

LEA Strategic Planning Team

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

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

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Parent Committee Parents:	Latasha White, Gretchen Carter, Rose Harper	

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

BELIEFS: Providing community unity so that 1. Children are always First. 2. All children can learn. 3. A safe welcome environment fosters learning. 4. Effective leadership and accountability are keys to success. 5. Students, families, communities, and schools are valuable partners. 6. High expectations yield better results.

DISTRICT MISSION: Learning, Leading, and Life Skills.

LEA Strategic Plan - Demographic Data

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Demographic Data

Student Groups	State (2021-22) % of Students	County (2021-22) % of Students
All	100.00	100.00
Status		
Economically Disadvantaged	49.98	46.56
English Learners	0.75	--
Foster Care	1.46	2.75
Homeless	3.18	0.75
Military Connected	0.29	0.13
Students with Disabilities	19.28	20.65
Race		
American Indian or Alaska Native	0.08	--
Asian	0.63	--
Black or African American	4.05	0.63
Hispanic or Latino Native	2.10	0.50

Multi-Racial	4.06	1.38
Native Hawaiian or Other Pacific Islander	0.04	--
White	89.05	97.50
Gender		
Female	48.32	47.43
Male	51.68	52.57

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.

Gilmer County Parent Involvement Survey

Questions	Yes	Some	Not at All
1. Did you feel that there was good communication between school and home during the 2021-2022 school year?		18	2

			75		
1. Did you attend Parent/Teacher Conferences?			60	16	17
2a. If yes, did you feel your Parent/Teacher Conference was beneficial?			72	11	1
2b. If yes, did you participate in the Parent/Teacher Conference face to face?			87	11	28
1. Did you participate in the parent/grade level activities throughout the school year (Open House, Dr. Seuss Take Home Activities)			50	30	17
1. Did you feel the benchmark/data folder sent home was informative?			82	12	1
1. Did you feel welcome to conference with Title I staff during the school year?			71	11	5
1. Was the Title I teacher easy to contact when you had a question or problem, and did you feel your concern was taken seriously?			70	6	3

1. Would you like to see more parent involvement opportunities in the school?	63	24	12
1. Do you use the new Gilmer County app that can be downloaded to your phone?	66	10	20

1. Suggestions for the 2022-2023 school year parent involvement activities

I have been very happy and impressed with the activities.

I'd like to see the p/t conference include a review of the data folder. Many times I've seen skills that I know my child has mastered marked (x) and other (n/a) that I know they are working on in the classroom.

Holiday meal at Christmas/Thanksgiving

Music play would be nice after school for working parents.

Data workshops for parents to help better understand STAR/WVGSA or other data sources (PALS)

Being able to assist and help in the school in any way. I know been hard with COVID.

Some way to make internet connection between home and school better.

I would like to see the call option continue for parent-teacher conferences.

Don't post everything on Facebook, some don't use it as a primary form of communication.

I would like to see parent teacher conferences continue the phone call option.

Newsletters monthly sent home

Field trips, school carnivals

Mail important paperwork, child never remembers

Parents attend holiday parties, be involved in end of school year field trips and activities, volunteer in child's classroom

None

Parent, Family and Community Involvement Policy

1. Do you have any suggestions for improving the current Parent, Family and Community Involvement Policy?

This can be found on the website and was sent home with beginning of year paperwork.

- No 4
- Yes 1
- What are your suggestions: _____

1. Would you like to be involved in reviewing the Parent, Family and Community Involvement Policy? This review meeting will take place on May 6, 2022 starting at 9:00.

1. No 1

1. Yes 6

Johanna Sponaugle

Gretchen Carter

Hilary Miller

Megan McKnight

Traci DeWall

Heather Durham

Virtual School 2022

School	Number Full Time	Number Part Time
GCES	0	0
GCHS	6 Cell Size Small to Denote Subgroups	9 Cell Size to Small to Denote Subgroups

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.

Our Economically Disadvantaged students have continued to show no statistically significant changes for the 2021 and 2022 SY. In 2018 we were at 53.07%, 47.23% in 2019, 43.48% in 2020, and 46.96% in 2021. Root cause for the overall continued slight decrease include families without employment leaving the area to find work, Foodland also has employed more personnel over the last couple of years due to a change in management, an increase in oil and gas productivity in our area, and an increase in personnel employed at the FCI Gilmer and Flying W Plastic. Lack of available rental and/or reasonably priced rental housing is an issue in Gilmer. Another factor that contributes to a decrease in the Economically Disadvantaged is Glenville State College contributes to high rental prices in our area, which in turn affects the ability for low income families to rent property in our area.

Our homeless % has decreased with this year's number at .75%, which had Gilmer County at 4 homeless students

during the 21 SY and presently 1 in the 22 SY. The root cause is believed to be that the students are typically identified as homeless due to being doubled up because of an economic hardship. The doubled up problem goes back to the availability of rental properties, which low income families can not afford due to Glenville State College. There is also discussion that students could also be under identified. Additional professional development would be appropriate to ensure accurate homeless identification. Gilmer County has utilizes the set aside money in Title I to purchase basic needs such as cap and gown, clothing, hygiene products, and assessment materials based off the needs assessment conducted on this subgroup. Gilmer County will continue to provide those supports fo and additional supports as needs assessments are being conducted throughout the 2023 SY. If additional needs would arise for shelter, transportation, etc., Gilmer County has additional funding that has been set aside.

The demographic data concerning race and gender are not of statistical significance to note. There is a large portion of students who are identified as white concerning race. The root cause could be due to the fact that Gilmer County is centrally located in Gilmer County, which does not allow for a large diverse race population.

Parent involvement is a large part of our elementary school. This past school year we provided a combination of virtual and face to face parent involvements. Open house was held face to face with approximately 75% of families/parents participating. This allowed parents at the elementary and high school to explore the environment and the COVID 19 expectations concerning safety. As COVID 19 numbers rose in the fall and early winter, parent involvement activities occurred virtually; these activities included activities that focused on math and ELA. Items such as books and activities were sent home to promote parent engagement in their student's learning. There was approximately a 25% participation rate concerning the overall virtual parent engagement. These activities were developed around student deficits indicated on benchmarks and GSA. Yearly parent surveys are sent out to ensure the the needs of the parents are being considered/met. Gilmer County also follows up with the parents with annual meetings to review needs, data, policies, and parent involvement activities. Parents communicated through surveys and the yearly meeting that they wanted to continue to do activities in the school environment. There was also a large percentage of the population that indicated the data folders were very helpful in helping understand how theirs students were doing in school. The root cause of the parent involvement data is the lack of parent participations. Less than half of the families at the elementary school participated in the parent/involvement data collection. This does not allow for a full understanding of all parents/families and their needs. The lack of response could be due o the fact that surveys are sent out in the spring when families are starting to get busies with outdoor activities and the loose/forget about the survey.

Several practices were put into place during the 2021 SY to support students and families in all demographic with at home learning; these practices included 1:1 devices, virtual parent involvement activities, and virtual tutoring.

These activities specifically focused on our students with low SES and students with special needs. However, the down fall of these activities was the lack of participation in our virtual activities and tutoring. We will continue to provide tutoring and parent involvement activities, however, these activities will primarily be face-to-face to ensure a wider student participation rate for students who fall in the low SES and special needs subgroup. Gilmer County believe the root cause for the lack of success in virtual activities is lack of parent interest, access to wireless/internet services at their homes, and parent preference in regard to virtual vs. face to face events.





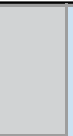
Our county goals specifically address math and reading improvements. There needs to continue to be a concentrated effort on our low SES and SWD subgroup to ensure goals are met or progress towards goals are made. Various strategies, such as tiered supports, technology integration, CIS, counseling, and other support noted in the plan will be focused primarily on the students that make up approximately 60% of our student population.

LEA Strategic Plan - Academic Data

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Academic Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	
Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Progress data or Scorecard Ratings in these sections of the GPS data tables.	

2030 Annual English Language Arts (ELA) Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
49.61	51.55	53.49	53.49	55.42	57.36	59.30	61.24	63.18	65.11	67.05	68.99	70.93	72.87	74.81

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

ELA Proficiency

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating		State (2020-21)
	% of Students	% of Students	% of Students			% of Students
All	38.37	--	39.23			39.97
Status						
Economically Disadvantaged	37.35	--	28.97			28.71
English Learners	--	--	--			26.48
Foster Care	0.00	--	40.00			22.66
Homeless	50.00	--	0.00			24.12
Military Connected	--	--	100.00			54.71
Students with Disabilities	8.22	--	12.09			9.86
Race						
American Indian or Alaska Native	--	--	0.00			31.46
Asian	100.00	--	--			71.90
Black or African American	0.00	--	33.33			25.34
Hispanic or Latino Native	20.00	--	50.00			34.50
Multi-Racial	50.00	--	60.00			34.60

Native Hawaiian or Other Pacific Islander	--	--	--	50.00
White	38.21	--	39.10	40.69
Gender				
Female	52.60	--	47.67	44.65
Male	25.47	--	31.82	35.54

ELA Academic Progress

Student Groups	County (2020-21)		2020-21 Scorecard Rating		State (2020-21)	
		% of Students				% of Students
All		--				--
Status						
Economically Disadvantaged		--				--
English Learners		--				--
Foster Care		--				--
Homeless		--				--
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	--	--	--

Reading Lexile Distribution - District (2020-21)

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, ELPA21, 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.

Gilmer County Elementary School

Reading ALL (55%)

	1st Benchmark (participations)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
1st	25% (55%) (EL)	44% (90%)		
	33%(51%)	44% (56%)	48% (72%)	
2nd	25% (99%)	41% (98%)	43% (100%)	
	27% (100%)	37% (95%)	45% (98%)	
3rd	26% (99%)	29% (96%)	38% (98%)	
4th				

5th	23% (98%)	28% (94%)	28% (96%)	
Average	27%	34% (75%)	39%	

Reading-Low SES Subgroup (55%)

Low SES	1st Benchmark (participation)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
1st	0% (100%) (EL)	42% (86%)		
	0% (7%)	43% (50%)	56% (75%)	
2nd	16% (95%)	32% (100%)	47% (100%)	
	8% (100%)	18% (92%)	25% (100%)	
3rd				
	21% (100%)	25% (97%)	32% (97%)	
4th				

5th	18% (100%)	22% (89%)	18% (92%)
Average	17% (95%)	26% (75%)	31%

Reading-Special Education Subgroup (55%)

Special Education	1st Benchmark (participation)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
1st	13% (100%) (EL)	38% (100%) (EL)		
	0% (13%)	33% (38%)	67% (43%)	
2nd	14% (100%)	40% (100%)	33% (100%)	
3rd	0% (100%)	13% (80%)	0% (100%)	
4th	21% (100%)	23% (92%)	33% (100%)	

5th	5% (100%)	5% (86%)	5% (86%)
Average	12% (82%)	18% (75%)	21%

Gilmer County High School

Reading ALL(55%)

	1st Benchmark (participations)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
6th	16% (94%)	19% (89%)	19% (100%)	
7th	17% (95%)	22% (100%)	21% (96%)	
8th	15% (93%)	19% (93%)	18% (87%)	
9th	17% (99%)	15% (100%)	13% (97%)	

10th	20% (99%)	20% (91%)	25% (97%)	
11th	27% (89%)	20% (91%)	17% (89%)	
12th	41% (79%)	34% (60%)	37% (64%)	
Average	19%	20% (90%)	20%	

Reading-Low SES Subgroup (55%)

	1st Benchmark (participations)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
6th	18% (90%)	19% (87%)	13% (100%)	
7th	17% (95%)	21% (100%)	12% (94%)	
8th	14% (79%)	13% (86%)	16% (83%)	

9th	3% (97%)	9% (100%)	3% (97%)	
10th	14% (97%)	15% (92%)	14% (94%)	
11th	6% (95%)	0% (83%)	6% (94%)	
12th	46% (81%)	18% (69%)	33% (75%)	
Average	14% (91%)	14% (90%)	12%	

Reading-Special Education Subgroup (55%)

	1st Benchmark (participations)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
6th	14% (82%)	19% (94%)	24% (100%)	
7th	17% (100%)	17% (100%)	17% (100%)	

8th	14% (100%)	14% (88%)	17% (100%)	
9th	6% (100%)	6% (100%)	0% (94%)	
10th	0% (100%)	0% (82%)	0% (100%)	
11th	0% (100%)	9% 992%	10% (100%)	
12th	0% (100%)	0% (100%)	0% (100%)	
Average	7% (96%)	10% (93%)	11%	

ELA Improvement Practices/Strategies Implemented (One Per Box)

Professional Learning Communities

Updated Implementation Results

Teachers are afforded the time to collaborate with peers to discuss/evaluate/collaborate standards and best practices.. you can see the increase in STAR Reading/Math throughout the 2021-2022 SY

Kansas Writing k-12	<p>There has been an increased focus on writing with the implementation of Kansas Writing. There has been a notable increase when looking at the raw GSA data for the 2021 and 2022 SY. You can also see the increase when reviewing STAR Reading Math Student Growth Report throughout the 2021-2022 SY.</p>
Self-Regulated Strategy Development (SRSD-Tide/POW)	<p>There has been an increased focus on writing with the implementation of SRSD-TIDE. There has been a notable increase when looking at the raw GSA data for the 2022 SY. You can also see the increase when reviewing STAR Reading/Math Student Growth Report throughout the 2021 and 2022 SY.</p>
Formative Assessment Data Analysis/Data Driven Instruction	<p>STAR/PAL Benchmark data analysis is done through PLCs to drive student instruction. You can notice overall increases in ELA proficiency from BOY to third benchmark at the elementary and high school level. You can also see student growth when reviewing Student Growth Reports through STAR Reading and Math</p>
Small Learning Communities/Small Group Instruction for Grades k-5 from Title I and Classroom Interventionists and Instruction Coaches	<p>There has been an increased focus on writing with the implementation of SRSD-TIDE. There has been a notable increase when looking at the raw GSA data for the 2021 and 2022. You can also see the increase when reviewing STAR Reading/Math Student Growth Report throughout the 2021-2022 SY. Small groups utilize SMORE, My VR, Square Panda, and other technology integrated curricular programs to support small group instruction.</p>
Heggerty	<p>When reviewing STAR ELA data and PALS, there was a large portion of students who had a phonic/phonemic awareness deficit. Heggerty was implemented in grades k-2 to support phonics/phonemic awareness with students. We have seen an increase in proficiency in the domain of phonic/phonemic awareness.</p>
Parent Engagement for Title I Schools	<p>According to parent survey data returned, the majority of parents/guardians utilize parent activities, where are all based off of the goals for Gilmer County Schools. Parents indicated that they do participate and enjoy the materials/resources ideas they have received to support their child's education. These activities include Secret Stories, GSA/PALs training, and extended school day/year services.</p>

Communities in School	<p>Gilmer County School is servicing a total of 76 students with Tier supports. There are a total of 43 students who were provided academic support through the CIS program with 62% either meeting or making progress toward their goal.</p>
APL Strategies	<p>APL strategies are being utilized at the elementary school as seen by the walk through data. Behavior incidents have decreased at the elementary level due to the implementation of APL strategies.</p>
Tiered Instruction with Title I Teachers	<p>There are three reading/math interventionists working with grades k-5 to provide tiered instruction. Improvement is seen in all grades k-5 in the area of phonics/phonemic awareness and reading fluency.</p>
Early Outreach-Imagination Library, Birth Start, Early Steps	<p>Over 90% of our early learners are utilizing Imagination Library. We also have over 20 families participating in Birth Start where early learners come into the building on scheduled Fridays to work with PK teachers and aides to provide transition/support for children age birth-4.</p>

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.

Gilmer County Schools will need to continue to work on all clusters embedded in the area of ELA according to various data sources reviewed including WVGSA, STAR, PALS, ELRS, and IXL. Students overall continue to make growth in ELA, but the majority are still struggling to make proficiency according to data provided by the WVGSA; this is also noted in various formative assessments taken throughout the 2022 SY. After reviewing 2021 student STAR Reading, PALS, and ELRS data at the elementary level, it was noticed that there was a large deficit in phonics/phonemic awareness. Heggerty was adopted during the 2022 school year to provide support for Tier I/universal instruction within each class k-3. However, data supports the need for additional supports in Tier II instruction, specifically for students who fall in the SWD and low SES subgroups. Title I teachers will continue to be utilized to meet tiered instructional needs for students with deficits in ELA achievement. Gilmer County Schools is

exploring additional programming to provide that support through a program called Reading Horizons for the 2023 SY utilizing carry over from 2022 funds.

Continued use of tiered instruction, with Title I teachers, must remain a focus with the utilization of small group instruction based off of the needs assessments completed by stakeholders using various data sources; this includes a more focused look at individual subgroups at all grade levels. Gilmer County will also provide research based technology licenses (STAR, Square Panda, MyOn, PALS, etc.) to provide tiered supports for all students, which will support at home and school learning. Technology licenses for Smore and My VR will help enhance math and ELA proficiency by allowing students enhanced hands on learning experiences. Various formative assessment will be utilized to ensure academic success; these assessment will include ESGI (kindergarten assessment), PALS, STAR, ELRS, and other formative assessment pieces.

Gilmer County Schools will continue to provide parent engagement activities with a focus on reading, math and integrating technology. This is based off the response from parent surveys and parent participation. Pieces such as Schoology, SeeSaw, and Aptegy, will be utilized to share and gather information for teaching staff and administrators. This will ensure real time parent engagement/involvement is being met to improve parent communication to ensure students achievement. Academic data also indicates that various modes of communication/engagement needs to occur to ensure that various strategies are presented to parents/guardians, so they continue to provide support for student success. .

When looking at the proficiency data for ELA to determine root cause, one of the biggest concerns is the disproportionate results in proficiency in the female vs. male subgroup population. When reviewing each subgroup, students who fall under the economically disadvantages and homeless continue to make improvements based on various process in place including Kansas Writing and SSRD strategies. Benchmark data from STAR validates findings from the GSA. It should be noted the COVID 19 quarantine measures greatly impacted participation rates in all subgroups. However, it impacted our SWD subgroup more than any other. It should be noted that a majority of our students fall under the white subgroup concerning race. Gilmer County Schools will offer Reading Horizons as a research based program that provides focused instruction on phonics/phonemic awareness during small group/Tiered Instruction time.

Early learners also plays a large roll in Gilmer County's student population. These students are students birth-4, who work with various stake holders, to ensure a successful transition to school. A large population of early learners utilize imagination library, Birth Start, and Early Steps. This success is seen when students first start school and

observations are made concerning the transition from home to school. Observations to students feeling more comfortable, less tears, and relationships established.

Gilmer County Schools is currently 1:1 take home. During the COVID 19 health crisis, it was observed the continued need for 1:1 device support for teacher at school/home and parents at home to support ELA instruction. Gilmer County Schools wants to ensure that all subgroups have all materials, support, and resources that are available for them to be successful. Gilmer County will utilize these tools to ensure academic achievement in the area of math and ELA. Those tools include various technology programming such as SMORE, Square Panda, My VR, and other licensing to support at home/virtual learning.

2030 Annual Mathematics Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
36.43	38.88	41.32	41.32	43.77	46.21	48.66	51.10	53.55	55.99	58.44	60.88	63.33	65.77	68.22

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

Mathematics Proficiency

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	33.42	--	24.94		28.08
Status					
Economically Disadvantaged	25.30	--	14.95		17.91

English Learners	--	--	--	--	22.65
Foster Care	25.00	--	26.67	14.03	14.03
Homeless	25.00	--	0.00	14.83	14.83
Military Connected	--	--	100.00	45.13	45.13
Students with Disabilities	10.96	--	12.09	8.03	8.03
Race					
American Indian or Alaska Native	--	--	0.00	18.68	18.68
Asian	50.00	--	--	68.14	68.14
Black or African American	0.00	--	0.00	13.55	13.55
Hispanic or Latino Native	0.00	--	0.00	21.02	21.02
Multi-Racial	33.33	--	40.00	22.05	22.05
Native Hawaiian or Other Pacific Islander	--	--	--	40.00	40.00
White	33.85	--	25.31	28.80	28.80
Gender					
Female	39.06	--	26.42	26.75	26.75
Male	28.30	--	23.64	29.33	29.33

Math Academic Progress

Student Groups	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)

	% of Students	% of Students
All	--	--
Status		
Economically Disadvantaged	--	--
English Learners	--	--
Foster Care	--	--
Homeless	--	--
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	--	--

Mathematics Performance Distribution - District (2020-21)

Grade	Average Quantile	% 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 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, ELPA21, 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.

Math ALL (60%)

1st Benchmark (participations)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
--------------------------------	-------------------------------	-------------------------------	----------

1st	27% (47%)	70% (96%)	63% (100%)			
2nd	29% (100%)	34% (100%)	41% (100%)			
3rd	32% (100%)	54% (98%)	56% (100%)			
4th	27% (99%)	34% (93%)	44% (96%)			
5th	22% (98%)	37% (96%)	38% (96%)			
Average	27 %	44% (83%)	48%			

Math-Low SES Subgroup (60%)

Low SES	1st Benchmark (participation)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
1st	N/A	62% (93%)	58% (100%)	

2nd	16% (95%)	16% (100%)	29% (100%)	
3rd	42% (100%)	27% (92%)	33% (100%)	
4th	34% (100%)	29% (97%)	32% (97%)	
5th	12% (100%)	18% (92%)	21% (92%)	
Average	23% (73%)	27% (81%)	31%	

Math-Special Education Subgroup (60%)

Low SES	1st Benchmark (participation)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
1st	N/A	43% (88%)	43% (100%)	
2nd	29% (100%)	17% (100%)	33% (100%)	

3rd	38% (100%)	44% (90%)	40% (100%)	
4th	38% (100%)	30% (83%)	38% (100%)	
5th	15% (100%)	16% (86%)	16% (86%)	
Average	28% (82%)	28% (80%)	32%	

Math ALL (60%)

	1st Benchmark (participations)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA (participation)
6th	20% (90%)	23% (92%)	15% (94%)	
7th	13% (99%)	31% (100%)	18% (100%)	
8th	10% (98%)	17% (97%)	17% (92%)	

9th	21% (98%)	13% (58%)	29% (95%)	
10th	32% (93%)	42% (92%)	44% (93%)	
11th	46% (85%)	34% (98%)	31% (96%)	
12th	63% (81%)	46% (81%)	39% (81%)	
Average	24%	29% (88%)	27%	

Math –Low SES Subgroup (60%)

	1st Benchmark (participations)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
6th	11% (87%)	18%(90%)	7% (94%)	
7th	11% (95%)	16% (100%)	6% (100%)	

8th	4% (93%)	8% (93%)	5% (87%)	
9th	6% (97%)	10% (66%)	17% (97%)	
10th	22% (95%)	29% (92%)	33% (87%)	
11th	36% (74%)	28% (100%)	28% (100%)	
12th	55% (69%)	33% (75%)	33% (75%)	
Average	17% (89%)	20% (87%)	18%	

Math-Special Education Subgroup (60%)

	1st Benchmark (participations)	2nd Benchmark (participation)	3rd Benchmark (participation)	GSA Data
6th	15% (76%)	24% (100%)	13% (94%)	

7th	17% (100%)	17% (100%)	33% (100%)	
8th	14% (86%)	0% (88%)	0% (100%)	
9th	6% (100%)	6% (94%)	0% (94%)	
10th	10% (91%)	13% (83%)	0% (88%)	
11th	13% (67%)	17% (100%)	9% (92%)	
12th	0% (67%)	0% (67%)	0% (67%)	
Average	10% (85%)	13% (92%)	8%	

Updated Implementation Results

Mathematics Improvement Practices/Strategies Implemented (One Per Box)

Professional Learning Communities	Teachers are afforded the time to collaborate with peers to discuss/evaluate/collaborate on standards and best practices.. You can see growth in students when reviewing STAR Math, IXL, and ELRS during the 2021-2022 SY. However, the overall proficiency rate continues to be a concern
M3T Math Project	STAR/ELRS/IXL data, indicates an overall growth in students. However, there still remains a concern regarding overall proficiency.
Small Group Instruction Utilizing Title I and Interventions to Provide Tiered Instruction	STAR/ELRS/IXL data indicates an overall growth in students. However, there still remains a concern regarding overall proficiency.
Parent Engagement for Title I Schools	According to parent survey data returned, the majority of parents/guardians utilize parent activities, where are all based off of the goals for Gilmer County Schools. Parents indicated that they do participate and enjoy the materials/resources ideas they have received to support their child's education. These activities include math fact cards, GSA/PALs training, and extended school day/year services.
Communities in School	Gilmer County School is servicing a total of 76 students with Tier supports. There are a total of 43 students who were provided academic support through the CIS program with 62% either meeting or making progress toward their goal.
APL Strategies	APL strategies are being utilized at the elementary school as seen by the walk through data. Behavior incidents have decreased at the elementary level due to the implementation of APL strategies.

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.

Gilmer County Schools will need to continue to work on all clusters embedded within the mathematical standards, which include counting and cardinality, number and operations, measurement and data, geometry, and probability and statistics, operations and algebraic thinking. With current strategies such as APL, small group, and M3T practices, the benchmarks show a slight growth in student proficiency utilizing the STAR Math Benchmarks. However, overall student proficiency continues to drop according to the GSA data from 2021 and 2022. Gilmer County also falls below state average in all subgroups of student proficiency. It is believed, the lack of progress is due to the lack of focus on math for many years. You can see a lack of proficiency/progress in all subgroups concerning mathematics. Benchmark data from STAR validates findings from the GSA. The root cause of data can go back to the number of COVID 19 quarantine measures, which greatly impacted the number of absences/missed instruction. It should be noted, it impacted our students with special needs more than any subgroup. The biggest concerns is the disproportionate results in proficiency when comparing the male subgroup to the female subgroup. Longitudinally, we continue to see this trend. A continued focus on providing APL strategies, PLCs, and M3T strategies are a priority for the 2023 SY. Staff development will be developed to support staff understanding of these strategies/programs.

Gilmer County will start to incorporate a focused advisory time at the high school with support from SREB/High Schools That Work to support the efforts of goals setting, study skills, and other disposition standards noted in WV Policy 4373. Currently, a grant has been submitted to support this initiative. Teachers will be provided training to include appropriate advisory instruction for students 6-12. The grant will also identify specific supports for various subgroups.

Gilmer County will continue to provide standards based instruction to classroom teachers throughout the school year, so teachers will have the opportunity to collaborate and engage in instructional talk with other grade and content specific teachers. M3T Math project will also be utilized at the middle and high school levels to continue to promote problem solving and build student math vocabulary. Gilmer County will also provide additional instructional strategies through APL strategies, so teachers can continue to build on classroom instructional strategies to improve all content

areas due to below state average WVGSA proficiency scores.

Continued use of tiered instruction must remain a focus with the utilization of small group instruction based off of the needs assessments completed by stakeholders using various data sources; this includes a more focused look at individual subgroups at all grade levels. Gilmer County will also provide research based technology licenses to provide tiered supports to all students, which will support at home and school learning. Technology licenses for Smore and My VR will help enhance math and ELA proficiency by allowing students enhanced hands on learning experiences.

Gilmer County Schools will continue to provide parent engagement activities with a focus on reading, math and integrating technology. This is based off the response from parent surveys and parent participation. Academic data also indicates that continued parent support is needed.

Gilmer County Schools is currently 1:1 take home. During the COVID 19 health crisis, it was observed the continued need for 1:1 device support, for teacher at school/home and parents at home to support ELA instruction. Gilmer County Schools wants to ensure that all subgroups have all materials, support, and resources that are available for them to be successful. Gilmer County will utilize these tools to ensure academic achievement in the area of math and ELA. Blended learning has also been utilized to provide instruction at a higher capacity than in past years.

English Language Proficiency Assessment Results (ELPA)

	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	100.00	--	--	30.85

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Level 1	0	--	--	382
Level 2	0	--	--	257
Level 3	0	--	--	530
Level 4	0	--	--	169
Level 5	1	--	--	160

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Level 1	0	--	--	384
Level 2	0	--	--	268
Level 3	0	--	--	612
Level 4	0	--	--	120
Level 5	1	--	--	114

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Level 1	0	--	--	265
Level 2	0	--	--	229

Level 3	0	--	--	424
Level 4	0	--	--	291
Level 5	1	--	--	289

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	County 2018-19	County 2019-20	County 2020-21	State 2020-21
Level 1	0	--	--	126
Level 2	0	--	--	132
Level 3	0	--	--	451
Level 4	0	--	--	444
Level 5	1	--	--	345

Not Applicable if EL cell size is 0

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

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.

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

On Track

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	94.05	89.81	65.00		71.96
Status					
Economically Disadvantaged	95.00	79.55	48.14		57.91
English Learners	--	--	--		56.29
Foster Care	100.00	--	100.00		51.97
Homeless	--	--	--		53.24
Military Connected	--	--	--		95.00
Students with Disabilities	91.67	75.00	27.77		60.89

Race						
American Indian or Alaska Native	--	--	--	--	46.15	
Asian	--	--	--	--	87.50	
Black or African American	--	100.00	--	--	57.93	
Hispanic or Latino Native	--	--	--	--	64.82	
Multi-Racial	--	--	100.00	--	63.74	
Native Hawaiian or Other Pacific Islander	--	--	--	--	75.00	
White	94.05	89.42	64.40		72.93	
Gender						
Female	95.65	93.48	77.27		75.35	
Male	92.11	87.10	57.89		68.77	

10th Graders with Twelve Earned Credits

Student Groups	County (2018-19)		County (2019-20)		County (2020-21)		State (2020-21)	
	% of Students		% of Students		% of Students		% of Students	
All	97.61	94.44	80.00	85.47				
Status								
Economically Disadvantaged	100.00	86.36	66.66	76.25				
English Learners	--	--	--	74.07				
Foster Care	100.00	--	100.00	75.00				
Homeless	--	--	--	72.43				
Military Connected	--	--	--	97.50				
Students with Disabilities	100.00	83.33	55.55	77.98				

Race					
American Indian or Alaska Native	--	--	--	--	84.61
Asian	--	--	--	--	95.31
Black or African American	--	100.00	--	--	75.76
Hispanic or Latino Native	--	--	--	--	81.10
Multi-Racial	--	--	100.00	--	78.20
Native Hawaiian or Other Pacific Islander	--	--	--	--	87.50
White	97.61	94.23	79.66		86.17
Gender					
Female	100.00	95.65	90.90		87.51
Male	94.73	93.54	73.68		83.56

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

Student Groups	County (2018-19)		County (2019-20)		County (2020-21)		State (2020-21)	
	% of Students		% of Students		% of Students		% of Students	
All	90.47	85.18	65.00	72.44				
Status								
Economically Disadvantaged	90.00	72.72	48.14	58.58				
English Learners	--	--	--	57.03				
Foster Care	100.00	--	100.00	52.63				
Homeless	--	--	--	54.05				
Military Connected	--	--	--	95.00				
Students with Disabilities	83.33	66.66	27.77	62.34				
Race								

American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	46.15
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	87.50
Black or African American	--	--	--	100.00	--	--	--	--	--	--	--	--	--	--	--	--	58.63
Hispanic or Latino Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	65.61
Multi-Racial	--	--	--	--	--	--	--	--	--	100.00	--	--	--	--	--	--	63.74
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	75.00
White	90.47	90.47	84.61	84.61	64.40	73.41											73.41
Gender																	
Female	91.30	91.30	91.30	91.30	77.27	75.72											75.72
Male	89.47	89.47	80.64	80.64	57.89	69.36											69.36

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
90.14	90.51	90.89	91.26	91.64	92.01	92.38	92.76	93.13	93.50	93.88	94.25	94.63	95.00

Graduation 4-Year Cohort

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating		State (2020-21)
	% of Students	% of Students	% of Students		% of Students	
All	91.94	90.38	93.33		91.12	
Status						
Economically Disadvantaged	100.00	82.76	88.00		85.42	
English Learners	--	--	--		91.26	
Foster Care	--	--	--		--	

Homeless	--	--	--	--	--	--
Military Connected	--	--	--	--	--	--
Students with Disabilities	100.00	50.00	87.50	82.67		
Race						
American Indian or Alaska Native	--	--	--	94.44		
Asian	--	100.00	--	100.00		
Black or African American	100.00	--	--	86.84		
Hispanic or Latino Native	--	--	--	88.64		
Multi-Racial	100.00	100.00	--	89.86		
Native Hawaiian or Other Pacific Islander	--	--	--	100.00		
White	91.67	90.00	93.33	91.33		
Gender						
Female	92.31	89.29	92.00	93.38		
Male	91.67	91.67	95.00	89.00		

Graduation 5-Year Cohort

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating		State (2020-21)
	% of Students	% of Students	% of Students			% of Students
All	97.01	91.94	92.31			92.70
Status						
Economically Disadvantaged	95.92	100.00	86.21			88.05
English Learners	--	--	--			96.04

Foster Care	--	--	--	--	--	--
Homeless	--	--	--	--	--	--
Military Connected	--	--	--	--	--	--
Students with Disabilities	88.89	100.00	100.00	50.00		84.95
Race						
American Indian or Alaska Native	--	--	--	--		88.24
Asian	--	--	100.00	100.00		98.67
Black or African American	100.00	100.00	100.00	--		87.69
Hispanic or Latino Native	100.00	--	--	--		93.75
Multi-Racial	100.00	100.00	100.00	100.00		87.75
Native Hawaiian or Other Pacific Islander	--	--	--	--		88.89
White	96.88	91.67	91.67	92.00		93.01
Gender						
Female	100.00	92.31	92.31	92.86		94.11
Male	93.33	91.67	91.67	91.67		91.41

Post-Secondary Achievement Data

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating		State (2020-21)
	% 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									

College Readiness (AP/IB)

Student Groups	County (2018-19)		County (2019-20)		County (2020-21)		State (2020-21)	
	% 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					

College Readiness (Dual Credit)

Student Groups	County (2018-19) % of Students	County (2019-20) % of Students	County (2020-21) % of Students	State (2020-21) % 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					

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	State (2020-21)
	% 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							

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.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

High School Graduation Data 2022

Student Name	First Name	Male	Female	Ranked	Unranked	Honors	Option Pathway	Special Education	Promise	2 YR/4	Military	Other	EWIS High	EWIS Mod	EWIS Low

											YR				
Totals	59	39	21	50	10	33	9	6	14	33	1	20	1	2	56

Improvement Practices/Strategies Implemented (One Per Box)

SAT/Intervention has been implemented to identify any student who is in jeopardy of not graduating. Gilmer County High School counselors monitor student progress through zoom, teacher communication, and individual student meetings. This information is then provided to the SAT coordinators

Credit Recovery
Class

Lunch Time Work
Room

Extended
Learning

Updated Implementation Results

Due to efforts of all parties involved, graduation rates will be much higher than last year.

Credit recovery is being utilized at a higher frequency to work with students who are not on track to graduate. Currently, there is a significant probability that 58 out of the 59 students are projected to graduate.

Opportunity is provided to all students who are in danger of not completing/failing ELA and math classes for students who need additional support. Several students utilized this opportunity.

Extended learning opportunities are provided after school and during the summer. The success of this is noted in the number of students who can completed classes or recover credits.

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.

Our graduation rate dropped during the 2020 and 2021 SY. You see statistically significant drops in the the SWD and Low SES subgroups. The root cause is due to COVID 19 and the amount of virtual learning that was taking place during those years. Students in those two subgroups suffered significantly due to a lack of face to face interaction. To support those subgroups, collaboration with the Career Center will continue with students participating in the TASC testing for the Option Pathway program. One thing to note is the class sizes are increasingly smaller, and even losing one student significantly adversely affects graduation rate. The information provided above is collected from WVEIS and charted above, which notes that 85% of our students are ranked while 15% are unranked. This indicates that the majority of our students are graduating College and Career Ready. The additional chart also shows that not all students will complete a traditional pathway in school. Students that are not ranked or struggling to complete the traditional pathway, will continue to be offered the TASC and Option Pathway to support high graduation rates. These programs will continue to be supported and utilized throughout the year.

LEA Strategic Plan - Attendance and Behavior Data

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Percent of students chronically absent

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)
	% of Students	% of Students	% of Students		% of Students
All	14.19	15.77	18.94		12.90
Status					
Economically Disadvantaged	17.97	19.72	26.26		19.25
English Learners	--	--	--		11.60

Foster Care	0.00	16.67	38.10	21.49
Homeless	37.50	14.29	57.14	21.54
Military Connected	--	--	0.00	4.97
Students with Disabilities	14.40	20.30	24.50	17.37
Race				
American Indian or Alaska Native	--	--	50.00	13.64
Asian	0.00	0.00	--	3.86
Black or African American	0.00	0.00	0.00	21.13
Hispanic or Latino Native	20.00	0.00	0.00	13.80
Multi-Racial	10.00	0.00	33.33	17.52
Native Hawaiian or Other Pacific Islander	--	--	--	9.26
White	14.37	16.21	18.91	12.37
Gender				
Female	14.71	15.09	19.34	12.50
Male	13.73	16.40	18.60	13.27

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

Student Groups	County (2018-19)	County (2019-20)	County (2020-21)	2020-21 Scorecard Rating	State (2020-21)

	% of Students	% of Students	% of Students	% of Students
All	94.94	96.41	95.50	98.57
Status				
Economically Disadvantaged	92.98	93.59	92.21	98.04
English Learners	--	--	--	99.52
Foster Care	100.00	100.00	100.00	96.35
Homeless	100.00	100.00	100.00	97.93
Military Connected	--	--	--	99.82
Students with Disabilities	93.59	92.86	95.00	97.52
Race				
American Indian or Alaska Native	--	--	--	98.97
Asian	100.00	--	--	99.68
Black or African American	100.00	100.00	100.00	97.16
Hispanic or Latino Native	100.00	100.00	100.00	98.98
Multi-Racial	100.00	100.00	80.00	98.17
Native Hawaiian or Other Pacific Islander	--	--	--	98.55
White	94.75	96.31	95.72	98.63
Gender				
Female	98.92	99.32	98.57	99.28

Male	91.43	93.71	92.98	97.90
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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 Rate

School Year	District
2015-2016	94.1
2016-2017	92.3
2017-2018	94.5
2018-2019	94.8
2019-2020	COVID-19

2020-2021	93.6
2021-2022	

Discipline

School Year	Elementary	High School
2021-2022	400	1145
2020-2021	145	760
2019-2020	213	830
2018-2019	541	562
2017-2018	425	400
2016-2017	1190	288
2015-2016	4 separate schools	475

Subgroup Data for Discipline: SWD-400/1545 Total Disciplines
 Low SES-1,063/1,545 Total Disciplines

Monthly Attendance 2020-2021 School Year-COVID-19

Month	GCES	GCHS
September	94.9%	95.9%
October	93.5%	91.7%
November	95.2%	91.9%
December	97.2%	95.2%
January	100%	100%
February	94.9%	92.9%
March	95.2%	93.3%
April	94.4%	92.4%

May	91.9%	93.4%
June	86.8%	81.3%

Monthly Attendance 2021-2022 School Year

Month	GCES	GCHS
August	92.1%	91.4%
September	92.9%	91.1%
October	93.9%	91.1%
November	94.1%	91.0%
December	89.5%	88.1%
January	92.96%	91.79%

February	92.50%	92.78%
March	89.42%	90.77%
April		
May		
June		

Chronically Absent Data

GCES	Total	SWD	SES
GCHS	100	30	65
	185	38	129

<p>Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)</p> <p>Encourage, Recognize and Praise Desirable Behavior/PBIS k-8</p>	<p>Updated Implementation Results</p>
<p>There has been an increase in the student behavior at the elementary and high school level from 2021 to 2022. However, PBIS is research based and supports positive behavior.</p>	

Tier II and III Truancy Diversion Officer	Consistently monitoring students who fall in the 10% absence range has kept our attendance within state average.
SAT Case Manager	Consistently, monthly attendance percentages are above 90%
Tier II and III Counseling	Counseling services are provided to students in need of Tier II and III behavior supports for success in the school year. Behavior has decreased at various grade levels over the last several years at the elementary grade level.

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.

Gilmer County's overall attendance for chronically absent students is above state average. In past years, this number has always been below state average due to the strategies/programs in place to promote attendance, which includes the truancy diversion officer and public awareness campaigns. There is a concern last year and this year when looking SWD and Low SES subgroups. They are historically lower than the overall student population. However, due to COVID 19 and quarantining guidelines that were required by the state, chronic absenteeism has become an even larger issue in Gilmer County, and it has greatly impacted the two subgroups mentioned earlier.

Students in these groups need to be provided supports before chronic absenteeism becomes an issue. This can be seen in local data collection made from Zoom. The Low SES subgroup makes up over 50% of chronically absent students at the elementary and high school while the SWD subgroup make up less than 30% of our chronically absent students. Communities in Schools will work directly with those subgroups to leverage appropriate resources to ensure support for SWD and Low SES subgroups.

A truancy diversion officer is in place to provide support for those identified subgroup along with any other student who is flagged as chronically absent/homeless. Out of the 8 students that were provided Tier III intervention, 75% of those students showed improvement after Tier III intervention was provided. The attendance director will continue to work with the truancy diversion officer to continue to provide tiered intervention and incentives to continue to promote

attendance for students with disabilities and the economically disadvantages subgroups. Gilmer County Schools will continue to use attendance incentives, based off student interest, at the elementary and middle/high school to support/encourage good attendance. The attendance rate continues to fall overall in the 90% average.

The homeless subgroup dropped during the 2020, 2021, and 2022 SY year. This drop could be based off several variables including student not being present in the classroom environment due to COVID 19 and the under identification of homeless students.

Gilmer's overall behavior data is at state average. The students with disabilities and students who are economically disadvantaged fall within the county and state range. This is noted through data provided in WVEIS. Continued focus needs to be provided on professional development that focuses on classroom management strategies/PBIS. The ALC counselor focuses on students at the elementary and middle school level. Data supports that continued use of the ALC counselor contributes to less incidents at the elementary school over the last several years. Students in the Low SES subgroup make up the majority of discipline infractions that have occurred during the 2022 SY with a follow by students with disabilities. Continued use of PBIS will be provided with a focus on utilizing programs such as Journey of Hope and Second Steps to meet the Tier II and III behavior issues among subgroups.

PBIS will continue to be utilized at Gilmer county Elementary and Gilmer County High School. There has been a decrease in the amount of office referrals at the elementary and high school level as noted in the data above. Gilmer County High School is looking into a PBIS type program for the high school teachers. Continued funding is needed for the ALC counselor to ensure behavior incidents continue to decrease. Thus far, data supports the continued funding for the ALC counselor.

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2018-19)		County (2019-20)		County (2020-21)		State (2020-21)	
Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
22.58	20.69	27.59	17.24	22.22	16.67	20.64	16.73

Evaluation Data

	County (2020-21)	State (2020-21)
Performance Level	% of Teachers	% of Teachers
Distinguished	10.13	13.24
Accomplished	84.81	83.32
Emerging	2.53	3.32
Unsatisfactory	2.53	0.12

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.

Professional Development Survey for the 2021-2022 and Beginning of 2023 SY

Please indicate what professional learning opportunities you would like to participate in for the 3 remaining Professional Learning (PL) Days for the 2022 SY. These days fall on February 7, February 21, and April 18. Please select all that apply.

Technology Integration	20
PBIS (Tier I and II)	17
Formative Assessment	11
HMH Reading Series Training	12
PLCs	16

Time to Review/Discuss Benchmark Data for GSA	12
Number Talks	5
Other	11

The board office would like to provide a picnic lunch on May 31, 2022 @ GCHS starting @ 11:30 in the commons area for any staff member who would like to participate. We plan to recognize the retirees before the staff eats. Hotdogs, macaroni and cheese, baked beans, coleslaw, chips, and a drink will be served. Patty would like to let staff leave at 1:00 or as soon as they finish eating. I know this is short notice, but we wanted to make sure this did not interfere/doable with plans that are already in place.

Typically, Gilmer County Schools offers mandatory training (FERPA, Code of Conduct, etc.) at the beginning of the school year in a face-to face setting. Would you prefer mandatory training to continue to be presented in a face-to face setting or through a computer-adapted program?

Face-to-Face	13
Computer Adapted Program	35

What sessions would you like to see provided during our CE hours at the beginning of next school year (SY 2022-2023)? Please select all that apply.

Dealing with Stressful Situations	25
Research Based Instructional Strategies	16
Secret Stories	16
APL Training	7
Data Review	10
Standards Based Instruction	14
Autism	10
Dealing with Challenging Students	29
Technology Integration	14
Kansas Writing	5
Thinking Maps	7
Motivational Speaker	17
PLC Time	22
Depth of Knowledge	8

County	School	Total	Principal	Advanced	Intermediate	Initial	Counselor	Self-Reflections*	Approved Goals*	Observations*	Results Reported Goals*	Evaluations*
022 - GILMER COUNTY SCHOOLS	206 - GILMER COUNTY ELEMENTARY SCHOOL	35	0	26	3	4	1	34	34	13	12	1
022 - GILMER COUNTY SCHOOLS	501 - GILMER COUNTY HIGH SCHOOL	44	1	30	2	10	1	43	40	29	2	0

Gilmer County Elementary Walk Through Data

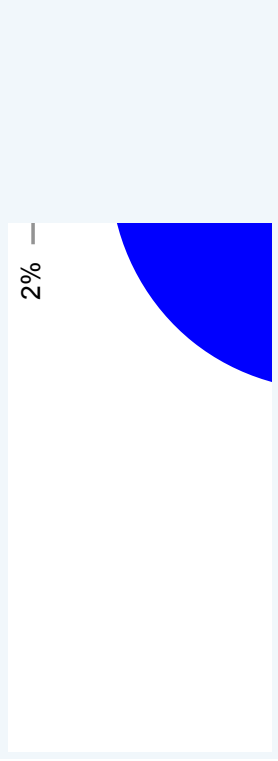
Co-Teaching	Selected	%
<u>1.Yes</u>	12	22.6%
<u>2.No</u>	41	77.4%
Total	53	100%



Co-Teaching Number of

If Yes, Please Describe 21

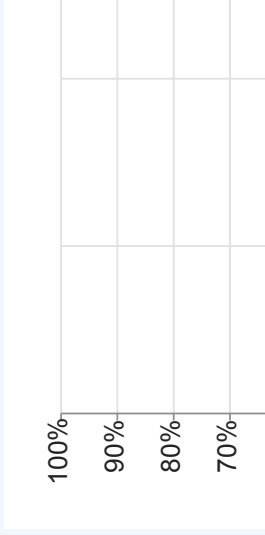
Standard Evidence: Was the standard evident?	Selected	%
<u>1.Yes</u>	49	98%
<u>2.No</u>	1	2%
Total	50	100%



Standard Evidence: Was the standard evident? Number of
If Yes, Please Describe 50

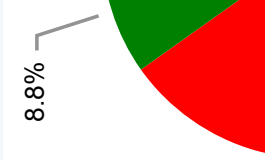
Student engagement at entry of classroom (please check 1)

Student engagement at entry of classroom (Based on 57 walkthroughs)	Selected	%
1. Students Actively Engaged in Learning	1	1.8 %
2. Student Learning Conversations	1	1.8 %
3. Teacher-Led Instruction	2	3.5 %
4. Student Work with Teacher Engaged	4	7 %
5. Student Work with Teacher Not Engaged	0	0 %
6. Complete Disengagement	0	0 %



Student Engagement

New Checklist (Based on 57 walkthroughs)	Selected	%
1. All students were actively engaged	24	42.1 %
2. Most students were actively engaged	22	38.6 %
3. About half of the students were engaged	5	8.8 %
4. Most students were not engaged	0	0 %
5. No students were engaged	0	0 %



Instructional Strategies Observed (Check all that apply) Number of

Notes 41

Instructional Strategies Observed (Check all that apply)

Instructional Strategies(Based on 57 walkthroughs)	Selected	%
1.Students on the clock	11	19.3 %
2.Pass Option	1	1.8 %
3.Rephrasing	14	24.6 %
4.Push-back	0	0 %
5.Setting students up for success	9	15.8 %
6.Peer tutoring/Students Collaborating	12	21.1 %
7.Closure	1	1.8 %
8.Wait Time	5	8.8 %
9.Checking for understanding (The 5-1 Rule)	14	24.6 %
10.Bell Ringer	0	0 %
11.Other (Describe below)	10	17.5 %

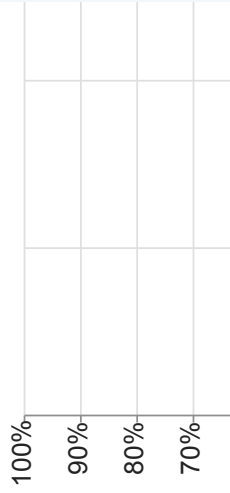


Technology Integration Number of

Notes 30

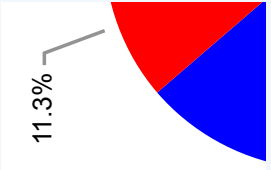
Technology Integration

Technology Integration(Based on 57 walkthroughs)	Selected	%
1.Students using technology to create	6	10.5 %
2.Students using technology to collaborate	0	0 %
3.Students using a resource as a learning tool	9	15.8 %
4.The teacher was using technology during instruction	19	33.3 %
5.Students were not using technology at the time	18	31.6 %
6.Other (describe below)	3	5.3 %



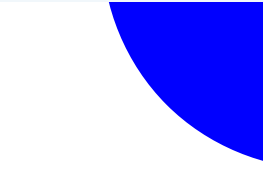
Use of PBIS: Is clip-up/clip-down being utilized and is there evidence of it? Selected %

Selected	%
1. Yes	47 88.7%
2. No	6 11.3%
Total	53 100%



Was the classroom clean and organized? Selected %

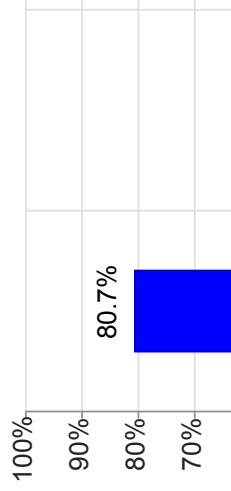
Selected	%
1. Yes	53 100%
2. No	0 0%
Total	53 100%



Lesson Plans Number of

Lesson Plans	Number of
Notes	25
Lesson Plans	
Lesson Plans (Based on 57 walkthroughs)	
1. Comprehensive, a sub could follow	46 80.7 %
2. Adequate plans, a sub may struggle to follow	1 1.8 %

3. Inadequate plans, a sub could not follow	0	0 %
4. Not submitted	4	7 %
5. Optional notes	4	7 %



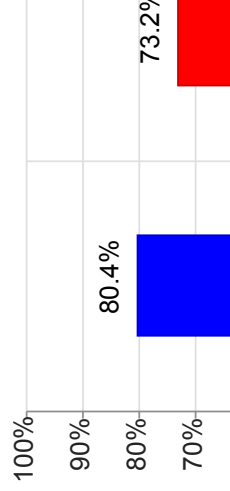
Miscellaneous notes Number of Notes 37

Gilmer County High School Walk Through Data

Standards Based Instruction

Standards Based Instruction (Based on 56 walkthroughs)

Category	Number of	Selected %
1. Curriculum, Instruction, and Assessment are aligned to standards	45	80.4 %
2. Student work demands expectation	41	73.2 %
3. Formative assessment processes are utilized to measure student performance	34	60.7 %
4. Instructional time is utilized efficiently and effectively	43	76.8 %



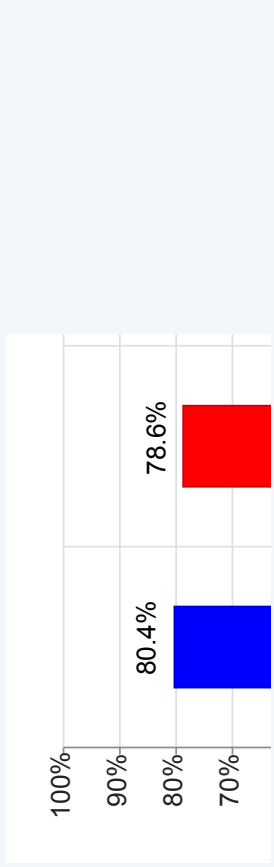
Efficient Learning Behavior Number of Notes 27

Efficient Learning Behavior

Efficient Learning Behavior (Based on 56 walkthroughs) Selected %

1. Students respectful of teacher and colleagues	45	80.4 %
2. Student conversations are centered on instruction	44	78.6 %
3. Students use classroom time efficiently	40	71.4 %

4. Students are responsible for their assignments 42 75 %
 5. Teacher adheres to policy 45 80.4 %



Student Engagement Number of

Notes 46

Student Engagement

Student Engagement (Based on 56 walkthroughs)	Selected	%
1. Level 6: Student Active Engaged Learning	16	28.6 %
2. Level 5: Student Learning Conversations	19	33.9 %
3. Level 4: Teacher Lead Instruction	21	37.5 %
4. Level 3: Student Work with Teacher Engaged	17	30.4 %
5. Level 2: Student Work with Teacher Not Engaged	4	7.1 %
6. Level 1: Complete Disengagement	1	1.8 %

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.

Gilmer County Schools scheduled training with the WVDE to provide support for administrators on the Teacher Evaluation System during the 2020 SY to ensure that the evaluations accurately captured the overall effectiveness of teachers. This has helped our county evaluation data more accurately capture teacher quality, which

has helped more accurately help us identify our needs. We currently have one administrator that has not had the WVDE educator evaluation training.

Gilmer County Schools notes that GCHS has twice as many teachers identified as novice teachers with 1-3 years teaching experience. Additional support for new teachers is needed with a focus on classroom management and standards driven instruction. The Self-Reflection and End of Year Reflection data are reviewed often to drive professional development; you can see the specific weak areas. There is longitudinal data that states additional support needs offered in standards driven instruction and research based instructional strategies. Classroom engagements strategies are also an area indicated among teachers in an end of the year poll conducted by the Gilmer County BOE. Gilmer County Schools has offered APL training, which is a training that provides multiple research based instructional strategies; this was based on the county survey and teacher evaluation data. There will need to be a follow-up session during the 2022/2023 school year. Gilmer County also reviewed the summary report from the 2022 and 2023 SY to determine that additional training for new teachers needs to be in place for the 2023 SY due to the percentage of initial teachers noted. Additional mentor/mentee collaboration will occur to ensure appropriate support for initial/beginning teachers.

Gilmer County Schools currently has support staff for teachers including TIS, Title I, and literacy and academic coaches. This group of support staff provides continual support for teachers. The Title I staff support teachers by providing various reading intervention strategies for teachers to utilize with students who are struggling. They also support small group instruction by reviewing data and helping plan/group students so tiered instruction can occur. The literacy and academic coaches are in classrooms to provide research based instructional strategy support as indicated in the evaluation system and the 2022 school year survey. Examples of this include TIDE/POW, small group instructional set-up, IMAs, classroom management strategies, etc. Teachers continue to request this support based off of the 2022 and 2023 teacher surveys. The TIS provides those same supports for teachers while including technology integration strategies.

Gilmer county Schools will continue to provide standards instruction training for teachers. Teachers indicated that they utilized the information learned to better instruct students using CCRS. This was also a weak area noted in the school walk throughs indicated by school principals.

When reviewing various data sources, the educator evaluation system, one root cause of the data indicating a high population of accomplished and distinguished is a lack of training on the part of administrators and educators on the rubrics to have a full understanding of what the rubric captures. There has also been a lack of understanding with educators on what those indicators really mean in practice. The educator effectiveness data shows a deficit in research based instructional strategies. This is due to the lack of providing adequate research based instructional PD on a regular basis. Unfortunately, there are so many mandates and requirements per policies/procedures, these instructional pieces are often put to the side. A reevaluation of mandatory trainings needs to be reviewed during the 2023 SY to ensure an appropriate balance takes place. Instructional coaches will focus on research based instructional strategies to ensure support throughout the 2023 SY.

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

Gilmer County Schools will offer professional development in the areas of research based instruction strategies, standards driven instruction, and the use of assessment to drive instruction, this is based off longitudinal data through the Self-Reflection and End of Year Teacher Evaluation System in WV/EIS. Survey data was also utilized to determine the needs of the staff and students. Quarterly grade level trainings were used this past year with positive feedback from staff; this is seen in the data included in the additional data source section. The same method of training will be utilized during the 2023 SY to provide continued support in those areas of focus. Gilmer County will also offer a follow-up APL training for staff.

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

Plan Items

1 Proficiency Rate in Reading and Math

Description:

Gilmer County Schools will increase Math Proficiency Rate, according to WVGSA (2021), from 24.9% to 30% and Reading Proficiency Rate, according to WVGSA (2021), from 39.2% to 45% by the end of the 2022-2023 school year.

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

Description:

Students will participate in the West Virginia state testing platform (GSA and SAT School Day) assigned for the 2022-2023 school year. Gilmer County Schools will also monitor walkthroughs and benchmarking (PALS, ELRS, STAR, IXL, and ESGI) data.

S 1.1.1 Data Driven Instruction

Description:

Gilmer County will use data to inform and plan for delivery of instruction.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Provide services for homeless children and youth
	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education programs
	Implement strategies to facilitate effective transitions for students between programmatic levels

Early Literacy	School Attendance
	Extended Learning Opportunities
	High Quality Early Literacy Instruction
WV math4life	Student Engagement
	Parent Involvement/Public Relations

AS 1.1.1.1 STAR Reading and Math

Description:

Gilmer County will use diagnostic assessments, purchased at the county level, for students in grades K-12. Students will be administered benchmarks three times throughout the year. These benchmarks can vary depending on classroom need. Performance on these assessments will be reviewed and interventions will be implemented according to data. Data will be communicated to parents/guardians.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	STAR Reading and STAR Math for GCES	\$13,000.00
Step 7a	Step 7a	STAR Reading and Math for HS	\$13,000.00
Total			\$26,000.00

AS 1.1.1.2 Collaborative/Teaming Meetings

Description:

With a minimum of five times per year, all Gilmer County teachers, grades PreK-12 will participate in grade-level collaboration/vertical team meetings to construct school and district improvement efforts within instructional practices and standards-focused curriculum founded upon teacher input, educator evaluation results, benchmark scores, and specific needs of the student population to impact student learning.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

AS 1.1.1.3 Remedial and Enrichment Activities

Description:

Throughout all four nine weeks and within the instructional day, Gilmer County Elementary School's instructional interventionists, Technology Integration Specialist, academic coaching staff, and Title I teachers will implement specifically designed remedial or enrichment lessons to students in grades PK-8 based on the Support for Personalized Learning model, constructed from STAR Reading and STAR Math and PALS monthly benchmarking results.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	materials and supplies for small group inst.	\$1,491.14

Title I Part A	Imagination Library	\$3,000.00
Title I Part A	ESGI License to evaluate kindergarten math	\$636.00
Title I Part A	2 Title Teachers	\$146,636.84
Title IV Part A	License for elementary/hs-Smore, My VR, etc.	\$14,750.00
Total		\$166,513.98

AS 1.1.1.4 PALS Assessment

Description:

Schools will focus in intentional interventions based on PALS Assessment in Grades PreK-5nd to promote grade-level proficiency. Data will be communicated to parents.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies	\$1,000.00

AS 1.1.1.5 After School Tutoring

Description:

After school tutoring will be held in accordance to the SAT referral process for extended or remedial learning opportunities for students in grades K-12. Gilmer County Schools has received the 21st Century Learning Grant, which will support the after school program at the elementary level.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Materials and supplies after school tutoring-elem.	\$500.00
	Other	After School Tutors for Elementary and Middle/High	\$18,000.00
Total			\$18,500.00

AS 1.1.1.6 Homeless

Description:

Based off surveys and staff observations, materials and supplies will be provided to all students to make sure students are successful in all content areas (project boards, supplies, cap/gown for graduation, technology tools-checkout)

Person Responsible:

Judith Stalnaker

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	McKinney Vento set aside	\$1,000.00

AS 1.1.1.7 Parent Involvement Nights

Description:

Based off surveys and data, staff will provide parent involvement nights to help support/educate parents in the content areas. This support will involve activities and ideas to help give parents ideas in providing support in those areas.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Parent Involvement Supplies	\$2,250.00
	Title I Part A	Parent Involvement Stipends-Service	\$750.00
	Title I Part A	Parent Involvement Nights Throughout Year	\$1,000.00
	Title I Part A	Apptegy Family Engagement App	\$3,900.00
	Title IV Part A	Movie License for parent involvement and enrichment	\$500.00
		Total	\$8,400.00

AS 1.1.1.8 ESL Student

Description:

Provide support for ESL student through after-school tutoring and materials along with consultative services offered throughout the school day as indicated by student plan based off of need.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	State EL Funds	materials/supplies/afterschool tutoring	\$1.00

AS 1.1.1.9 Analyze Data

Description:

Staff will be given time/support to analyze achievement data throughout the school year.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	subs/stipends for data analysis	\$2,000.00
IDEA and State Aid Entitlement	IDEA School Age	Wages for Visual Impairment Support Staff	\$24,550.00
	State Aid for Special Education	Stipends	\$3,500.00
		Total	\$30,050.00

AS 1.1.1.10 Attendance

Description:

Attendance monitored on a weekly basis by county attendance director. SAT coordinators at school levels will develop team plans for students missing more than 5 unexcused absences. Administrators will provide Attendance Awareness with parents and students via incentive systems at schools and communicate attendance efforts/messages to parents in the community through both newspapers and student developed messages in art/flyer form at various businesses. A Truancy Diversion Specialist will maintain open communication, along with administrators, about the importance of attendance.

Person Responsible:

Judith Stalnaker

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Attendance incentives/information materials	\$500.00

AS 1.1.1.11 Summer Slide Prevention

Description:

Identify students and invite them for a six-week summer school in 22-23. Teachers will identify skills to teach and lesson plans will be formulated based on end-of-year reading/math assessment tools. Students will complete reading interest surveys and books will be used based on the interests of students. Data will be evaluated after summer school by the Literacy Coach, Curriculum Coordinator, and Title I teachers. This summer program will help to prevent the "summer slide" for students" Prek-11th grade. Gilmer County Schools has applied and received the 21st Century Grant to support summer slide initiatives.

Person Responsible:

Shelly Mason

Estimated Begin Date:

6/1/2023

Estimated Completion Date:

7/31/2023

Funding Application	Grant	Notes	Amount
Early Literacy	Early Literacy	Supplement for Summer School Teachers	\$8,086.00
Other	Other	Supplies for Summer School-Elementary	\$2,000.00
	Other	Summer school service/high school	\$24,000.00
	Other	Summer school professional/elementary	\$50,000.00
Total			\$84,086.00

S 1.1.2 Maintain High Quality Teacher/Support Staff

Description:

Gilmer County will employ and retain high-quality teaching and support staff throughout the 2022-2023 school year.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Provide services for homeless children and youth
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Professional development
WV math4life	P – 12 Mathematics Content Knowledge

P – 12 Mathematics Pedagogy/Thinking Skills

Leadership Development

Mathematics Coaching/Facilitating

AS 1.1.2.1 SAT Coordinator

Description:

A Student Assistance Team Coordinator will regularly identify and engage community agencies and organizations to provide students and families with a variety of resources and supports to enhance student success and well being in every aspect of the SAT process and parent involvement policy, monitored by the SAT meetings as needed 100% of the year.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	SAT /cord supplement	\$12,500.00

AS 1.1.2.2 Mentor/Mentee

Description:

Mentors/Mentees will meet on a regular basis to discuss High Quality Standards, state and local policies, and other areas of concern deemed necessary by the Mentors and Mentees for both teachers and administrators.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Monies for beginning teacher/admin. training	\$1,500.00

AS 1.1.2.3 Professional Development

Description:

All Gilmer County Teachers will be given direct training on Thinking Maps, STAR Assessments/Programs, PALS, technology, and other evidence-based strategies and programs throughout the 2022-2023 school year aligning with data-driven Instructional Design Techniques within the Learning School Model (TOT, modeling, co-teaching, and sharing best practices).

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Substitutes for professional development	\$4,000.00
	Title II Part A	Out of County Travel	\$4,000.00
		Total	\$8,000.00

AS 1.1.2.4 Professional Development to Enhance Learning of ESL Student

Description:

Collaborate with Harrison Co. Schools to provide Title III/ESL training to Title III teacher during the 2022-2023 school year.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Training for ESL Teacher	\$300.00

AS 1.1.2.5 PLC Development

Description:

Staff will be provided opportunity to collaborate throughout the school day to develop plans to drive instruction.

Person Responsible:

School Level Administration

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
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Other

Substitute funding for PLCs to meet throughout SY

Other

Other

\$5,000.00

AS 1.1.2.6 Provide Coaching

Description:

Instructional Coaches (math and reading) will be scheduled to provide coaching to teachers no less than 50% of their day. This is based off math4life plan approved by committee and submitted to state.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

AS 1.1.2.7 Community and Schools

Description:

Utilize Community in Schools staff to provide supports for Tier I, II, and III interventions for attendance and academic achievement.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	CIS 3 staff and materials	\$250,000.00

S 1.1.3 School Readiness

Description:

Gilmer County Schools will promote school readiness activities throughout the 2022-2023 school year.

Component	Item Name
LEA ESEA Consolidated Plan	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education programs
	Implement strategies to facilitate effective transitions for students between programmatic levels
Early Literacy	If appropriate, support and coordinate CTE and work-based learning opportunities
	School Readiness
	Extended Learning Opportunities
	High Quality Early Literacy Instruction

AS 1.1.3.1 Birth Start

Description:

Meet monthly at Birth Start to build Parent to School Relationships to support school readiness. The community will participate bimonthly in Cradle to Classroom meetings; members will then partner at monthly Birth Start events. The PK teachers will communicate school expectations through modeling practices with parents at Birth Start. Transition practices will be implemented between school, home, daycares, etc, through the partnering of parents, teachers and community leaders at Birth Start and Cradle to Classroom.

Person Responsible:

Cherri West

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA Preschool		\$1,573.00
Other	Other	materials for Birth Start	\$250.00
Total			\$1,823.00

AS 1.1.3.2 Cradle to Classroom

Description:

Gilmer County Schools will build relationships through "Cradle to Classroom" which connects efforts among Head Start, Daycares, and PreK Classrooms with over 12 nonprofit organizations in Gilmer County by meeting every other month to discuss the needs of Gilmer County children.

Person Responsible:

Cherri West

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

AS 1.1.3.3 Parent/Grandparent Trainings

Description:

The Literacy Coach will provide Parent and Childcare Providers training throughout the school year.

Person Responsible:

Cherri West

Estimated Begin Date:

8/18/2022

Estimated Completion Date:

5/27/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	material for parent trainings	\$100.00

AS 1.1.3.4 Child Find

Description:

Gilmer County Schools will hold a "We Love Our Little Ones" event that provides social, academic, development, and community resource support for families with children 0-5 years old. This will be an event to locate students who will be entering into Preschool for the following school year.

Person Responsible:

Shelly Mason

Estimated Begin Date:

1/1/2022

Estimated Completion Date:

3/29/2023

Funding Application	Grant	Notes	Amount
Other	Other	materials and supplies for We Love Our Little Ones	\$250.00

AS 1.1.3.5 Open House

Description:

Open House will be scheduled before school starts for PreK -5 grade students, so they will be able to meet their teacher. This will allow time for students/parents to become familiar with the

classroom/school.

Person Responsible:

Tyson Price

Estimated Begin Date:

8/13/2022

Estimated Completion Date:

8/31/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Materials and supplies for Open House	\$150.00

AS 1.1.3.6 Step Up Day

Description:

There will be a Step Up day at the end of the school year for PreK -5 students to meet with their teacher to develop a relationship and become familiar with expectations for the following school year.

Person Responsible:

Shelly Mason

Estimated Begin Date:

5/1/2023

Estimated Completion Date:

5/31/2023

AS 1.1.3.7 Readiness Kits

Description:

Readiness Kits will be purchased for the PreK students to be sent home during the 2022 summer. This will allow students various activities, to complete, to better prepare them for Kindergarten.

Person Responsible:

Shelly Mason

Estimated Begin Date:

5/1/2023

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Readiness Kits	\$250.00

AS 1.1.3.8 Home Visits

Description:

PreK teachers will complete home visits before the start of school to provide information/answer questions about transitioning to the PreK classroom.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

AS 1.1.3.9 Friday Collaboration

Description:

PreK Teachers will collaborate on Fridays to develop research based teaching strategies - Thinking Maps, PALS instruction, Creative Curriculum, etc. to improve literacy and numeracy skills.

Person Responsible:

Cherri West

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

PM 1.2 WVEIS Behavior Data

Description:

Will review to see if the number of office referrals decrease from 2019 through 2023 SY.

S 1.2.1 Continue ALC Program and Utilize for K-8 Students

Description:

ALC plan will be developed and utilized to provide support for students in K-8 grades.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	If appropriate, implement process to identify students for support under Targeted Assistance Program
	Reduce the overuse of discipline practices that remove students from the classroom

AS 1.2.1.1 Tiered Support for Behavior

Description:

Develop a plan to provide tiered strategies to provide support for students who struggle with behavior.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Materials and Supplies for ALC	\$500.00

AS 1.2.1.2 Counseling Services Through ALC

Description:

Provide weekly counseling services to focus on students beginning to manage their behavior.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Counseling services for ALC	\$30,000.00

AS 1.2.1.3 Differentiated Instruction at ALC

Description:

ALC teacher will provide instruction and materials to differentiate instruction to improve student learning instruction.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Materials and Supplies for ALC	\$500.00

AS 1.2.1.4 PBIS

Description:

Implement PBIS in the elementary setting providing support.

Person Responsible:

JT Fox

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Incentives/materials to promote PBIS	\$1,000.00

2 Professional Learning and Development

Description:

Working to elevate the teaching profession at each school location, principals and district leaders will provide teachers the opportunity to acquire new knowledge, provide leadership in professional learning, and understand the student needs, issues, and interests while promoting and supporting continuous improvement through the implementation of Specialized Professional Development Plan for each Gilmer County school with 80% completion rate.

PM 2.1 Agendas, Sign-In Sheets, and Surveys

Description:

Gilmer County staff will show a 80% participation in the area of high quality professional development according to agendas, sign-in sheets, and surveys.

S 2.1.1 Collaboration and Professional Learning Opportunities

Description:

Administration will provide collaboration and professional learning opportunities for staff to ensure teacher improvement.

Component	Item Name
LEA ESEA Consolidated Plan	Reduce the overuse of discipline practices that remove students from the classroom
	If appropriate, support and coordinate CTE and work-based learning opportunities
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff
WV math4life	Professional development
	P – 12 Mathematics Content Knowledge

AS 2.1.1.1 Review Educator/Administrator Evaluation Data

Description:

School administrators and Curriculum and Instruction Coordinator will review the Educator and Administrator Evaluation Data and provided support and professional development in those areas of need.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

AS 2.1.1.2 Survey Grade Level Groups

Description:

Staff will be surveyed in grade level and vertical collaboration groups on PD to gauge the needs of each school.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

AS 2.1.1.3 Surveys

Description:

Survey school staff on professional development.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Local Funds	\$250.00

AS 2.1.1.4 Mentor/Mentee Opportunities for Beginning Teachers and Administrators

Description:

Mentors and Mentees will meet on a regular basis to review paperwork and timelines. Mentors and Mentees will also focus on High-Quality Standards during regularly scheduled meetings with the county. Opportunities for professional development will also be offered for all beginning professional staff.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Professional Development and Collaboration	\$2,000.00
Other	Other	Support for beginning teachers and administrators	\$22,816.00

Total \$24,816.00

AS 2.1.1.5 Professional Development Plan

Description:

Administration will maintain a Professional Development plan through the One Drive for each school. Individualized to meet the needs of each school using various sources of data, including Educator Evaluation System, STAR Reading and Math, ELRS, report cards, and surveys.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

AS 2.1.1.6 CE Hours

Description:

Various CE hours will be offered throughout the year based on teacher/staff need in the areas of student achievement, law/policy, IEPs, ELA and Math instruction, and other content as needed by staff. CE will also focus on McKenney Vento Act and how to provide services for those students. Days will be provided throughout the calendar for APL training to support staff in instructional-based research strategies.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding

Grant

Notes

Amount

Application	Title II Part A	CE for beginning of year Stipends	
Consolidated	Title II Part A	CE for beginning of year Stipends	\$1,500.00

AS 2.1.1.7 Collaboration and Team Meetings

Description:

With a minimum of five times per year, all Gilmer County Teachers, grades PreK-12 will participate in grade level collaboration/vertical team meetings to construct school and district improvement efforts within instructional practices and standards-focused curriculum founded upon teacher input, educator evaluation results, benchmark scores, and specific needs of the student population to impact student learning.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Substitute monies to allow teachers to collaborate	\$2,000.00

AS 2.1.1.8 Early Learners

Description:

District leaders will provide professional development for county early childhood staff, day cares, and district Head Start staff member in the area of child development.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Levy Monies	\$2,000.00

AS 2.1.1.9 20/20

Description:

The GCHS Leadership Team will Implement graduation 20/20 initiatives and provide/receive training.

Person Responsible:

John Putnam

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Graduation 20/20 Grant	\$12,500.00

AS 2.1.1.10 PBIS

Description:

Staff will select a team to attend PBIS training throughout the school year. Support will be provided to lead teachers and staff in the areas of implementation.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

AS 2.1.1.11 Title III PD

Description:

Provide professional development to Title III teacher to enhance ESL students educational performance in the areas of reading and math in collaboration with Harrison County Consortium.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Professional Development for ESL	\$150.00

AS 2.1.1.12 Student Teachers

Description:

Provide support for teachers receiving student teachers through co-teaching training.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Levy Monies	\$1,500.00

AS 2.1.1.13 Teacher Leadership

Description:

Teacher leadership teams for the elementary and high school will be implemented to provide leadership in the areas of planning, implementing, and assessing county and school goals.

Person Responsible:

Shelly Mason

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Stipends for Teacher Leaders	\$8,000.00

3 Technology Infrastructure and Technology Integration

Description:

Gilmer County Schools will meet the Gilmer County Technology Plan locally defined goals for the 2022-2023 with 100% accuracy as measured and evidenced within execution of action steps and technology planning meeting notes.

PM 3.1 Technology Integration Survey

Description:

TIS will meet with classroom teachers as well as collaboratively teach on a monthly basis to support/survey teacher success with technology integration/blended learning

S 3.1.1 User Friendly Platforms and Support

Description:

TIS, schools, and district administration will provide user friendly platforms to deliver instruction and to access district and state level technology resources (Teacher, Student, family GCHS, RTI, RLA, Math Social Studies, Science, Art, and Music Symbaloo).

Component	Item Name
LEA ESEA Consolidated Plan	Implement strategies to facilitate effective transitions for students between programmatic levels
WVSIPP	If appropriate, support and coordinate CTE and work-based learning opportunities
	Support for experienced teachers
	Support for other staff

AS 3.1.1.1 Technology Staff Support

Description:

Technology staff will survey staff and provide training/support in technology integration in classrooms, and teach collaboratively based on teacher survey, request, and need.

Person Responsible:

Judith Stalnaker

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding	Grant	Notes	Amount

Application	Title I Part A	Requires no additional cost	Amount
Consolidated	Title I Part A	Requires no additional cost	\$0.00

AS 3.1.1.2 Parent Involvement

Description:
 Technology team will provide during and after school support for parents dealing with LiveGrades, Student Symboloo, and other platforms in which parents need support and training.

Person Responsible:
 Shelly Mason

Estimated Begin Date:
 8/15/2022

Estimated Completion Date:
 5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Materials and supplies for training	\$100.00

AS 3.1.1.3 CTE and Work Base Learning

Description:
 TIS collaborates with classroom teachers to provide support in the integration and communication of technology from student to teacher. This is done through Office 365 applications and online resources such as Schoology.

Person Responsible:
 Shelly Mason

Estimated Begin Date:
 8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Schooly licenses for elementary	\$3,500.00
Step 7a	Step 7a	Schooly licenses for high school	\$3,500.00
Total			\$7,000.00

AS 3.1.1.4 Peripheral Updates

Description:

TSS evaluation of and enacting peripheral updates in all core content areas in all schools and grade levels.

Person Responsible:

Judith Stalnaker

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	21st Century Technology	\$25,000.00

AS 3.1.1.5 Technology Transition from Elementary to Middle School

Description:

The technology team will help classroom teachers prepare students through various applications (Student Symbaloo, Office 365, and STAR) for easier transition with technology from elementary to middle/high school.

Person Responsible:
 Judith Stalnaker
 Estimated Begin Date:
 8/15/2022
 Estimated Completion Date:
 5/31/2023

AS 3.1.1.6 Support Technology Integration

Description:
 Support technology integration within classrooms to enhance math, literacy, science, and math performance by providing training and blended learning opportunities.

Person Responsible:
 Traci Dewall
 Estimated Begin Date:
 8/15/2022
 Estimated Completion Date:
 5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	My VR	\$599.00
Step 7a	Step 7a	Technology integration licences-Gizmo	\$3,295.00
Total			\$3,894.00

PM 3.2 One-To-One Ratio Evaluation

Description:

Review access to 1:1 classroom shared devices and applications to those devices in order for successful implementation of blended learning.

S 3.2.1 Evaluate

Description:

Evaluate the one-to-one devices in all schools and grade levels according to appropriate developmental needs.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Provide effective parent and family engagement

AS 3.2.1.1 Technology Team Meetings

Description:

Technology director and committee will meet with GCHS and GCES Technology Committees to address County Wide Technology Plan.

Person Responsible:

Judith Stalnaker

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

AS 3.2.1.2 Tools For School

Description:

Utilize Tools for Schools and other funding to maintain one-to-one student computer ratio k-12th grade as needed within the analysis of technology inventory.

Person Responsible:

Judith Stalnaker

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Other	Other	Technology Monies-Step 7	\$1,650.00

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Monitor students' progress in meeting the challenging State academic standards Address strategies to monitor students' progress in meeting the challenging State academic standards by:</p> <ul style="list-style-type: none"> - Developing and implementing well-rounded program of instruction - Identifying at-risk students - Providing additional educational assistance - Implementing instructional and other strategies to improve student learning <p>Explanation Benchmarks and progress monitoring will be implemented throughout the school year. STAR and PALS will be implemented on a regular basis in order to continuously monitor student progress at all grade levels. Support for the implementation of STAR and PALS will be provided from our Technology Team. From benchmarks and progress monitoring, students' weaknesses and strengths will be assessed and identified and instructional opportunities will be aligned accordingly. Additional support will be offered through the SAT/Title I processes along with support from academic coaches to support teachers' instructional strategies.</p> <p>Gilmer County in collaboration with the Harrison County Consortium will provide support and professional development for Title III teachers to continue to enhance education outcomes of ESL students.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1 Proficiency Rate in Reading and Math</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking</p> </div> </div>	<input checked="" type="checkbox"/>

S 1.1.1 Data Driven Instruction

S 1.1.2 Maintain High Quality Teacher/Support Staff

PM 1.2 WVEIS Behavior Data

S 1.2.1 Continue ALC Program and Utilize for K-8 Students

3 Technology Infrastructure and Technology Integration

PM 3.2 One-To-One Ratio Evaluation

S 3.2.1 Evaluate

2)

Address equity of students taught at higher rates by ineffective or inexperienced teachers

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

Explanation

Teachers who are struggling with specific content skills, identified with STAR Reading, STAR Math, PALS, and other assessments, will be provided instructional coaching and support. Staff who are struggling to incorporate High Quality Teaching Standards will be put on a Focus Support Plan or provided a mentor for support. From that plan coaching and professional development will be offered.



1 Proficiency Rate in Reading and Math

PM 1.2 WVEIS Behavior Data

S 1.2.1 Continue ALC Program and Utilize for K-8 Students

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.2 Maintain High Quality Teacher/Support Staff

3) **Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools**

Address strategies to carry out responsibilities for any Comprehensive Support Improvement and targeted Support and Improvement Schools

Explanation

N/A

1 Proficiency Rate in Reading and Math

PM 1.2 WVEIS Behavior Data

S 1.2.1 Continue ALC Program and Utilize for K-8 Students

4) **Provide educational services for N & D children living in local institutions or participating in**

comm. day school programs

Address strategies to provide educational services for neglected and delinquent children living in local institutions or participating in community day school programs

Explanation

N/A

5)

Provide services for homeless children and youth

Address strategies to provide services for homeless children and youth



Explanation

At the 2021-2022 in service training, all staff will be provided information about the McKinney-Vento Homeless Assistance Act as related to the education of children and youth experiencing homelessness and guidelines for meeting federal legislation. The Student Residency Questionnaire and brochure containing legal right under McKinney-Vento Law "You Can Still Enroll in School" will be given to parents/guardians/students of Gilmer county Schools. Information for School-Age Youth and Information for Parents Posters will be placed in schools and in locations in the community such as the post office, laundromat, DHHR, and Summit Center offices, Community Resources and other public places in Gilmer County. Eligible students have the right to enroll in school immediately, even if lacking documents normally required for enrollment. They may receive transportation to and from the school of origin, if requested. The Parents/Guardians of homeless students have the opportunity to file a written complaint to resolve any disputes that arise during the enrollment process. There will be a timely resolution of any dispute.

The principals and secretaries will be trained on enrollment procedures for homeless students and have a homeless packet. To determine the needs of students experiencing homelessness, the principal and/or counselor will talk with students and/or parents to determine their specific needs. If necessary, a SAT team will be convened to ensure that the homeless students receive educational services comparable to those provided to other students, according to the student's needs. Homeless students will qualify automatically for Title I services and free lunch for the year. Homeless students will be flagged in WVEIS and the reason for being identified as homeless.

Services will be provided to assist such children in meeting the state's challenging academic content

and academic achievement standards. An LEA will have the discretion to use reserved funds to provide a homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources. Acceptable uses of the Title I Part A funds set aside to address the needs of homeless will include the following items: clothing, personal care items, school supplies (above what is provided by the district, tutoring (above what is provided by the school the student is attending, counseling (above what is provided by the school the student is attending), testing fees, cap and gown for graduation.

Information For School-Age Youth and Information for Parents posters will be placed in schools and in locations in the community such as the post office, laundromat, DHHR, and Summit Center offices, Community Resources, and other public places in Gilmer County. The Student Residency Questionnaire and brochure containing legal rights under McKinney-Vento Law W/DE "You Can Still Enroll in School" were given to parents/guardians/students of Gilmer County Schools. At the beginning of the 2019-2020 school year, all staff were provided with information about the McKinney-Vento Homeless Assistance Act as related to the education of children and youth experiencing homelessness and guidelines for meeting federal legislation.

- 1 Proficiency Rate in Reading and Math
 - PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking
 - S 1.1.1 Data Driven Instruction
 - S 1.1.2 Maintain High Quality Teacher/Support Staff

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

Explanation



Parents are surveyed mid-year regarding parent involvement activities, needs, and options concerning parent involvement. At the end of the school year, parents meet to review achievement data, parent involvement policy, Title I forms, and other issues concerning the elementary and high school. Data from the parent survey and comments from the end of the year meeting are reviewed and utilized to drive the following school year's parent involvement plan and strategic plan.

Regular parent involvement will be provided in academic areas during the day and through the evenings to meet the needs of all parents. Open house, PTC, and parent involvement activities are provided to parents. Open house provides Tier I and II information concerning behavior, academic supports, physical and mental health, technology integration/parent communication, and additional parent involvement activities that parents can choose to participate. Other parent involvement activities that occur throughout the year include presenting information to parents concerning research based instructional programs/methods including Secret Stories, Amira, Number Talks, etc.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.1 Data Driven Instruction

S 1.1.3 School Readiness

3 Technology Infrastructure and Technology Integration

PM 3.2 One-To-One Ratio Evaluation

S 3.2.1 Evaluate

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

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

Explanation

To support proficiency in reading and math, and collaborative efforts with community members, Gilmer County will provide training for early childhood education teachers, staff, and preservice teachers. This will be done throughout the school year at BirthStart and various other training. Friday PK collaboration meetings are scheduled for the 2022 SY, which will focus on early literacy and numeracy activities, interventions, planning for standards, and research based strategies.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.1 Data Driven Instruction

S 1.1.3 School Readiness

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

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

Explanation

N/A



1 Proficiency Rate in Reading and Math

PM 1.2 WVEIS Behavior Data

S 1.2.1 Continue ALC Program and Utilize for K-8 Students

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

Address strategies to facilitate effective transitions for students between programmatic levels

Explanation

A transition plan is developed yearly to included transitions from home to school, elementary to middle, middle to high, and high to college and career. The transition plan from home to school includes Cradle to Classroom, Birthstart, Step-up Day, and yearly visits to the local day cares. The transition plan from elementary to middle includes Step-up Day in the spring. Middle to high school transition includes trips to the Calhoun Gilmer Career Center and College and Career Readiness classes, which are provided to all seventh and eighth grade students. The high to college and career transition plan includes the utilization of the Calhoun Gilmer Career Center, a required graduation credit in College and Career Readiness, and visits to various college campuses. Regular advisory is embedded into each transition piece to support students in decision making skills, job opportunities available, and disposition standards.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.1 Data Driven Instruction



S 1.1.3 School Readiness

3 Technology Infrastructure and Technology Integration

PM 3.1 Technology Integration Survey

S 3.1.1 User Friendly Platforms and Support

10)

Reduce the overuse of discipline practices that remove students from the classroom

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

Explanation

PBIS practices will be implemented and support by funding through the Title services to help reduced the use of removing students from the classroom. CPI training will also occur throughout the year to provide staff strategies to deescalate behavior.

1 Proficiency Rate in Reading and Math

PM 1.2 WVEIS Behavior Data

S 1.2.1 Continue ALC Program and Utilize for K-8 Students

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities

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



Explanation

The Technology team will work to support CTE and work based learning opportunities through support PD, evaluation, classroom integration, and support in the areas of One Drive and Office 365 applications. CTE training will occur throughout the school year with at least one administrator from the high school attending.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.3 School Readiness

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities

3 Technology Infrastructure and Technology Integration

PM 3.1 Technology Integration Survey

S 3.1.1 User Friendly Platforms and Support



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

Explanation

N/A

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Induction of beginning teachers Address strategies to support beginning teachers</p> <p>Explanation Regular Mentor/Mentee meetings will be facilitated and the school and district level to support beginning teachers focusing on High Quality Teaching Standards. Support will also be provided by instructional coaches throughout the school year.</p> <div data-bbox="769 321 1479 1902" style="border: 1px solid black; padding: 10px;"><p>1 Proficiency Rate in Reading and Math</p><div data-bbox="875 338 1101 1839" style="border: 1px solid black; padding: 5px;"><p>PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking</p><div data-bbox="980 352 1089 1776" style="border: 1px solid black; padding: 5px;"><p>S 1.1.2 Maintain High Quality Teacher/Support Staff</p></div></div><p>2 Professional Learning and Development</p><div data-bbox="1237 338 1463 1839" style="border: 1px solid black; padding: 5px;"><p>PM 2.1 Agendas, Sign-In Sheets, and Surveys</p><div data-bbox="1343 352 1451 1776" style="border: 1px solid black; padding: 5px;"><p>S 2.1.1 Collaboration and Professional Learning Opportunities</p></div></div></div>	<p><input checked="" type="checkbox"/></p>

2) **Support for experienced teachers**

Address strategies to support experienced teachers

Explanation

Continual professional development will be provided throughout the school year, along with no less than five PLC dates to enhance and support all teachers pedagogy with support from TIS, Title I, Literacy Coach, and Academic Coaches. Support will be based off of teacher need from surveys, Teacher Evaluation System, and data from STAR and W/GSA reports. Focus will be given to Element 2.1 understanding and responding to the unique characteristics of learners, and 3.1 teacher will utilize a variety of research based instructional strategies during PLC time.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.2 Maintain High Quality Teacher/Support Staff

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities

3 Technology Infrastructure and Technology Integration

PM 3.1 Technology Integration Survey



S 3.1.1 User Friendly Platforms and Support

3) **Support for student teachers**

Address strategies to support student teachers

Explanation

Collaboration with Glenville State College throughout the year, including but not limited to professional development training. Gilmer County also provides PD at the college concerning preservice teachers from the TIS, Curriculum Director, and other staff throughout the county.

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities

4) **Support for beginning administrators**

Address strategies to support beginning administrators

Explanation

Regular Mentor/Mentee meetings will be facilitated and the school and district level to support beginning principals focusing on High Quality Standards. Support will also be provided by central office staff throughout the school year. Trainings will be offered for administrators through the various trainings offered by the WVDE, regional and state trainings.

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities

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

Explanation

Regular administrative meetings and learning opportunities will be provided to all administrators throughout the school year. These will include WVDA trainings and WVASA meeting opportunities.

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities

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

Explanation

CE and professional development will be provided to all service and professional staff throughout the school year. This will be addressed in CE days provided as well as throughout the school year on a needs basis.

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities

3 Technology Infrastructure and Technology Integration

PM 3.1 Technology Integration Survey

S 3.1.1 User Friendly Platforms and Support

7) **Professional development**

Address strategies and planned professional development opportunities

Explanation

Professional development will be based off of teacher need indicated on surveys, Teacher Evaluation System, and data from STAR and WVGSA reports. Focus will be given to Element 2.1 understanding and responding to the unique characteristics of learners, and 3.1 teacher will utilize a variety of research based instructional strategies, during the six PLC time, team/collaborative meeting, after school, other professional development times. Support will be provided in the area of research based reading, math, and science instruction at the elementary and high school level. Professional Development will be provided through the Harrison County Consortium to provide Title III Services to ESL teacher during year to enhance teaching strategies for ESL student. Professional development will be offered and monitored throughout the school year and updated on the Professional Development County Plan, which is housed in One Drive.

1 Proficiency Rate in Reading and Math



PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.2 Maintain High Quality Teacher/Support Staff

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

* Planning

On April 14, 2021, Tyson Price, John Putnam, JT Fox, Patricia Lowther and Shelly Mason had the initial meeting to discuss HB 4808, allocations from Step 7 (d) with budget, and a brief overview the items that needed to be determined when developing a teacher leadership framework.

A follow-up meeting was held on May 6, 2021, with the county leadership team to determine the county's vision, goals, and various data sources to be utilized to determine effectiveness of the county's leadership framework.

The outcome of the May 6 meeting was reported to the Gilmer County Board of Education members during their regular May 10, 2021 meeting. An overview was given on HB 4808 requirements, the allocations of Step 7(d), proposed budget, and overview of Gilmer County's Teacher Leadership Framework.

* Vision and Goals

The county will develop an effective Teacher Leadership Framework to enhance communication among all stakeholders about competencies teacher leaders need to possess to support high quality teaching. Those competencies will then be implemented by teacher leaders and peers to enhance student learning.

Gilmer County Schools has developed two goals for the Teacher Leadership Framework:

1. Gilmer County Schools will expand the influence of teacher leaders to their coworkers in areas such as leading professional development, participating in county/school leadership teams, co-teaching, etc.
1. Gilmer County Schools will improve math and English proficiency outcomes based on the Gilmer County Strategic Plan's academic performance goals.

*** Data Driven Measures**

Gilmer County Schools will utilize a variety of data sources to determine success of the iXL Teacher Leadership Framework. These data sources include academic performance indicators, which encompass benchmarks from STAR, PALS, IXL, ELRS and Interims and a summative evaluation, specifically the General Summative Assessment (GSA). Survey results will also be utilized to provide feedback from coworkers on the effectiveness of the Teacher Leadership Framework. These results will be reviewed on a quarterly basis to determine if a structural change needs to occur to promote a more efficient teacher leadership framework.

*** Teacher Leadership Roles**

The teacher leader will assume various leadership roles, which may include actively being involved in the school/county strategic planning and the school/county leadership team. Teacher leaders may also be charged to and lead/co-lead various PLCs. To ensure an effective PLC, teacher leaders may be required to oversee the scheduling of their respective PLCs, develop agendas, lead data review, and document meetings. When feasible, teacher leaders will be utilized to support novice/beginning teachers throughout the school year.

*** Teacher Leadership Selection**

To be eligible, candidates will need to be in the intermediate to advanced progression according to the evaluation system (4 plus years of experience). The teacher must have performance indicators of accomplished or higher on all elements within the evaluation system. A letter of recommendation must accompany all applicants to be considered from their building level administrator. The teacher applicant must provide a list of teacher leadership activities/roles in which they have participated.; this includes but not limited to participating in strategic planning mater scheduling, staff development, PLC leadership, and other leadership activities. Preference will be given to staff assigned to the building.

*** Application and Hiring Process**

There will be extra curricular professional vacancies posted at each school to include one teacher leader per grade band with an additional 3 teachers. The additional three teachers could include instructional coaches, specials teachers, other professional staff, etc. There will be professional vacancies posted at each school to include one per core content area at the middle school level and one per core content area at the high school level with an additional 3 teachers. The additional three teachers could include instructional coaches, specials teachers, other professional staff, etc.

The hiring process will be formed in accordance with Policy 5000 and the hiring of a professional extra duty contract.

* County/Administrator Roles

The defined roles for administrators are as follows:

Teacher Leadership Framework County Contact will budget state allocations to provide 10 teacher leaders at both the elementary and high school at a stipend of \$500.00 per teacher leader. Posting will be developed with support from Gilmer County's Leadership Team. Expectations for the program will be communicated to the school level administrators to ensure follow through on program components. Annual monitoring will be completed through the teacher rubrics.

School Administrators will review and recommend teacher leaders for their respective schools. School level administrators will provide oversight and monitor completion of assigned tasks based off Gilmer County Leadership Framework. School administrators will ensure that evaluation rubrics will be completed at the end of each school year for processing of stipends.

* Management Protocol

The established protocol will include the school level administrator being the direct supervisor with a rubric to determine specific criteria to indicate job chores, which will include after school hour activities/duties.

* Evaluation Procedures

A rubric will be developed based on Gilmer County's Leadership Framework. The school level administrator will work with teacher leaders to ensure that processes and procedures are in place. At the end of each school year, rubrics will

be completed by the school level administrator to evaluate teacher leader.

* Estimated Budget

Stipends will be provided at \$500.00 per 10 teacher leaders at each school. The total budgeted amount will be \$10,000, which is slightly under the \$13,000 allocation. The remaining allocation will be used to purchase needed materials/supplies for implementation of the teacher leadership framework, and provide stipends for mentor

* Communication

During the development of Gilmer County's strategic plan, the County Leadership Team will communicate the Teacher Leadership Framework as part of the plan. Budgeting items will be included in the consolidated plan. The framework was presented to the Gilmer County Board of Education during their May meeting.

WVSIPP Funding Details

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 4,000.00
Support for experienced teachers	* \$ 2,500.00
Support for student teachers	* \$ 1,000.00
Support for other staff	* \$ 6,000.00
Professional development	* \$ 3,000.00

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

	Required Items [Expand All] [Collapse All]	Component Met
1)	<p>School Readiness Ensuring all children have ample opportunities to engage in high-quality early learning experiences, and have supportive transitions into and out of early childhood programs, before and leading into first grade.</p> <p>Explanation There will be several transitions pieces offered throughout the school year. Birth Start and We Love Our Little Ones/PK Roundup will identify/help transition students into the school environment. Step up day will support the transition into Kindergarten through Sixth Grade with appropriate activities and brochures for parents. Cradle to Classroom meetings with community partners allows for partners, such as Birth to Three, WIC and FRN in Gilmer County to support parents with school readiness activities and support.</p> <div style="border: 1px solid black; padding: 5px;"> <p>1 Proficiency Rate in Reading and Math</p> <div style="border: 1px solid black; padding: 5px;"> <p>PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking</p> <div style="border: 1px solid black; padding: 5px;"> <p>S 1.1.3 School Readiness</p> </div> </div> </div>	<input checked="" type="checkbox"/>
2)	<p>School Attendance Stressing the importance of regular attendance patterns and dispositions to attending school early on.</p>	<input checked="" type="checkbox"/>

Explanation

Preschool attendance will be monitored at the local and school level to support and encourage attendance. The Truancy Diversion Specialist will support in communicating to parents/guardians the importance of attendance. The SAT team will also provide support in educating parents and developing plan to improve attendance. The elementary and the high school have developed attendance plans for the 2022 SY and include incentives and activities to encourage/improve attendance (attendance spirit week, certificates, prizes/incentives). An Attendance Matters article will be published in the local paper.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.1 Data Driven Instruction

3)

Extended Learning Opportunities

Providing high-quality extended day and extended year programs to ensure children don't lose ground during the school year and summer.

Explanation

Extended learning opportunities will be provided after-school and during the summer months. The after-school program will be 30 weeks with 2 tutors at the elementary/4 tutors at the middle/high school. The summer program will be provided at the elementary for a six week period; credit recovery will be offered at the middle/high school.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking



S 1.1.1 Data Driven Instruction

S 1.1.3 School Readiness

4) **High Quality Early Literacy Instruction**

While schools cannot do it alone, there is an obligation to support increased teacher expertise, which is a factor closely related to student achievement.

Explanation

Prek teachers will meet on Fridays to collaborate on research based instructional strategies: Balanced Reading Diet, Read Aloud, Print-Rich Environment, Concept of Word, Numeracy/Mathematical Concepts, etc. with support from Literacy Coach and PK Director. Teachers grades K-5th will identify professional practices that need to be strengthened and receive support through PLC to develop a plan to meet the identified instructional needs. The support will come from academic coaches, Title I, Curriculum Director and school administration.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.1 Data Driven Instruction

S 1.1.3 School Readiness

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
<p>1) P – 12 Mathematics Content Knowledge Activities related to expanding educators’ content knowledge (Ex: action steps related to training and implementation for new instructional materials, Boaler’s mathematical mindsets, number talks, etc.)</p> <p>Explanation Staff have been afforded the opportunity to attend multiple professional developments during the summer months to support content knowledge in the area of math. Opportunity has also been give to staff to attend any mathematical trainings provided by the WVDE.</p> <div style="border: 1px solid black; padding: 5px;"><p>1 Proficiency Rate in Reading and Math</p><div style="border: 1px solid black; padding: 5px;"><p>PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking</p><div style="border: 1px solid black; padding: 5px;"><p>S 1.1.2 Maintain High Quality Teacher/Support Staff</p></div></div></div> <p>2 Professional Learning and Development</p> <div style="border: 1px solid black; padding: 5px;"><p>PM 2.1 Agendas, Sign-In Sheets, and Surveys</p></div>	<p><input checked="" type="checkbox"/></p>

S 2.1.1 Collaboration and Professional Learning Opportunities

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

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

Explanation

Staff have been afforded the opportunity attend multiple professional development during the summer months to support research based pedagogy/thinking skills in the area of mathematics. Staff have also been give the opportunity to attend the Stanford training concerning Mathematical Mindset. PLC time has been scheduled throughout the school year to support discussion and development of these skills.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.2 Maintain High Quality Teacher/Support Staff

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities



3) **Leadership Development**

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

Explanation

Instructional Coaches will be given the opportunity to support teacher instruction in the area of mathematics by focusing on instructional coaching. PLC training has also been offered and will be offered again to encourage teachers to become instructional leaders.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.2 Maintain High Quality Teacher/Support Staff

2 Professional Learning and Development

PM 2.1 Agendas, Sign-In Sheets, and Surveys

S 2.1.1 Collaboration and Professional Learning Opportunities

4) **Student Engagement**

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



Explanation

During PLCs, a focus will be given on strategies and activities that support student engagement. Instructional Coaches will also support teachers in providing ideas/activities/ modeling to show teachers how to incorporate more student engagement.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.1 Data Driven Instruction

5)

Mathematics Coaching/Facilitating

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

Explanation

Instructional Coaches will be required to coach 50% of their day with teachers. The other 50% is at the discretion of the building administrator.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.2 Maintain High Quality Teacher/Support Staff



6)

Parent Involvement/Public Relations

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

Explanation

Title I will work to promote parent involvement activities with a focus on mathematics. STEAM, mathematics, parent training has already been planned for the 2022 SY to provide parents the knowledge/understanding of how to interact with their child to promote a strong mathematic foundation.

1 Proficiency Rate in Reading and Math

PM 1.1 State Testing Platform, Walkthroughs, and Benchmarking

S 1.1.1 Data Driven Instruction



Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

Required Documents







This page is currently not accepting Related Documents.



LEA Strategic Plan Checklist

Gilmer County Schools (022) Public District - FY 2023 - LEA Strategic Plan - Rev 0

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

	1. Core Beliefs	Approved	Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	<ol style="list-style-type: none"> 1. Planning Team members (representatives of relevant stakeholder groups) are identified, including titles and email addresses. 2. Core Beliefs and Mission reflect high expectations for all. 3. West Virginia Standards for Effective Schools are evident in the Core Beliefs. 4. The Core Beliefs reflect the importance of improving stakeholder engagement with parents, families and community members to become partners in education. 			
	2. Needs Assessment Overall	Approved	Michelle Moore Leftwich	6/23/2022 10:01:08 AM
	<ol style="list-style-type: none"> 1. All components below concerning Needs Assessment are addressed. 			
	3. Data Sources	Approved	Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	<ol style="list-style-type: none"> 1. For each section of the comprehensive needs assessment, a variety of relevant data sources were collected, reviewed, and compared to GPS data table results. 			
	4. Sub Group Performance Data	Approved	Michelle Moore Leftwich	6/23/2022 10:01:08 AM
	<ol style="list-style-type: none"> 1. Data on sub group performance were analyzed 			
	5. Strategies for Improving Student Performance	Approved	Michelle Moore Leftwich	6/21/2022

					3:01:07 PM
	1. Strategies for improving student performance, including at-risk and sub group performance, is included.				
	6. Root Cause Analysis	<input type="button" value="Approved"/>		Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. In each section of the comprehensive needs assessment, root cause analysis of the data is clearly stated.				
	7. CSI Supports	<input type="button" value="Not Applicable"/>		Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. When applicable, district supports provided to CSI schools are clear, appropriate, and reflect evidence-based practices to support school turnaround.				
	8. Activities	<input type="button" value="Approved"/>		Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. Practices/strategies/supports to start, stop, or continue are clearly identified.				
	9. Prioritized Needs	<input type="button" value="Approved"/>		Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. Prioritized needs are clearly, identified to drive the goals, evidence-based strategies and action steps.				
	10. Parent and Family Engagement	<input type="button" value="Approved"/>		Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. Parent and Family Engagement activities are reflected throughout each section of the needs assessment.				
	11. Goals	<input type="button" value="Approved"/>		Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. Goals are SMART				
	2. Goals are determined from the prioritized focus identified in the comprehensive needs				

assessment.				
	12. Progress Monitoring Tools	Approved ▾	Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. Progress monitoring tools (data collection methods) are identified and reflect school improvement best practices.			
	13. Strategies	Approved ▾	Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. Strategies address support of goals related to improved teaching and learning.			
	2. Strategies are aligned with goals and data sources.			
	3. When applicable, supports provided to CSI schools are clear, appropriate, and reflect and evidence-based intervention.			
	14. Action Steps	Approved ▾	Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. Action steps describe how the strategies will be accomplished to achieve the goals.			
	2. Action steps detail the person(s) responsible for implementation and realistic time frame.			
	3. When applicable, supports provided to CSI Schools are clear and appropriate.			
	15. Plan Component	Approved ▾	Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. LEA ESEA Consolidated Plan including Homeless Students and N&D			
	16. Plan Component (Federal Programs)	Approved ▾	Mami Itamochi	6/15/2022 9:05:40 AM
	1. Title III Components			
	17. Plan Component / WVSIPP	Approved ▾	Michelle Moore Leftwich	6/21/2022 3:01:07 PM
	1. Professional learning activities are sustained, on-going, and based on student, teacher and staff			

needs as determined by the comprehensive needs assessment.

2. Professional learning activities correlate to the goals, strategies and action steps

3. WVSIPP reflects on-going professional learning supports for Beginning and Experienced teachers, Student teachers, and Support staff (administrators, counselors, nurses, instructional coaches, district leadership, and service personnel).