

LEA Strategic Plan History Log

Logan County Schools (045) Public District - FY 2023 - LEA Strategic Plan - Rev 1

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10/17/2022 7:33:25 PM	Darlene Dingess- Adkins	Status changed to 'LEA Strategic Plan Monitoring'.	S

Logan County Schools (045) Public District - FY 2023 - LEA Strategic Plan - Rev 1

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

Patricia Lucas, Superintendent ptlucas@k12.wv.uu

Darlene Dingess Adkins, Assistant Superintendent dsadkins@k12.wv.us

Jill Barker, Director of Special Education jillbarker@k12.wv.us

Jason Browning, Director of Secondary Education jbrowni@k12.wv.us

Eric Ellis, Director of Career & Technical Education and School Support eeellis@12.wv.us

Danita Noel, Director of Federal Program and Elementary Education ddnoel@k12.wv.us

Melissa Teeters, Director of School Improvement and Technology mteeters@k12.wv.us

Anita Sedlock, Director of Child Nutrition aksedloc@k12.wv.us

Rhonda Preece, Family Involvement Coordinator rjpreece@k12.wv.us

Justin Endicott, Elementary Coordinator jendicott@k12.wv.us

Kelly Bryant, Elementary Coordinator k.bryant@k12.wv.us

Janet Toney, Curriculum Secretary janet.toney@k12.wv.us

Christy Campbell, Secondary Coordinator Christy.campbell@k12.wv.us

Andrea Santos, Teacher asantos@k12.wv.us

Katherine Ellis, Title I Coordinator kaellis@k12.wv.us

James Motes, Teacher jmotes@k12.wv.us

Natalie Farley, Teacher nfarley@k12.wv.us

Stephen Pritchard, Director of Operations Stephen.pritchard@k12.wv.us

Katie Bragg, Secondary Academic Coach Katherine.bragg@k12.wv.us

Eva Copeland, Community Partner & Parent evanover@stepbystepwv.org

Tasha Gibson, Community Partner tasha.gibson@k12.wv.us

Lisa Hill, Community Partner lhill@stepbystepwv.org

Brian Atkinson, Principal batkinson@k12.wv.us

Rob Dial, Principal rdial@k12.wv.us

Melissa Dalton, Assistant Principal Melissa.b.dalton@k12.wv.us

Zach Anderson, Project Aware Coordinator Zachary.anderson@k12.wv.us

Dr. Jason Cheek, Board Member jcheek@k12.wv.us

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

Core Beliefs

1. Everyone matters.
2. Graciousness toward others builds relationships.
3. Execute with excellence.
4. Consistency in performance equals results.
6. Utilization of data molds the improvement process.

The **mission** of Logan County Schools is to create a high-performing system that ensures success for everyone.

LEA Strategic Plan - Demographic Data

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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	60.67
English Learners	0.75	0.04
Foster Care	1.46	2.24
Homeless	3.18	6.55
Military Connected	0.29	--
Students with Disabilities	19.28	20.44
Race		
American Indian or Alaska Native	0.08	0.02
Asian	0.63	0.19
Black or African American	4.05	1.87
Hispanic or Latino Native	2.10	0.27
Multi-Racial	4.06	1.17
Native Hawaiian or Other Pacific Islander	0.04	--
White	89.05	96.47
Gender		
Female	48.32	47.98
Male	51.68	52.02

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.

Logan County Schools's poverty rate continues to increase and with it comes increased negative impacts on students at all programmatic levels. In September 2021, in Logan High and Logan Middle Schools seven parents died of an overdose. That is a staggering number that impacts the trauma that our students face. 41% of Logan County citizens have a prescription for a controlled substance. 24% of them have a prescription for opioids, and 17% of them have a prescription for benzodiazepine. The WV Kids Count data report shows that in 2009 Logan County families with related children under the age of 18 at or above 185% poverty were 43.5% and by 2012, it rose to 51.9%. The percentage of students living in poverty was at 56.25% in 2019-20 and rose to 58.87 in 2020-2021. In 2021-22, the poverty rate rose to 60.67 percent. More than half of the students in Logan County live below the poverty line and the percentage has gradually increased over the past three years. Along with poverty, comes several other risk factors that prevent students from learning at the same rate as their peers living above the poverty line. During the 2019-2020 school term, the percentage of homeless students in Logan County was double the percentage state-wide. In Logan County, it was 6.66 and in 2020-21 it was 6.61. In 2021-22 it went to 6.65 percent. In West Virginia, it was 3.06 in 2019-20 and increased slightly to 3.48 in 2020-21 but slightly dipped to 3.18 percent in 2021-22. In addition, in 2020-21, 19.36 of the total school population were students with special needs which increased to 20.44 in 2021-22. In 2019, the Annie-Casey Foundation reported that 41% of Logan County parents were not in the labor force.

As per the WVDE, SY 2019-2020 Public School PreK -3rd Grade Low SES Data by County Report, Logan County has the highest percentage of low SES students in West Virginia at 66.7%. This demonstrates a need to support families as well as students. Family involvement increased in Logan County Schools during 2020-21 due to the opportunity to participate virtually in conferences and meetings. In 2021-22, it increased again. ALL schools hired family engagement specialists and the impact was evident on family involvement. All elementary schools had 95%+ of their parents/families involved in a school activity that provided information on social and emotional support for their children. All middle schools had 75%+, and all high schools had 50%+. These were the district goals, and all schools met or exceeded the goal.

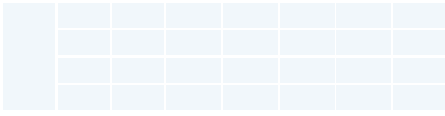
In addition, staff, students, families, and community members participated in focus groups where they were invited to give their input into programming and planning as the school year progressed and led into 2022-23. Student surveys demonstrated substantial growth in students feeling connected to one adult in the school and believed that teachers want them to do a good job. In 2021-22, graduating seniors identified "getting the students back in their stride" to be the single most difficult issue that would face Logan County Schools during the upcoming 2021-22 school term, and was this ever true. By December 2021, ninth and tenth-grade students were failing at massive rates. At that time, the high school stopped to reassess how they were supporting their students academically and what they were doing for their social and emotional well-being. School leadership teams developed plans based on listening to student voices and teacher input. Plans were put in place upon return from Christmas break. The number of student mentors increased and how the staff at the high schools supported student success changed. By semester, the failure rate decreased, and students began to dig themselves out of the hole that was created during the past two years. Student success continued to improve during the spring semester, but there is still much work to do. Logan County Schools will begin to implement the Communities in Schools Program during 2022-23, and this program will support the work currently being done.

Administrators and teachers will continue to need professional development to increase their knowledge and skills in dealing with the social and emotional needs of their students, who live in trauma every day. The trauma they experience at home impacts their well-being. Staff will continue to need to be prepared to support them. Staff will also need to continue to learn how to utilize instructional strategies with the highest effect size to enable them to make up for learning loss. Logan County Schools developed an instructional playbook with step-by-step instructions on the implementation of these strategies. Instructional coaches and teachers use this playbook as a guide to planning effective lessons.

During 2017-2018, 82% of four-year-old students were enrolled in Pre-K. Given that there is only one daycare in Logan County, 18% of four-year-old children remained home. During the 20-21 school term, approximately 35% of the Pre-K students remained at home. These students moved into kindergarten during the 2021-22 school term, which means that 35% of the kindergarten students will have never been in school. BOY Dibels scores of these students demonstrated that only 20% of the students entered kindergarten on the above level. By the EOY, 60% were at or above grade level. It was a heavy lift, but these students appear to be progressing very rapidly.

During the 2019-20 school term the number of SAT referrals was as follows: total referrals at 187 with Pre-K at 9, kindergarten at 55, first grade at 65, second grade at 34, third grade at 13, and fourth grade at 11. During the 2020-21 school term the total referrals were 273, which was an increase of 86 in only five

grades. The numbers by grade were as follows in 2020-21: Pre-K-10, kindergarten at 101, first grade at 93, second grade at 39, third grade at 13, and fourth grade at 17. The number of kindergarten SAT referrals from 2020 to 2021 almost doubled in one year from 55 to 101 with a total kindergarten enrollment of 334. This is a staggering percentage of 30.4% of all Logan County kindergarten students who had been referred to SAT. These were rising first-grade students in 2021-22. Their BOY Dibles scores showed that 29% were at or above grade level, and the EOY demonstrated growth to 64% at or above grade level.



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.






Demographic data provides insight into the families and the homes that students go home to each day. Poverty and drug addiction are prevalent in Logan County Schools, and we will need to increase support to grow families as they grow the adults, who are raising the students. The trauma that students and the adults in their lives are experiencing has increased as per the data discussed above. In addition, the percentage of students, who remained at home in virtual learning will also impact the need for continued support during the 2022-23 school term. Logan County Schools will continue to employ Family Engagement Specialists, social workers, and additional counselors. Training will be provided for these employees, teachers, administrators, and service personnel to better enable them to support whole child growth and development. School staff will continue to offer virtual meetings as an option for families to better meet their scheduling needs. The Logan County Family Engagement Coordinator will continue to work with the schools, families, and internet vendors to support installation of internet in all homes throughout Logan County Schools. School schedules and their infrastructure capacity to provide additional time for students to interact with other students and with the adults in the school building to build resiliency and relationships will be examined and adjusted. A mentoring model will be expanded to include additional students at the middle schools and high schools.

First and second grade teacher associates will continue to support our youngest learners. Their work with first and second grade teachers demonstrates the impact they alongside the teachers are making for our students. Graduation coaches, mentors and student support personnel will also continue to work that began in 2021-22.

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LEA Strategic Plan - Academic Data

Color Reference Guide

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

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
	39.78	42.10	44.41	44.41	46.73	49.04	51.36	53.68	55.99	58.31	60.63	62.94	65.26	67.57	69.89

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	40.65	--	--	--	32.80				39.97	
Status										
Economically Disadvantaged	33.47	--	--	--	26.76				28.71	
English Learners	40.00	--	--	--	75.00				26.48	
Foster Care	29.63	--	--	--	28.13				22.66	
Homeless	44.30	--	--	--	20.93				24.12	

Military Connected	--	--	--	--	54.71
Students with Disabilities	10.94	--	7.69	9.86	
Race					
American Indian or Alaska Native	0.00	--	--	31.46	
Asian	44.44	--	57.14	71.90	
Black or African American	32.81	--	21.57	25.34	
Hispanic or Latino Native	25.00	--	25.00	34.50	
Multi-Racial	52.63	--	37.50	34.60	
Native Hawaiian or Other Pacific Islander	--	--	--	50.00	
White	40.77	--	32.95	40.69	
Gender					
Female	46.96	--	37.57	44.65	
Male	34.97	--	28.38	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.

Logan County administrators and teachers reviewed the following data: DIBELS, Amplify Intervention Program (BURST) data, Open Response Writing Data, ELRS Kindergarten and Pre-K, PSAT, Walkthrough Data, PSAT for 9th and 10th, ELA Quarterly Benchmarks, ELPA 21, Interims and Diagnostics, Achieve 3000, Read 180, PALS, Newsela Lexile Scores, Surveys, Stakeholder root cause analysis, teacher classroom data meetings, and principals' BOY, MOY, and EOY data meetings. From all of this data, the district curriculum team concluded that teachers and administrators are utilizing "best practices" and the consistency across the district is improving. Open Response Writing scores demonstrate improvement as does reading achievement data. But chronic absenteeism stands in the way of over 47.30 percent of the students in Logan County. But the root cause of chronic absenteeism goes much deeper than just quoting a number. It begins with the chaos and dysfunction of families in Logan County. 41% of Logan County citizens has a prescription for a controlled substance, 24% have a prescription for opioids, and 17% have a prescription for benzodiazepine. Families need support so they can support their children's coming to school.

During the 2021-22 school term, homeless students participated in extended day and extend year programs at a much lower rate as did other students. Logan County Schools is hiring a McKinney-Vento Specialist to assist families with learning the importance of these programs and how to access them. That is not the same with Special Education students. These students had equal representation as other students, who participated in these extended day and extended year programs. The strategies are working, and data demonstrates rapid improvement in all grades, especially at first and second grades. But strategies are useless without present students. Logan County Schools is redeveloping its plan to address this attendance crisis and adding the Communities in Schools Program to our strategies to impact students' well-being and academic achievement.

Updated Implementation Results

ELA Improvement Practices/Strategies Implemented (One Per Box)

iReady blended instructional program implemented in grades 5-12.

iReady Program Data Usage-The personalized instruction summary for all Logan County Schools is as follows: Students using instruction/tool 1,608 out of 2,863. Average Lesson Time-on-Task per student is 14 hours and 54 minutes. 65% of students passed 70-100% of lessons, 24% of students passed 50-69% of lessons, and 11% of students passed 0-49% of lessons. Average % Lessons Passed for each specific schools is as follows: Chapmanville Middle School-74%, Chapmanville Regional High School-72%, Logan High School-69%, Logan Middle School-71%, Man High School-78%, and Man Middle School-74%. The number of students using instruction at each school: Chapmanville Middle School-527/532, Chapmanville Regional High School-193/622, Logan High School-24/508, Logan Middle School-499/518, Man High School-25/336, and MMS-340/347.

Staff to Support Instruction and Learning

Logan County Schools Secondary Coordinator (Christy Campbell) was hired on July 26, 2021, using ESERRF funds for a term of three years. Her duties include but are not limited to: (1) study, evaluate, and implement research-based curriculum and instruction. (2) review and recommend educational materials (3) provide leadership in the development, articulation, and implementation of an instructional program (4) lead and coordinate professional development opportunities (5) guide teachers and principals to collect and analyze student data and develop action plans in response to student and teacher needs (6) provide feedback to school administrators based on individual classroom observations and student performance data.

Logan County Schools Elementary Coordinators (Kelly Bryant and Justin Endicott) were hired on July 26, 2021, using ESERRF funds for a term of three years. Their duties include but are not limited to: (1) study, evaluate, and implement research-based curriculum and instruction. (2) review and recommend educational materials (3) provide leadership in the development, articulation, and implementation of an instructional program (4) lead and coordinate professional development opportunities (5) guide teachers and principals to collect and analyze student data and develop action plans in response to student and teacher needs (6) provide feedback to school administrators based on individual classroom observations and student performance data.

Academic coaches are provided to support elementary and secondary schools in General Education and Special Education. The coaches focus on math and ELA instruction. Currently, we have a coach stationed at Man Elementary (Retired administrator, Linda Burgess) and Chapmanville Intermediate (Retired teacher, Velma Workman). Secondary coaches are provided to support all secondary schools (Katie Farmer, Darissa Meade, Viki Zeto). Logan County Schools has partnered with the International Center for Leadership in Education (ICLE) to provide coaching opportunities for all schools and administrative coaching.

Logan County Schools has contracted with Mountain State Educational Service Cooperative to provide ESL assistance for our students. Erin Saxe has provided several trainings for teachers, as well as attended and led several meetings. She has been in contact with Eric Ellis (Director) and teachers within the schools to provide support over the course of the 2021-2022 school year

Family Involvement Coordinator and Family Engagement Specialists

A family involvement coordinator is hired by Logan County Schools to provide the following:

Provided training and conduct monthly meetings for Family Engagement Specialist. Assist in planning meetings with families with the purpose of enhancing the relationships between the family, school, and student. Coordinates educational opportunities using district level, or other professionally developed modules such as parent skills workshops. Participates in meetings, workshops, training, and seminars for the purpose of conveying and gathering information required to perform functions. Recruits parent volunteers for the purpose of disseminating information to the appropriate parties. Supports assigned administrative personnel for the purpose of providing assistance with their administrative functions regarding family engagement. Recruit parents to be a part of school/district decision-making committees and meetings. Survey families/school community and school personnel to assess the effectiveness of the district partnership program. Participates in and supports district activities and programs for families. Attend community meetings that help connect community resources to families in our schools such as Family Resource Network, PEICES Collation, Southern Family Collaborative and Mountain state Healthy Families.

Family Engagement Specialists were hired at every school in Logan County to support the goals and mission of the district and school. Assist the school to develop a family-friendly school climate. Serve as a liaison between the student, home, school, and family. Provide information on rules and regulations, community and school resources, and school activities to families. Assist with the management of the school-level family involvement budget. Direct program activities and provide opportunities for family involvement. Organize and implement a volunteer program. Organize and implement family involvement activities. Conduct an annual "Welcoming School Walk-Through" or open house with families and teachers to make sure the school welcomes families and treats them with respect. Create a comfortable family resource room where families can meet, get to know each other, and discuss their interests and concerns. Develop programs and activities designed to engage families in improving student achievement. Survey families to determine their needs for family workshops and activities. Design a minimum of one family involvement program/activity each quarter to help families participate more effectively in improving their children's learning. Help families understand standards and assessments, students' test scores, and rubrics. Collaborate with school staff, community members, partners, and families to develop programs and activities geared to reaching families who are underrepresented because of social, economic, racial, and/or language barriers. Help teachers/staff and families develop strong partnerships and enhance communication between parents/families. Develop monthly family contact logs for teachers with families' telephone numbers, so that they can take part in opportunities to participate in professional development as appropriate. Participate in and support district activities and programs for families. Develop and implement effective family involvement strategies an

First and Second Grade Associates

Logan County Schools has worked to establish multiple partnerships that provide continuous instructional support for first and second grade classrooms. In a partnership with Mountain State Education Agency, we have added 20 classrooms associates to assist teachers with small group instruction in both ELA and Math. Associates work to remedy learning loss via explicit small group instruction. Associates are to work with students the entire instructional day. As with the associates, we have also partnered with the Education Alliance to provide an additional 17 classroom mentors to service our second-grade classrooms in the same capacity. As per the DIBELS BOY, MOY, and EOY benchmarks, 2021-22 was the first year for Logan County first grade students to not see a decrease from BOY to MOY. Both first grade and second grade students demonstrated a significant increase in reading achievement from BOY to EOY. In first grade the percentage of students at grade level and above improved from the BOY at 25% to the EOY of 45%. In second grade the percentage of students went from the BOY of 41% to 56%.

Student Support Personnel	<p>For the 2021-22 school year, Logan County Schools was able to successfully employ/contract with 3 JAG instructors, 3 Graduation Coaches, 3 Social Workers, 1 Project Aware Coordinator, 3 Project Aware Therapists, 3 Future Leader instructors, 1 Special Education Coach, and multiple academic coaches to support students to reach academic, social, and emotional success. We also were able to contract with 2 mental health counselors to work with our Tier 2 and Tier 3 students. All of these positions have provided a valuable layer of support and intervention for students and staff.</p> <p>Monthly student support meetings were held at all middle and high schools. The team members developed plans for each individual student, who was failing at least one class. Due to these efforts the failure rate was cut by 85% from October 2021 to June 2022.</p>
International Center for Leadership in Education Support for Leadership and Instructional Coaching Rigorous Curriculum Design Work in K-8 Math and 5-8 Science	<p>The International Center for Leadership in Education provides embedded professional development for district directors, coordinators, principals, assistant principals, and teachers. ICLE leads the district in research-based practices that are monitored and supported in each school. The ICLE team has led the Rigorous Curriculum Design (RCD) work with a team of Math teachers K-8. The RCD work will be pushed out to all schools K-8 for the 2022-2023 school year. All district and school level administrators received administrative coaching using the rigor and relevance rubrics through the ICLE team. Additionally, the ICLE team met twice at each school where they attended PLCs to support teachers in research-based practices.</p> <p>Instructional Rounds: Sept 27 CRHS and CMS, Sept 28 CPS and CIS, Sept 29 LHS and LMS, Sept 30 VES and JES, Nov 1 MHS and MMS, Nov 2 MES and BES, Nov 3 CMS, Nov 4 HDES, Nov 5 LMS, Nov 18 LES and OES, Dec 16 MMS, Dec 17 BES and SMES, Jan 10 CPS and CMS, Jan 18 HES and RRWCTC, Jan 19 MES and MMS</p> <p>Elementary RCD: Aug 9-13, Aug 23, Sept 20-21, Sept 27, Oct 1, Oct 25-29, Dec 4, Dec 9, Dec 14, Jan 22, Feb 19, June 13-14</p> <p>Glenn Ledet, ICLE consultant, and our secondary academic coach, Katie Bragg, conducted professional development for teachers through lesson planning sessions. These sessions focused on improving instruction by mirroring researched best instructional practices included on the rigor, relevance, and engagement rubrics. Following each planning session, the team observed the instruction and debriefed with the teacher and school administrator. These sessions occurred on the following dates: September 20-22, November 15-17, December 16, January 11-13, February 1-3, and April 6-7.</p> <p>Elementary Instructional Coaching: Sept 20-22, Sept 27-30, Oct 28, Nov 15-17, Feb 1-3, Feb 21-24, March 21-24, April 13-14</p>
Reimagining Career and Technical Education Site Visit and Planning	<p>Eric Ellis, Director of CTE, Steve Pritchard, Director of Operations, and David Adkins, Principal visited Frisco ISD Center in Dallas, TX. It was an outstanding visit where they developed ideas for facility upgrades for the future, as well as ideas for future programs and structures. Three new CTE programs are being added to the program in FY 23.</p>
Extended day academic and enrichment support	<p>Title I funding provide for supplemental education services to help students outside of normal school hours. Logan County Schools offers these services to our students in Title I schools. We currently provide these services at 7 of our 11 elementary schools including Buffalo, Hoiden, Hugh Dingess, Justice, Logan, Man, and Omar. This service provides an opportunity for students in our elementary grades to reinforce and further develop the skills taught during the school day. A letter is sent home to notify parents of these services. The extended day/after-school tutoring is offered 4 days a week.</p> <p>The extended day tutoring and enrichment program has provided the following during the 2021-22 school year: an evening snack, hot meal, tutoring, homework help, free transportation, physical activity, and youth leadership and prevention, community outreach, family engagement opportunities, and STEM based activities for approximately 150 students countywide. Specific school average number of attendees are as follows: Man Middle School-30; Man High School-10; Logan Middle School-35; Logan High School-20; Chapmanville Middle School-35; and Chapmanville Regional High School-20.</p>

Extended year
academic and
enrichment support

Energy Express and Summer Cool Program

Logan County Schools worked with Energy Express to provide a 6-week summer school program offered from June 21, 2021-July 30, 2021, from 8:00 am to 3:00 pm every day. Students in grades 1-4 were eligible to attend. In the morning students participated in the Energy Express Program.

Students going into fifth grade had the option to attend Energy Express or attend the middle school program. Students were pulled out in small groups for reading with a certified teacher utilizing the Burst program. In the afternoon, students traveled by bus to Chief Logan State Park where they participated in scientific investigations. Each grade level investigated a different topic. Kindergarten: Trees Are Alive, First Grade: Birds and Their Adaptations, Second Grade: Pollinators, Third Grade: Frogs, and Fourth Grade: Animal Defense Mechanisms. Students also had the opportunity to go on 2 field trips. The first field trip was to Blennerhassett Island and the second field trip was to the Columbus Zoo. Certified teachers were hired for the Summer Sole Program.

Energy Express is an award-winning, 6-week, summer reading, and nutrition program for children living in West Virginia's rural and low-income communities. With Energy Express, more than 3,000 children statewide gain or maintain reading levels during the summer months through creative, colorful, and captivating uses of art, drama, and vocabulary. Our program also provides children with two nutritious meals each day during the program, helping to ensure our youths are fed each day even after the school year comes to an end. With the help of volunteers and mentors, students enjoy a daily read aloud to further enhance comprehension and fluency.

Early Childhood Summer Camp

Logan County offered a three-day Early Childhood Summer Camp to our young students. The camps were located at three locations: Man Elementary, Logan Elementary, and Chapmanville Primary School. Children aged four and five who live in the area and who attended school for the first time in the fall may attend. The camp was hosted on July 27, 28, and 29, 2021 from 8:00 am-12:30 p.m. The camp offered activities, plus opportunities for fun, friendships, and exploration. Our program encouraged children in their ability to grow and learn. It was led by experienced early childhood teachers and provided many learning adventures as children explored and made the transition into school. Our program engaged children in the creative arts while providing vast opportunities to learn about the world around them. Transportation was available and breakfast and lunch were provided. Take-home books were given to each child who participated.

Kinder Camp

Logan County offered Kinder Camp to students entering Kindergarten. This was a 6-week summer school program offered from June 21-July 31, 2021, from 8:00 am to 3:00 pm every day. Students attended classes in the morning and read books, played games, participated in dramatic play activities, and created art projects. In the afternoon, they traveled to Chief Logan State Park where they participated in scientific investigations. Kindergarten's study was, "Trees Are Alive". Students also had the opportunity to go on 2 field trips. The first field trip was to Blennerhassett Island and the second field trip was to the Columbus Zoo. Certified teachers were hired for the program.

Transition from home to Pre-K and to kindergarten
Transition from elementary school to middle school and from middle school to high school

The following dates have been set for the Transition to Kindergarten parent workshop as follows: Buffalo-June 1, 2022, Chapmanville Primary-May 6, 2022, Holden-May 18, 2022, Justice-June 2, 2022, Justice-June 2, 2022, Hugh Dingess-June 3, 2022, Logan Elementary-June 2, 2022, Man Elementary-May 19, 2022, Omar-April 29, 2022, South Man-June 2, 2022, and Verdunville-June 2, 2022. The following dates have been set for move-up day: Buffalo-April 12, 2022, Chapmanville Primary-May 26, 2022, Holden-June 2, 2022, Justice-June 4, 2022, Hugh Dingess-June 2, 2022, Logan-June 2, 2022, Man-June 2, 2022, Omar-April 29, 2022, South Man-June 1, 2022, and Verdunville-June 2, 2022.

The Logan County Universal Pre-K Core Team developed and implemented a transition plan to guide, identify, enroll, and prepare children and their families for school. This plan offers support and resources for families and children prior to and during their transition into school and provides opportunities for children to build solid foundations and positive dispositions to learning. The plan addresses the process for incoming students to Pre-K, Pre-K to Kindergarten, program to program, exiting Special Needs students, and incoming Birth to Three students with supporting documentation. This plan was discussed and reviewed during the Universal Pre-K Orientation professional development training on August 27, 2021, with Universal Pre-K staff and Head Start staff. Each school will implement the county transition plan and develop their own individual school transition plan. All elementary schools will have a Transition to Kindergarten parent workshop for families along with a move-up day to help students and their families make the transition from Pre-K to Kindergarten an easier transition.

Fourth grade students participate in Move-up Day at the end of each school year. (Man Middle School June 3, 2022; Chapmanville Middle School June 2, 2022; Logan Middle School June 2, 2022)

Move-up days include welcome activities, a tour of the facility, meeting the 5th grade teachers, counselors, administrators, and support staff. Open House/Orientation events are hosted at the beginning of each school year (dates TBD for 2022) with parents and students meeting staff and receiving information regarding student expectations, scheduling, and procedures.

Logan Schools' high planning team of teachers and the Step by Step, Inc. consultant developed the curriculum and activities for the three-day Ninth Grade Transition Academy in August 2021 to assist students with:
transitioning to high school.

Instructional Walkthroughs

The International Center for Leadership in Education provides embedded professional development for district directors, coordinators, principals, assistant principals, and teachers. ICLE leads the district in research-based practices that are monitored and supported in each school. The ICLE team has led the Rigorous Curriculum Design (RCD) work with a team of Math teachers K-8. The RCD work will be pushed out to all schools K-8 for the 2022-2023 school year. All district and school level administrators received administrative coaching using the rigor and relevance rubrics through the ICLE team. Additionally, the ICLE team met twice at each school where they attended PLCs to support teachers in research-based practices.

Instructional Rounds: Sept 27 CRHS and CMS, Sept 28 CPS and CIS, Sept 29 LHS and LMS, Sept 30 VES and JES, Nov 1 MHS and MMS, Nov 2 MES and BES, Nov 3 CMS, Nov 4 HDES, Nov 5 LMS, Nov 18 LES and OES, Dec 16 MMS, Dec 17 BES and SMES, Jan 10 CPS and CMS, Jan 18 HES and RRWCTC, Jan 19 MES and MMS Elementary RCD: Aug 9-13, Aug 23, Sept 20-21, Sept 27, Oct 1, Oct 25-29, Dec 4, Dec 9, Dec 14, Jan 22, Feb 19, June 13-14

Elementary Instructional Coaching: Sept 20-22, Sept 27-30, Oct 28, Nov 15-17, Feb 1-3, Feb 21-24, March 21-24, April 13-14

Instructional Coaching	<p>Glenn Ledet, ICLE consultant, and our secondary academic coach, Katie Bragg, conducted professional development for teachers through lesson planning sessions. These sessions focused on improving instruction by mirroring researched best instructional practices included on the rigor, relevance, and engagement rubrics. Following each planning session, the team observed the instruction and debriefed with the teacher and school administrator. These sessions occurred on the following dates: September 20-22, November 15-17, December 16, January 11-13, February 1-3, and April 6-7.</p>
Instructional Walkthroughs	<p>Directors, Principals, and Assistant Principals implement the district walkthrough process using the McReal app and the Logan County created instructional playbook. Using the tools, administrators participated in instructional rounds where they observed instruction utilizing the three ICLE rubrics and noting high yield research-based instructional strategies found in the Logan County Instructional Playbook. Data from this process was used to determine the needs of the district in training and support for teachers and staff.</p>
Data Talks	<p>Ju</p> <p>The following information was discussed during teacher data talks:</p> <p>Dibels data: Student strengths and weaknesses and how the weaknesses are being addressed. Progress monitoring Burst data: How many sessions have been completed. Discuss the growth of students. Imagine Math: Are students completing the required lessons weekly? How are live helps being utilized to support students?</p> <p>Amplify Reading: Are students completing the required lessons weekly? How are you monitoring growth?</p> <p>Open Response Writing: What are students' strengths and weaknesses? What are areas of concern and how are they being addressed?</p> <p>Pals and ELRS data: What are students' strengths and weaknesses? How are you adjusting instruction to meet the students' needs?</p> <p>Number Talks: Provide lesson plans that reflect weekly talks. How are Number Talks helping students' mathematical skills?</p> <p>Interims: How many have been completed thus far? How is the data being used? What is the plan for the remainder of the year?</p> <p>Achieve the Core: Are you using the document? Provide lesson plans that show you are adjusting instruction?</p> <p>Standards and Pacing: How are the WVDE standards guiding your instruction? How are you sure you are pacing yourself to teach the required standards?</p> <p>Teacher level data talks were conducted on the following dates:</p> <ul style="list-style-type: none"> Man Elementary: December 16, 2021 South Man Elementary: December 14, 2021 Buffalo Elementary: January 11, 2021 Omar Elementary: December 16, 2021 Holden Central: December 8, 2021 Logan Elementary: December 17, 2021 Verdunville Elementary: December 20, 2021 Justice Elementary: December 17, 2021 Chapmanville Intermediate: December 14, 2021 Chapmanville Primary: December 16, 2021 Hugh Dingess Elementary: December 17, 2021

5-8

IReady

The personalized instruction summary for all Logan County Schools is as follows: Students using instruction/fool 1,608 out of 2,863. Average Lesson Time-on-Task per student is 14 hours and 54 minutes. 65% of students passed 70-100% of lessons, 24% of students passed 50-69% of lessons, and 11% of students passed 0-49% of lessons. Average % Lessons Passed for each specific schools is as follows: Chapmanville Middle School-74%, Chapmanville Regional High School-72%, Logan High School-69%, Logan Middle School-71%, Man High School-78%, and Man Middle School-74%. The number of students using instruction at each school: Chapmanville Middle School-527/532, Chapmanville Regional High School-193/622, Logan High School-24/508, Logan Middle School-499/518, Man High School-25/336, and MMS-340/347.

Leader in Me

7 Logan County elementary schools utilize the LIM strategies. Each school receives 2 professional development days. Omar Elementary School, Verdunville Elementary School, and Man Elementary School are Lighthouse Schools. Training days include: Omar - April 6, Verdunville - March 21 and April 7, Man - April 5, Logan - April 8, Buffalo - April 4, Justice - May 11, Chapmanville Intermediate - April 12. Man Elementary is a Leader in Me Lighthouse School. Last year 21-22 MES was recognized as a Lighthouse School. During this school year MES embarked on a family engagement impact journey. Through this journey the staff received six days of professional development and coaching. MES created a very detailed family engagement plan. Through this process MES developed a communication plan, newsletter, family nights, and other ways to engage our MES families. Action Planning in summer 2021, Oct 28-29 LIM coaching, Jan 28-29 LIM coaching, Jan 28 action planning. Verdunville Elementary School is a LIM Lighthouse School as of May 2020. School events have included: Open House/Title I Workshop, Parent volunteer trainings, Halloween Wellness Walk, Veterans Day Program, Christmas in the 'ville, Book Walk, Literacy Strategies Workshop, Christmas Program, Math Fact Fluency Workshop, LIM Family Training, Mother's Day Tea, Award Ceremony, 4th Grade Banquet, Field Day, and several field trips. September 2021 Recertification period begins, Oct 2021 PD with LIM coach, April 2022 PD with LIM

MICROSTEM

Logan Middle School- At Logan Middle this year we involved our new Teacher Leader, Mrs. Sanders, in this process and venture. We are working to realign jobs to blend with our LEAD program. Supply chain has hampered a lot of our orders and staffing outages and quarantines also severely hindered progress. At our last Zoom meeting with MicroStem, Donna Wilson, we all agreed to set up for success with realigned jobs as well as better scheduling with our LEAD Teacher Leader during the Wolfpack times. A calendar is being developed that will align and incorporate both programs on concurrent or independent days. We are working to set up a staff PD session in August. We have also had difficulty getting our Hydroponics restarted with the departure of a teacher and being able to bring in an expert due to COVID. WVU Extension services has reached out to us to help get it going again and have a more local resource to ensure success.

Man Middle School implementation of MicroStem: MATH STANDARDS MicroSTEM students often deal with the economy, budgets, banking, measuring, and collecting and analyzing data of all kinds. ELA and SCIENCE LITERACY STANDARDS MicroSTEM students keep scientific logs, write resumes, research using a variety of sources, read directions, and keep reflection journals. They present their ideas in business meetings and speak knowledgeably about their division's work. SOCIAL STUDIES STANDARDS MicroSTEM students must keep up with both current events and long-term issues and their impact on the economy and society in general. They must be problem solvers and creative thinkers. EXAMPLES OF WORKPLACE Skills Acquired Through MicroStem are: Analyze data, ask good questions, budget, conduct business meetings, create an agenda, develop customer service skills, devise a budget, draw to scale, evaluate performance of peers, evaluate the value of a product or service, follow directions/procedures, market products and services, organize and develop a business plan, read charts, diagrams, graphs, maps, research information, run a business meeting, set prices and make sales projections, solve problems, how to grow and develop business, track income and expenses, understand supply and demand, use negotiating skills, use reference material, write a check and balance a checkbook, write a job description, and write reports and proposals. Their businesses include: Acquisition & Warehouse, Engineering, Construction, WV Historical Archives & Museum, Health Spa, Mass Media, WV Readers' Theater, Rock and Mineral Hall of Fame, and the bank.

<p>Read 180</p>	<p>Read 180 Program: Chapmanville Middle School-56 students enrolled, 1.9 average segments completed, 14.1 aver. Session length (min), 2.5 avg. sessions per week, 54.8 avg. total sessions, 2.5 avg. number tests were taken, and 14.3% met Lexile Growth Goal. Logan Middle School-99 students enrolled, 1.6 average segments completed, 17.7 aver. Session length (min), 2 avg. sessions per week, 28.5 avg. total sessions, 2.5 avg. number tests were taken, and 19.2% met Lexile Growth Goal. Man Middle School-94 students enrolled, 2.1 average segments completed, 14.3 aver. Session length (min), 2.1 avg. sessions per week, 41.7 avg. total sessions, 3 avg. number tests were taken, and 44.7% met Lexile Growth Goal.</p>
<p>Achieve 3000</p>	<p>Achieve 3000 Usage-Students per Activity Range: 0 activities-9.1%, 1-9 activities-18.8%, 10-19 activities-27.1%, 20-29 activities-22.6%, 30-39 activities-11.2%, 40-49 activities-6.9%, 50-59 activities-2.9%, 60-69 activities-1.1%, 70-79 activities-0.3%, 80+ activities-0.1% Due to low usage Logan County Schools will not utilize Achieve 3000 during the 2022-23 school term.</p>
<p>Burst Reading Intervention</p>	<p>Title I teachers utilize Burst intervention lessons for third and fourth-grade students that are identified as strategic and intensive via the DIBELS assessments. Middle of the year Burst data demonstrates that 34% of third-grade students served using the Burst program are proficient in phonological awareness with an additional 28% showing progress toward proficiency. 54% of third-grade students served using the Burst program scored as proficient in advanced phonics with an additional 9% showing progress toward proficiency. Reading fluency is indicated as a high need with only 13% of third-grade students served using the Burst program scoring as proficient, 71% showing progress toward proficiency, and 16% at the beginning level in reading fluency at the middle of the year benchmark. Comprehension Skills indicates only 19% of third-grade students served by the Burst program are proficient in reading comprehension, 14% show progress toward proficiency, and 67% are at the beginning level at the middle of the year benchmark. Middle of the year Burst data demonstrates that 52% of fourth grade students served using the Burst program scored as proficient in advance phonics with an additional 5% showing progress toward proficiency. Reading fluency is indicated as a high need with only 34% of fourth grade students served using the Burst program scoring as proficient, 44% showing progress toward proficiency, and 22% at the beginning level in reading fluency at the middle of the year benchmark. Comprehension Skills indicates only 14% of fourth grade students served by the Burst program are proficient in reading comprehension, 14% show progress toward proficiency, and 72% at the beginning level at middle of the year benchmark.</p>

Burst Reading Intervention

K-2

Kindergarten - Middle of the year Burst data demonstrates that 82% of students served using the Burst program are proficient in phonological awareness with an additional 7% showing progress toward proficiency. 40% of kindergarten students served using the Burst program are proficient in letter-sound fluency with an additional 4% showing progress toward proficiency. Blending is demonstrated as a needed intervention as the middle of the year data indicates 79% of kindergarten students served using the Burst program are at the Beginner level in blending.

First Grade - Burst data correlates with DIBELS 8 data to indicate significant growth in phonological awareness and letter sounds. Middle-of-the-year data demonstrates that 48% of first-grade students served using the Burst program are proficient in phonological awareness with an additional 47% showing progress toward proficiency. 79% of first-grade students served using the Burst program are proficient in letter-sound fluency with an additional 2% showing progress toward proficiency. 51% of 1st-grade students served using the Burst program scored as proficient in blending with an additional 20% showing progress toward proficiency. Reading fluency is indicated as a high need with 59% of students served using the Burst program scoring at the beginning level at the middle of the year benchmark.

Second Grade - Middle of the year Burst data demonstrates that 32% of second-grade students served using the Burst program are proficient in phonological awareness with an additional 24% showing progress toward proficiency. 96% of second-grade students served using the Burst program are proficient in letter-sound fluency with an additional 2% showing progress toward proficiency. 86% of second-grade students served using the Burst program scored as proficient in blending with an additional 6% showing progress toward proficiency. Reading fluency is indicated as a high need with only 15% of second grade students served using

Reggio Emilia Approach

In a partnership with Marshall University, Logan County Schools has provided continual professional learning to create Reggio Emilia Inspired classrooms. Our model school, Chapmanville Primary, has worked to create an environment that we can use for observations with other district schools to implement the approach. Teachers and staff can serve as in-house experts to provide professional learning to the entire district. CP has worked to create a Core Practice book and PL was provided to ensure teachers were fluent in each practice.

PD dates include: Jan 13, Jan 18, Feb 3, Feb 10, Feb 17, Feb 24, March 3, March 10, March 24, April 8, April 11, April 28, May 5, May 11, May 16, May 24

Newsela

Newsela Data-Student Usage Summary: 1,554 unique active students, 118,786 student annotations created, 9,572 write responses, 1,595 student power word activities completed, and 30,345 quizzes completed.

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.

In FY 2018, 40.42 percent of Logan County students scored at mastery or above on the Language Arts section of the West Virginia General Summative Assessment, and in FY 2019, 40.65 percent of Logan County students scored at mastery or above on the Language/Arts section on the West Virginia General Summative Assessment. There was an increase of 0.23 percent. At the 2019-2020 BOY DIBELS Composite Benchmark, 42% of K-3 students scored at grade level mastery or above and at the 2019-2020 MOY DIBELS Benchmark 48% of K-3 students scored at grade level or above. Students test scores revealed progress on DIBELS 8 and TRC Online from BOY to MOY for the school year 2020-21. The composite score performance measure increased for students scoring at or above benchmark from 33% to 44%. This 11% increase was positive, but it was a decrease from 2020 MOY (just prior to students going remote) to 2021 EOY from 51% to 44%. This 7% decrease is of great concern. From EOY 2021 to EOY 22, kindergarten students improved from 25% at mastery or above to 39%. First grade students improved from 41% to 45%. Second grade students from 47% to 56%. Third grade students moved from BOY in 2021-22 at 46% to EOY at 52% with fourth grade students moving from 52% to 65%.

During the 2019-2020 school term 5-12 students scored at the 42nd percentile on Newsela's ELA Assessments at BOY and scored at the 42nd percentile at the EOY. Maintaining the percentile rank means those students gained five months in five months. During the 2020-21 school term usage of Newsela

increased but the average score only demonstrated one year of growth. But they must gain more than a year in a year to catch up. D and F rates for all ELA courses was 16% in 18-19 and 12.51 % in 19-20, which is a decrease of 3.49%. But in 2020-21, 18.55% of students had Fs in ELA. Given the time out of class during this year, data demonstrates that students have not maintained the level of passage as they did in the two previous years. Logan County Schools have maintained nearly the same percentage of students at or above grade level mastery for five years in multiple reading/ELA measures but has demonstrated little growth. The scores have flat-lined until 2020-21. During that year scores declined. Considering that was an ELA adoption year, the committee used available data and research to select an ELA adoption that supported knowledge and skills. As teachers implemented the ELA adoption this year, they became more able to design instruction that impacted students' ELA achievement. Preliminary data from the WVGSA 3rd-8th grade ELA scores demonstrated that 33% of students were at or above mastery during 2021-22. This level is certainly not acceptable, and teachers will continue to regain learning loss through high effect size strategies.

Amplify Reading Intervention will continue to be implemented at the elementary grades of K-4 with the adoption of Amplify in K-2 and Wit and Wisdom at 3-4. In addition, the middle school teachers in grades 5-8 selected Amplify Reading, which builds a seamless ELA program. High school teachers also went through the same process and selected McGraw-Hill. The Amplify Intervention Program has a solid foundational skill support. The new 3-8 program will move them to higher levels of comprehension, and students will be better prepared for high school ELA. Middle school teachers will also have iReady to support their tiered instruction.

2030 Annual Mathematics Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
28.03	30.80	33.57	33.57	36.33	39.10	41.87	44.64	47.41	50.17	52.94	55.71	58.48	61.25	64.02

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	33.71	--	--	--	18.24				28.08	
Status										
Economically Disadvantaged	27.58	--	--	--	14.08				17.91	
English Learners	60.00	--	--	--	25.00				22.65	
Foster Care	37.04	--	--	--	3.03				14.03	
Homeless	40.51	--	--	--	19.23				14.83	
Military Connected	--	--	--	--	--				45.13	
Students with Disabilities	9.89	--	--	--	5.77				8.03	
Race										
American Indian or Alaska Native	0.00	--	--	--	--				18.68	

Asian	66.67	--	28.57	68.14
Black or African American	21.88	--	5.88	13.55
Hispanic or Latino Native	25.00	--	25.00	21.02
Multi-Racial	36.84	--	20.83	22.05
Native Hawaiian or Other Pacific Islander	--	--	--	40.00
White	33.88	--	18.45	28.80
Gender				
Female	33.66	--	16.53	26.75
Male	33.75	--	19.82	29.33

Math Academic Progress

Student Groups	County (2020-21)		2020-21 Scorecard Rating	State (2020-21)
	% 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):					
<p>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.</p> <p>The following data was reviewed by the planning team: Imagine Math Benchmarks, D and F rates for secondary student, walkthrough data, focus groups with students, teachers, principals, community members, parents, and business leaders, surveys, and teacher and principal data collection meetings. Preliminary 3rd-8th grade WVGSA math scores continue to show substantial growth in mathematics. Preliminary scores demonstrate 26% of 3-8 grade students proficient or better. This is an increase from 18% in 2021-22. This growth was also demonstrated on the Imagine Math benchmarks. Logan County schools will fully implement the K-8 Rigorous Curriculum Design in 2022-23, which the teachers developed and refined in 2021-22. In addition, two high school teachers will lead aligning the standards with classroom implementation during the 2022-23 school term. In addition, low SES and students with disabilities score lower than students in the all group, but homeless students slightly outperformed the all group.</p>					
Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results				

Imagine Math

Imagine Math 3+ Data - 1,624 elementary students' accounts for K-4 students. (Kinder 320, Grade 1 319, Grade 2 305, Grade 3 340, Grade 4 340) SME 1,388 lessons passed 1,520 lessons attempted; BES 10,785 lessons passed 12,315 lessons attempted; HDES 2,189 lessons passed 2,658 lessons attempted; CIS 11,772 lessons passed 14,481 lessons attempted; OES 2,156 lessons passed 2,707 lessons attempted; MES 1,768 lessons passed 2,224 lessons attempted; HES 2,246 lessons passed 2,911 lessons attempted; JES 1,521 lessons passed 2,021 lessons attempted; LES 2,891 lessons passed 3,962 lessons attempted; VES 1,327 lessons passed 1,950 lessons attempted

Imagine Math Usage Data:

Active Students-CMS 529, CRHS 656, LMS 542, LHS 526, MMS 348, MHS 349. Avg. Lessons Passed- CMS 68.43, CRHS 6.28, LMS 45.63, LHS 37.15, MMS 40.26, MHS 17.05. Avg. Lessons Attempted- CMS 2039.25, CRHS-157.06, LMS-1266.75, LHS-943.1, MMS-1184.94, MHS-550.15 Avg. Total Math Time- CMS 23:53, CRHS-03:18, LMS-15:38, LHS-10:33, MMS-15:23, MHS-06:26

Family Engagement Specialists

Family Engagement Specialists were hired at every school in Logan County to support the goals and mission of the district and school. Each school supported the district goals of involving families in meeting the social and emotional needs of their children. 17 of 17 schools met or exceeded the district goals as follows:

Elementary schools involved 95% or more of their families.
Middle schools involved 75% or more of their families.
High schools involved 50% or more of their families.

The Family Engagement Specialists also:

Assisted the school to develop a family-friendly school climate. Served as a liaison between the student, home, school, and family. Provided information on rules and regulations, community and school resources, and school activities to families. Assisted with the management of the school-level family involvement budget. Directed program activities and provided opportunities for family involvement. Organized and implemented a volunteer program. Organized and implemented family involvement activities. Conducted an annual "Welcoming School Walk-Through" or open house with families and teachers to make sure the school welcomes families and treats them with respect. Created a comfortable family resource room where families can meet, get to know each other, and discuss their interests and concerns. Developed programs and activities designed to engage families in improving student achievement. Surveyed families to determine their needs for family workshops and activities. Designed a minimum of one family involvement program/activity each quarter to help families participate more effectively in improving their children's learning. Helped families understand standards and assessments, students' test scores, and rubrics. Collaborated with school staff, community members, partners, and families to develop programs and activities geared to reaching families who are underrepresented because of social, economic, racial, and/or language barriers. Helped teachers/staff and families develop strong partnerships and enhance communication between parents/families. Develop monthly family contact logs for teachers with families' telephone numbers, so that they can take part in opportunities to participate in professional development as appropriate. Participate in and support district activities and programs for families. Developed and implemented effective family involvement strategies. Family engagement was at its highest level ever in Logan County School during the 2021-22 school term.

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.

In FY 2018, 30.20 percent of Logan County students scored at mastery or above on the mathematics section of the West Virginia General Summative Assessment and in FY 2019, 33.71 percent scored at mastery or above on the math section of the West Virginia General Summative Assessment. That is an

increase of 3.51%. During 2019-2020, K-5 students completed a total of 52,214 mathematical problems and passed 79.6%. The average quantile growth for the K-5 students was 97.84 points from August 2019 to May 2020. During 2019-20 F rates in Math achievement for Logan County Schools was at 3.68% but during the 2021 school term that rate dramatically increased to 18.43. What had been gained over the past few years, has now been lost and more. Given the Imagine Math success data at the elementary level, our team is hopeful that with less students in virtual learning that progress at the middle and high school levels will begin to move upward. High school teachers will continue to participate in NCTM training. In addition, K-8 will begin to analyze math standards at a deeper level and create a Rigorous Curriculum Design for that K-8 teachers in math. This will be a yearlong process with high school teachers beginning the process in 2022-23. The K-8 teachers, who participate in the Rigorous Curriculum Design, principals, and district leaders will attend the Model Schools Conference to participate in sessions focused on RCD work, rigorous and relevant instruction, and how schools and district have utilized this work to improve student achievement.

Subgroup data reflected that percentage of the economically disadvantaged students scoring at or above mastery in was 5.13 percent lower than the percentage of ALL students scoring at mastery. The 27.58 percent of the economically disadvantaged students in LCS scored at or above mastery while 27.92 percent of students at the State level scored at that level. The difference in the ALL category and the low SES category in LCS was 5.13 percent while the difference in the All category and Low SES at the State was at 8.82 percent. LCS has improved math in ALL subgroups as the math achievement scores have increased in the ALL and white categories. In the African American category, the increase in percentage of students at mastery or above on math went from 14.28 percent in 2016-17 to 21.88 percent and in the economically disadvantaged category math achievement went from 21.61 percent at mastery or above to 27.58 percent. LCS attributes this to the WVDE math4life supports that included funding and professional development. But results of the 2020-21 WVGSA demonstrate a decrease in math achievement. Although the homeless subgroup demonstrated higher achievement in the All subgroup in 2018-19, the 2020-21 data showed a substantial drop of 21.28 percent in math. This drop demands intense intervention and support for the homeless subgroup. Internet access and new devices will be provided to the homeless students so that they can access the online intervention programs. In addition, school supplies, counseling services, transportation, and social worker support will be provided to provide environments where the students feel safe and excited to learn. If students in these subgroup categories will be supported through intervention and extended day and extended year programs with high dosage tutoring. Our team was hoping to leverage the progress made prior to March 2020 to move forward in increasing mathematic achievement. Unfortunately, that did not happen. So, the planning team has had to regroup and develop new strategies to improve student achievement.

Three schools will implement MicroSociety and MicroStem to integrate math in a real-world setting that provides for rigorous and relevant learning. Students will keep banking recording, complete profit and loss statements, buy and sell manufactured goods, and pay taxes in order to operate agencies and industries that mirror real-world endeavors. The district will collect qualitative and quantitative ELA data to determine the impact that may be beneficial to other schools. Fifteen schools will implement and grow the Leader in Me Program that provides students with support and learning that enables them to become resilient individuals that know how to plan, how to put first things first, how to seek a win-win, how to work with teams to learn together. As a result, students will develop an interdependence that will provide them with work habits and life skills that support their improved achievement in all academic subjects. Teachers and principals will be supported by coaches and consultants as they implement both MicroSociety, MicroStem, and Leader in Me.

School level administrators will participate in a Summer Administrators' Summit that will provide sessions on aligning school level, classroom level, and student level goal setting with the district's strategic planning goals. In addition, they will learn how diverse individual strengths and weaknesses support school improvement and how necessary it is to have and support a diverse team.

Based on the most recent WVDE Diagnostic Reports and district walkthrough data, Logan County's CSI schools will focus on specific priorities. Logan Middle School has identified maximizing the use of instructional time and the use of effective strategies and instructional delivery. The instructional coaches and the secondary coordinator will work with teachers to refine their classroom planning and instruction. Man Elementary will focus on teacher to student feedback and the effective use of instructional time with student-centered instruction providing small group differentiated instruction and learning. These priorities will be supported by instructional coaches, coordinators, and directors through PLC work and coaching for teachers and the principal. Man Elementary will secure the support of the Marshall Harless Center staff to support teacher and principal learning. The math coach at LMS will conduct mini sessions during PLCs and Professional Learning Days.

Parents will also be supported through workshops in all schools to assist the families in learning how to assist their children in a remote and virtual environment in the areas of core curriculum. Secondary schools will provide additional virtual support to families in completing FASFA application, the Promise Scholarship, etc. The district provides families opportunities to serve on a district-level Family Involvement Committee with representation from

each school. These parents assist with and provide input that guides academic decision making for the improvement of programs in all areas of the curriculum. Families will also be supported by Family Involvement Specialists in all schools.

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)	60.00	71.43	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	1	0	382
Level 2	1	0	0	257
Level 3	4	1	2	530
Level 4	0	2	0	169
Level 5	2	2	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	0	0	384
Level 2	1	1	1	268
Level 3	3	1	1	612
Level 4	3	2	0	120
Level 5	0	2	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	0	0	265
Level 2	2	1	0	229
Level 3	2	0	1	424

Level 4	3	1	0	291
Level 5	0	3	2	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	0	0	126
Level 2	0	1	0	132
Level 3	0	1	0	451
Level 4	4	0	2	444
Level 5	3	5	1	345

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Implemented (One Per Box)

Teacher Training

Mountain State ESC provided training to teachers of EL students.

Extended Day Tutoring

EL students were provided extended day tutoring by a certified EL teacher. They students attended and participated.

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.

Of the three EL students in Logan County during 2021-22, 67% scored partial mastery on the ELA section of the ELPA21. It appears that these students need additional support in mathematics. The EL teacher will continue to provide extended day tutoring in both ELA and math but will provide additional assistant in mathematics. The teaching staff will continue to differentiate instruction to increase ALL performance in ALL four areas. Continuous support will need to be provided to families as communication is provided in the spoken language at home.

75% of the EL students demonstrated proficiency in ELA but only 25% demonstrated proficiency in mathematics during 2020-21.

Logan County Schools (045) Public District - FY 2023 - LEA Strategic Plan - Rev 1

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	82.32	83.07	83.07	61.50	71.96					
Status										
Economically Disadvantaged	76.80	76.77	51.13		57.91					
English Learners	100.00	--	--		56.29					
Foster Care	91.67	62.50	50.00		51.97					
Homeless	75.00	58.33	43.75		53.24					
Military Connected	--	--	--		95.00					
Students with Disabilities	81.00	69.83	55.42		60.89					
Race										
American Indian or Alaska Native	--	--	--		46.15					
Asian	100.00	--	--		87.50					
Black or African American	87.50	81.25	40.00		57.93					
Hispanic or Latino Native	50.00	--	100.00		64.82					
Multi-Racial	83.33	100.00	40.00		63.74					
Native Hawaiian or Other Pacific Islander	--	--	--		75.00					

White	82.28	83.02	62.21	72.93
Gender				
Female	89.27	87.98	65.46	75.35
Male	75.85	78.46	57.99	68.77

10th Graders with Twelve Earned Credits

Student Groups	County (2018-19) % of Students	County (2019-20) % of Students	County (2020-21) % of Students	State (2020-21) % of Students
All	91.16	89.94	79.17	85.47
Status				
Economically Disadvantaged	89.50	84.84	71.49	76.25
English Learners	100.00	--	--	74.07
Foster Care	100.00	75.00	75.00	75.00
Homeless	90.00	66.66	62.50	72.43
Military Connected	--	--	--	97.50
Students with Disabilities	90.00	77.58	74.69	77.98

Race

American Indian or Alaska Native	--	--	--	84.61
Asian	100.00	--	--	95.31
Black or African American	100.00	87.50	70.00	75.76
Hispanic or Latino Native	50.00	--	100.00	81.10
Multi-Racial	100.00	100.00	60.00	78.20
Native Hawaiian or Other Pacific Islander	--	--	--	87.50
White	91.07	89.94	79.59	86.17
Gender				
Female	95.28	92.89	80.41	87.51
Male	87.31	87.17	78.08	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	73.48	76.19	61.98	72.44
Status				
Economically Disadvantaged	64.08	68.68	51.58	58.58
English Learners	100.00	--	--	57.03
Foster Care	83.33	50.00	50.00	52.63
Homeless	60.00	50.00	50.00	54.05
Military Connected	--	--	--	95.00
Students with Disabilities	72.00	62.06	56.62	62.34
Race				
American Indian or Alaska Native	--	--	--	46.15
Asian	100.00	--	--	87.50
Black or African American	75.00	75.00	40.00	58.63
Hispanic or Latino Native	50.00	--	100.00	65.61
Multi-Racial	66.66	100.00	40.00	63.74
Native Hawaiian or Other Pacific Islander	--	--	--	75.00
White	73.49	76.08	62.72	73.41
Gender				
Female	83.24	83.06	65.97	75.72
Male	64.39	69.74	58.44	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
91.59	91.85	92.11	92.38	92.64	92.90	93.16	93.43	93.69	93.95	94.21	94.48	94.74	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	% of Students	% of Students	2020-21 Scorecard Rating		% of Students	
All	90.54	87.89	84.83	84.83	84.83	84.83			91.12	
Status										

Economically Disadvantaged	83.33	83.92	80.07	85.42
English Learners	--	100.00	100.00	91.26
Foster Care	--	--	--	--
Homeless	--	--	--	--
Military Connected	--	--	--	--
Students with Disabilities	79.59	84.21	84.31	82.67
Race				
American Indian or Alaska Native	--	100.00	--	94.44
Asian	--	100.00	100.00	100.00
Black or African American	90.91	100.00	88.89	86.84
Hispanic or Latino Native	--	--	0.00	88.64
Multi-Racial	100.00	100.00	100.00	89.86
Native Hawaiian or Other Pacific Islander	--	--	--	100.00
White	90.44	87.41	84.72	91.33
Gender				
Female	95.69	91.39	88.04	93.38
Male	85.96	84.90	82.11	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	% of Students	% of Students			% of Students	
All	90.55	90.77	88.50	88.50	92.70					
Status										
Economically Disadvantaged	90.53	83.33	84.27	84.27	88.05					
English Learners	100.00	--	100.00	100.00	96.04					
Foster Care	--	--	--	--	--					
Homeless	--	--	--	--	--					
Military Connected	--	--	--	--	--					
Students with Disabilities	79.55	79.59	85.96	85.96	84.95					
Race										

American Indian or Alaska Native	--	--	100.00	88.24
Asian	--	--	100.00	98.67
Black or African American	90.00	100.00	100.00	87.69
Hispanic or Latino Native	100.00	--	--	93.75
Multi-Racial	--	100.00	100.00	87.75
Native Hawaiian or Other Pacific Islander	--	--	--	88.89
White	90.55	90.44	88.05	93.01
Gender				
Female	93.80	95.69	91.39	94.11
Male	86.85	86.38	86.01	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	49.02	54.89	51.32	61.70						
Status										
Economically Disadvantaged	44.60	50.00	48.01	50.67						
English Learners	--	100.00	100.00	34.84						
Foster Care	14.29	100.00	50.00	27.58						
Homeless	57.14	43.75	59.25	44.50						
Military Connected	--	--	--	74.19						
Students with Disabilities	0.00	--	33.33	41.38						
Race										
American Indian or Alaska Native	--	0.00	--	56.25						
Asian	--	100.00	100.00	79.38						
Black or African American	30.00	60.00	50.00	41.66						
Hispanic or Latino Native	--	--	--	38.17						
Multi-Racial	50.00	75.00	60.00	48.76						
Native Hawaiian or Other Pacific Islander	--	--	--	50.00						
White	49.49	54.57	51.10	63.29						

Gender				
Female	49.25	52.33	56.74	62.72
Male	48.80	57.28	46.46	60.70

College Readiness (AP/IB)

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				

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) % 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			

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.

Data from Graduation Coaches, Credit Recovery, the Early College Academy, the 3-Tiered Mentoring Program, graduation rates, benchmarks, pass/failure rates, and teacher and principal data meeting data was utilized to develop a plan to support secondary students. Data is presented and discussed in the progress monitoring of action steps in other areas of this plan.

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Graduation Coaches	Logan High, Man High, and Chapmanville Regional each have their own graduation coach that has worked 20 hours per week for the duration of the school year. Their work has consisted of direct guidance services with students, as well as credit tracking for at risk students they are working with. The state's target for 2021 school term for SWD standard diploma was 82.1 percent and Logan County's average was 84.31 percent. Logan County had increased their graduation rate by a significant 2.11% over last year. Graduation Coaches have reported an overall increase of 69% in the rate of students being referred to them for assistance over last year. The overall graduation rate for Logan County Schools was 84.83%. The state graduation rate was 91.1%. Man High School reported an overall rate of 81.82%. Chapmanville Regional High School had a 90.48% overall percentage. Logan High School had a 78.95% overall percentage. Logan High and Man High reported a drop in graduation rate that can be attributed to the Covid-19 Pandemic.





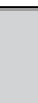
<p>Early College Academy Partnership with Southern West Virginia Community & Technical College</p>	<p>Early College Academy had 48 students participate this year in Cohorts 3 & 4. It is a growing program that is seeing great results. This year's senior Cohort 3 actually has three students that are graduating Southern Career and Technical College with a two year degree. One from Logan High School and two from Chapmanville Regional High School. Cohort 3 (seniors) has 7 students, while Cohort 4 (juniors) has 41. Next years Cohort 5 looks to have around 65-70 students. Add those numbers and we will have around 100 students enrolled for the 2022-2023 school year. A new alignment has been developed for all future cohorts, including Cohort 5, that will enable all kids that complete the coursework to graduate with a two year degree from Southern.</p>
<p>Three JAG instructors</p>	<p>JAG is a start-up program for this year in Logan County Schools. The three teachers are George Barker at CRHS, Melissa Fortune at LHS, and Charlene St. Clair at MHS. They have been working closely with Elizabeth House, who is the WV state level director through WV Chamber of Commerce. They have made business contacts for students, attended field trips to The Greenbrier and WV State University, and provided guest speakers in their classrooms. Daily progress logs are kept in the JAG online system. Elizabeth House and Eric Ellis (LCS Director) have visited schools multiple times and plan to work with school level staff on scheduling students for 2022-2023 school year.</p>
<p>Student Support Personnel</p>	<p>For the 2021-22 school year, Logan County Schools was able to successfully employ/contract with 3 JAG instructors, 3 Graduation Coaches, 3 Social Workers, 1 Project Aware Coordinator, 3 Project Aware Therapists, 3 Future Leader instructors, 1 Special Education Coach, and multiple academic coaches to support students to reach academic, social, and emotional success. We also were able to contract with 2 mental health counselors to work with our Tier 2 and Tier 3 students. All of these positions have provided a valuable layer of support and intervention for students and staff.</p>
<p>High School Graduation and Student Success Needs Assessment Summary:</p>	
<p>* 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.</p>	
<p>Upon reviewing the four- and five-year cohort graduation rates there appears to be a continued decline in graduation rates over the past five years. Root causes for this decline are poor attendance and the number of students not "on-track" to graduate, which is currently at 61% which is below the State average. All student success indicators dropped during 2020-21, but we have seen improvement in 2021-22</p> <p>The homeless subgroup's drop has been and continues to be substantial and demonstrates a need for the hiring of a McKinney-Vento Specialist. This population also participated in extended day and extended year programs at a much lower rate than the other students. Getting them back in school with wrap around support continues to be critical as we move into 2022-23. Social workers, counselors, principals, extended day personnel, and teachers will continue to conduct monthly meetings at each middle and high school to discuss the needs and provide a menu of supports for each individual homeless student as well as other students, who are at-risk of failure, social or emotional well-being, or have poor attendance. Services will be coordinated with community agencies, graduation coaches, and other personnel, who will be proactive in providing for the needs of the students.</p> <p>Students at the secondary level need supports and encouragement that comes with self-contained classrooms at the elementary level. These students will continue to be provided a three-tiered mentoring program where all stat-risk students are provided a mentor to follow them from fifth grade into and on to graduation. In addition, inspiring speakers will be invited to speak to students and staff at the secondary level. Individuals, who have overcome adversity, such as the difficulties that students deal with at home daily, will speak and present ways that they themselves overcame these same issues as drug addiction, crime, and failure. Damon West, bestselling author and speaker will explain and teach how each individual person has an incredible power within each themselves to positively change their environments and turn their pot of boiling water (LIFE) into a pot of coffee – just like the coffee bean. Given the improved failure rate of secondary students during the past year, students need to and will develop a plan for short- and long-term future goals utilizing Mr. West's message the The Leader in Me framework of growth and productivity.</p> <p>Graduation coaches, family engagement specialists, and social workers will continue to be needed to support families as they support their children in completing coursework that moved them toward graduation. This support will continuously provide two-way communication between family and school so that</p>	

families are informed and empowered to make good educational decisions regarding their children's education future.

Logan County Schools (045) Public District - FY 2023 - LEA Strategic Plan - Rev 1

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	40.89	34.02	5.74							12.90
Status										
Economically Disadvantaged	47.38	40.69	7.19							19.25
English Learners	14.29	14.29	0.00							11.60
Foster Care	27.45	36.97	8.97							21.49
Homeless	46.86	42.07	7.40							21.54
Military Connected	--	--	--							4.97
Students with Disabilities	41.41	37.04	7.55							17.37
Race										
American Indian or Alaska Native	0.00	0.00	--							13.64
Asian	0.00	20.00	0.00							3.86
Black or African American	42.61	37.27	8.25							21.13
Hispanic or Latino Native	42.86	14.29	10.00							13.80
Multi-Racial	25.64	31.25	13.46							17.52
Native Hawaiian or Other Pacific Islander	--	--	--							9.26

White	41.09	34.04	5.60	12.37
Gender				
Female	41.55	35.14	5.71	12.50
Male	40.29	33.01	5.76	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	% of Students	% of Students	% of Students		
All	97.28	98.05	99.19	98.57				
Status								
Economically Disadvantaged	96.21	97.62	99.16	98.04				
English Learners	100.00	100.00	100.00	99.52				
Foster Care	97.37	97.56	100.00	96.35				
Homeless	97.39	95.90	98.41	97.93				
Military Connected	--	--	--	99.82				
Students with Disabilities	95.24	95.79	97.80	97.52				

Race

American Indian or Alaska Native	--	--	--	98.97			
Asian	100.00	100.00	100.00	99.68			
Black or African American	96.15	97.26	100.00	97.16			
Hispanic or Latino Native	100.00	100.00	100.00	98.98			
Multi-Racial	95.65	96.97	100.00	98.17			
Native Hawaiian or Other Pacific Islander	--	--	--	98.55			
White	97.31	98.08	99.17	98.63			
Gender							
Female	98.45	99.42	99.80	99.28			
Male	96.22	96.77	98.62	97.90			

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.

As per data collected from WVDE Zoom, the Truancy Diversion Success Data, the Monthly WVEIS Attendance Reports, chronically absent students is at a crisis level in Logan County Schools. At the end of 2021-22, 47.30% of students were chronically absent. In grades 9-12 the rate was over 60%. This is the biggest issue facing Logan County Schools. The new attendance director is in the process of working with stakeholders to develop a plan to support families and students as they improve their attendance.

The root causes of truancy in Logan County include student demographics, family characteristics, personal or psychological factors, and some school climate as per factors in the WVDE school climate survey

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Three-Tiered mentoring program	Students, who were provided a mentor, attended school at a higher rate than other at-risk students. Zero students dropped out of school during the 2021-22 school term when they had a mentor.
Attendance Matters Campaign	The campaign was implemented, but the new plan for improving attendance will utilize new and improved strategies.

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.

Upon reviewing the success of the Truancy Diversion Program, Logan County Schools will continue to utilize the Truancy Diversion Social Worker to develop the relationships with the students and parents/guardians that is critical for improving the attendance rate. We experienced a gain of 22% more students attending school 90% of the instructional days when the Truancy Diversion Specialist worked with families, but the need is much greater than the manpower. The largest truancy subgroup population was low socioeconomic and homeless students. This data continues to dictate the need for additional mentoring and counseling for our students. The Leader in Me curriculum also teaches students good habits that assist them in becoming self-reliant, resilient learners who do not need to depend on other humans, who are rarely present, to support their educational process. The schools must support them in becoming socially, emotionally, and academically strong.

We will continue to use our Every Student, Every Day! campaign to express the continuity of our message in Logan County that Attendance at school is essential to success in the world of tomorrow, and we will utilize family involvement specialists to assist family members in understanding the needs of their children as they work to become more involved and informed regarding their child's education.

The percentage of students attending school for 90% of the instructional days from 2017-18 to 2019-20 improved by 13.59%. But an alarming rate of the students remained chronically absent. The percentage of students with no misconducts continues to improve in Logan County Schools. During 2019-2020, 98.05% of the students had zero out of school suspensions, and in 2021-22, it was at 99.19%. Student behavior has shown great improvement, but it is expected that given the time at home and the fact that the majority of students have returned to class, this data may see a spike in the number of misconducts. During the 2021-22, and with the return to school, expulsions increased.

Attendance will be supported through the use of counselors, social workers, graduation coaches, family involvement specialists, and PRO officers along with

school-level staff. When students become at-risk by failing to attend school, SAT Teams will meet with family members to develop plans that support them in assuring that their children are present.

Logan County Schools (045) Public District - FY 2023 - LEA Strategic Plan - Rev 1

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 %
16.08	17.12	22.54	13.96	18.31	14.80	20.64	16.73

Evaluation Data

	County (2020-21)	State (2020-21)
Performance Level	% of Teachers	% of Teachers
Distinguished	5.93	13.24
Accomplished	89.83	83.32
Emerging	4.24	3.32
Unsatisfactory	-	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.

Secondary Scorecard Data for High Schools:

One hundred twenty-nine classroom visits were conducted. From the total visits, 64% had targets posted, 55% of the time the students had an understanding of the target, 89% had lesson plans up to date and available, 28% were having academic learning discussions, 68% were all engaged, 27% had exemplar work posted, and 62% had evidence of writing and/or annotating. The instruction observed was Quad A 60%, Quad B 13%, Quad C 14%, and Quad D 13%

Secondary Scorecard Data for Middle Schools:

One hundred-eighteen classroom visits were conducted. From the total visits, 81% had targets posted, 68.5% of the time the students had an understanding of the target, 96.8% had lesson plans up to date and available, 43.7% were having academic learning discussions, 96.8% were all engaged, 43.7% had exemplar work posted, and 61% had evidence of writing and/or annotating. The instruction observed was Quad A 49.5%, Quad B 9%, Quad C 26%, and Quad D 14.5%.

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.

In 2021-2022, the percent of teachers scoring distinguished increased on teacher evaluations. We saw the same improvement as per classroom walkthrough data. 3.32 are performing at the emerging level and there are 12 teachers at the unsatisfactory level. Recruitment of high quality, certified teachers to Logan County is very difficult due to low salary, lack of housing, entertainment, and a dismal economy with a limited variety of professional opportunities for other family members. The district will continue to develop and implement a recruitment plan.

As Logan County educators support students in recapturing learning loss, they also need support. District leaders will attend the Carnegie Education Summit to increase their learning about how to implement change as they work toward executing system-wide, high-effect instructional strategies identified in Hattie's and Marzano's research. The district has developed an instructional playbook for teachers that was built around the strategies identified in the research. Implementation of quadrant D lessons has improved as per the data from the principals' and district walkthroughs. The walkthrough data demonstrated the areas of weakness are high level questioning. Student engagement was especially a concern at the high school and will be addressed as teachers are trained to improve their engagement strategies and small group instruction. The ICLE instructional classroom observation rubric data demonstrated an increased percentage of the observations being 3s and 4s on the rubric out of a 5. Being in the middle of the rubric is an improvement in instruction over the course of the last three years when the average was a 2. Principals, teachers, and district leaders will attend the Model School Conferences to increase their ability to utilize the strategies that yield the most growth for our students. Teachers will still need to be supported through the use of academic coaches and continuous ongoing staff development based on teachers' and students' needs. The district will continue to partner with the International Center for Leadership in Education to provide training and coaching to all administrators and teachers on the Rigor, Relevance, and Relationships Framework and classroom implementation and execution of high-quality strategies. Staff also reference the Logan County Instructional Playbook of high yield strategies when planning instructional lessons. During the elementary and secondary teacher data meetings during 2022-22, it was evident that teachers continue to be data driven but need to improve engaging lesson design. They could articulate their students' data and did use it to design lessons that supported students' needs, but engagement strategies need improvement.

In addition, all principals continued to participate in data talks where they discussed their school's data with district leadership staff. Principals' conversations were evidence that they are growing as leaders of instruction. They used their walkthrough data to have discussion with teachers to plan for next steps to develop lessons to support students' personalized learning. They could identify the weaknesses and strengths of the teachers in their building based on walkthrough data and classroom observation using the ICLE Student Engagement, Rigor, and Relevance Rubrics. District leaders, principals, and assistant principals will continue to attend sessions to further understand high-yield instructional strategies and how to support teachers' use of these strategies.

* 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.

Logan County Schools remain committed to increasing teacher effectiveness and student achievement through rigorous classroom instruction. To advance this mission, LCS is working deliberately and strategically to ensure that site administrators have the tools necessary to be the instructional leaders in their buildings and create a culture of meaningful communication between leaders and teachers. LCS will empower an effective school leadership team to define, develop, and embrace a system-wide culture of high expectations for student achievement that permeates each school and every classroom.

As a result of the past four years' work, the instructional capacity of leaders and teachers in Logan County Schools is growing. The ongoing International Center for Educational Leadership coaching taking place in all schools paired with district level coaches has provided personalized and consistent support. Relationships with each consultant and their respective school(s) are strong and school staff feel supported. Writing continues to be a priority in the classroom, both across the schools and within the content areas. Based on current data, district leadership feels the scope of work for the 2021-23 year

should continue Rigor/Relevance and Literacy Development with all schools. The district staff will continue Leadership Coaching at a similar level as the 2021-22, but directors will take a larger role in the coaching whereby ICLE has been leading that process in prior years. There will be continued leadership training sessions and continued instructional training sessions for all teachers and leaders, aligning current district initiatives, tools and resources to maximize effectiveness and impact on student success.

Based on the instructional classroom walkthrough using the Rigor, Relevance and Engagement Rubrics, 92% of observations moved in a positive direction on the rubrics from BOY 2020 to EOY 2022. This in addition to qualitative data from conversations during the principals' and teachers' data meetings, where district administrators identified a significant improvement in knowledge and use of data in 99% of all participants, is evidence that this support is improving teacher and leader effectiveness. The ongoing ICLE coaching taking place in the schools and supported with district level coaches has provided personalized and consistent support. Relationships between each consultant and their respective school(s) are strong and the school staffs feel supported. Writing is a priority in the classrooms, both across the targeted schools in all content areas. Student engagement, rigorous and relevant instruction, and relationships will continue to be supported through embedded professional development in all schools.

District staff have surveyed administrators and teachers to identify their needs moving forward. The support will focus and expand to include the following:

At the high schools the coaching support will focus on high yield strategies based on the findings of Hattie & Marzano combined with knowledge with the CIR Rubric and establishing common language that defines effective and efficient teaching and learning opportunities and practices. Protocols and strategies that promote the growth of their PLC's as well as teacher efficacy will also be continued

At the middle schools the coaching will focus on modeling and PD sessions emphasizing Rigorous, Relevant, and Engaging Teaching and Learning Opportunities, engaging leadership in effective walk-through practices and ensuing discussions, ensuring building leadership are active participants in PLC and mini PD sessions, promoting effective collection and use of data to drive instructional strategies, and using the PLC's as the vehicle for this growth opportunity. In addition, the mathematics work in Rigorous Curriculum Design will begin in grades 5-8.

At the elementary schools the coaching will focus on knowledge-based ELA curriculum, Rigor Curriculum Design in mathematics, and strategies unique to the needs of teachers in each building including effective formative and summative assessment strategies; effective writing prompts; and providing engaging independent activities at all times, especially in combination with teacher assisted group work.

Leadership coaching will focus on administrative teams continue emphasizing CIR work and effective conversations about teaching and learning that results from their walk-throughs.

During the summer of 2022, all school level and district level administrators will attend a monthly district academy session focused on instructional playbook, walkthrough data, and student outcomes. The district instructional coaches will utilize the Logan County Schools Instructional Playbook designed around the research of Hattie and Marzano as a guide for new and experienced teachers as they refine their pedagogy. This Playbook provides step by step instructions on how to implement the highest yield instructional strategies. School leaders and teachers will collaborate on planning that includes Hattie's work on Effect Size and how to recognize those strategies in the classroom and model them in team and small group meetings. There will be continued emphasis on data collection and how it impacts teaching and learning as well as Professional Learning decisions.

To support the work previously discussed, there will be opportunities for teachers and leaders to participate in professional development session on Digital Leadership and Learning. ICLE and district coaches will provide support 5-12 RCD work in social studies, and they also support the K-8 RCD work in math and 5-8 science. There will be embedded learning opportunities to help LCS improve their digital presence and effectiveness in support of the academic program. The Digital Leadership & Learning content will be delivered to educators using a blended approach which leverages online experiences and on-site learning opportunities. The approach will build the capacity of administrators, instructional coaches, and teachers to support a deep understanding of rigorous learning, develop the need for system-wide change, and analyze data to generate solutions in areas of concern aligned to technology focused initiatives both remotely and in-class.

There will continue to be three components of focus during the 2022-23 school term.

Component 1: Fostering Rigorous and Relevant Classrooms
Component 2: School Transformation through Literacy
Component 3: Job-Embedded Leadership and Instructional Coaching

Component 1: Fostering Rigorous and Relevant Classrooms

ICLE leadership coaches will leverage a holistic approach to developing current and emerging leaders capable of driving dramatic and sustained student achievement. Through face-to-face leadership sessions, ICLE coaches will provide support for establishing and building a culture for creating a system-wide approach for teacher support and instructional excellence. These sessions will help leaders to 1. build understanding of rigorous and relevant instructional strategies; 2.) define a common voice and expectations for students and teachers; 3.) become instructional leaders, 4.) use the CIR Rubrics to identify instructional excellence, 5.) use data to establish instructional goals (both long and short term), 6.) monitor the RR and Literacy Initiative. 7.) conduct staff, PLC and team meetings focused on teaching and learning such as interpreting useful data, and 8.) design effective lesson plans, reviewing student work and sharing best practices.

District and MU Harless Center coaches will conduct virtual and face to face instructional sessions which will offer: • Literacy Strategies • Brief review of Rigor Relevance • Review of the RR Toolkit • Using effective data to inform instruction • Using technology to increase engagement and instruction in each quadrant with the goal of always spending quality time on Quad 'D' strategies.

Component 2: School Transformation through Literacy

Throughout the 2022-23 school term, the instructional focus will continue to be a focus on the literacy in all content areas. To maintain fidelity of this shift in mindset, the district leadership strongly recommended continued monthly support and guidance from school level teacher leaders, instructional coaches, and district directors Literacy Leadership and Instructional Coaches continue the previous work to: • Review the implementation of the literacy initiative • Expand the knowledge of literacy strategies employed in the plan • Monitor the delivery of the Literacy Calendar and the progress of student work • Discuss strategies to help colleagues embrace and consistently use key literacy strategies and best practices • Strengthen the monitoring and accountability processes of the implementation; and • Connect the Rigor and Relevance Framework and Quad D lesson planning, specifically the writing initiative and literacy instruction. To continue to accelerate transformation in underperforming schools, district leadership will provide leadership, teachers, and instructional staff with the support needed to fully implement the strategies being used and develop the current framework.

Component 3: Job-Embedded Coaching Leadership and Instructional Staff

Job-Embedded Coaching for School Principals will continue to provide. Effective school leadership is the second highest correlate to student achievement, and the support will improve the capacity of school leaders to support teacher growth. The need for dynamic, effective school leaders is critical to school turnaround situations. The principal must understand and know the theory of school improvement and work diligently to ensure that barriers to change are permanently removed. To ensure full implementation of the literacy initiative and provide school leadership with the guidance and support needed to navigate school transformation and labor management, it is extremely important that leadership be provided with 1 coaching visit per month for 6 months. ICLE's leadership coaching is an intensive, collaborative process individualized for the specific needs of each leader. All of their coaches are experienced, credentialed educational leaders who establish relationships, provide guidance and identify priorities with the leadership teams with whom they work. Specifically, Leadership coaches will work with principals to: • Develop a full understanding of the literacy initiative • Promote student engagement • Support the implementation the Extended Response Writing Calendar • Monitor use of extended response writing and active reading strategies by teachers and instructional staff • Gather student evidence to support application of extended response writing in each classroom • Assist in the facilitation of highly effective school leadership team meetings • Communicate progress of literacy initiative with staff and school stakeholders • Identify key student achievement data indicators to monitor school improvement • Develop the skills needed to lead school transformation and provide Job-Embedded Instructional Coaching for Teachers and Instructional Staff.

Based on years of research, the highest correlate to student achievement is teacher effectiveness as the most important factor in school reform. Therefore, to assure the transfer of the Rigor and Relevance Framework, literacy strategies and best practices learned during the training sessions into classroom practice, district personnel will provide teachers and instructional staff with job-embedded instructional coaching. For instructional coaching to have a significant impact on teacher effectiveness and more importantly, student achievement, each school be provided with no less than one coaching visits per month for 6 months supported with weekly coaching visits provided by district hired instructional coaches. Working with district and school leadership, ICLE will help to develop

and implement an instructional coaching plan that:

- Identifies teachers who will receive job-embedded coaching support.
- Determines the frequency of coaching support.
- Identifies high-impact instructional practices that will be used by teachers to drive academic improvement.
- Supports teachers through lesson modeling.
- Offers targeted feedback to fine-tune the use of key strategies.
- Identifies student achievement data indicators that will be monitored by teachers on a daily basis.
- Determines evidence of successful use of strategies in the classroom i.e., teacher portfolio.
- Supports the understanding of the Rigor/Relevance Framework and how to develop Quad D lessons; and
- Develops highly rigorous lesson plans and performance tasks: Using student data to identify learning objectives to write rigorous and authentic assessments and performance tasks to Develop rigorous and authentic assessments and performance tasks that identifies evidence-based artifacts that supports Quad D learning

This work at the Pre-K-2nd grades will also be supported by the Marshall University Harless Center coaches through embedded support and continuous professional development.

Logan County Schools (045) Public District - FY 2023 - LEA Strategic Plan - Rev 1

Plan Items

1 Promote Academic Success

Description:

Logan County Schools will increase the percent of students in the mastery or above levels by twenty percentage points in both ELA and Math as measured by GSA and SAT at the end of the 2022-2023 school term.

PM 1.1 Triannual Benchmarks

Description:

Logan County Schools will monitor the progress of student from the BOY to EOY on district formative assessment using a variety of benchmarks like Dibels, iReady, Open Response Writing, PALS, ELRS, and Imagine Math.

AS 1.1.1 Utilize programs to support and monitor student progress.

Description:

Logan County Schools will conduct formative assessments by monitoring the progress of students throughout the year on county implemented benchmark assessments.

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
Early Literacy	If applicable, support, coordinate, and integrate services with early childhood education programs
	If appropriate, support and coordinate CTE and work-based learning opportunities
WV math4life	High Quality Early Literacy Instruction
	P – 12 Mathematics Content Knowledge P – 12 Mathematics Pedagogy/Thinking Skills

AS 1.1.1.1 Burst Reading Intervention

Description:

The Burst Reading Intervention Program continue to be monitored in all Title I Schools.

Person Responsible:

Danita Noel

Estimated Begin Date:

8/25/2022

Estimated Completion Date:

6/8/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$85,000.00

AS 1.1.1.2 Open Response Writing

Description:

Use open response writing three times a year to measure the students ability to understand, comprehend, and respond to text dependent material.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

9/1/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.3 Imagine Learning (Math)

Description:

Imagine Learning will be utilized at the elementary and middle school levels to support math instruction.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/25/2022

Estimated Completion Date:

6/8/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$60,000.00

AS 1.1.1.4 iReady

Description:

iReady will be used in all middle school ELA classrooms to support ELA instruction.

Person Responsible:
 Jason Browning
 Estimated Begin Date:
 8/26/2022
 Estimated Completion Date:
 6/8/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$58,000.00

AS 1.1.1.5 DIBELS

Description:
 DIBELS will be used in all elementary schools to support and monitor academic growth of students in comprehension and literacy skills.
 Person Responsible:
 Danita Noel
 Estimated Begin Date:
 8/26/2022
 Estimated Completion Date:
 6/8/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$65,000.00

AS 1.1.1.6 PALS

Description:
 PALS will be utilized with in all PreK classes throughout the district to assess the student knowledge of literacy fundamentals.
 Person Responsible:
 Danita Noel
 Estimated Begin Date:
 8/26/2022
 Estimated Completion Date:
 6/8/2023

AS 1.1.1.7 Early Learning Reporting System (ELRS)

Description:

ELRS is the progress/grading system used throughout the district in PK through 1st grade classrooms.

Person Responsible:

Danita Noel

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/8/2023

AS 1.1.1.8 Summative Assessment

Description:

Measurement of students academic progress for grades 3-8 through the General Summative Assessment and 11th grade through the SAT.

Person Responsible:

Melissa Teeters

Estimated Begin Date:

4/13/2023

Estimated Completion Date:

6/8/2023

AS 1.1.1.9 STOPit

Description:

Logan County Schools will implement the STOPit App to enable students, staff, families, and community members to report incidents or concerns related to safety and mental well-being.

Person Responsible:

Jill Barker

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/10/2023

AS 1.1.1.10 Horizon Education

Description:

Horizon Education will be utilized at the high school level to build sustainable SAT/ACT programs that prepare students for postsecondary success by using a personalized curriculum, practice assessments, and scoring analytics.

Person Responsible:

Jason Browning

Estimated Begin Date:

9/1/2022

Estimated Completion Date:

6/8/2023

PM 1.2 Instructional Improvement

Description:

The McREL Power walk-through, district Score Card, and district instructional rounds data will be used to monitor high-quality instruction leading to the development of learning opportunities for staff and students.

S 1.2.1 Transition to Next Programmatic Level

Description:

Each school will develop and conduct a transition program to facilitate the transition of Pre-K student into school, fourth grade students to fifth grade, and eighth grade students to ninth grade.

Component	Item Name
LEA ESEA Consolidated Plan	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	If applicable, support, coordinate, and integrate services with early childhood education programs
	Implement strategies to facilitate effective transitions for students between programmatic levels
Early Literacy	School Readiness

AS 1.2.1.1 Pre-k Transition

Description:

Provide a summer transition camp for incoming pre-k students.

Person Responsible:

Danita Noel

Estimated Begin Date:

7/18/2022

Estimated Completion Date:

7/25/2022

Funding Application	Grant	Notes	Amount
Early Literacy	Early Literacy		\$5,000.00

AS 1.2.1.2 Transition to next programmatic level

Description:

Transition from pre-k to kindergarten, fourth grade to fifth grade, and from eighth grade to ninth grade.

Person Responsible:

Danita Noel

Estimated Begin Date:

5/1/2023

Estimated Completion Date:

6/8/2023

S 1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.

Description:

The instructional walkthrough template will be utilized to support teachers movement toward more rigorous, engaging, and relevant lessons.

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
WVSIPP	If appropriate, support and coordinate CTE and work-based learning opportunities
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
Early Literacy	Support for other staff
	High Quality Early Literacy Instruction

AS 1.2.2.1 Instructional walkthroughs with McREL and Logan County Playbook

Description:

Directors, principals and assistant principals will continue implementing the district walkthrough. Administrators will participate in instructional rounds at their home schools as they observe instruction utilizing one of the three ICLE rubrics. They will identify high yield, research-based practices that will be used on the walkthrough template. The data will be used to provide training and support for teachers.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/26/2022
 Estimated Completion Date:
 6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	County funds	\$5,000.00

AS 1.2.2.2 Data Review

Description:

Principals and school leadership teams will analyze data from McREL Classroom Walkthroughs and will develop action steps to address the data. District directors will conduct school level data meetings with each teacher at all programmatic levels to analyze academic performance by class. Principals will participate in data meetings with the superintendent and directors to analyze academic performance by school.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

AS 1.2.2.3 Instructional score card walkthrough at all elementary, secondary and CTE sites.

Description:

Walkthroughs with the instructional score card will be conducted by district directors and coordinators to measure the overall instructional engagement and academic rigor of school classrooms.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/8/2023

S 1.2.3 Best practices for instruction

Description:

Instructional strategies that are identified as best practices.

Component	Item Name
LEA ESEA Consolidated Plan	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 applicable, support, coordinate, and integrate services with early childhood education programs
	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
WVSIPP	If appropriate, support and coordinate CTE and work-based learning opportunities
	Support for experienced teachers
Early Literacy	Support for other staff
	School Readiness

AS 1.2.3.1 ICLE Partnership - Rigorous Curriculum Design								
Description: Logan County Schools will partner with the International Center for Leadership in Education (ICLE) to provide training on Rigorous Curriculum Design for all middle and high school Social Studies teachers. Person Responsible: Jason Browning Estimated Begin Date: 8/23/2022 Estimated Completion Date: 6/10/2023								
<table border="1"> <thead> <tr> <th>Funding Application</th> <th>Grant</th> <th>Notes</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>Other</td> <td>ESSERF</td> <td>\$200,000.00</td> </tr> </tbody> </table>	Funding Application	Grant	Notes	Amount	Other	Other	ESSERF	\$200,000.00
Funding Application	Grant	Notes	Amount					
Other	Other	ESSERF	\$200,000.00					

AS 1.2.3.2 MicroSociety and MicroStem
Description: Man Elementary, Man Middle and Logan Middle will utilize the MicroSociety and MicroStem models to provide student with real world experiences that are relevant to their learning. Person Responsible: Darlene Dingess-Adkins Estimated Begin Date: 8/26/2022 Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$20,000.00
School Improvement	School Improvement Planning		\$30,000.00
Total			\$50,000.00

AS 1.2.3.3 Leader In Me

Description:

All secondary school and six elementary schools will continue to utilize the Leader In Me strategies to unite students, staff, and families around a common goal to prepare students for college, career, and life-readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$50,000.00
School Improvement	School Improvement Planning		\$40,000.00
Other	Other	ESSERF	\$125,000.00
Total			\$215,000.00

AS 1.2.3.4 Logan County Instructional Playbook

Description:

All Logan County Schools will continue to utilize the Instructional Playbook of High Yield Learning Strategies to enhance and provide opportunities for a variety of instructional strategies.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/26/2022
 Estimated Completion Date:
 6/10/2023

AS 1.2.3.5 Blended Learning Instruction

Description:

Schools will leverage the use of online learning tools to support classroom instruction through the use of NewsELA, Amplify Reading, Imagine Math, and iReady.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/24/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$55,000.00
Other	Other	ESSERF	\$150,000.00
Total			\$205,000.00

AS 1.2.3.6 Tier II and Tier III Intervention Supports

Description:

Schools will utilize the following programs to support students in both Tier II and III instruction: Read 180, System 44, and BURST

Person Responsible:

Jill Barker

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$50,000.00
	Title V Part B, RLIS		\$50,000.00

IDEA and State Aid Entitlement

\$40,000.00

Total \$140,000.00

AS 1.2.3.7 Intervention Teaching Staff

Description:

Title I teachers will be utilized in all Title I schools to support small group academic instructions. Title I teachers will provide both in class and pull out instruction for identified students.

Person Responsible:

Danita Noel

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

Funding Application Consolidated

Grant

Title I Part A

Notes

Amount

\$1,200,000.00

AS 1.2.3.8 Read 180 Instructional Support

Description:

Reading teachers are utilized in all three middle schools to provide and support identified students with additional ELA instruction.

Person Responsible:

Jason Browning

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

Funding Application Consolidated

Grant

Title V Part B, RLIS

Notes

Amount

\$46,756.14

AS 1.2.3.9 Graduation Support

Description:

Through the contracting of Graduation Coaches all three high school will support students toward ensuring that the necessary credits are achieved each year toward graduating.

Person Responsible:
Jill Barker

Estimated Begin Date:
8/26/2022

Estimated Completion Date:
6/10/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	State Aid for Special Education		\$25,000.00

AS 1.2.3.10 Gear Up

Description:

Gear Up will be utilized to support a cohort of 7th and 8th-grade students at all middle schools and seniors at all high schools. This program will prepare students to succeed in education and training beyond high school.

Person Responsible:
Melissa Teeters

Estimated Begin Date:
7/12/2022

Estimated Completion Date:
6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	WV Higher Ed Commission	\$320,000.00

AS 1.2.3.11 JAG

Description:

Individuals will be contracted as JAG instructors to support students in career fields to reach academic and economic success.

Person Responsible:
Eric Ellis

Estimated Begin Date:
8/26/2022

Estimated Completion Date:
6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$90,000.00

AS 1.2.3.12 Early College Academy (ECA)

Description:

ECA opportunities will be provided at all high schools to support students in taking college level classes through a partnership with Southern WV Community and Technical College.

Person Responsible:

Eric Ellis

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$100,000.00

AS 1.2.3.13 Reggio Emilia Approach

Description:

Reggio instructional approach is student centered curriculum that uses self directed, experiential learning in relationship driven environments.

Person Responsible:

Danita Noel

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

AS 1.2.3.14 First and Second Grade Associates

Description:

Associates will be contracted for all first and second grade classrooms to support the COVID learning loss.

Person Responsible:
 Danita Noel
 Estimated Begin Date:
 8/22/2022
 Estimated Completion Date:
 6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$800,000.00

AS 1.2.3.15 Academic Coaches

Description:

Logan County Schools will continue to support elementary and secondary schools with academic coaches in General Education and Special Education who will focus on Math and ELA instruction.

Person Responsible:
 Darlene Dingess-Adkins
 Estimated Begin Date:
 8/23/2022
 Estimated Completion Date:
 6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$150,000.00
Other	Other	ESSERF	\$45,000.00
Total			\$195,000.00

AS 1.2.3.16 Future Leaders Program (FLP)

Description:

Future Leaders instructors will be contracted to work in all high schools to support a school-based leadership program using proven military techniques to facilitate education.

Person Responsible:
 Eric Ellis
 Estimated Begin Date:
 8/26/2022

Estimated Completion Date:
6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	County	\$200,000.00

AS 1.2.3.17 Virtual Learning

Description:

Logan County School will provide opportunities for students in grades K-12 to have the option of participating in WVDE Virtual Schools. Logan County Schools will contract with a facilitator for students in K-5 for monitoring of student success with WVDE Virtual School.

Person Responsible:

Cheryl Deskins

Estimated Begin Date:

8/25/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$200,000.00

AS 1.2.3.18 Support for ESL students

Description:

Partnership with Mt. State Educational Cooperative Services to provide on-going in class collaboration and training with teachers to support instruction for students who are ESL.

Person Responsible:

Eric Ellis

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title III EL		\$100.00

Other	County	\$6,400.00
Total		\$6,500.00

AS 1.2.3.19 Classroom Literature

Description:

Purchase additional supplemental classroom literature for all elementary classes to support the Logan County adopted curriculum.

Person Responsible:

Danita Noel

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

12/29/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$75,000.00

AS 1.2.3.20 Outdoor Learning Classroom

Description:

Schools will create and design an outdoor learning classroom to promote experiential learning opportunities for students.

Person Responsible:

Stephen Pritchard

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$850,000.00

AS 1.2.3.21 Maker Spaces

Description:

Transforming current school spaces into areas that will support STEAM instruction and allow students the opportunity for discovery learning.

Person Responsible:

Stephen Pritchard

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$200,000.00

1.2.4 Professional Learning

Description:

Logan County will provide professional learning at all programmatic levels to all stakeholders.

Component	Item Name
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for beginning administrators
	Support for experienced administrators
Early Literacy	Support for other staff
	Professional development
	High Quality Early Literacy Instruction

AS 1.2.4.1 NCTM Mathematics Support

Description:

All high school math teachers will be trained by Logan County teachers on the utilization of the TI 81 calculator and ways to better support their classroom instruction.

Person Responsible:

Jason Browning

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Stipends	\$1,500.00
	Title II Part A	Trainer	\$6,000.00
Total			\$7,500.00

AS 1.2.4.2 Science Textbook Adoption Training

Description:

Ongoing training will be provided to Logan County teachers and support staff on the implementation of Great Minds and McGraw Hill.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/23/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$15,000.00
	Title II Part A		\$10,000.00
Total			\$25,000.00

AS 1.2.4.3 Instructional Data Talks

Description:

Instructional data talks will take place with teachers and administrators in all elementary and secondary schools to support instructional and student academic achievements.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

AS 1.2.4.4 ICLE Professional Development & Coaches

Description:

ICLE will provide continuous coaching and professional development throughout the school year to teachers and district and school-level administrators in the area of instructional technology.

Person Responsible:

Melissa Teeters

Estimated Begin Date:

8/2/2022

Estimated Completion Date:

5/29/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$200,000.00

AS 1.2.4.5 ESL Professional Learning

Description:

Organize with Mt. State Educational Service Agency to support teachers who are providing services to ESL students in Logan County Schools. Teacher support will be provided quarterly to teachers in buildings with ESL students.

Person Responsible:

Eric Ellis

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	State EL Funds		\$2,000.00

AS 1.2.4.6 Model Schools Conference - Summer 2023

Description:

Central Office Directors, Administrators, Teachers and Board Members will attend the 2023 Model Schools Conference.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

6/20/2023

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$25,000.00
	Title II Part A		\$10,000.00
	Total		\$35,000.00

AS 1.2.4.7 Rigorous Curriculum Design

Description:

Teachers at the three high schools will work collaboratively on unit design for Social Studies using the Rigorous Curriculum Design process. T

Person Responsible:

Jason Browning

Estimated Begin Date:

8/9/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Stipends	\$5,000.00

AS 1.2.4.8 MU June Harless Center Professional Development

Description:

MU June Harless Center staff will provide ongoing professional development for Pre-K-1st grade instructional staff at Chapmanville Primary and other district elementary schools.

Person Responsible:

Danita Noel

Estimated Begin Date:

8/23/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
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AS 1.2.4.9 Leader In Me (Schools)

Description:

LIM will provide coaching and training to all secondary and select elementary schools for implementation of Leader In Me.

Person Responsible:

Jason Browning

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$30,000.00
	Title IV Part A		\$20,000.00
	Title V Part B, RLIS		\$56,976.11
Other	Other	CSI funds	\$35,000.00
	Other	ESSERF	\$50,000.00
Total			\$191,976.11

AS 1.2.4.10 Training on Building Relationships with Parents and Families

Description:

Building Relationships with Parents and Families" for all Logan County Schools' professional and service personnel.

Person Responsible:

Danita Noel

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

10/1/2022

AS 1.2.4.11 Read 180

Description:

Read 180 training will be provided to all middle school Read 180 staff on the implementation and delivery of the program.

Person Responsible:

Jason Browning
 Estimated Begin Date:
 8/24/2022
 Estimated Completion Date:
 8/24/2022

AS 1.2.4.12 Simulated Workplace (CTE)

Description:
 Simulated workplace processes and procedures will be reviewed for all staff.
 Person Responsible:
 Eric Ellis
 Estimated Begin Date:
 8/20/2022
 Estimated Completion Date:
 8/25/2022

AS 1.2.4.13 Small Group Strategies

Description:
 Logan County Academic Coaches will continue to support small group instruction to all secondary schools.
 Person Responsible:
 Jason Browning
 Estimated Begin Date:
 8/23/2022
 Estimated Completion Date:
 6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$10,000.00

AS 1.2.4.14 NewsELA

Description:
 The training will be provided for middle school Science, Social Studies, and Elective staff on utilizing text dependant articles in the classroom.
 Person Responsible:
 Jason Browning

Estimated Begin Date:
9/30/2022
Estimated Completion Date:
9/30/2022

AS 1.2.4.15 PreK Orientation

Description:
All PreK staff will be trained on Policy 2525, Class, and expected classroom procedures.
Person Responsible:
Katharine Ellis
Estimated Begin Date:
8/27/2022
Estimated Completion Date:
8/27/2022

AS 1.2.4.16 Module Development for Science PhD and Wit & Wisdom

Description:
Elementary Coordinator will provide ongoing training on the development of curriculum modules to support teachers with the implementation of the new science curriculum and the alignment for 3rd and 4th-grade teachers with Wit & Wisdom.
Person Responsible:
Danita Noel
Estimated Begin Date:
8/26/2022
Estimated Completion Date:
6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Stipends	\$10,000.00

AS 1.2.4.17 First Tee

Description:
District Physical Education teachers will be trained on the First Tee program which is a youth development organization that enables kids to build the strength of character that empowers them through a lifetime of new challenges. By seamlessly integrating the game of golf with a life skills curriculum, active learning experiences build inner strength, self-confidence, and resilience that kids can carry to everything they do.
Person Responsible:

Darlene Dingess-Adkins
 Estimated Begin Date:
 8/22/2022
 Estimated Completion Date:
 3/30/2023

AS 1.2.4.18 National Summer Changes Everything Summit with DSLN

Description:
 Central Office staff will attend the Summer Changes Everything conference to continue to gain knowledge on creating innovative learning opportunities for students during our summer programs.
 Person Responsible:
 Darlene Dingess-Adkins
 Estimated Begin Date:
 10/1/2022
 Estimated Completion Date:
 11/1/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$10,000.00
	Title II Part A		\$3,000.00
	Total		\$13,000.00

AS 1.2.4.19 Administrative Summitt

Description:
 Training will be provided to all Logan County Administrators for the upcoming year including updated state legislative law and policy changes, counseling changes, and director updates
 Person Responsible:
 Darlene Dingess-Adkins
 Estimated Begin Date:
 8/11/2022
 Estimated Completion Date:
 8/12/2022

Funding Application	Grant	Notes	Amount
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Consolidated	Title I Part A	\$2,000.00
	Title II Part A	\$2,000.00
	Total	\$4,000.00

AS 1.2.4.20 Texas Instrument Instructional Bundle

Description:
 The 8th-grade cohorts with the Gear Up program will be trained on the use of instructional materials from Texas Instrument. These tools will be used to support and enhance classroom instruction around math and science.

Person Responsible:
 Melissa Teeters

Estimated Begin Date:
 8/1/2022

Estimated Completion Date:
 6/30/2023

AS 1.2.4.21 Mathematical Book Study

Description:
 K-12 Math teachers will participate in a book study on "Building Thinking Classrooms in Mathematics." The sessions will be conducted outside the school day.

Person Responsible:
 Christy Campbell

Estimated Begin Date:
 10/3/2022

Estimated Completion Date:
 6/2/2023

AS 1.2.4.22 National Summer Learning Conference

Description:
 District curriculum directors and summer coordinators will attend the National Summer Learning Conference in Washington, DC, in October 2022.

Person Responsible:
 Melissa Teeters

Estimated Begin Date:
 10/23/2022

Estimated Completion Date:
 10/26/2022

PM 1.3 Instructional and Support Resources

Description:

Logan County Schools will provide opportunities to support staff and students to assist with the academic progress of all students.

S 1.3.1 Staff to Support Instruction and Learning

Description:

Contract, hire, and continue utilizing current staff to support instruction in elementary and secondary schools.

Component	Item Name
LEA ESEA Consolidated Plan	If appropriate, implement process to identify students for support under Targeted Assistance Program
	If appropriate, support and coordinate CTE and work-based learning opportunities
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
Early Literacy	Support for other staff
	School Readiness
WV math4life	Leadership Development
	Mathematics Coaching/Facilitating

AS 1.3.1.1 Logan County Teacher Leadership Framework

Description:

Logan County Schools will hire and utilize teacher leaders for all eighteen schools. Schools with an enrollment of 1-299 will be provided one teacher leader position, enrollment of 300-499 will be provided two teacher leaders, and enrollment of 500+ will have three teacher leaders. These teacher leaders will serve as mentors to new teachers, collaborate with administrators to lead instructional processes and programs, create a classroom environment that will serve as a model for other teachers to visit and learn.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

7/15/2022

Estimated Completion Date:

6/10/2023

Funding Application		Grant	Notes	Amount
Other		Other		\$75,000.00

AS 1.3.1.2 Secondary School Department Heads

Description:

The district will continue to use department heads for the six secondary schools.

Person Responsible:

Jason Browning

Estimated Begin Date:

8/20/2022

Estimated Completion Date:

6/8/2023

Funding Application		Grant	Notes	Amount
Other		Other		\$48,000.00

AS 1.3.1.3 Mentors for Administrators

Description:

Post and hire mentors for new administrators.

Person Responsible:

Jason Browning

Estimated Begin Date:

9/1/2022

Estimated Completion Date:

10/1/2022

Funding Application		Grant	Notes	Amount
Other		Other	County	\$1,800.00

AS 1.3.1.4 Coordinators

Description:

Logan County Schools will utilize three coordinator positions to support elementary education, secondary education, and Title I/Pre-K.

Person Responsible:

Danita Noel

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$120,000.00
Other	Other		\$300,000.00
	Total		\$420,000.00

AS 1.3.1.5 Academic Coaches

Description:

Logan County Schools will continue to utilize current staff and/or contract personnel to support elementary and secondary schools with academic coaching who will focus on Math and ELA instruction.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/23/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$145,000.00
School Improvement	School Improvement Planning		\$15,000.00
	Total		\$160,000.00

AS 1.3.1.6 ESL Cooperative Agreement

Description:

Contract with Mt. State Educational Service Cooperative to hire a certified ESL instructor to support the students in Logan County.

Person Responsible:

Eric Ellis

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/8/2023

Funding Application	Grant	Notes	Amount
Other	Other	Title III	\$6,400.00

AS 1.3.1.7 Family Involvement Coordinator

Description:

Continue to support the Family Involvement district position and implement a district-wide parental involvement program.

Person Responsible:

Danita Noel

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$55,000.00

AS 1.3.1.8 Family Engagement Personnel

Description:

Hire a family engagement specialist at each of the eleven Title I schools and at all secondary schools.

Person Responsible:

Danita Noel

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Carryover funds	\$90,000.00

Other ESSERF

\$48,000.00

Total \$138,000.00

AS 1.3.1.9 Classroom Associates

Description:

Classroom Associates will be contracted through Mt. State ESC and WV Education Alliance to assist in overcoming the COVID learning loss in all first and second-grade classrooms.

Person Responsible:

Danita Noel

Estimated Begin Date:

8/15/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$450,000.00

AS 1.3.1.10 Student Support Staff

Description:

Individuals will be contracted as JAG instructors, Graduation Coaches, Social Workers, Project Aware staff, Future Leader instructors, and academic coaches to support students to reach academic, social, and emotional success.

Person Responsible:

Jill Barker

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

AS 1.3.1.11 ICLE Partnership

Description:

Continue contracted partnership with ICLE to provide instructional and administrative support for RCD and instructional technology.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$200,000.00

1.3.2 Extended Day / Extended Year

Description:

Provide opportunities for extended day and extended year.

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Provide services for homeless children and youth
	If appropriate, support and coordinate CTE and work-based learning opportunities
WVSIPP	Support for experienced teachers
	Support for experienced administrators
	Support for other staff
Early Literacy	School Readiness
	Extended Learning Opportunities
WV math4life	Student Engagement

AS 1.3.2.1 Extended Day Tutoring and Enrichment

Description:

Provide extended day tutoring for all Title I elementary schools and all secondary schools in the district through a combination of 21st Century Community Learning Centers Grants, federal funds, and local funds in collaboration with Step by Step, Inc.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

Funding	Grant	Notes	Amount
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Application		
Other	County	\$50,000.00
Other	Step 5	\$100,000.00
Total		\$150,000.00

AS 1.3.2.2 Extended Year Tutoring and Enrichment

Description:

Provide extended-year learning activities at five sites, Chapmanville Regional High, Logan High/Elementary, Man Middle/Elementary, Buffalo Elementary and Omar Elementary, that includes the WVE Summer SOLE/Cool Program, Energy Express, and 21st Century Community Learning Centers'. The district will work collaboratively with Step by Step, Inc and WV Education Alliance to provide academic and enrichment services for students.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Energy Express	\$65,000.00
Other	Other	ESSERF	\$400,000.00
	Other	Summer SOLE	\$100,000.00
Total			\$565,000.00

AS 1.3.2.3 Mentors for Extended Year

Description:

Mentors will be contracted through WV Education Alliance to support classroom instruction as well as experiential learning during the Summer Cool program.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

6/13/2022

Estimated Completion Date:

7/29/2022

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$15,000.00

AS 1.3.2.4 Energy Express & Credit Recovery

Description:

Collaborate with WVU Extension to provide Energy Express at five sites in Logan County, In addition, provide Credit Recovery classes for students, who need to make up credits.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

1/30/2022

Estimated Completion Date:

7/29/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Energy Express	\$35,000.00
Other	Other	County funds	\$10,000.00
Total			\$45,000.00

2 Support Social and Emotional Learning

Description:

Logan County Schools will provide opportunities for parents and guardians of students to attend at least one social emotional training throughout the school term 2022-2023, Elementary will achieve 95% participation, middle schools will achieve 75% participation, and high schools will achieve 50% participation based on the schools sign-in sheets and agendas.

PM 2.1 Family Engagement

Description:

Logan County will use call logs, sign-in sheets, stakeholder surveys to monitor family participation in family engagement opportunities.

S 2.1.1 Family Support

Description:

Logan County Schools will increase family engagement in all schools through education and awareness for both families and staff.

Component	Item Name
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LEA ESEA Consolidated Plan	Provide effective parent and family engagement If applicable, support, coordinate, and integrate services with early childhood education programs If appropriate, support and coordinate CTE and work-based learning opportunities
WVSIPP	Support for experienced teachers Support for beginning administrators Support for experienced administrators Support for other staff Professional development
Early Literacy	High Quality Early Literacy Instruction

AS 2.1.1.1 Family Willingness
Description:
 Staff will be trained to recognize the disconnect between schools and families and how to reduce distrust while increasing family's willingness to engage with the school.
Person Responsible:
 Jill Barker
Estimated Begin Date:
 8/2/2022
Estimated Completion Date:
 6/10/2023

AS 2.1.1.2 Parent Workshops
Description:
 Parent workshops will be provided at each school that will educate families on issues that will support students in their learning, as well as social and emotional well-being.
Person Responsible:
 Jill Barker
Estimated Begin Date:
 8/2/2022
Estimated Completion Date:
 6/10/2023

AS 2.1.1.3 SEL Support Services
Description:

Mental Health Service Providers and Family Engagement Specialists will work to provide improved resource linkage for families in need.

Person Responsible:

Jill Barker

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	2 Master's Level Counselors Itinerant	\$90,000.00

AS 2.1.1.4 PERC Coordinator

Description:

PERC Coordinator will continued to be employed to facilitate parent trainings and relationship building between district and special education families.

Person Responsible:

Jill Barker

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$50,000.00

AS 2.1.1.5 Supporting homeless families

Description:

Staff will be trained through Vector Solutions on identifying and supporting the needs of homeless families and students. Ongoing support will be given throughout the school year to support the needs of those individuals. Monthly meetings will be held at the district level to discuss families needs.

Person Responsible:

Cheryl Deskins

Estimated Begin Date:
8/25/2022
Estimated Completion Date:
6/30/2023

2.1.2 School Community

Description:

Logan County Schools will increase family engagement by providing increased opportunities for families to participate in their child's learning and the school community.

Component	Item Name
LEA ESEA Consolidated Plan	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	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
	If appropriate, implement process to identify students for support under Targeted Assistance Program
WVSIPP	If appropriate, support and coordinate CTE and work-based learning opportunities
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff

AS 2.1.2.1 School Events around Social Emotional Learning

Description:

All schools will host regularly scheduled events that will promote family attendance in the school setting. Materials that educate on social and emotional wellness and that support mental health initiatives will be distributed at all events. This may include extracurricular events such as ballgames or fine arts performances.

Person Responsible:

Jill Barker

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/10/2023

2.1.3 Support Committee

Description:

Logan County Schools will increase family engagement in all schools by developing a committee to evaluate and determine family and school needs to foster a stronger relationship.

Component	Item Name
LEA ESEA Consolidated Plan	Provide effective parent and family engagement
	If appropriate, support and coordinate CTE and work-based learning opportunities
	Other appropriate strategies identified by the LEA
	Induction of beginning teachers
WVSIPP	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff

AS 2.1.3.1 Parent Survey

Description:

The Family Engagement Committee and schools will survey parents to gather data about what families need to improve their relationship with their child's school and to assist them in supporting their child's learning.

Person Responsible:

Jill Barker

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA Preschool		\$12,000.00

AS 2.1.3.2 School Survey

Description:

The Family Engagement Committee will survey schools to gather data about what their needs are in better supporting their families and developing a stronger relationship with these families.

Person Responsible:

Jill Barker

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/10/2023

AS 2.1.3.3 WV Schools Learning Environment Survey

Description:

Logan County will survey all professional staff and students grades 3 through 12 to gain a better understanding of the educational, social, and emotional needs of those involved.

Person Responsible:

Danita Noel

Estimated Begin Date:

10/15/2022

Estimated Completion Date:

5/10/2023

S 2.1.4 Parent/Family Involvement

Description:

Activities designed to involve parents/families and all stakeholders in school functions to meet the needs of students.

Component	Item Name
LEA ESEA Consolidated Plan	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	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
	If appropriate, implement process to identify students for support under Targeted Assistance Program
	Implement strategies to facilitate effective transitions for students between programmatic levels
WVSIPP	If appropriate, support and coordinate CTE and work-based learning opportunities
	Induction of beginning teachers

	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff
Early Literacy	High Quality Early Literacy Instruction
WV math4life	Parent Involvement/Public Relations

AS 2.1.4.1 Training on Building Relationships with Parents and Families

Description:
 Building Relationships with Parents and Families" for all Logan County Schools' professional and service personnel.
 Person Responsible:
 Danita Noel
 Estimated Begin Date:
 8/22/2022
 Estimated Completion Date:
 10/31/2022

AS 2.1.4.2 Family Involvement Coordinator

Description:
 Continue to support the Family Involvement district position and implement a district-wide parental involvement program.
 Person Responsible:
 Danita Noel
 Estimated Begin Date:
 7/1/2022
 Estimated Completion Date:
 6/30/2023

Funding Application Consolidated	Grant Title I Part A	Notes	Amount
			\$55,000.00

AS 2.1.4.3 Parent Resource

Description:
 Hire a Parent Resource person at all schools.
 Person Responsible:

Danita Noel

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Carryover	\$90,000.00
Other	Other	ESSERF	\$40,000.00
Total			\$130,000.00

AS 2.1.4.4 Parent Needs Survey

Description:

Survey needs of parents for workshops.

Person Responsible:

Danita Noel

Estimated Begin Date:

5/20/2022

Estimated Completion Date:

9/12/2022

AS 2.1.4.5 Plan and Implement Parent & Family Workshops

Description:

Analyze parent survey results. Plan an conduct parent and family workshops as per survey results.

Person Responsible:

Danita Noel

Estimated Begin Date:

9/3/2022

Estimated Completion Date:

6/10/2023

AS 2.1.4.6 School Events

Description:

Schools will host open-house, Parent/Teacher conferences, student performances, ceremonies, family engagement workshops, and community events to provide opportunities for parents to be involved with their children's academic, social, and emotional learning.

Person Responsible:
 Danita Noel
 Estimated Begin Date:
 8/22/2022
 Estimated Completion Date:
 6/10/2023

AS 2.1.4.7 WVFEC Training (EdVenture)

Description:

WVFEC will be training Parent Resource personnel on ways to communicate with families to strengthen the collaboration between school and home.

Person Responsible:
 Danita Noel
 Estimated Begin Date:
 8/22/2022
 Estimated Completion Date:
 8/22/2022

S 2.1.5 Student Support

Description:

Support students' social and emotional health.

Component	Item Name
LEA ESEA Consolidated Plan	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide services for homeless children and youth
	Provide effective parent and family engagement
WVSIPP	If appropriate, support and coordinate CTE and work-based learning opportunities
	Induction of beginning teachers
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff

Early Literacy	School Readiness
	High Quality Early Literacy Instruction
WV math4life	Student Engagement

AS 2.1.5.1 Transition Classrooms

Description:
Continue implementing processes that provide temporary placement of students in a classroom where they are provided intervention support for social/emotional development.

Person Responsible:
Jill Barker

Estimated Begin Date:
8/22/2022

Estimated Completion Date:
6/10/2023

AS 2.1.5.2 Student Support Staff

Description:
Individuals will be contracted as JAG instructors, Graduation Coaches, Social Workers, Project Aware staff, Future Leader instructors, and academic coaches to support students to reach academic, social, and emotional success.

Person Responsible:
Jill Barker

Estimated Begin Date:
8/22/2022

Estimated Completion Date:
6/10/2023

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	3 Graduation Coaches	\$75,000.00
Other	Other	2 social workers-step 5	\$90,000.00
	Other	Project Aware	\$300,000.00
Total			\$465,000.00

AS 2.1.5.3 Mentoring Program

Description:

Services will be provided by Step By Step, Inc. to survey, identify, plan, and mentor students.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/10/2023

Funding Application	Grant	Notes	Amount
Other	Other	Step 5	\$100,000.00

AS 2.1.5.4 Extended Day Tutoring and Enrichment

Description:

Provide extended day tutoring for all Title I elementary schools and all secondary schools in the district through a combination of 21st Century Community Learning Centers Grants, federal funds, and local funds in collaboration with Step by Step, Inc.

Person Responsible:

Darlene Dingess-Adkins

Estimated Begin Date:

9/12/2022

Estimated Completion Date:

6/1/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$20,000.00
Other	Other	ESSERF	\$100,000.00
	Other	Step 5	\$50,000.00
		Total	\$170,000.00

AS 2.1.5.5 Extended Year Tutoring and Enrichment

Description:

Provide extended year learning activities at five sites, Chapmanville Regional High, Logan Middle, Man Middle/Elementary, Buffalo Elementary and Omar Elementary, that includes the WVDE Summer SOLE Program, Energy Express, and 21st Century Community

Learning Centers'. The district will work collaboratively with Step by Step, Inc and WV Education Alliance to provide academic and enrichment services for students.

Person Responsible:
Darlene Dingess-Adkins
Estimated Begin Date:
6/14/2022
Estimated Completion Date:
7/30/2022

AS 2.1.5.6 Energy Express & Credit Recovery

Description:
Collaborate with WVU Extension to provide Energy Express at five sites in Logan County, In addition, provide Credit Recovery classes for students, who need to make up credits.

Person Responsible:
Darlene Dingess-Adkins
Estimated Begin Date:
6/14/2022
Estimated Completion Date:
7/31/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Energy Express	\$65,000.00

3 Attendance and Student Success

Description:
Throughout the school year 2022-2023, Logan County Schools will work toward achieving 95% of students attending school 90% of the school days.

PM 3.1 Attendance Monitoring

Description:
Logan County Schools will monitor student attendance through WVEIS reports, WVZoomer, daily attendance reports, data meetings, SAT referrals, and truancy referrals.

S 3.1.1 Improving Attendance

Description:
Logan County will strive to meet the needs of all stakeholders to improve the overall attendance and students' educational success.

Component	Item Name
LEA ESEA Consolidated Plan	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	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
	If appropriate, implement process to identify students for support under Targeted Assistance Program
WWSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
Early Literacy	Support for other staff
	School Attendance

AS 3.1.1.1 Advertisement
Description:
Logan County Schools will invest in billboards, radio ads, yard signs, and banners on schools to promote the importance of attendance.
Person Responsible:
Attendance Director
Estimated Begin Date:
7/1/2022
Estimated Completion Date:
6/30/2023

Funding Application	Grant	Notes	Amount
Early Literacy	Early Literacy		\$5,000.00

AS 3.1.1.2 Every Student Every Day Campaign
Description:
All schools will focus on ensuring that all students are in attendance every day.
Person Responsible:
Attendance Director

Estimated Begin Date:
8/26/2022
Estimated Completion Date:
6/10/2023

AS 3.1.1.3 Parent/Guardian Meetings

Description:

Principal, teacher, and counselor teams will meet with parents/guardians and students when they individually approach the 90% attendance rate. This meeting will be conducted to provide prevention support to families.

Person Responsible:
Attendance Director

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

AS 3.1.1.4 Student Support Staff

Description:

Individuals will be contracted as JAG instructors, Graduation Coaches, Social Workers, Truancy Diversion Social Worker, Project Aware staff, Future Leader instructors, and academic coaches to support students to reach academic, attendance, social, and emotional success.

Person Responsible:
Attendance Director

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

AS 3.1.1.5 Nurses

Description:

Logan County will continue to place RN/LPNs in schools throughout each attendance area to support students' health needs to ensure better attendance.

Person Responsible:
Jill Barker

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2023

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF	\$100,000.00
	Other	Step 5	\$50,000.00
Total			\$150,000.00

AS 3.1.1.6 Partnership with Judicial System

Description:

Schools will be responsible for monitoring and submitting at-risk students to the Attendance Director in order for all corrective steps to be put into place to ensure the family is aware of the legal consequences.

Person Responsible:

Attendance Director

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

AS 3.1.1.7 Attendance Protocol

Description:

Attendance Director will ensure that school administrators know and follow the county attendance protocol for addressing and following steps for truancy which include meaningful contacts for at-risk students will happen with families, attendance letters sent to families on designated days, having face-to-face meetings with families, and completing SAT referrals.

Person Responsible:

Attendance Director

Estimated Begin Date:

8/26/2022

Estimated Completion Date:

6/10/2023

Required Items [Expand All] [Collapse All]

Component Met

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

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

Explanation

Logan County Schools will utilize formative and summative assessments, instructional walkthroughs, surveys, and principal reflection tools and face to face sessions to monitor students' progress in meeting the challenging State academic standards. Daily formative assessments and triannual benchmarks will be administered to all students in core academic subjects. In addition, elementary schools will utilize DIBELS as a benchmark and progress monitoring tool. Principals and district administrators will conduct instructional walkthroughs to assure implementation of research-based best practices. Students' academic data along with attendance and behavior data will be reviewed and analyzed to identify and support at-risk students.

The International Center for Leadership in Education, Marshall University and district staff will provide staff development and instructional coaching to support rigorous and relevant instruction that aligns with State standards and imbeds technology as a tool for learning. In addition, two full time academic coaches will support secondary teachers' instruction and data driven decision making. At-risk students will be provided support through a tiered mentoring program at the secondary level and instructional interventions at all programmatic levels. Students will also be provided opportunities to participate in extended day and extended year programs. Three coordinators will be hired to support curriculum and instruction to support principals and teachers. Logan County Schools will also continue the "Everyday, Every Child Campaign" to improve attendance. Staff attendance will also be supported through monitoring and recognition. The district will develop and utilize clearly defined expectations for teachers, administrators and counselors.

1 Promote Academic Success

PM 1.1 Triannual Benchmarks

1.1.1 Utilize programs to support and monitor student progress.

PM 1.2 Instructional Improvement

1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.



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

Surveys and district focus group meetings will be conducted and analyzed to provide data to develop support systems for all teachers. The International Center for Leadership in Education, Marshall University and district staff will provide staff development and instructional coaching to support rigorous and relevant instruction that aligns with State standards. In addition, two full time and one part time academic coaches will be hired to support secondary teachers' instruction and data driven decision making.

The International Center for Leadership in Education will support teacher growth through training and coaching on student engagement, rigor and relevance. They will also support ELA through writing in all disciplines.

A "New Teacher" Academy sessions will be conducted throughout the school year to support the needs of teachers with little or no experience. Tuition reimbursement will be provided to support teachers as they take college courses to improve teachers' instructional planning and delivery. District personnel will utilize the district's recruitment and retention plan to recruit and retain highly qualified teachers.

1 Promote Academic Success

PM 1.1 Triannual Benchmarks

1.1.1 Utilize programs to support and monitor student progress.

PM 1.3 Instructional and Support Resources

1.3.2 Extended Day / Extended Year

PM 1.2 Instructional Improvement

1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.

1.2.3 Best practices for instruction



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

Logan County Schools will utilize formative and summative assessments, instructional walkthroughs, surveys, and principal reflection tools and face to face sessions to monitor students' progress in meeting the challenging State academic standards. Daily formative assessments and quarterly benchmarks, developed by Logan County teachers, will be administered to all students in all core academic subjects. In addition, elementary schools will utilize DIBELS as a benchmark and progress monitoring tool. Principals and district administrators will conduct instructional walkthroughs to assure implementation of research-based best practices. Students' academic data along with attendance and behavior data will be reviewed and analyzed to identify at-risk students.

The International Center for Leadership in Education, Marshall University and district staff will provide staff development and instructional coaching to support rigorous and relevant instruction that aligns with State standards and imbeds technology as a tool for learning. In addition, two math academic coaches and one ELA coach will be hired to support secondary teachers' instruction and data driven decision making. At-risk students will be provided support through a tiered mentoring program at the secondary level and instructional interventions at all programmatic levels. Students will also be provided opportunities to participate in extended day and extended year programs.

The Read 180 Program will be implemented at Logan Middle School, Chapmanville Middle School and Man Middle School, and the Math for Life plan will be implemented at all elementary schools.

Logan County Schools will also continue the "Everyday, Every Child Campaign" to improve attendance. Staff attendance will also be supported through monitoring and recognition. The district will develop and utilize clearly defined expectations for teachers, administrators and counselors.

1 Promote Academic Success

PM 1.1 Triannual Benchmarks

1.1.1 Utilize programs to support and monitor student progress.

PM 1.2 Instructional Improvement

1.2.1 Transition to Next Programmatic Level

1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.

1.2.3 Best practices for instruction

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

2.1.4 Parent/Family Involvement

2.1.5 Student Support

3 Attendance and Student Success

3.1 Attendance Monitoring

3.1.1 Improving Attendance

- 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

Logan County Schools has zero N & D students and will provide no services at this time.

2 Support Social and Emotional Learning

2.1 Family Engagement

2.1.2 School Community

2.1.4 Parent/Family Involvement

2.1.5 Student Support

3 Attendance and Student Success

3.1 Attendance Monitoring

3.1.1 Improving Attendance

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

Address strategies to provide services for homeless children and youth

Explanation

Logan County Schools will ensure that all homeless children and youth are provided the same services and supports as all other students. Extended day and extended year instruction will be provided, clothing will be provided as necessary in disaster situations and school supplies will be provided to all students. These students will participate in a tiered mentoring program at the secondary level to support their social, emotional and academic needs. Staff will support the families of these students through parent education and various methods of communication.

1 Promote Academic Success

PMI 1.3 Instructional and Support Resources

1.3.2 Extended Day / Extended Year

2 Support Social and Emotional Learning

PMI 2.1 Family Engagement

2.1.2 School Community

2.1.4 Parent/Family Involvement

2.1.5 Student Support

3 Attendance and Student Success

PMI 3.1 Attendance Monitoring

3.1.1 Improving Attendance

6) **Provide effective parent and family engagement**

Address strategies to provide effective parent and family engagement

Explanation



Community focus groups and surveys will be administered and data utilized to develop district and school plans to develop a comprehensive parent and family engagement support program. A district "Family Involvement Facilitator" will be hired to facilitate family involvement workshops and activities throughout the district. Workshops will be conducted as per surveys that identify families' needs for educational support. Various communication mechanisms will be utilized to communicate regularly with families, such as VROOM, social media, district website, school websites, phone calls, and print materials. Student achievement progress will be communicated via face to face meetings with parents and achievement reports sent home to families. Orientations will be conducted at each transition level for students and parents to provide them with information and to begin the development of relationships with school staff. In addition, family members will be involved in their student's mentoring program as applicable.

All staff will be provided training on parent and family engagement.

2 Support Social and Emotional Learning

PMI 2.1 Family Engagement

2.1.1 Family Support

2.1.2 School Community

2.1.3 Support Committee

2.1.4 Parent/Family Involvement

2.1.5 Student Support

3 Attendance and Student Success

PMI 3.1 Attendance Monitoring

3.1.1 Improving Attendance

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

Logan County Schools will collaborate with Pride Head Start and the Marshall University Harless STEM Center to increase the capacity to support early childhood educational programs. MU will support and assist with the development of a Universal Pre-K classroom to use for



in-service training for all early childhood teachers and assistant teachers. MU will also provide continuous training throughout the school term for early childhood teachers and assistant teachers. In addition, all support services for all Universal Pre-K classrooms will be shared between Pride Head Start and Logan County Schools.

1 Promote Academic Success

PM 1.1 Triannual Benchmarks

1.1.1 Utilize programs to support and monitor student progress.

PM 1.2 Instructional Improvement

1.2.1 Transition to Next Programmatic Level

1.2.3 Best practices for instruction

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

2.1.1 Family Support

2.1.2 School Community

2.1.4 Parent/Family Involvement

3 Attendance and Student Success

PM 3.1 Attendance Monitoring

3.1.1 Improving Attendance

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

Logan County Schools' Title I programs are all School-Wide Programs. There are no Targeted Assistance Programs.

1 Promote Academic Success

PMI 1.3 Instructional and Support Resources

S 1.3.1 Staff to Support Instruction and Learning

PMI 1.2 Instructional Improvement

S 1.2.3 Best practices for instruction

2 Support Social and Emotional Learning

PMI 2.1 Family Engagement

S 2.1.2 School Community

S 2.1.4 Parent/Family Involvement

3 Attendance and Student Success

PMI 3.1 Attendance Monitoring

S 3.1.1 Improving Attendance

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

Address strategies to facilitate effective transitions for students between programmatic levels

Explanation

Transition days will be conducted when students are transitioning from home to Pre-K, from Pre-K to kindergarten, from fourth to fifth grades and from eighth to ninth grades. In addition, at-risk students will be provided a tiered mentoring program to assist them with transitioning

from elementary school to middle school and from middle school to high school. New-Pre-K students will be provided with a three day transition camp during the summer prior to them entering Pre-K.

1 Promote Academic Success

PMI 1.2 Instructional Improvement

S 1.2.1 Transition to Next Programmatic Level

2 Support Social and Emotional Learning

PMI 2.1 Family Engagement

S 2.1.4 Parent/Family Involvement

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

All principals will be provided and overview and orientation of PBIS. Three school will participate in continuous PBIS training as they develop and implement the model in their schools. Teacher and student "We Surveys" will be conducted to determine necessary areas of student and staff support as they work to reduce the overuse of discipline practices that remove students from the classroom. A three tiered mentoring program will be developed and implemented at the secondary level. A partnership will be established and implemented with the International Center for Leadership in Education that will support student engagement through the use of improved classroom instruction.

Clearly defined teacher, administrator and counselor expectations will be developed, communicated and monitored in order to support students' social, emotional and academic success.

1 Promote Academic Success

PMI 1.2 Instructional Improvement

S 1.2.3 Best practices for instruction

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

All CTE instructors will be provided professional development in rigorous and relevant instruction. The students will participate in quarterly district benchmarks in all core academic areas. Assessment results will be provided to CTE instructors to utilize to drive their instruction. At-risk CTE students will be provided support through the three-tiered mentoring program. Teacher, counselor and administrator expectations will be developed, shared and monitored. The county data plan will include assessment CTC indicators. Walkthroughs will be conducted by principals and district administrators.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

§ 1.3.1 Staff to Support Instruction and Learning

§ 1.3.2 Extended Day / Extended Year

PM 1.1 Triannual Benchmarks

§ 1.1.1 Utilize programs to support and monitor student progress.

PM 1.2 Instructional Improvement

§ 1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.

§ 1.2.3 Best practices for instruction

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

§ 2.1.1 Family Support

§ 2.1.2 School Community

§ 2.1.3 Support Committee

2.1.4 Parent/Family Involvement

2.1.5 Student Support

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

Address other appropriate strategies identified by the LEA

Explanation

None

1 Promote Academic Success

1.3 Instructional and Support Resources

1.3.1 Staff to Support Instruction and Learning

2 Support Social and Emotional Learning

2.1 Family Engagement

2.1.3 Support Committee

Required Items [Expand All] [Collapse All]

Component Met

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

Explanation

Beginning teachers will be provided support through face to face sessions, embedded coaching and online professional development. Teachers will participate in an orientation session prior to the beginning of the school term and four quarterly professional development sessions on classroom management; Rigor, Relevance and Relationships Framework; various instructional strategies; special education; and safety policies and procedures. In addition, secondary teachers will be provided support through embedded instructional coaching provided by a district level coach. Elementary teachers will receive embedded instructional coaching through contracted retired teachers. All teachers in Logan County Schools will participate in ongoing sessions delivered by the International Center for Leadership in Education consultants. Teachers will also attend state and national conferences to improved their instructional delivery.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

- 1.3.1 Staff to Support Instruction and Learning

PM 1.2 Instructional Improvement

- 1.2.4 Professional Learning

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

- 2.1.3 Support Committee
- 2.1.4 Parent/Family Involvement
- 2.1.5 Student Support

3 Attendance and Student Success

PM 3.1 Attendance Monitoring

S 3.1.1 Improving Attendance

2) **Support for experienced teachers**

Address strategies to support experienced teachers

Explanation

Experienced teachers will be provided differentiated staff development based on their identified need. Focus groups were conducted virtually during the summer prior to the 2022-2023 school term to identify areas that teachers believed they needed professional development support. Areas of need were teaching using a remote model, prioritizing standards for better utilization of time, the pedagogy of technology, and student engagement while providing synchronous and asynchronous learning. In addition, teachers communicated a desire to increase their skills in the development of mathematical, ELA, science, and social studies benchmarks and assessments based on mastery of the WV College and Career Readiness Standards while implementing new online tools. The district has also identified a need to continue to support teachers in designing rigor and relevant instruction. All teachers in Logan County Schools will participate in ongoing sessions and embedded coaching delivered by the International Center for Leadership in Education consultants virtually and in-person. Teachers will attend state and national conferences to improve their instructional delivery. In addition, all district administrators, principals and teachers will participate in trauma informed classrooms and how to support social-emotional development. Teachers in the Leader in Me Schools will be provided online and face to face coaching and training from Franklin-Covey consultants. MicroSociety, Inc. will also provide training and support to the three MicroSociety schools.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

S 1.3.1 Staff to Support Instruction and Learning

S 1.3.2 Extended Day / Extended Year

PM 1.2 Instructional Improvement

S 1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.

S 1.2.3 Best practices for instruction

§ 1.2.4 Professional Learning

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

§ 2.1.1 Family Support

§ 2.1.2 School Community

§ 2.1.3 Support Committee

§ 2.1.4 Parent/Family Involvement

§ 2.1.5 Student Support

3 Attendance and Student Success

PM 3.1 Attendance Monitoring

§ 3.1.1 Improving Attendance

3) **Support for student teachers**

Address strategies to support student teachers

Explanation

Student teachers will be placed in classrooms with experienced, highly effective teachers. The experienced teachers will provide modeling and coaching for these teachers. They will also be given opportunity to attend professional development sessions conducted throughout the district. Logan County Schools will collaborate with the Marshall University STEM Center staff to develop a model Pre-K classroom where early childhood education students will observe and practice instruction.

1 Promote Academic Success

PM 1.2 Instructional Improvement

§ 1.2.4 Professional Learning

4) **Support for beginning administrators**

Address strategies to support beginning administrators

Explanation

Beginning administrators will be assigned a mentor to offer advice and support. They will also attend the WV School Leadership Network for Beginning Principals and the Logan County Schools Summer 2022 Administrators' Academy. They will also be supported by the ICLE leadership coach and will participate in instructional coaching rounds.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

§ 1.3.1 Staff to Support Instruction and Learning

PM 1.2 Instructional Improvement

§ 1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.

§ 1.2.4 Professional Learning

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

§ 2.1.1 Family Support

§ 2.1.2 School Community

§ 2.1.3 Support Committee

§ 2.1.4 Parent/Family Involvement

☑ 2.1.5 Student Support

3 Attendance and Student Success

PM 3.1 Attendance Monitoring

☑ 3.1.1 Improving Attendance

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

Explanation

District administrators will attend monthly meetings in which they will receive training relevant to their positions along with opportunities for collaboration with other administrators. They will also be supported by the ICLE Leadership Coach and will participate in instructional coaching rounds led by the leadership coach. Administrators will attend the 2022 Summer Administrators' Academy that will focus on 4 Disciplines of Execution. Professional development will support their growth throughout the school term on Professional Learning Days.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

☑ 1.3.1 Staff to Support Instruction and Learning

☑ 1.3.2 Extended Day / Extended Year

PM 1.2 Instructional Improvement

☑ 1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.

☑ 1.2.4 Professional Learning

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

2.1.1 Family Support

2.1.2 School Community

2.1.3 Support Committee

2.1.4 Parent/Family Involvement

2.1.5 Student Support

3 Attendance and Student Success

3.1 Attendance Monitoring

3.1.1 Improving Attendance

6) **Support for other staff**

Address strategies to support other staff

Explanation

District administrators and principals will be provided support to improve their abilities as instructional leaders. They will participate in leadership coaching provided by ICLE. Counselors will participate in training with teachers and leaders on utilizing technology tools, such as Google Classroom, Zoom, and MicroSoft Teams and how to create a trauma informed school, Leader in Me, and PBIS. Teaching assistants and teacher associates will participate in knowledge and skills based ELA training provide by district coordinators and consultants and will attend sessions, such as PLCs with the teachers they support. Special education aides will also attend sessions with the teachers they support. All school support staff at each of the Leader in Me School will attend Leader in Me training. All support staff will continue the annual training to support and identify the needs of homeless students. In additional, service personnel will attend training applicable to their assignment throughout the school term on professional learning days.

1 Promote Academic Success

1.3 Instructional and Support Resources

1.3.1 Staff to Support Instruction and Learning

1.3.2 Extended Day / Extended Year

PM 1.2 Instructional Improvement

1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.

1.2.3 Best practices for instruction

1.2.4 Professional Learning

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

2.1.1 Family Support

2.1.2 School Community

2.1.3 Support Committee

2.1.4 Parent/Family Involvement

2.1.5 Student Support

3 Attendance and Student Success

PM 3.1 Attendance Monitoring

3.1.1 Improving Attendance

7) **Professional development**

Address strategies and planned professional development opportunities

Explanation



Teachers and support personnel will participate in professional development that supports their area of assignment. Delivery will be provided via face to face, online, embedded coaching, and conferences. A 2022-23 professional development calendar was developed, and sessions were uploaded to the Logan County School Staff Development website. Teachers, principals, and district administrators will be provided continuous support throughout the school year through PD sessions and embedded coaching. All professional and service personnel will continue the annual training through Vector Solutions to support and identify the needs of homeless students. The ESL teacher and the classroom teachers, who support EL students, will participate in professional development provided by an ICLE consultant, in order to learn ways to differentiate instruction and formative assessment in a digital environment for the ESL students at all programmatic levels.

Dates	Session Name	Participants	Description
Ongoing	Weekly Professional Learning Communities	Teachers, Principals, Assistant Principals and Instructional Coaches	All schools will conduct weekly PLCs to review student data and plan based on data results.
Ongoing	International Center for Leadership in Education Instructional and Leadership Embedded Coaching	Teachers, Principals, and District Administrators	Instructional coaching will be provided to teachers, and leadership coaching will be provided to school-level and district administrators focused on the ICLE Instructional Rubric and the RRR Framework.
Ongoing	International Center for Leadership in Education Rigorous Curriculum Design	Elementary Teachers, Elementary and Middle School Administrators, Middle School Math and Science Teachers	Instructional coaches, Elementary/Secondary Coordinators, ICLE Coaches will provide ongoing support in the development of Units in Math and Science to support the development of rigorous curriculum that follow priority standards.
Ongoing	Logan County Schools Instructional Coaching Support by local coaches	New and Experienced Teachers and Administrators	Instructional coaching will be provided to teachers, and leadership coaching will be provided to school-level and district administrators focused on the ICLE Instructional

				Rubric and the RRR Framework.	
Ongoing	Strategies for ESL Students	Teachers with ESL Students	Instructional coaching will be provided to the ESL Teacher by Mt. State ESC, who will focus on meeting the needs of ESL students in the classroom.		
Ongoing	Various Professional Development Sessions	Student Teachers	Student teachers will participate in all professional development sessions that are provided for their supervising teacher. This includes regular PLC sessions.		
Ongoing	Unpacking Unit for CKLA and Great Minds	Elementary Coordinators	Teachers will work to unpack each of the units prior to instruction to better understand the priorities within the unit.		
Ongoing	MU June Harless Professional Development	Chapmanville Primary School	Ongoing teacher training, collaboration, modeling and support		
Ongoing	Leader in Me 7-Habits Signature Training	Administrators and Staff of Leader in Me Schools	Teachers and administrators will gain knowledge and understanding of the 7-Habits of Effective People and how they relate to all individuals and their growth as students and staff.		
Ongoing	Instructional Data Talks	Elementary and Secondary Teachers, Administrators, District Administrators	Collaborative meeting to identify strengths and weakness from classroom assessment data		

8/4-8/6/2021	Preparing for Upcoming School Year 2021	School Administrators, District Administrators, Academic Coaches	Overview of considerations for re-entry, policy/law updates, and actions necessary to support students and staff
8/5/2021	Family Engagement	School Administrators, District Administrators, Academic Coaches	Training for all Administrators on training staff how to work with families in the school.
8/6/2021	Title IX Regulations	School Administrators, District Administrators, Academic Coaches	Overview of new Title IX Updates
8/23/2021	Title IX Regulations	All Staff	Overview of new Title IX Updates
8/19-8/20/2021	ELA Textbook Adoption	Middle/High School ELA Teachers, Special Education Teacher, Academic Coaches, Title I, All Elementary Teachers, First Grade Associates, Kindergarten Assistants	An overview of the new ELA curriculum was rolled out to the teachers and support staff.
8/2-8/6/2021	Summer WVDE Virtual Conference	Elementary/Middle/High School Teachers, Special Education Teachers	WVDE Conference
8/16/2021	Finance Training	Secretaries	Updates on all financial components for the schools.
8/17/2021	Policies and Procedures	School/District Administrators	Review of all county policy and procedures
8/18/2021	Amplify Reading	Elementary Administrators	Introduction to Amplify Reading and the intervention

				strategies	
8/23/2021	Policy and Procedures	All School Staff		Update and review of state/county policy and procedures	
8/24/2021	Damon West	All Professional and Service Personnel		Overcoming obstacles	
8/27/2021	Policy 2525, CLASS Review	All Pre-K Staff		Updates to policy 2525 and implementation of CLASS	
8/2021	Tom Reardon	High School Math Teachers		Design of rigorous instruction in the math classroom	
8/2021	iReady	Middle School ELA Teachers		Teachers will develop their knowledge of the iReady Program tool.	
8/2021	System 44	Special Education Teachers		Teachers will increase their knowledge of System 44.	
8/2021	Imagine Math	K-12 Math Teachers		Teachers will increase their knowledge of Imagine Math.	
8/2021	Achieve 3000	High School ELA, Science, Social Studies and Related Arts		Teachers will gain an understanding of the Achieve 3000 Program.	
8/2021	Pre-K Orientation of Policies and Procedures	Pre-K Teachers and ECCATS		Staff will review Pre-K Policies and Procedures	
8/2021	Newsela	Middle School Teachers and		Staff will extend their	

			Administrators	knowledge of utilization Newsela in a virtual environment.
8/2021	IEP Updates		Elementary Special Education Teachers	Teachers will update their knowledge of IEPs.
9/3/2020	Read 180		Middle School Read 180 Teachers	Teachers will review Read 180 tools.
9/4/2020	CPR Training		Identified Personnel	Staff will renew CPR certification
8/2-8/4/2021	Special Education Boot Camp		Transition Teachers, BD Teacher, and Psychologists, Special Education Teachers,	Participates will increase their knowledge of Behavior Strategies and Support Methods, Mental Health First-Aid, Legal Updates for Behavior and Discipline, Mindfulness, Trauma, SEL, and Resiliency
10/1/2021	CKLA, Great Minds, McGraw Hill		All Elementary Teachers, Title I Teachers, Middle/High School ELA, First and Second Grade Associates, Kindergarten Assistants, Academic Coaches,	Additional support was given to teachers and support staff on the implantation of the new curriculum.A focus on the online components was given during this session.
10/1/2021	ELRS, PALS, CLASS		Pre-K Staff	Review of the monitoring process of ELRS, review of administration of PALS and CLASS
10/1/2021	NewsELA		Middle/High School Science, Social Studies, and Electives	Teachers will be provided online access to the platform and time to plan for use of text dependent articles.

10/1/2021	Amplify Reading	5 th and 6 th Grade	Overview of the implementation of Amplify Reading
10/1/2021	ZONAR	Bus Drivers	Overview of the monitoring and tracking system that has been placed on the buses.
10/1/2021	New Procedures and Recipes	Cooks	Review of new procedures and recipes that can be used in the schools.
10/1/2021	New Medicaid System	Special Needs Aides, Special Education Teachers	Updates and review of the new Medicaid System
10/1/2021	Suicide & Threat Risk Assessment Screening Process	All Logan County Counselors	Review of the assessment screening process used for suicide and threats
10/2021	SAT Training	School Administrators	Review of the SAT process
10/29/2021	Richard Cash	Middle and High School Teachers and Administrators	Approaches to small group instruction
10/29/2021	First Tee	Elementary and Middle Schools PE Teachers	Character building with a seamless alignment of golf curriculum
10/2021	CPR & First Aid	General and Electrical Maintenance	Staff will review and certify via performance on CPR & First Aid assessments.

10/2021	Network Strategies and Design	Technology Department	Technology staff will increase their knowledge in strategies and design.
11/7-11/10/2021	National Summer Changes Everything	District Administrators	Participate in collaboration with other states on the implementation and sustainability of a successful summer program.
Spring 2022	Temple Grandin	All Professional and Service Personnel	Educating students with different kinds of minds
June 2022	Model Schools Conference	Teachers, School Administrators, District Administrators	Provided with new ideas for sustaining continuous school improvement approaches.
August 1, 2022 - June 10, 2023	Students Experiencing Homelessness	All professional and service personnel	Provide annual awareness for families and students experiencing homelessness.

1 Promote Academic Success

PM 1.2 Instructional Improvement

S 1.2.4 Professional Learning

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

S 2.1.1 Family Support

Logan County Schools (045) Public District - FY 2023 - LEA Strategic Plan - Rev 1

*** Planning**

The district leadership team conducted focus groups with principals, teachers, students, community members, business leaders, and parents/guardians to gather data to determine the needs of Logan County Schools. In addition, the district team calculated and analyzed the percentage of uncertified long-term substitutes and how this variable impacted student learning.

Team members disaggregated the percentage of students at or above mastery in ELA and Math and other student outcome data. They analyzed instructional walkthrough data to determine strengths and weaknesses in implementing high-yield, high effect size strategies. In addition, they collected and analyzed teacher evaluation data.

Finally, they utilized this data to create a design that will support the professional growth of all teachers as they provide students with innovative, rigorous instruction.

*** Vision and Goals**

Vision

The Logan County School District will be a premier educational institution where all students receive rigorous, engaging instruction by competent and well-trained educators. Teachers will be provided essential support in a collegial learning environment led by teacher leaders to foster a collaborative culture to support educator development and student learning.

Goals

1. Teachers will work collaboratively with their colleagues to solve problems, make decisions, manage conflict, and promote meaningful change.
2. High-yield instructional strategies will be the norm in all classrooms at all programmatic levels, and student learning will increase.
3. Schools' inclusive cultures will be places where diverse perspectives are valued and encouraged.
4. Teachers will access and use research to improve practice and student achievement.
5. Professional learning will be a continuous process of improvement.
6. Utilization of assessments and data to inform teachers' work will be the norm for school and district improvement.

*** Data Driven Measures**

The Logan County School District is located in the coalfields of Southern West Virginia, where poverty and drug addiction increase the risk factors for student success. As per the WVDE, SY 2019-2020 Public School PreK -3rd Grade Low SES Data by County Report demonstrates that Logan County has the highest percentage of low SES students in West Virginia at 66.7%. The total Low SES for all grade levels in 2019-20 was at 56.27 %, and in 2020-2021 it stands at

61.22%, showing an increase in one year of 4.95 %. During the 2019-2020 school term, the percentage of homeless students in Logan County was double the rate state-wide. In Logan County, it was 6.66, and in West Virginia, it was 3.06.

The drug abuse crisis has ravaged Logan County. According to a 2017 report from the West Virginia Board of Pharmacy's "Prescription Opioid Problematic Prescribing Indicators County Report," 49.6% of the percentage of Logan County citizens have a controlled substance prescription, 35.2 percentage of Logan County citizens have an opioid prescription, and 17.6% of the citizens have a benzodiazepine prescription. These are statistics from prescriptions, and these percentages do not include what is bought on the street. There are only 20 recovery beds for men and 20 for women in Logan County. So, there is little support for families to get help. Students go to their homes with these statistics every night. During COVID-19, it has only gotten worse. Man Elementary School has had three fathers die of overdose this past year. Administrators and teachers will need professional development to increase their knowledge and skills in dealing with the social, emotional, and academic needs of these students, who have been in and out of school for over a year.

Children in Logan County live in homes with drug addiction AND poverty. The trauma they experience at home impacts their well-being. Staff will need to learn how to utilize instructional strategies with the most significant effect size to enable them to make up for learning loss. ALL elementary students in this district go to one of the eleven Title I Schools.

Another obstacle facing Logan County Schools is the high percentage of chronically absent students. Kindergarten students have the highest chronic attendance percentage of all students in grades Pre-K-12th grades excluding seniors and PreK. As per the attendance chart below, the rate had decreased from a high of 51% in 2018-19 to 44% in 2019-20. Logan County has hired social workers to assist with this staggering statistic, but much more work is to be completed. With these funds, Logan County Schools has hired additional elementary counselors to increase the support at the elementary level. In addition, a collaborative infrastructure model will provide time, process, and a collaborative model for the social workers, secondary counselors, secondary mentors, and graduation coaches to meet and ensure that all students have equitable access to resources and supports necessary to be successful students.

Coupled with poor attendance, Low SES, and drug addiction, the COVID-19 pandemic has impacted time on task for students. The district had a very high percentage of students who transitioned to virtual learning during 2020-21. As per the chart below, the WVDE Zoom data on February 28, 2021, showed 36% of the students were virtual learners, and the students who were in-person and blended had only been able to attend school face-to-face for a limited number of days during the 2020-21 school year. In addition, the DIBLES data demonstrated learning loss, also shown in the chart below. 58% of kindergarten students scored at mastery or above on the 2020 DIBLES MOY composite score, which was just before COVID-19 impacted face-to-face learning. At the end of 2021, these same students as first graders had decreased to only 50% at grade level or above mastery. First-grade students in 2020 dropped from 45% at mastery or above to 38% at mastery or above at end of the year second graders.

Pre-K-3rdGrade Logan County Students Enrolled in Virtual Learning as of 2/28/21			
Grade	Number of Virtual Students	Enrollment	Percentage
Pre-K	56	222	25
K	121	326	37

1	116		323	37
2	127		350	36
3	147		346	42
Total	567		1567	36

In FY 2017, 47.09% of Logan County third grade students scored at mastery or above on the Language Arts section of the West Virginia General Summative Assessment. In FY 2018, 48.14% achieved mastery or above, and in FY19, 40.68% scored at mastery or above. Fourth-grade students scored 49.21% at mastery in FY 17, 49.87% at mastery in FY 18, and 47.53% at mastery in 2019. Given the summer lag demonstrated in previous years and student outcome data, a decrease in ELA achievement is evident and is being seen across multiple measures and in multiple grades, but in 2020-21 kindergarten/rising first graders have shown the biggest decrease in ELA achievement as per the data below.

The Kindergarten WV ELRS has decreased all ELA indicators from the 2020 MOY to the 2021 MOY. In Early Learning Foundations there has been a decrease in level of mastery from an average score of 2.34 to 2.04, reading has decreased from 2.16 to 1.96, writing has decreased from 2.16 to 1.96, speaking and listening has decreased from 2.27 to 2.03, and language has decreased from 1.95 to 1.73.

In FY 2018, 40.42 percent of Logan County students scored at mastery or above on the Language Arts section of the West Virginia General Summative Assessment and SAT combined. In FY 2019, 40.65 percent of Logan County students scored mastery or above on the Language/Arts section. There was an increase of 0.23 percent. But in 2020-21, only 32.80% of students scored at mastery or above on the WV GSA and SAT combined. This was a drop from FY 2019 to FY 2021 of 7.85%.

At the 2019-2020 BOY DIBELS Benchmark, 42% of K-3 students scored at grade level mastery or above, and the 2019-2020 MOY DIBLES Benchmark, 48% of K-3 students scored at grade level mastery or above. During the 2019-2020 school term, 5-12 students scored at the 42nd percentile on Newsela's ELA Assessments at BOY and the 42nd percentile at the EOY. D and F rates for all ELA courses were 16% in 18-19 and 12.51 % in 19-20, which decreased 3.49%. Logan County students have maintained the percentage of ELA students at mastery for the past five years in multiple measures, but these scores have demonstrated little growth. Given the summer lag that has been demonstrated in previous years and recent research, a decrease in ELA achievement is expected.

In FY 2018, 30.20 percent of Logan County students scored at mastery or above on the mathematics section of the West Virginia General Summative Assessment. In FY 2019, 33.71 percent scored at mastery or above on the math section of the West Virginia General Summative Assessment. That is an

increase of 3.51%. During 2019-2020, K-5 students completed a total of 52,214 mathematical problems and passed 79.6%. The average quantile growth for the K-5 students was 97.84 points from August 2019 to May 2020. D and F rates for all Math courses were 20.22% in 2018-2019 and 16.72% in 2019-20, which is a decrease of 3.5%. Math achievement for Logan County Schools has shown an upward trend for the past five years. But, with over five months out of school in 19-20 and students not attending face-to-face more than two days per week in 20-21 until March and not attending face-to-face five days per week all year, the math results dropped to 18.24% of students at mastery or above on the WVGSA and SAT. That is a drop of 15.47% of students at grade level mastery from FY 19 to FY 21.

Four- and five-year cohort graduation rates have dipped during the past three years. The percentage of tenth-grade students completing twelve credits increased 9%, along with the number of students passing courses as per the failure/passage rate during 2018-19. The percentage of tenth-grade students having two credits in each of the four core areas increased by 13%. This indicates that as these students move toward graduation, the graduation rate will begin to increase. In addition, the on-track to graduate percentage of students decreased 9.41% from 2016-2017 to 2017-18, but after graduation coaches were hired in 2018-19, the preliminary data appears to show a gradual improvement of 1%. But that improvement diminished with the 2020 graduation data. Man High School's 4-year rate was 85.2, Logan High was 86.1, and Chapmanville High was 92.1.

The percentage of students attending school for 90% of the instructional days increased 4% between 2018-2019 and 2019-2020. But 35.34% of the students remained chronically absent during the 2019-2020 term. These percentages are at an alarming rate. Students with misconduct in 2017-18 were at 4,760 occurrences, in 2018-19 at 2,812 occurrences, and in 2019-20 at 2,127. Student behavior has shown significant improvement, but almost 40% remained virtual, and this behavior measure is expected to increase given the time that students have been at home.

During the 2019-2020 school year, 14% of all Logan County teachers were long-term substitutes. At the elementary level, 11% of teachers fell in this category, at the secondary level, 29% of the ELA teachers, 17% of the math teachers, 5% of the social studies teachers, and 25% of the science teachers were long term substitutes, who were not fully certified teachers. During the 2020-21 school year, 16% of all teachers were long-term substitutes. At the elementary level, there were 12%. At the secondary level, there were 35% ELA teachers, 29% math teachers, 14% social studies teachers, and 21% science teachers, who were long-term substitutes and not fully certified.

Focus group data demonstrated that families and community members believed that Logan County had great teachers who supported students during the day and in extended day programs. Students stated that they felt that if they had an issue, there would be someone to assist them at school or virtually at home, but that schools needed full-time counselors. Students also stated that they needed opportunities to expand their learning beyond the classroom and community and would like to have additional clubs, classes to better prepare them for the SAT/ACT, and more electives.

Teachers felt that parents needed additional training for technology use and mental health support for students and parents. They also asked for time to work with, collaborate and plan with other teachers. Community members asked that counselors be provided during the extended day to offer social and emotional support. School-level administrators stated that inexperienced teachers needed support from more experienced and effective teachers.

Teachers will need professional development and collegial mentoring and support to increase their knowledge and skills in dealing with the social and emotional needs of students, who have been in and out of school for over fifteen months and into the subsequent years to continue their own growth as teachers as they support the growth of their students. They also need a collaborative environment that better supports their own social and emotional well-being as well as creates a culture where everyone is a learner. Teaching can be exhausting and emotionally draining. Teachers are invaluable sources of support for one another. When teachers depend on one another for support, they develop relationships based on trust and empathy. When the school climate has those qualities, students and staff grow.

Children in Logan County live in homes with drug addiction and poverty. The trauma they experience at home will have impacted their well-being, and staff will need to be prepared to support them. Staff will also need to continue increasing their capacity to utilize high yield instructional strategies with the largest effect size to make up for learning loss.

* Teacher Leadership Roles

Logan County Schools will establish two levels of teacher leadership roles, teacher leaders at all elementary and secondary schools with a number per school based on student enrollment and department chairs at high schools for ELA, math, social studies, and science.

All schools will hire 1-3 teacher leaders depending on student enrollment. The teacher leaders' roles and responsibilities will be:

Teacher Leader Job Responsibilities and Duties

- Support the goals and mission of the district and school.
- Serve as a mentor and resource for new and experienced teachers.
- Serve as a model classroom for teacher visits.
- Serve on the school leadership and strategic planning teams.
- Facilitate the scheduling and organization of professional development at the school level.
- Assist with teacher recruitment as applicable to the assigned school.
- Assist administrators with the preparation of meeting agendas.
- Collaborate with department chairs.
- Attend county, state, and national trainings, and conferences as relevant to the position.

Department Chair Job Responsibilities and Duties

- Supports the goals and mission of the district and school.
- Establishes agenda and meets regularly with the department's teachers as determined by the principal.
- Leads PLCs in the subject area of assignment.
- Serves on the school leadership team and strategic planning team.
- Disaggregates student data and reports the data to the leadership team and administrators.
- Attends county, state, and national training, and conferences as relevant to the position.

Teacher Leadership Selection Define how teacher leaders will be selected in your county including the evidence that will be used to meet the minimum requirements and competencies.

Teacher Leader Minimum Requirements and Competencies

Evidence-based on district degree, licensure and certification documentation, and principal observations and interviews

Must hold a master's degree.

Must meet all licensure and certification requirements and be hired as a full-time teacher in Logan County Schools.

Knowledgeable of curriculum and instruction

Evidence of ability to impact student achievement

A minimum of five years teaching experience

Strong communication and interpersonal skills

Department Chair Minimum Requirements and Competencies

Evidence based on district degree, licensure and certification documentation and principal observations and interviews

Must hold a master's degree

science, or social studies as relevant to the assignment.

Schools. Knowledgeable of curriculum and instruction

experience

Must meet all licensure and certification requirements in either ELA, math, A minimum of five years of teaching
Strong communication and interpersonal skill

-

Application and Hiring Process

Include details about eligibility, the desired attributes of the teacher, and the processes that demonstrate fairness.

Job descriptions will be developed and posted as per the qualifications, duties, and responsibilities listed in the previous section. Principals will interview and make recommendations to the superintendent based on the most qualified teacher.

* Teacher Leadership Selection

Teacher Leader Minimum Requirements and Competencies

Evidence-based on district degree, licensure and certification documentation, and principal observations and interviews

Must hold a master's degree.

Must meet all licensure and certification requirements and be hired as a full-time teacher in Logan County Schools.

16 Department Chairs	Supplement and Benefits	\$20,000.00
42 Teachers	Stipends for meetings	\$16,800.00
20 Teacher Demonstration Teachers	Supplement and Benefits	\$20,000.00
Total Budget		\$120,800.00

* Communication

District staff will provide information to principals in meetings during the spring of 2021 and throughout the school term thereafter. Principals will disseminate the information to teachers in their schools. The positions will be posted in the district office and in all schools.

WVSIPP Funding Details

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WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 10,000.00
Support for experienced teachers	* \$ 400,000.00
Support for student teachers	* \$ 0.00
Support for other staff	* \$ 12,000.00
Professional development	* \$ 550,000.00

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Required Items [Expand All] [Collapse All]

Component Met

1) 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.

Explanation

Logan County Schools provide research-based learning experience for young children and have transition programs at all transition grades.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

S 1.3.1 Staff to Support Instruction and Learning

S 1.3.2 Extended Day / Extended Year

PM 1.2 Instructional Improvement

S 1.2.1 Transition to Next Programmatic Level

S 1.2.3 Best practices for instruction

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

S 2.1.5 Student Support

2) School Attendance

Stressing the importance of regular attendance patterns and dispositions to attending school early on.

Explanation

Logan County Schools has an extensive attendance support program. Families are contacted as per the county and state attendance policies. Meetings are held to offer support to families to improve student attendance.

3 Attendance and Student Success

PM 3.1 Attendance Monitoring

S 3.1.1 Improving Attendance

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

Logan County Schools provides 21st Community Learning Centers Models at Chapmanville Regional High School, Chapmanville Middle School, Man High School, Man Middle School, Buffalo Elementary, Omar Elementary, Man Elementary School, Holden Elementary School, Logan Elementary School, Logan Middle School, and Logan High School. Other schools provide extended day opportunities through Title I funds and other grant funds. In addition, Logan County Schools provide Energy Express at five sites and Credit Recovery in extended year programs at all high schools in addition to the Summer SOLE Program. A summer academy is held for incoming PK and new Kindergartens students.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

S 1.3.2 Extended Day / Extended Year

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

Logan County Schools is currently implementing a skill and knowledge-based ELA curriculum supported by Amplify Intervention and WVTSS at all grades at all schools. The ELA implementation is supported by consultants and the ICLE academic coach,

1 Promote Academic Success

PM 1.1 Triannual Benchmarks

1.1.1 Utilize programs to support and monitor student progress.

PM 1.2 Instructional Improvement

1.2.2 Instructional walkthroughs will be conducted by school administrators, district administrators, and teachers.

1.2.4 Professional Learning

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

2.1.1 Family Support

2.1.4 Parent/Family Involvement

2.1.5 Student Support

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Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

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

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

Explanation

All middle and high school math teachers will continue to be provided membership in the National Council of Teachers of Mathematics. They will participate in webinars focused on content knowledge. They will receive periodicals and be provided access to research on best practices. They will participate in PLC's where they use this learning to adapt and adjust their instruction to meet their students' needs. K-8 math teachers will design and implement the Rigor Curriculum Design guided by the district level math and ICLE instructional coaches. The Mathematics RCD design will be fully implemented during 2022-23.

1 Promote Academic Success

PM 1.1 Triannual Benchmarks

S 1.1.1 Utilize programs to support and monitor student progress.

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

All middle and high school math teachers will be provided membership in the National Council of Teachers of Mathematics. They will participate in webinars focused on content knowledge and pedagogy. They will receive periodicals and be provided access to research on best practices. They will participate in PLC's where they use this learning to adapt and adjust their instruction to meet their students' needs. In addition, all K thru 8th grade teachers will participate in implementing the Rigorous Curriculum Design that was completed in 2021-22. These teachers will be provided implementation support through instructional coaching and PD sessions delivered by ICLE.

K-12 math teachers and district and school level administrators will participate in a book study on "Building Thinking Classrooms in Mathematics." This book study will be conducted outside the instructional day.

1 Promote Academic Success

PM 1.1 Triannual Benchmarks

S 1.1.1 Utilize programs to support and monitor student progress.

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

An ICLE leadership coach will provide monthly one-on-one support to new principals. In addition, monthly PD sessions will be provided during principals' meetings and during quarterly principal data talks that focuses on student achievement data in mathematics.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

S 1.3.1 Staff to Support Instruction and Learning

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

District directors and principals will provide embedded PD through instructional rounds that provide teachers with feedback utilizing the ICLE student engagement rubric. One middle school and one high school math coach will support teachers' learning and work with them during the PLCs that focus on student engagement.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

S 1.3.2 Extended Day / Extended Year

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

5) 2.1.5 Student Support

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

Logan County Schools math coaches will participate in the WVDE coaching academy and will be supported by the ICLE coaches. The coaches developed an instructional playbook during the summer of 2020 that they and the ICLE coaches will continue to utilize it as they support teachers during the school term 2022/23.

1 Promote Academic Success

PM 1.3 Instructional and Support Resources

5) 1.3.1 Staff to Support Instruction and Learning

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

Logan County School will partner with The Education Alliance to provide training and support teachers and principals as they design Math Parent Nights at all middle schools. They elementary schools will use a similar model to increase family engagement in Logan County Schools. Family Engagement Specialists will be hired at all schools. Parents will attend Math Parent Nights during the school term 2022-23 to learn how to support their children's mathematical learning.

2 Support Social and Emotional Learning

PM 2.1 Family Engagement

5) 2.1.4 Parent/Family Involvement

Logan County Schools (045) Public District - FY 2023 - LEA Strategic Plan - Rev 1

Required Documents

This page is currently not accepting Related Documents.

Logan County Schools (045) Public District - FY 2023 - LEA Strategic Plan - Rev 1

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

<input type="checkbox"/>	<p>1. Core Beliefs</p> <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. 	<input type="button" value="Approved"/>	<p>Michelle Moore Leftwich</p>	<p>8/24/2022 4:20:43 PM</p>
<input type="checkbox"/>	<p>2. Needs Assessment Overall</p> <ol style="list-style-type: none"> 1. All components below concerning Needs Assessment are addressed. 	<input type="button" value="Approved"/>	<p>Michelle Moore Leftwich</p>	<p>8/24/2022 4:22:11 PM</p>
<input type="checkbox"/>	<p>3. Data Sources</p> <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. 	<input type="button" value="Approved"/>	<p>Michelle Moore Leftwich</p>	<p>8/24/2022 4:20:45 PM</p>
<input type="checkbox"/>	<p>4. Sub Group Performance Data</p> <ol style="list-style-type: none"> 1. Data on sub group performance were analyzed 	<input type="button" value="Approved"/>	<p>Michelle Moore Leftwich</p>	<p>8/24/2022 4:25:50 PM</p>
<input type="checkbox"/>	<p>5. Strategies for Improving Student Performance</p> <ol style="list-style-type: none"> 1. Strategies for improving student performance, including at-risk and sub group performance, is included. 	<input type="button" value="Approved"/>	<p>Michelle Moore Leftwich</p>	<p>8/24/2022 4:25:50 PM</p>
<input type="checkbox"/>	<p>6. Root Cause Analysis</p> <ol style="list-style-type: none"> 1. In each section of the comprehensive needs assessment, root cause analysis of the data is clearly stated. 	<input type="button" value="Approved"/>	<p>Michelle Moore Leftwich</p>	<p>8/24/2022 4:25:50 PM</p>
<input type="checkbox"/>	<p>7. CSI Supports</p> <ol style="list-style-type: none"> 1. When applicable, district supports provided to CSI schools are clear, appropriate, and reflect evidence-based practices to support school turnaround. 	<input type="button" value="Approved"/>	<p>Michelle Moore Leftwich</p>	<p>8/24/2022 4:25:50 PM</p>
<input type="checkbox"/>	<p>8. Activities</p> <ol style="list-style-type: none"> 1. Practices/strategies/supports to start, stop, or continue are clearly identified. 	<input type="button" value="Approved"/>	<p>Michelle Moore Leftwich</p>	<p>8/24/2022 4:25:50 PM</p>

<input type="checkbox"/> 9. Prioritized Needs	<input type="button" value="Approved"/>	Michelle Moore Leftwich	8/24/2022 4:25:50 PM
<ol style="list-style-type: none"> Prioritized needs are clearly, identified to drive the goals, evidence-based strategies and action steps. 			
<input type="checkbox"/> 10. Parent and Family Engagement	<input type="button" value="Approved"/>	Michelle Moore Leftwich	8/24/2022 4:25:50 PM
<ol style="list-style-type: none"> Parent and Family Engagement activities are reflected throughout each section of the needs assessment. 			
<input type="checkbox"/> 11. Goals	<input type="button" value="Approved"/>	Michelle Moore Leftwich	10/14/2022 9:45:54 AM
<ol style="list-style-type: none"> Goals are SMART Goals are determined from the prioritized focus identified in the comprehensive needs assessment. 			
<input type="checkbox"/> 12. Progress Monitoring Tools	<input type="button" value="Approved"/>	Michelle Moore Leftwich	8/24/2022 4:25:50 PM
<ol style="list-style-type: none"> Progress monitoring tools (data collection methods) are identified and reflect school improvement best practices. 			
<input type="checkbox"/> 13. Strategies	<input type="button" value="Approved"/>	Michelle Moore Leftwich	8/24/2022 4:25:50 PM
<ol style="list-style-type: none"> Strategies address support of goals related to improved teaching and learning. Strategies are aligned with goals and data sources. When applicable, supports provided to CSI schools are clear, appropriate, and reflect and evidence-based intervention. 			
<input type="checkbox"/> 14. Action Steps	<input type="button" value="Approved"/>	Michelle Moore Leftwich	10/14/2022 9:45:54 AM
<ol style="list-style-type: none"> Action steps describe how the strategies will be accomplished to achieve the goals. Action steps detail the person(s) responsible for implementation and realistic time frame. When applicable, supports provided to CSI Schools are clear and appropriate. 			
<input type="checkbox"/> 15. Plan Component	<input type="button" value="Approved"/>	Michelle Moore Leftwich	8/24/2022 4:25:50 PM
<ol style="list-style-type: none"> LEA ESEA Consolidated Plan including Homeless Students and N&D 			
<input type="checkbox"/> 16. Plan Component (Federal Programs)	<input type="button" value="Approved"/>	Mami Itamochi	7/6/2022 10:05:39 PM
<ol style="list-style-type: none"> Title III Components 			
<input type="checkbox"/> 17. Plan Component / WVSIPP	<input type="button" value="Approved"/>	Michelle Moore Leftwich	10/14/2022 9:45:54 AM
<ol style="list-style-type: none"> Professional learning activities are sustained, on-going, and based on student, teacher and staff needs as determined by the comprehensive needs assessment. 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).