social worker will assist families in seeking help for their child that has experienced trauma. She will collaborate with staff to support students dealing with trauma, and assist parents by having parent workshops to help students deal with traumatic issues for the child and other family members.

Person Responsible:

Title 1 Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 2.1.1.3 Support Plans

Description:

The Title 1 Social worker will create and implement support plans for students in crisis or are experiencing academic, attendance, social, emotional, or behavioral issues.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

S 2.1.2 Educational Services

Description:

Provide assistance and support for student educational goals and needs. The staff will make referrals to the SAT team to provide monitoring, instructional accommodations, and possible referrals for testing, behavior plans, and other services to improve the student's growth.

Component **Item Name**

Title I
Schoolwide

Opportunities for all children including subgroups

Activities that strengthen a well-rounded educational program

Increase the quality and amount of learning time

Provide an enriched and accelerated curriculum

Address the needs of at-risk learners

Parent and family engagement

AS 2.1.2.1 Student Assistance

Description:

Provide academic support through SAT, MDT, IEP, and 504 meetings.

Person Responsible:

Mary Terry

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 2.1.2.2 Liaison

Description:

The Title 1 Social worker will be available to help families when there are issues with transportation, special education services, and with other agencies.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

PM 2.2 School Attendance Reports

Description:

School daily attendance, truancy referrals, tardies, Hoonuit, and other attendance concerns will be improved. Attendance correlates to educational success in most instances, so providing incentives, primarily intrinsically, will be used to encourage student attendance.

S 2.2.1 Title 1 Social Worker Trauma Support

Description:

The Title 1 Social worker will work with students experiencing trauma and provide support and coping strategies.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Increase the quality and amount of learning time
	Address the needs of at-risk learners
	Parent and family engagement

AS 2.2.1.1 Liaison

Description:

The Title 1 Social worker will serve as a liaison between the home and school. She will communicate, provide information about support groups and medical services available, and provide training and parent involvement activities to help families deal with trauma.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 2.2.1.2 Resource

Description:

The Title 1 Social worker will assist families in seeking help for their child that has experienced trauma. She will collaborate with staff to support students dealing with trauma, and assist

parents by having parent workshops to help students deal with traumatic issues for the child and other family members.

Person Responsible:

Title 1 Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 2.2.1.3 Support Plans

Description:

The Title 1 Social worker will create and implement support plans for students in crisis or are experiencing academic, attendance, social, emotional, or behavioral issues.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

S 2.2.2 Educational Services

Description:

Provide assistance and support for student educational goals and needs. The staff will make referrals to the SAT team to provide monitoring, instructional accommodations, and possible referrals for testing, behavior plans, and other services to improve the student's growth.

Component Item Name

**Title I
Schoolwide**

Opportunities for all children including subgroups

Increase the quality and amount of learning time

Address the needs of at-risk learners

Parent and family engagement

AS 2.2.2.1 Student Assistance

Description:

Provide academic support through SAT, MDT, IEP, and 504 meetings.

Person Responsible:

Mary Terry

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 2.2.2.2 Liaison

Description:

The Title 1 Social worker will be available to help families when there are issues with transportation, special education services, and with other agencies.

Person Responsible:

Title 1 School Social Worker

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

3 Technology

Description:

Ensure that technological proficiency is a part of the learning experience of all students and that students are offered the opportunity to explore careers in technology such as coding, robotics, and cyber security.

PM 3.1 Technology Use and Proficiency Reports for Available Programs

Description:

Teachers will use available technology to improve student academic progress. Time will be made available 4 times per week. Classrooms also have tablets and laptops available for use at times other than scheduled computer lab time.

S 3.1.1 KWOT

Description:

Students will learn to use the keyboard correctly including proper use of a mouse and touch screen.

Component	Item Name
Title I	Opportunities for all children including subgroups
Schoolwide	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time

AS 3.1.1.1 Scheduling

Description:

All students will receive a minimum of one 40 minute period per week for keyboarding. A computer room schedule will be developed, and every teacher will have time in the lab.

Person Responsible:

Mary Terry

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

9/30/2020

AS 3.1.1.2 Student Progress

Description:

Student progress will be monitored to ensure that they are receiving weekly keyboarding through online data collection. The principal will monitor reports and provide feedback on usage time and proficiency. Other scheduled time for the computer lab will be used to make up missed time or for absences.

Person Responsible:

Mary Terry

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

S 3.1.2 Computer Access

Description:

Every student will receive a minimum of three 40 minutes periods per week for computer activities to promote academic growth and technological knowledge.

Component	Item Name
Title I Schoolwide	<p>Opportunities for all children including subgroups</p> <p>Activities that strengthen a well-rounded educational program</p> <p>Increase the quality and amount of learning time</p> <p>Provide an enriched and accelerated curriculum</p>
<p>AS 3.1.2.1 Educational Programs</p> <p>Description:</p> <p>Students will use their Clever accounts to access a variety of educational programs such as Odyssey, Freckle, MyOn, KWOT, and ThinkCentral. Computer time will also be available for iXL, which will be available to all students for the 2020-2021 school year.</p> <p>Person Responsible:</p> <p>Classroom teachers</p> <p>Estimated Begin Date:</p> <p>8/20/2020</p> <p>Estimated Completion Date:</p> <p>6/3/2021</p>	
<p>AS 3.1.2.2 Instruction</p> <p>Description:</p> <p>Technology will be incorporated into instruction through small group stations, interactive learning sites, and iPads usage.</p> <p>Person Responsible:</p> <p>Classroom teachers</p> <p>Estimated Begin Date:</p>	

8/20/2020

Estimated Completion Date:

6/3/2021

PM 3.2 Career Exploration Classroom and Fair Participation

Description:

Students will explore a variety of careers in technology through online research, PBLs using technology, and activities that promote technological jobs within the area.

S 3.2.1 Technology

Description:

Students will participate in a variety of activities that will provide insight into the various technological jobs available worldwide and locally and the skills/requirements for each.

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

AS 3.2.1.1 Job Fair

Description:

A job fair will be provided at the school, inviting a variety of local people to share their job, skills need, and technology experience. Jobs will vary depending on the position. The Title 1

interventionist, as well as the Title 1 social worker, will coordinate the event.

Person Responsible:

Title 1 Interventionist

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 3.2.1.2 Coding and Robotics

Description:

Students will be provided instruction and opportunities to participate in coding and robotics. The Technology Integration Specialist will work with the classroom teachers, modeling strategies to assist with instruction. Opportunities will also be provided for teacher to receive professional development in coding and robotics for their classrooms.

Person Responsible:

TIS

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

S 3.2.2 PBLs

Description:

Students will research a variety of technology jobs.

Component **Item Name**

**Title I
Schoolwide**

Opportunities for all children including subgroups

Activities that strengthen a well-rounded educational program

Increase the quality and amount of learning time

Address the needs of at-risk learners

AS 3.2.2.1 Research

Description:

Students will research potential jobs they would be interested. They will write an informational essay explaining the position, what they would expect to make, where they would live, and why they believe it would be a good job for them.

Person Responsible:

Classroom teachers

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021

AS 3.2.2.2 Job Fair

Description:

The Title 1 interventionists and Title 1 social work will host a job fair during a parent involvement activity. Students will research various jobs and decide on one that interests them. During the job fair, tables will be set up with information about the job, and students will answer questions as guest circulate through the building.

Person Responsible:

Title 1

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/3/2021