

School Strategic Plan Prioritized Goals, Progress Monitoring DS, Strategies and Action Steps

**Putnam County Schools (072) Public District - FY 2023 - Conner Street Elementary (072-215) Public School - School Strategic Plan - Rev 0**

**Plan Items**

1 By the end of the 2022-2023 school year, Conner Street Elementary will have less than 10% of its students with chronic absence when provided with consistent education, support, and incentive for attendance.

Description:

Students with chronic absence for full or partial days of school often exhibit academic difficulty; therefore, family commitment to school attendance is vital for students who have little to no control over how or when they arrive/depart at/from school.

**PM** 1.1 Monitor group of students identified as having chronic absence per Zoom WV. Initiate school-wide, on-going attendance education with students and families. Set attendance goals for school and classrooms. Analyze data in Zoom and WVEIS Attendance monthly. Provide incentives for faithful and perfect attendance monthly with awards each nine weeks.

Description:

None

**SI** 1.1.1 Establish a collaborative team including but not limited to school principal(s), counselor, attendance secretary, MTSS support personnel, and social worker, when appropriate, to monitor student attendance for absence and tardiness monthly. Draft school letter(s) regarding these issues, offering support and resources to families. Provide educational materials to families regarding school attendance.

Description:

None

Component	Item Name
Title I Schoolwide	Address the needs of at-risk learners

**AS** 1.1.1.1 An attendance incentive team will be developed to plan and implement the attendance education, support, and reward program at Conner Street Elementary.

Description:

None

Person Responsible:

Jana McGinnis

Estimated Begin Date:

9/1/2022

Estimated Completion Date:

5/31/2023

		<p><b>§ 1.1.2</b> Create/obtain attendance education materials for students and families. Provide in-person incentives and remote messages regarding attendance goals, resources for assistance, and rewards for meeting goal. Make attendance education part of Parent Education opportunities through Title One events, school activities, and volunteer meetings as well as classroom and school newsletters, Thrillshare calls, Schoology posts, and other school-home connections.</p> <p>Description:</p> <p>None</p>				
	<table border="1"> <thead> <tr> <th>Component</th> <th>Item Name</th> </tr> </thead> <tbody> <tr> <td><b>Title I Schoolwide</b></td> <td>Parent and family engagement</td> </tr> </tbody> </table>	Component	Item Name	<b>Title I Schoolwide</b>	Parent and family engagement	<p><b>AS</b> 1.1.2.1 Educational materials for families addressing the importance of school attendance will be designed/purchased/obtained and disseminated to families through school and classroom newsletters, on Schoology and other technology platforms or social media, through Thrillshare, or any other medium that provides effective access to families. School attendance information will be emphasized at any school event that includes the participation of parents, guardians, or families.</p> <p>Description:</p> <p>None</p> <p>Person Responsible:</p> <p>Jana McGinnis</p> <p>Estimated Begin Date:</p> <p>9/1/2022</p> <p>Estimated Completion Date:</p> <p>5/31/2023</p>
Component	Item Name					
<b>Title I Schoolwide</b>	Parent and family engagement					
		<p><b>§ 1.1.3</b> Design and implement a school-wide attendance incentive and award program with monthly incentives and rewards each nine weeks for meeting attendance goals. Provide year-end attendance award for faithful and perfect attendance.</p> <p>Description:</p> <p>None</p> <p><b>AS</b> 1.1.3.1 Student attendance will be monitored by the attendance committee. A school-wide attendance incentive program will be implemented where individual students are recognized monthly and classes are rewarded for meeting attendance goals each nine weeks. A year-end reward will be provided for faithful and perfect attendance.</p> <p>Description:</p> <p>None</p> <p>Person Responsible:</p> <p>Jana McGinnis</p> <p>Estimated Begin Date:</p> <p>9/1/2022</p>				

		Estimated Completion Date: 5/31/2023
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2 By the end of the 2022-2023 school year, and following standards-based instruction and practice, 85% of students, grades K-5, will demonstrate proficiency and all students grades K-5 will demonstrate 9 months of growth in ELA as shown by iReady assessment data.

Description:  
NA

**PM** 2.1 iReady (grades K-5)

Description:

Pre-K students: progression of 1 level in the pre-k assessment, or achievement of level 3 and above K students: reaching ST (at standard) in the ELA areas on the Early Learning Reporting System (K report card) Grades K-5: proficiency on iReady and 9 months growth between beginning and ending of school year benchmarks

**S** 2.1.1 Students will be provided guidance on how to choose books within their independent reading level, based on assessment data, for sustained silent reading, recreational reading, and exploratory reading, and for Accelerated Reader reading incentives. At the end of each 9 weeks, students who have met reading goals will be provided an incentive for reading goal setting and achievement.

Description:  
NA

Component	Item Name
<b>Title I Schoolwide</b>	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program

**AS** 2.1.1.1 School and classroom libraries will be updated periodically to accommodate a variety of independent reading levels as well as instructional reading levels. Teachers and librarian will work collaboratively to guide students in book choice. Title One teachers will provide activities to encourage reading both at school and at home.

Description:

None

Person Responsible:

Teachers/ Librarian

Estimated Begin Date:

8/20/2022

Estimated Completion Date:

5/30/2023

**AS 2.1.1.2** Accelerated Reader is connected to the adopted ELA textbook series. The AR incentive program will begin in late August/early September and be on-going throughout the school year, providing resources, guidance, incentives, and rewards for reading achievement.

Description:

None

Person Responsible:

Jana McGinnis

Estimated Begin Date:

9/1/2022

Estimated Completion Date:

5/31/2023

**§ 2.1.2** Students identified as at risk or needing intervention will receive targeted intervention through small group instruction by Title One teachers and/or Retired Cadre teachers. Students will be identified not only by iReady assessment data but also by classroom performance records and formative assessment. Groups are fluid and data dependent.

Description:

None

Component	Item Name
Title I Schoolwide	Increase the quality and amount of learning time

**AS 2.1.2.1** Students will be identified through benchmarks, progress monitoring, and/or formative assessments for skill deficits. Students will receive small group instruction from Title One and/or cadre teachers for targeted review, reteach, and opportunities for practice.

Description:

None

Person Responsible:

Jana McGinnis

Estimated Begin Date:

9/1/2022

Estimated Completion Date:

5/31/2023

**§ 2.1.3** Students will use a variety of technology-based resources that target individual skill needs with opportunities for instruction and practice. Some of these resources include, but are not limited to, Flocabulary, Spelling City, Accelerated Reader, Achieve, NewsELA, and iXL.

Description:

None

Component	Item Name				
<b>Title I Schoolwide</b>	<p>Increase the quality and amount of learning time</p> <p><b>AS</b> 2.1.3.1 With one to one technology(iPads) assignment to students, relevant technologies will be used for practice and assignments in class and for use at home. Schoology is used as the platform for electronic texts as well as apps, uploaded assignments, and basic word processing. Consistent use of apps such as IXL, Storymaker, Sentence/Story Builder, Readworks, Flocabulary, and ABCya not only reinforce important skills but also make learning fun. Use of Apple TVs and Smart Tablets allow for student-led learning and collaboration in the classroom.</p> <p>Description: None</p> <p>Person Responsible: Jana McGinnis</p> <p>Estimated Begin Date: 9/1/2022</p> <p>Estimated Completion Date: 5/31/2023</p>				
	<p><b>S</b> 2.1.4 Throughout the school year students and their families, in some cases, will receive reading materials, resources, and guidance to increase literacy at home through home-school connection activities as part of collaborative efforts of the school as a whole, Title One, and PTB.</p> <p>Description: None</p>				
	<p><b>Component</b></p> <table border="1"> <thead> <tr> <th>Component</th><th>Item Name</th></tr> </thead> <tbody> <tr> <td><b>Title I Schoolwide</b></td><td> <p>Provide an enriched and accelerated curriculum</p> <p>Parent and family engagement</p> </td></tr> </tbody> </table> <p><b>AS</b> 2.1.4.1 Various "Family Nights" will be scheduled throughout the school year to guide parents and provide resources to support and facilitate learning at home, to create a better understanding of academic expectations, and to strengthen the home-school connection. Some of these activities will focus on ELA skills specifically.</p> <p>Description: None</p> <p>Person Responsible: Jana McGinnis</p> <p>Estimated Begin Date: 9/1/2022</p> <p>Estimated Completion Date: None</p>	Component	Item Name	<b>Title I Schoolwide</b>	<p>Provide an enriched and accelerated curriculum</p> <p>Parent and family engagement</p>
Component	Item Name				
<b>Title I Schoolwide</b>	<p>Provide an enriched and accelerated curriculum</p> <p>Parent and family engagement</p>				

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Family Events	\$3,963.38

**PM 2.2 Summative and Interim testing for grades 3-5**

Description:

Interim tests provide test item analysis information and identification of skill deficits and areas of mastery to guide instruction.

**§ 2.2.1** Paired with standards-based instruction and reading incentive programs, students will participate in practice and interim testing through the WVDE Summative Assessment platform. Using assessment feedback, students will set goals for improving performance at periodic benchmarks throughout the school year.

Description:

None

**AS 2.2.1.1** Classroom teachers will analyze data from interim tests to identify skill deficits in order to inform instructional planning. Follow-up lessons for review, reteach, and practice will be clearly identified in lesson plans as well as in PLC notes.

Description:

None

Person Responsible:

Jana McGinnis

Estimated Begin Date:

9/1/2022

Estimated Completion Date:

5/31/2023

**§ 2.2.2** Using test item analysis and data reports, teachers will provide targeted remedial instruction using a variety of instructional strategies including but not limited to small group instruction, technology-based activities/games/lessons, repetition and practice, student-led instruction, collaborative learning, etc.

Description:

None

**AS 2.2.2.1** Students will be assigned according to level of mastery/remedial needs to cadre groups, Title One small group intervention, or enrichment. Assignment to groups and instructional groups will be based on data-informed decisions.

Description:

None

	Person Responsible: Classroom teachers
	Estimated Begin Date: 9/1/2022
	Estimated Completion Date: 5/31/2023

3 By the end of the 2022-2023 school year, and following standards-based instruction and practice, 85% of students, grades K-5, will demonstrate proficiency and all students grades K-5 will demonstrate 9 months of growth in Mathematics as shown by iReady assessment data.
Description: NA

PM 3.1 Students will show at least 9 months growth in Mathematics scores; 85% of students will demonstrate proficiency on the following: Pre-K: increasing a minimum of 1 level in numeracy on the pre-k assessment scale. K: increasing to a minimum of ST (at standard) ratings in all areas of math on Early Learning Rating Scale K-5, iReady
Description: None

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups

§ 3.1.1 Paired with standards-based math instruction, teachers will utilize a variety of technology applications to review, reinforce, and remediate math skills based on identified strengths and areas of deficit. Applications include but are not limited to iXL Math, First in Math, Khan Academy, Prodigy, and Rocket Math.
Description: None
Person Responsible: Jana McGinnis

		Estimated Completion Date: 5/31/2023
§ 3.1.2 Using evaluation data from benchmarks, progress monitoring, and formative assessment, students will be grouped for remediation, reinforcement, enrichment or review in small groups with Title One teachers, Retired Cadre teachers, or focus groups within grade-level classrooms.	Description: None	<p>AS 3.1.2.1 Mathematics instruction will be differentiated based on student needs through informed decision making using assessment data provided by benchmark and progress monitoring assessment. Small group instruction may be provided by grade level teachers, Retired cadre teachers and/or Title One teachers. Walk to Interventions</p> <p>Description: None</p> <p>Person Responsible: Jana McGinnis</p> <p>Estimated Begin Date: 9/1/2022</p> <p>Estimated Completion Date: 5/31/2023</p>
§ 3.1.3 Using common formative assessments, progress monitoring, and benchmark data, teachers will identify skill deficits and collaborate to provide meaningful feedback to students with opportunities for reteach, practice and reevaluation through PLC and grade level collaboration and planning.	Description: None	<p>AS 3.1.3.1 Common formative assessments will be used to inform instructional delivery. Collaboration in PLC with grade level teachers, MTTS support personnel, Title One teachers, and other relevant educators determine instructional needs and student groups. Groups are fluid, and decisions are guided by data.</p> <p>Person Responsible: Jana McGinnis</p>

	Estimated Begin Date: 9/1/2022
	Estimated Completion Date: 5/31/2023

**§ 3.1.4** Students and families will have opportunities to participate in activities, receive resources and guidance, and collaborate with educators to enhance math skill development, strengthen the home-school connection, and support the common goal for learning through after-hours events presented by Conner Street Elementary, Title One program, and/or in partnership with the PTB.

Description:  
None

Component	Item Name
<b>Title I Schoolwide</b>	Parent and family engagement

**AS 3.1.4.1** Several opportunities for home-school collaboration will be provided throughout the school year. Families will be provided opportunities to learn about academic expectations, to access academic support and resources, to ask questions, and to experience the joy of learning with their child(ren). Some of these opportunities will focus on mathematics skills. Parents will be provided resources and materials that enhance at-home learning.

Description:  
None

Person Responsible:  
Jana McGinnis

Estimated Begin Date:  
9/1/2022

Estimated Completion Date:  
5/31/2023

**4** When provided instruction, guidance, and positive behavior support, all students, grades PreK - 5, will demonstrate appropriate behaviors in all school settings during all school activities 98% of the time as demonstrated by teacher record, WVEIS Discipline data, and counselor's log.

Description:  
PBIS model will be implemented in all classrooms, establishing school-wide expectations established by school staff.

**PM 4.1** WVEIS Discipline data reflects the need for disciplinary intervention beyond school-wide positive behavior support plan. Teacher records, PLC notes, and counselor's log will provide information regarding specific needs and interventions attempted.

Description:

None	<p>§ 4.1.1 A student support committee will be created to monitor student well-being, readiness to learn, social/emotional adaptability, and behavioral performance. The committee may include but not be limited to the school principal(s), counselor, school nurse, exceptional education teacher, primary teacher, intermediate teacher, MTSS support personnel, social worker, if appropriate, and/or specialist.</p> <p>Description: None</p> <p>§ 4.1.1.1 A school-based MTSS committee will be developed to monitor students identified as at-risk due to social/emotional, behavioral, adaptive skill, or other deficits that affect overall well being including academic performance.</p> <p>Description: None</p> <p>Person Responsible: Jana McGinnis</p> <p>Estimated Begin Date: 9/1/2022</p> <p>Estimated Completion Date: 5/31/2023</p>	<p>§ 4.1.2 School staff will participate in training regarding student behavior, including expected behavioral performance, school-wide Positive Behavior Support, classroom management, disciplinary referrals to the office, and home-school communication. School staff will discuss and develop collective expectations, beliefs, and norms for identifying behavioral difficulties, what they may be communicating, and how to handle them in the school setting.</p> <p>Description: None</p>				
	<table border="1"> <thead> <tr> <th>Component</th> <th>Item Name</th> </tr> </thead> <tbody> <tr> <td>Title I Schoolwide</td> <td>Address the needs of at-risk learners</td> </tr> </tbody> </table>	Component	Item Name	Title I Schoolwide	Address the needs of at-risk learners	<p>§ 4.1.2.1 School-based professional development regarding school-specific PBIS program will be provided at the beginning of the school year. This training may include guest speakers or PCS personnel with expertise/experience in behavior management, positive behavior support, and/or behavioral analysis/intervention. School staff will be provided resources for reference as well as any materials necessary to implement PBS in the classroom.</p> <p>Description: Core Team will attend PBIS Academy in the Fall 2022. Staff will work together to establish school-wide expectations for student performance and ways to reinforce and support appropriate behaviors in all school settings.</p> <p>Person Responsible:</p>
Component	Item Name					
Title I Schoolwide	Address the needs of at-risk learners					

Jana McGinnis  
Estimated Begin Date:  
8/17/2022  
Estimated Completion Date:  
5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	PBIS Training, Travel, and Subs	\$4,544.23

§ 4.1.3 Students will be specifically taught behavioral expectations, classroom procedures, and positive behavior support systems by their classroom teachers. Students will set goals, earn incentives and rewards for positive behaviors. Students will be provided resources and supports for conflict resolution and for dealing with difficult situations.

Description:  
None

☒ 4.1.3.1 Teachers will specifically teach behavioral expectations and classroom procedures during the first week of school. Rules and procedures will be periodically reviewed and consistently reinforced throughout the school year. Rules and expectations stated in positive terms will be clearly posted in every classroom. Classroom procedures will be clearly labelled. Students will be informed regarding positive behavior support and will be provided resources and instruction in strategies for conflict resolution and other problematic issues in the school environment.

Description:

None

Person Responsible:

Jana McGinnis

Estimated Begin Date:

9/1/2022

Estimated Completion Date:

5/31/2023

☒ 4.1.4 Parents will be provided with specific information regarding student behavioral expectations, classroom procedures, incentives and rewards for positive behavior, and resources and guidance for dealing with difficult situations. Parents will be invited to play an active role in a collaborative effort to support positive student behaviors.

Description:  
None

☒ 4.1.4.1 Parents will be provided with information in a variety of forms regarding behavioral expectations, classroom procedures, and positive behavior support. Families will be invited to be active members of the PBS team for their child(ren). Parents will be provided opportunities for

engagement in the implementation of PBS through involvement in activities sponsored by the school, Title One teachers and/or the PTB.

Description:

None

Person Responsible:

Jana McGinnis

Estimated Begin Date:

9/1/2022

Estimated Completion Date:

5/31/2023