



Matewan PK–8 Strategic Plan (2025–2026)

Goal 1: English Language Arts (ELA)

Component	Description
Academic Goal	By the end of the 2025–2026 school year, at least 45% of students in grades K–8 will score proficient or higher in ELA.
Baseline/Data Source	District i-Ready BOY Assessment (September 2025); WV General Summative ELA Assessment
Assessments	i-Ready Reading BOY, MOY, EOY; WV General Summative ELA Assessment (May 2026)
Actions/Strategies	• i-Ready individualized learning paths • Cambium module assessments • Teacher-directed instructional pathways • Core classroom instruction • Title I services • Small-group and one-on-one intervention with ELA interventionist • Middle school ELA reteach classes • Science of Reading implementation (K–3) using Ashlock and Sondag strategies
Responsible Parties	Principals, Instructional Coach, Classroom Teachers, Title I Staff, ELA Interventionist
Progress Monitoring	• BOY, MOY, and EOY i-Ready Reading Assessments • Ongoing progress monitoring data • Walk-through observations by principals and instructional coach to ensure fidelity of Science of Reading, Ashlock, and Sondag implementation • Regular ELA data reviews by administrators, instructional coach, and Title I staff

Goal 2: Mathematics

Component	Description
Academic Goal	By the end of the 2025–2026 school year, at least 35% of students in grades K–8 will score proficient or higher in Math , with a minimum of 3% growth from September 2025 to May 2026.
Baseline/Data Source	i-ready and WV Benchmark1 BOY Benchmark Assessments
Assessments	i-ready Math (K–2); WV Benchmark 1 Diagnostic (3–8); i-Ready Math; WV Benchmarks
Actions/Strategies	• ALEKS individualized and teacher-directed pathways • Core classroom instruction • Title I services • Small-group and one-on-one math intervention • Middle school math reteach classes • Use of i-Ready and WV Benchmarks during reteach and enrichment
Responsible Parties	Principals, Instructional Coach, Classroom Teachers, Title I Staff, Math Interventionist

Component	Description
Progress Monitoring	• BOY, MOY (December 2025), and EOY (May 2026) i-ready • ALEKS progress reports • i-Ready and WV benchmark data reviews • Ongoing classroom and intervention progress monitoring

Goal 3: PBIS – Positive Behavior Interventions and Supports

Component	Description
Behavioral Goal	Reduce out-of-school suspensions by 2% during the 2025–2026 school year using WVEIS data as the baseline.
Baseline/Data Source	2025–2026 WVEIS Behavior Data
Actions/Strategies	• Implementation of PBIS evidence-based practices • Clear behavioral expectations and reinforcement • Monthly PBIS incentives • Targeted interventions for students with repeated behavioral concerns
Responsible Parties	Principals, Teachers, PBIS Team, School Staff
Progress Monitoring	• Monthly PBIS incentive tracking • WVEIS student behavior reports • Ongoing review of suspension and referral data

Goal 4: SAT Attendance Program

Component	Description
Attendance Goal	Increase overall student attendance by at least 1% during the 2025–2026 school year.
Baseline/Data Source	WVEIS Attendance Data (BOY 2025–2026)
Actions/Strategies	• Utilize Mingo County Attendance SAT process • Collaboration with school social worker • Targeted interventions for chronically absent students • Family outreach and support
Responsible Parties	Administration, Strategic Plan Team, School Social Worker, Attendance SAT Team
Progress Monitoring	• Regular review of WVEIS attendance data • Analysis of behavior data contributing to absences • Review of PBIS data related to attendance • Ongoing SAT meetings and documentation