

School Strategic Plan History Log

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
6/6/2024 9:22:38 AM	Elizabeth Younis	A revision to the plan was started because one or more plan program detail items were changed.	C
6/6/2024 9:22:38 AM	Elizabeth Younis	Status changed to 'School Strategic Plan Monitoring'.	S

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School 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 teachers, principals, administrators, other appropriate school personnel, and LSIC members.**

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Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

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

Lenore PK8 Mission Statement

"To empower our youth to rise to greatness."

Lenore PK8 Vision Statement:

"To encourage students to become lifelong learners and fulfill their dreams and ambitions."

The core beliefs that guide Lenore PK8 are:

1. Everyone can learn and has the right to be educated to his/her potential.
2. Education requires a working relationship between the home, school, and community.
3. Equal opportunity and success requires appropriate resources distributed according to needs of students.

School Strategic Plan - Demographic Data

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Demographic Data

Student Groups	State (2023-24)	County (2023-24)	School (2023-24)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	54.23	72.06	73.82
English Learners	0.97	0.71	--
Foster Care	2.36	2.91	1.83
Homeless	5.04	11.22	16.23
Military Connected	0.35	0.06	0.52
Students with Disabilities	19.71	14.28	14.92
Race			
American Indian or Alaska Native	0.09	0.03	--
Asian	0.68	0.06	--
Black or African American	4.16	1.32	0.79
Hispanic or Latino Native	2.41	0.97	0.26
Multi-Racial	4.51	2.29	1.83
Native Hawaiian or Other Pacific Islander	0.05	0.03	--
White	87.95	95.30	97.12
Gender			
Female	48.34	46.30	46.34
Male	51.65	53.70	53.66

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.

Lenore PK8 has seen a steady decrease in student enrollment over the past several years. Current enrollment is 396 students

Although our overall enrollment is decreasing, the number of special education students is not. To help better accommodate the needs of all students, including our special education students, all staff have attended and in the process of completing a Co-Teaching course on the Canvas platform. The course teaches strategies and models of co-teaching to best meet the unique, diverse needs of all students. Lenore PK-8 is the only school without an identified EL student.

Being a school identified as an ATS school. Math 180 was piloted at the school to assist with special needs students' proficiency in math. Data will be pulled at end of year.

The LEA has the Grandfamily program for families who may have special circumstances such as grandparents raising grandchildren. This program provides grandfamilies with numerous resources to help meet the needs of the whole child as well as each family.

Lenore continued with the home visitation program, this year. Several staff members are visiting homes to engage with families and try to form trusted relationships with our families to help increase the awareness of the importance of education as well as opportunities for our students' futures.

Following HB 3035, all elementary staff are taking the Dyslexia Course on Canvas and have several additional opportunities for County and School level Professional Development.

We have 7 students in virtual classes, Kindergarten through 8th To meet the needs of the virtual students, the County hired virtual teachers who do synchronous learning, every day, for grades K-6. Grades 7 and 8 are using an online platform with a full-time teacher who monitors and helps those students by scheduling live sessions, each week. The LEA has purchased video conferencing equipment to allow virtual students to learn in real time with their classmates. We will continue to deliver instruction, services, and resources with equity. Special Needs students receive inclusion services, provided by Special Needs teachers, assignments and assessments that are modified, as needed, by the classroom teacher, and additional opportunities to gain knowledge by using the READ 180 program, System 44 and the SONDAY program.

Our homeless students are identified county-wide by trained service and professional staff and our PERC workers who are assigned to Title I schools. The attendance and student support coordinator and parent engagement coordinator attend to the needs of those students identified as homeless. Funding for homeless needs will be combined from Title I and from the ARP-HYC grants. Allowable expenses from each grant will provide supplies and services for homeless students. Our homeless population is increasing.

Thanks to the district's Unicare grant we have a hygiene closet here at Lenore.

Lenore is at the end of the 4th year with the CIS program. CIS data for the school is utilized to analyze success rates for the schools goals. Our CIS program has been a huge success for schools, families, and communities. The Site Coordinators works with large groups, small groups, and one-on-one activities to support the students, school, and community. Field trips provided students with cultural and fun experiences. Clothing and food closets were set up at each school. New washers and dryers are installed at the CIS Schools to help with students who may not have access to clean clothes. For 2023-2024 school year, over 2000 students are being served, over 100 of those being case-managed students. The engagement of parents/families was high with over 100 parents engaged in one aspect or another. There were 2 English Learners, foster children, 24 homeless students, and 13 special needs students served. Administrators and parents value the program as we had almost many students from the two high schools are on schedule to graduate due to the support and communication between families and the site coordinator.

Parents are requesting that their children be part of the program because they have seen the results of those involved with CIS. The LEA will be funding a fulltime CIS worker for the other 6 schools, next year. Mingo County is the recipient of Kylo, a social-emotional support dog for Lenore PK-8. Kylo provides support for all students, visitors, as well as staff. He has helped improve our learning environment as well as the overall culture of the school.

Our school has an instructional coach to assist teachers with best instructional practices, modeling lessons, and acting as a train-the-trainer for new initiatives. She has provided trainings in several areas such as Releasing Writers, How to Effectively Utilize Data and Testing Modules, How to Increase Student Engagement Through Gamifying Instruction, Classroom Management, and Co-Teaching. She has also provide various teaching tools, manipulatives, books, unit plans, and various other resources to help improve student engagement and proficiency.

Our social worker works, diligently, to assist her assigned schools with issues facing the students such as attendance and behavior. She counsels with students as well as parents/guardians, helps connect families with provided resources and outreach programs, as well as collaborates with our teachers and staff to help meet the diverse needs of our student population.

Lenore is partnering with Williamson Wellness Center and Liberty Counseling Services to help with Social/Emotional/Mental Health issues of students and staff. They have provided various activities such as a Wellness Fair, teaching our students new games such as Pickleball, guest speakers, and talking to small groups of students about the importance of mental health and well-being.

The County has posted for a math interventionist at each school since math has been a weakness for several years.

Title I staff will continue to work with students who need tier 2 interventions at each of the elementary and PK-8 schools. They implement various interventions and co-teaching strategies to meet the unique, diverse needs of each learner. They provide numerous interventions and resources to help decrease learning gaps and increase student proficiency.

Fast Forward has been implemented to address deficits in grades K-3. K-3 teachers utilize the program 31 minutes daily to help improve reading fluency and comprehension. Teachers utilize data from the program to monitor student progress and design instruction.

Accelerated Reader is being utilized at each of the schools to help students with reading. Teachers use the program to encourage students to read so they can improve reading fluency, comprehension, stamina, and an overall love of reading. Teachers and our Librarian reward students for participating in AR so they are encouraged to read more and develop a lifetime love a reading.

Our communication liaisons at each of the schools to ensure successful communication with our families. PERC workers are at each Title I school to assist with getting volunteers at the schools for family engagement activities. Each school has a Parent Community Liaison who keeps the school websites updated with relevant information. Mingo also keeps its County website updated with pertinent information. The County has a media specialist who is contracted through the ESC who helps with press releases and other issues. The community liaisons work diligently to inform our students, staff, community members, and families about the learning activities, important dates, and special events that occur at Lenore. This helps foster positive relationships as well as a positive outlook on the importance of education and student success.

Our Title I parent engagement surveys are conducted at the school and county levels. The surveys are available online, giving easy access to parents, students, and staff. These surveys help to determine areas of need and update our parent policy. The 2023-2024 student, teacher, and family surveys will be analyzed at the end of the school year. We are back to pre-COVID volunteer practices. PERC Coordinator has conducted several parent involvement trainings at each school. The County is using the WV Climate Survey model to conduct a County Form Survey for Teachers, Parents, and Students, also. Lenore partnered with Energy Express again this year to provide summer feeding and learning for our students. We will also have Kindergarten extended learning this summer. Both programs help foster a love of learning and meet the

physical, academic, and socioemotional needs of our students. Both programs also help decrease learning gaps and increase student achievement.

At this time, the Lenore is waiting for the pre- and post- test data from the Energy Express entity. As of January 2024, we have received no data.

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.

Many families are leaving the area to find employment causing a loss of students for Lenore.

Lenore PK8 is struggling to get certified teachers to teach and is struggling to get substitutes for professional and service personnel when they are off work. The district is now accepting people with associate's degrees to substitute on a day-to-day basis. These factors impact student learning.

Other factors that have contributed to the data include social/emotional/mental health of students, homelessness, students changing schools due to foster care, virtual instead of in-person learning, attendance and discipline. Losing almost 2 years of in-person learning for those who chose to attend school, virtually, has decreased proficiencies in learning. Social/emotional/mental health issues are on the rise for students; thus, we are continuing and expanding our collaborations with the Williamson Health and Wellness group and Liberty Counseling services. The LEA has brought in speakers from the Autism Center to address issues. Almost 80% of Lenore students live with a grandparent or great grandparent. Issues arise for these students and families so we are working on a guardians assistance program to help. We hope to bring in resources of value to the group such as tech support, healthy meals on a budget, legal aid, and how to read reports.

A positive is the number of Lenore K-8 students who choose to be virtual is decreasing. The school is working with the families to get the students back in-person as quickly as possible.

The Coordinator of Parent Involvement and PERC Assistants, co-sponsored through a collaborative effort, or served as presenter for the following: CIS program, UNICARE hygiene closet, Universal PK/HS Transition and KG Registration, Summer packets and books for students in grades KG, 1st, 2nd and 3rd, Welcome to the World bags for Logan Regional Medical Center, Books to children under 4 at Living Water Daycare and Kidz & Company Daycare, Imagination Library, Little Free Libraries, Summer Read and Feed, Provided support to families, School Supplies, Beta, Sports, Book Fair, Volunteering, PEBT Cards, School events, Library, Senior Walk, Graduation, Clothing assistance, Camp Success, Energy Express, Provided information about various community resources/agencies.

The LEA has applied for a Rural Utilities Grant to supply each school with a hub for telemedicine and educational outreach opportunities for the students, families, and staf

School Strategic Plan - Academic Data

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Academic Data

Color Reference Guide

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

2036 Annual English Language Arts (ELA) Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	34.75	36.92	39.10	41.27	43.45	45.62	47.80	49.97	52.15	54.32	56.50	58.67	60.85	63.02	65.20	67.37

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

ELA Proficiency

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	34.75	34.98	35.06		36.06	43.59
Status						
Economically Disadvantaged	30.28	30.33	32.62		32.71	33.30
English Learners	0.00	--	--		36.36	14.06
Foster Care	0.00	100.00	--		--	--
Homeless	15.38	29.41	26.09		23.26	27.49
Military Connected	--	--	100.00		100.00	54.31
Students with Disabilities	8.70	5.85	17.50		16.01	13.46

Race						
American Indian or Alaska Native	--	--	--		0.00	36.67
Asian	--	--	--		100.00	69.52
Black or African American	0.00	0.00	--		23.81	27.17
Hispanic or Latino Native	0.00	--	--		46.67	37.14
Multi-Racial	0.00	0.00	--		31.58	39.05
Native Hawaiian or Other Pacific Islander	0.00	0.00	--		--	51.85
White	35.50	35.81	35.06		36.21	44.51
Gender						
Female	38.79	43.26	42.98		40.85	48.20
Male	30.83	27.78	28.67		31.86	39.21

ELA Academic Progress

Student Groups	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students		% of Students	% of Students
All	36.32		40.17	46.28
Status				
Economically Disadvantaged	37.09		40.77	42.76
English Learners	--		37.50	39.59
Foster Care	0.00		45.01	41.67
Homeless	47.37		38.71	43.12
Students with Disabilities	46.43		41.53	37.12
Race				
American Indian or Alaska Native	--		--	56.90
Asian	--		100.00	61.51
Black or African American	--		28.57	42.26
Hispanic or Latino Native	--		36.36	42.54
Multi-Racial	--		50.00	45.43
Native Hawaiian or Other Pacific Islander	--		--	51.72

White	36.32		40.07	46.48
Gender				
Female	30.39		44.54	48.63
Male	41.32		36.20	44.04

Reading Lexile Distribution - School (2022-23)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	542	--	--	--	--
4	771	--	--	--	--
5	876	--	--	--	--
6	993	--	--	--	--
7	1016	--	--	--	--
8	1061	--	--	--	--
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, ELPA22, 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.

After analyzing the WV Summative Assessment, there was a correlation between the data and Exact Path data. At a district meeting, the superintendent spoke about accountability of analyzing the data at the school and district level. As a group, we feel that we did not do a good job at analyzing and taking steps on addressing the deficiencies on Exact Path which could have helped more students score proficient on the WV Summative Assessment.

Lenore will continue with the CIR process.

The table below shows our results for the three CIR visits:

LOOK-FOR--Lenore	OBSERVED	NOT OBSERVED

	Teacher	Learner
Was the activity teacher-centered or learner-centered?	12	9
Evidence of high levels of engagement of most students?	8	1
Activity level DOK 3/4"?	5	31
Collaborative learning?	19	26
Evidence of individualized, tiered, or differentiated instruction?	6	40
Essential question, "I can" statement, and/or learning standard is ...	38	4
Posted (quality) student products with the standard expectation, and context referenced?	23	10
Problem-based learning that embraces DOK 3/4 rigor?	5	32
Open-ended questions requiring more than a 1-word answer?	1	46
Questions ask w/appropriate wait-time (4 sec) and redirection if needed?	21	25
Students generating and posing questions?	4	42

CIR will continue with additional sessions to debrief for principals and leadership teams.

Although the walkthroughs are brief snapshots of the entire class period, the County understands that Professional Learning in areas of concern need immediate attention; hence, our initiatives with principals, demo teachers, teachers with 0-3 years' experience, and instructional coaches. Results of this year's CIR process should show higher percentages in the observed column.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Fast Forward	According to the data : 1st grade has shown 10 months growth. 2nd grade showed 6 months growth. 3rd gradeshowed 5 months growth.
Ashlock (K-3)	More teachers are using this program with fidelity.
Read 180/System 44	System 44 Total students who have met/exceeded Goal: 12 (80%) Total students who have not met goal: 3 (20%) Average Class Growth in Lexile : 304 Phonics Inventory BOY: 2 predecoders 8 Beginning 4 Developing 2 Advancing EOY: 1 Predecoder 2 Beginning 9 Developing 3 Advancing

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.

Factors that have contributed to the data include social/emotional/mental health of students, homelessness, students changing schools due to foster care, virtual instead of in-person learning, attendance and discipline.

Interventionists and other Title I funded staff did, and will continue to, work with students below proficient reading levels. These supports include small group and one-on-one sessions. Academic teams meet to assess end-of-year and beginning-of year data to determine which students need Title I services and itinerant interventionist services. Interventionists work with small groups of students, using the SONDAY program, assist with Read 180 and System 44. Read 180 and System 44 are used for special needs students and students who are 3 or more grade levels below reading levels. Exact Path is county-wide for all students.

All PK-8 schools are using Fast Forward at their schools to identify skills deficits of their students and improve their fluency. Once the students are identified, they are grouped according to their weaknesses, educators work with those students for 4 weeks and then reassess to see if students have mastered their

weaknesses. Students are regrouped, again, according to their weaknesses.

After school began in August 2023, in hopes of assisting students from the beginning of the year. Extended year learning opportunities will be offered to our students, including Energy Express and summer school for all grade levels, including PK students. Follet library (Accelerated Reading) is purchased for schools to allow students to check out and read books to help them improve their reading skills.

K-4 teachers are using Ashlock strategies and has begun using Anita Archer's strategies to complement Ashlock for the 2024-25 school term.

Partnering with Energy Express for summer learning, will provide extra support for ELA learning loss. During energy express, Mingo Teachers will provide small group support for ELA and Math.

2036 Annual Mathematics Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	21.19	23.81	26.44	29.07	31.69	34.32	36.95	39.58	42.20	44.83	47.46	50.08	52.71	55.34	57.97	60.59

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

Mathematics Proficiency

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	21.19	21.78	26.94		29.18	35.15
Status						
Economically Disadvantaged	16.78	16.59	25.67		25.27	25.46
English Learners	0.00	--	--		27.27	19.23
Foster Care	0.00	50.00	--		--	--
Homeless	5.13	9.80	21.74		19.53	20.37
Military Connected	--	--	50.00		50.00	48.48
Students with Disabilities	13.04	11.70	25.00		15.96	12.74

Race

American Indian or Alaska Native	--	--	--		0.00	27.78
Asian	--	--	--		0.00	68.85
Black or African American	0.00	0.00	--		23.81	18.02
Hispanic or Latino Native	0.00	--	--		33.33	25.85
Multi-Racial	0.00	0.00	--		36.84	30.44
Native Hawaiian or Other Pacific Islander	0.00	0.00	--		--	48.87
White	21.74	22.30	26.94		29.07	36.12
Gender						
Female	17.24	22.70	25.62		27.28	33.27
Male	25.00	20.99	28.00		30.85	36.93

Math Academic Progress

Student Groups		School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
		% of Students		% of Students	% of Students
All		34.08		39.86	42.03
Status					
Economically Disadvantaged		35.10		38.96	36.65
English Learners		--		25.00	38.25
Foster Care		50.00		34.94	41.67
Homeless		44.74		41.29	35.26
Students with Disabilities		50.00		43.17	31.87
Race					
American Indian or Alaska Native		--		--	51.72
Asian		--		0.00	69.25
Black or African American		--		57.14	34.42
Hispanic or Latino Native		--		36.36	38.23
Multi-Racial		--		34.62	37.99
Native Hawaiian or Other Pacific Islander		--		--	53.57
White		34.08		39.84	42.46

Gender					
	Female	30.39		37.03	40.81
	Male	37.19		42.44	43.18

Mathematics Performance Distribution - School (2022-23)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	723	--	--	--	--
4	703	--	--	--	--
5	688	--	--	--	--
6	720	--	--	--	--
7	816	--	--	--	--
8	855	--	--	--	--
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Math continues to be a concern for the school. Lenore will continue with the programs that assist students with growth. Interventionists and other Title I funded staff did, and will continue to, work with students below proficient reading levels. These supports included small group and one-on-one sessions. Interventionists work with small groups of students, working with math deficits. Academic teams meet to assess end-of-year and beginning-of year data to determine which students need Title I services and itinerant interventionist services. After school is being offered to all students, beginning in fall. Math teachers will be hired for tutoring students who need extra help with math. Extended year learning opportunities will be offered to our students, including Energy Express and summer school for all grade levels.

The CIR process has identified weaknesses for each school on which to focus. There was an increase in the percentage of teachers who did DI within their classrooms, students generating and posing questions, collaborative learning, posted (quality) student products with the standard, expectation, and context referenced. With continued monitoring, we hope to raise student achievement. These things have a direct relationship with student achievement. One of the items that we observed was that 70% of classrooms were teacher-centered, not student-centered. Teachers lecturing is not giving the students what they need to succeed. We are working on PD for teachers. Exact Path will continue to be our county-wide tool for assessing students and moving them toward proficiency. Math has been a focus for our county for the past few years. The LEA has worked to hire certified teachers in the math classrooms. Lenore does have two teachers who are not fully certified to teach math. This is a contributing factor in the low percentage of proficiencies in math. The school is working to offer more modeling, support, and PD for math teachers, including those in long-term positions.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Math 180	We are piloting this program and will add data at the end of the year. The data that we have is in specific domains with one data point for each.
IXL	This program is used to help with crucial skills
After school	Students are able to stay afterschool 2x a week for extra help with math and english. Our Afterschool participation has been higher than past few years. Females make up 75 % of students staying for afterschool.

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.

Factors that have contributed to the data include social/emotional/mental health of students, homelessness, students changing schools due to foster care, virtual instead of in-person learning, attendance and discipline.

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All PK-8 schools are using WIN (what I need) time at their schools to identify skills deficits of their students. Once the students are identified, they are grouped according to their weaknesses, educators work with those students for 4 weeks and then reassess to see if students have mastered their weaknesses. Students are regrouped, again, according to their weaknesses.

After school began in September 2022, in hopes of assisting students from the beginning of the year. Extended year learning opportunities will be offered to our students, including Energy Express and summer school for all grade levels, including PK students. Follet library (Accelerated Reading) is purchased for schools to allow students to check out and read books to help them improve their reading skills.

K-4 teachers are using Ashlock strategies and has begun using Anita Archer's strategies to complement Ashlock will be continuing.

Partnering with Energy Express for summer learning, will provide extra support for ELA learning loss. During energy express, Mingo Teachers will provide small group support for ELA and Math.

Math:

Subgroup: Homeless

Did Not Meet – 35%

Partially Met Proficiency- 45%

Met Proficiency- 20%

Above Proficiency- 0%

Subgroup: Special Education

Did Not Meet – 45%

Partially Met Proficiency- 44%

Met Proficiency- 11%

Above Proficiency- 0%

Subgroup: Low Socioeconomic Status

Did Not Meet – 41%

Partially Met Proficiency- 41%

Met Proficiency- 17%

Above Proficiency- 1%

Subgroup: English Learners

Did Not Meet – 17%

Partially Met Proficiency- 53%

Met Proficiency- 23%

Above Proficiency- 7%

English Language Proficiency Assessment Results (ELPA22)

	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	0.00	--	--	24.00	39.75

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
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Level 1	1	--	--	2	358
Level 2	1	--	--	8	362
Level 3	0	--	--	9	629
Level 4	0	--	--	4	240
Level 5	0	--	--	2	228

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	0	--	--	2	372
Level 2	2	--	--	5	339
Level 3	0	--	--	15	778
Level 4	0	--	--	1	151
Level 5	0	--	--	2	177

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	1	--	--	4	258
Level 2	0	--	--	3	268
Level 3	0	--	--	13	518
Level 4	1	--	--	1	330
Level 5	0	--	--	4	443

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	0	--	--	1	131
Level 2	0	--	--	1	151
Level 3	1	--	--	12	563
Level 4	1	--	--	6	491
Level 5	0	--	--	5	481

☐ Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
Lisa Ashhurst is currently providing service to our one EL student and his family.	English is the dominant language in the home.

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.

Lenore PreK8 has 1 EL student. We have a full time EL teacher who works with the student.

School 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	

☒ Not Applicable (Elementary and Middle Schools)

School Strategic Plan - Attendance and Behavior Data

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

School 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	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	2.58	43.48	37.14		36.77	27.55
Status						
Economically Disadvantaged	4.05	48.70	43.04		42.50	36.19
English Learners	100.00	--	--		23.08	23.69
Foster Care	0.00	50.00	25.00		23.53	30.59
Homeless	1.61	50.00	48.33		45.01	40.10
Military Connected	--	--	0.00		0.00	16.74
Students with Disabilities	2.04	44.44	39.22		37.74	32.91
Race						
American Indian or Alaska Native	--	--	--		0.00	31.45
Asian	--	--	--		0.00	12.69
Black or African American	0.00	100.00	--		27.50	26.95
Hispanic or Latino Native	66.67	100.00	0.00		14.81	27.47
Multi-Racial	16.67	85.71	66.67		25.00	29.63

Native Hawaiian or Other Pacific Islander	0.00	100.00	--		100.00	23.53
White	1.86	42.26	36.99		37.37	27.60
Gender						
Female	2.20	46.49	34.57		38.83	28.36
Male	2.91	40.78	39.36		34.92	26.79

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

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	98.45	92.33	94.86		95.33	95.44
Status						
Economically Disadvantaged	97.98	90.33	94.09		94.96	93.94
English Learners	100.00	--	--		100.00	96.30
Foster Care	100.00	100.00	75.00		88.46	91.86
Homeless	100.00	90.63	91.67		87.91	92.78
Military Connected	--	--	100.00		100.00	98.15
Students with Disabilities	100.00	86.67	92.16		93.94	93.02
Race						
American Indian or Alaska Native	--	--	--		100.00	95.65
Asian	--	--	--		100.00	99.32
Black or African American	100.00	100.00	--		100.00	90.10
Hispanic or Latino Native	100.00	100.00	100.00		95.00	95.29
Multi-Racial	100.00	100.00	100.00		91.49	93.30
Native Hawaiian or Other Pacific Islander	100.00	100.00	--		--	96.83
White	98.41	92.13	94.80		95.36	95.75
Gender						
Female	98.90	92.97	93.83		97.62	97.48
Male	98.06	91.75	95.74		93.20	93.52

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.

Root causes of attendance and/or behavior issues include illness, mental and social/emotional health issues, socio-economic issues, food insecurity, lack of family support, and family drug use. Many of our students are being raised by grandparents who may not understand many aspects of today's educational system. Vaping has become a huge problem for the County.

Attendance was broken into grade level and gender by school. The data was not vastly different from previous years. The data shows that female and males have about the same number of absences until 5th grade. Males 5-12 have more absences than females. This has been the case for a couple of years.

Data for behavior was broken down by subgroup, behavior, and severity.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
PBIS	The focus of Lenore's PBIS program has been to address attendance and behavior issues. Our suspension rate has decreased significantly this year. In 2022-2023 school year we had a total of 38 different students, and a total of 65 separate suspensions for a total of 194 days of out of school suspensions schoolwide. For the 2023-2024 school year we have had 23 different students suspended, 28 separate suspensions for a total of 65 total days of out of school suspensions. In the 2022-2023 school year, the special education subgroup had a total of 40 days of suspension, with 10 different students, and total of 15 separate suspensions. In the 2023-2024 school year, the special education subgroup had a total of 18 days of suspension, with 6 different students, and total of 7 separate suspensions Our PBIS program implementation has helped to reduce the number of student Out of School Suspensions.
County Attendance Team	Mingo County has formed an attendance team comprised of members of each school attendance team to address attendance issues.
CIS/Social Workers	CIS Liason and Social Worker contacting families of chronically absent students to encourage increased attendance.

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.

Root causes of attendance and/or behavior issues include: illness, mental and social/emotional health issues, socio-economic issues, food insecurity, lack of family support, and family drug use. Many of our students are being raised by grandparents who may not understand many aspects of today's educational system. Vaping has become a huge problem for the County.

Attendance was broken into grade level and gender by school. The data was not vastly different from previous years. The data shows that female and males have about the same number of absences until 5th grade. Males 5-12 have more absences than females. This has been the case for a couple of years.

Data for behavior was broken down by subgroup, behavior, and severity. English learners do not have many discipline issues.

School Strategic Plan - Educator Effectiveness Data

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2022-23)	County (2022-23)	State (2022-23)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished	-	3.53	14.94
Accomplished	100	91.76	81.5
Emerging	-	4.71	3.52
Unsatisfactory	-	-	0.04

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.

A review of the data shows that not all teachers are certified for the grades and subjects being taught.
Our PBIS program has encouraged students to attend and model positive interactions and behaviors.
The CIR process provides teachers and administrators with observational feedback on implementation of strategies to increase the rigor of instruction resulting in student growth.
Will will continue using CIR process and walkthroughs as a tool for guidance and improving instruction.
Based upon survey results teachers are requesting professional development for math during next school year.
Select teachers will be attending WV Invest Conference this summer for additional training.

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.

Lenore will continue with the CIR process.

The table below shows our results for the three CIR visits:

LOOK-FOR--Lenore	OBSERVED	NOT OBSERVED
	Teacher	Learner
Was the activity teacher-centered or learner-centered?	12	9
Evidence of high levels of engagement of most students?	8	1
Activity level DOK 3/4"?	5	31
Collaborative learning?	19	26
Evidence of individualized, tiered, or differentiated instruction?	6	40
Essential question, "I can" statement, and/or learning standard is ...	38	4
Posted (quality) student products with the standard expectation, and context referenced?	23	10
Problem-based learning that embraces DOK 3/4 rigor?	5	32
Open-ended questions requiring more than a 1-word answer?	1	46
Questions ask w/appropriate wait-time (4 sec) and redirection if needed?	21	25
Students generating and posing questions?	4	42

CIR will continue with additional sessions to debrief for principals and leadership teams.

Although the walkthroughs are brief snapshots of the entire class period, the County understands that Professional Learning in areas of concern need immediate attention; hence, our initiatives with principals, demo teachers, teachers with 0-3 years' experience, and instructional coaches. Results of this year's CIR process should show higher percentages in the observed column.

* 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 and the strategic plan activities.

*Book Study- Thinking Classrooms

*CIR Look-Fors

*Analyzing Data

*Breaking Down Standards

*Gamifying Interims

*Smarter Balance

*DOK/Engagement

*Co-Teaching

*Science of reading *

*Srsd

*Renaissance

*Learning without tears *

Dyslexia

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

Plan Items)

G 1 ELA

Description:

The staff at Lenore PK-8 will work collaboratively to improve ELA scores on the WV General Summative Assessment (WV GSA) by 3%.

PM 1.1 ELA scores on Exact Path

Description:

Lenore PK8 will use Exact path to measure student growth in ELA. The test will be given a minimum of 3 times per year.

S 1.1.1 Standards Based Instruction

Description:

Base instruction on the College and Career Readiness Standards

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

AS 1.1.1.1 Standards Based Instruction

Description:

Teachers will use College and Career Readiness Standards to base and guide all instruction. Administration will progress monitor through walk-throughs, CIR, and lesson plans.

Person Responsible:

Administration, Instructional coach, teachers

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

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

AS 1.1.1.2 Curriculum Instruction Review (CIR)

Description:

Build teacher understanding of using essential questions and I can statements to improve instructional delivery and student learning through reflective practice .

Person Responsible:

Chris Harris

Estimated Begin Date:

8/15/2024

Estimated Completion Date:

6/15/2025

S 1.1.2 SONDAY

Description:

SONDAY program for students below level

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

AS 1.1.2.1 SONDAY

Description:

Students identified below level will be recommended to participate in the SONDAY program for intervention.

Person Responsible:

Administration, Instructional coach, teachers

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$12,000.00

S 1.1.3 After School and Summer School

Description:

After School Program and summer school is offered.

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

AS 1.1.3.1 Summer school

Description:

Energy Express and Summer school is being offered for K-3 grade students.

Person Responsible:

Administration, Instructional coach, teachers

Estimated Begin Date:

6/21/2024

Estimated Completion Date:

8/15/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$200.00

S 1.1.4 SAT

Description:

Use SAT for strategies and interventions for at risk students

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

AS 1.1.4.1 SAT

Description:

Use the SAT process to implement classroom strategies and possibly referral for Special Education services

Person Responsible:

Administration, Instructional coach, teachers, and SAT chairs

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$100.00

S 1.1.5 PALS

Description:

PALS will also be used to monitor K-3 on reading skills.

AS 1.1.5.1 Inform Instruction

Description:

K-3 Teachers will use Renaissance data to adjust instruction based on student needs.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/31/2024

Estimated Completion Date:

6/9/2025

AS 1.1.5.2 Provide interventions

Description:

Teachers will use Renaissance data to assign/provide interventions to students.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/31/2024

Estimated Completion Date:

6/9/2025

S 1.1.6 Professional Development

Description:

None

AS 1.1.6.1 Profesional Development--Co-Teaching

Description:

On Line Professional Development for both general education and special education staff

Person Responsible:

Chris Harris

Estimated Begin Date:

3/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	On Line classroom Management	\$11,250.00

AS 1.1.6.2 Professional Development--WVDE Summer Conference

Description:

Send 7 professionals, administrators, general education, and special education teacher to WVDE Summer Conference

Person Responsible:

Chris Harris

Estimated Begin Date:

6/15/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	WVDE Summer Conference	\$6,000.00

PM 1.2 PLC's

Description:

Professional Learning Communities and vertical team meetings will take place on Early Release Days, Faculty Senate Days, and Professional Learning Days.

S 1.2.1 PLC's and Vertical Team Meetings

Description:

Lenore PK-8 will use grade level PLC's and vertical team meetings that focus on curriculum, instruction, best practices, and assessments to determine students' strengths and weaknesses.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 1.2.1.1 PLC's and Vertical Team Meetings

Description:

Lenore PK-8 will use grade level PLC's and vertical team meetings that focus on curriculum, instruction, best practices, and assessments to determine students' strengths and weaknesses.

Person Responsible:

Administration, Instructional coach, teachers

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/25/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$300.00

PM 1.3 Data Notebooks

Description:

Students will use data notebooks to monitor progress on identified skills.

S 1.3.1 Data Notebooks

Description:

Students will use data notebooks to monitor progress on identified skills.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 1.3.1.1 Data Notebooks

Description:

Students will use data notebooks to monitor progress on identified skills.

Person Responsible:

Administration, Instructional coach, teachers

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$3,500.00

PM 1.4 Classroom Instruction

Description:

Effective research based classroom instructional strategies.

S 1.4.1 Classroom Instruction

Description:

Classroom instruction will utilize text-dependent questions, evidence-based responses, close reading with increasing text complexity, and academic Tier 2 vocabulary.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 1.4.1.1 Effective Classroom Instruction

Description:

Classroom instruction will utilize text-dependent questions, evidence-based responses, close reading with increasing text complexity, and academic Tier 2 vocabulary.

Person Responsible:

Administration, Instructional coach, teachers

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$100.00

PM 1.5 Formative Assessments

Description:

Use formative assessments to determine strengths and weaknesses and adjust instruction.

S 1.5.1 Formative Assessments

Description:

Use a variety of formative assessments

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

AS 1.5.1.1 Formative Assessments in the Classroom

Description:

Formative assessments such as exit slips, K-W-L charts, Interactive Notebooks, Venn Diagrams, thumbs up or thumbs down, rating 1-4 scale, Kahoot quizzes, and post-it will be used by teachers to determine strengths and weaknesses for adjustment of instruction.

Person Responsible:

Administration, Instructional coach, teachers, and SAT chairs

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$100.00

PM 1.6 Early Literacy Grant for Summer Reading

Description:

Utilize the Early Literacy Grant funds by having after-school for K-3, summer learning packets, and student choice of 5 books to read during the summer.

G 2 Math

Description:

The staff at Lenore PK-8 will work collaboratively to improve Math scores on the WV General Summative Assessment (WVGSA) by 3%.

PM 2.1 Standards Based Instruction

Description:

Lenore PK-8 teachers will deliver standards based instruction using the adopted curriculum and supplemental materials (Notebooks, Kahn Academy, and Desmos).

S 2.1.1 Standards Based Instruction

Description:

Teachers will deconstruct the standards and teach them in part and in whole. Teachers will also keep track of when the standards are taught and mastered by using a checklist.

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

AS 2.1.1.1 Use Standards for Instruction

Description:

Use the WV Career and Readiness Standards as the basis of all instruction in all grade levels.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

AS 2.1.1.2 Curriculum Instruction Review (CIR)

Description:

Increase teacher use of higher DOK level activities to improve instructional delivery and increase student generated questions.

Person Responsible:
Chris Harris
Estimated Begin Date:
8/25/2024
Estimated Completion Date:
6/15/2025

PM 2.2 PLC's

Description:

Lenore PK-8 will use grade level PLC's that focus on curriculum, instruction, research best practices, and develop assessments that determine students' strengths and weaknesses. These include formative assessments including exit slips, K-W-L charts, mini-posters, Venn Diagrams, thumbs up-thumbs down, etc.

S 2.2.1 PLC's and Vertical Team Meetings

Description:

Lenore PK-8 will use grade level PLC's and vertical team meetings that focus on curriculum, instruction, best practices, and develop assessments to determine students' strengths and weaknesses. These formative assessments include exit slips, levels of understanding, turn and talk, Number Talks, and higher order questioning.

Component	Item Name
Title I Schoolwide	Provide an enriched and accelerated curriculum

AS 2.2.1.1 Teachers will utilize curriculum development days, faculty senate days, and professional learning days for vertical meetings.

Description:

During PLC's and vertical team meetings, teachers will analyze data and discuss ways to meet student's areas of needs.

Person Responsible:

Mariana Evans

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

PM 2.3 Variety of Teaching Strategies

Description:

Teachers will use small group instruction for students exhibiting poor performance of the math standards. Students will also use data notebooks to chart and record growth and progress towards mastering standards. Bell ringers will be used daily and we will use data notebooks (Grades 3-8). Word walls will be visited daily to assure vocabulary is addressed.

S 2.3.1 Variety of Teaching Methods

Description:

Teachers will create a diverse learning environment that is inclusive to all students.

Component	Item Name
Title I Schoolwide	Provide an enriched and accelerated curriculum

AS 2.3.1.1 Use a variety of teaching strategies and methods

Description:

Teachers will use small group instruction for students exhibiting poor performance of the math standards. Students will also use data notebooks to chart and record growth and progress towards mastering standards. Bell ringers will be used to familiarize the students with the Smarter Balance Test format using our County made notebooks (Grades 3-8). Exact Path Learning Path and IXL will be used to assist students with deficits by differentiating instruction.

Person Responsible:

Administration

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

S 2.3.2 Professional Development

Description:

None

AS 2.3.2.1 Profesional Development--Behavior Management

Description:

On Line Professional Development for both general education and special education staff

Person Responsible:

Chris Harris

Estimated Begin Date:

8/10/2024

Estimated Completion Date:

6/30/2025

AS 2.3.2.2 Professional Development--WVDE Summer Conference

Description:

Send 20 professionals, administrators, general education, and special education teacher to WVDE Summer Conference

Person Responsible:

Chris Harris

Estimated Begin Date:

6/15/2024

Estimated Completion Date:

6/30/2025

PM 2.4 Benchmarks to Guide Differentiated Instruction

Description:

The interims and Summative Assessment will be used as a benchmark multiple times throughout the year to guide teachers in delivering differentiated instruction.

S 2.4.1 Benchmarks

Description:

Teachers will administer the benchmarks multiple times throughout the year and analyze the data. They will use their findings to guide instruction in small and whole group settings.

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

AS 2.4.1.1 Administer and analyze benchmarks

Description:

Teachers will administer the benchmark assessments throughout the year. Based on data from test analysis, teachers will create lessons to close deficits.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

PM 2.5 Math 4Life

Description:

Teachers throughout the county will work collaboratively on effective math lessons. Teachers will be given the opportunity to observe teaching strategies and classrooms of other math teachers.

PM 2.6 Vertical Teaming

Description:

Math teachers grades K-5 and 4-8 will have vertical team meetings on professional learning days to discuss test data and share teaching strategies/ideas to focus on weaknesses.

G 3 Attendance

Description:

Lenore K-8 will monitor and encourage daily attendance with a goal of 93% daily attendance rate. We will also develop a plan to hold students accountable for participating in virtual setting.

PM 3.1 Student Recognition

Description:

Students with perfect attendance will be recognized and rewarded monthly.

S 3.1.1 Perfect Attendance Recognition

Description:

Students who have perfect attendance will be recognized monthly and their names will be put in for rewards drawings.

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

AS 3.1.1.1 SAT Meetings

Description:

During SAT meetings, participants will discuss ways do decrease student absences.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/25/2024
Estimated Completion Date:
6/15/2025

PM 3.2 SAT

Description:

Students who are absent a total of 4 weeks or more days within a 9 week period will be referred to SAT.

S 3.2.1 SAT Meetings

Description:

SAT meetings will beheld with parents/students to discuss attendance and student achievement.

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

AS 3.2.1.1 SAT Referrals based on attendance.

Description:

Students who miss 4 or more days during a 9 week grading period will be referred to SAT, Then, SAT meetings will be held for students who are referred for attendance.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

AS 3.2.1.2 SAT

Description:

SAT meetings will address attendance issues with students by providing strategies and interventions to keep students on track.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

PM 3.3 Attendance Plan

Description:

SAT team will conduct meetings with parents and students who have excessive absences and will work together to create an action plan to reduce absences.

S 3.3.1 Create Attendance Plan

Description:

SAT team will conduct meetings with parents and students who have excessive absences and will work together to create an action plan to reduce absences.

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

AS 3.3.1.1 Create Attendance Plan

Description:

The SAT team will work with the student and parents to create an attendance plan that will assist the student in attending school regularly.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

PM 3.4 Incentives

Description:

Attendance incentives and rewards such as drawings and prizes through Courage to Succeed program will be offered to students with improved attendance.

S 3.4.1 Student Rewards

Description:

Students who have perfect and faithful attendance will receive rewards at the end of every 9 weeks.

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

AS 3.4.1.1 Students will be rewarded through PBIS points for attendance.

Description:

Students will use PBIS points to attend activities per 9 weeks.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

AS 3.4.1.2 Students will be rewarded weekly for attendance.

Description:

School will provide incentives to students for attendance through PBIS program.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

PM 3.5 Attendance Rewards

Description:

Lenore PK-8 will offer incentives to students for meeting attendance goals. Prizes will be given through the Courage to Succeed initiative.

S 3.5.1 Attendance Rewards

Description:

Lenore PK-8 will offer Ranger Reward tickets as attendance incentives. At the end of each 9 weeks, the school will offer students who meet attendance goals a special reward Attendance

Component	Item Name

**Title I
Schoolwide**

Increase the quality and amount of learning time

AS 3.5.1.1 Focus on Student Attendance

Description:

Student attendance will be encouraged by student recognition and rewards. PBIS and Attendance teams will monitor and adjust strategies to encourage attendance.

Person Responsible:

Chris Harris

Estimated Begin Date:

8/25/2024

Estimated Completion Date:

6/15/2025

G 4 Special Education

Description:

The staff at Lenore PK-8 will work collaboratively with Special Education students to improve ELA and Math scores on the WV General Summative Assessment (WVGSA) by 5%. Increase attendance for subgroup by 3%. Decrease out-of-school suspensions for Sp. Ed. Students.

PM 4.1 Renaissance Screener (K-3) Exact Path (4-8)

Description:

Data from benchmark 1 & 2

PM 4.2 Benchmark

Description:

WVGSA Benchmark and Summative Assessment

S 4.2.1 Module Assessments

Description:

Teachers will give Module Assessments to monitor student progress.

PM 4.3 WVEIS Attendance

Description:

WVEIS Daily Attendance Grid

§ 4.3.1 PBIS

Description:

We will emphasize incentivizing attendance through PBIS.

PM 4.4 WVEIS Discipline

Description:

WVEIS 2.0 Discipline

§ 4.4.1 PBIS

Description:

We will use PBIS points and events to cut down on discipline referrals.

PM 4.5 Lower OSS rate

Description:

WVEIS 2.0

§ 4.5.1 Behavior Interventions

Description:

Use of ISS and Detention during lunch and afterschool to lower out of school suspension rate.

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

☐ Not Applicable

Required Items [Expand All] [Collapse All]

Component
Met

1) Opportunities for all children including subgroups



Address strategies to create opportunities for all children including subgroups

Explanation

LENORE PK-8 will create opportunities for all children, including subgroups, to show academic growth through the use of effective teacher strategies and research-based programs and curricula.

All students have the **opportunity** to earn PBIS points and attend the **quarterly** PBIS events. Lenore is a CIS school and our low SES students are granted many opportunities through this program, including our backpack program and the CIS Field Day. Students at Lenore use Exact Path to provide each student with a differentiated standards based learning path to address deficits. Exact Path diagnostics are given 3 times a year and provide a reflection of all student's growth.

G 1 ELA

PM 1.1 ELA scores on Exact Path

S 1.1.1 Standards Based Instruction

PM 1.5 Formative Assessments

S 1.5.1 Formative Assessments

G 2 Math

PM 2.1 Standards Based Instruction

S 2.1.1 Standards Based Instruction

PM 2.4 Benchmarks to Guide Differentiated Instruction

S 2.4.1 Benchmarks

2) Activities that strengthen a well-rounded educational program



Address strategies that strengthen a well-rounded educational program

Explanation

LENORE PK-8 will create opportunities for all children, including subgroups, to show academic growth by offering a well-rounded educational program. All students at Lenore follow a rotating related arts schedule that changes each nine weeks. Students in the middle school are enrolled in an enrichment class that is used to provide career exploration instruction. Using programs such as Exact Path, IXL, and Study Island students are given reinforcement and instruction based on individual needs.

G 1 ELA

PM 1.2 PLC's

S 1.2.1 PLC's and Vertical Team Meetings

PM 1.3 Data Notebooks

S 1.3.1 Data Notebooks

PM 1.4 Classroom Instruction

S 1.4.1 Classroom Instruction

3) Increase the quality and amount of learning time



Address strategies that increase the quality and amount of learning time

Explanation

LENORE PK-8 will create opportunities for all children, including subgroups, to show academic growth by using strategies that increase the quality and amount of learning time. Effective classroom management skills, student-led and student-inquiry based activities, and project-based learning activities will be incorporated in classrooms. Using programs such as Exact Path, IXL, and Study Island students are given reinforcement and instruction based on individual needs. Teachers are able to assess and adapt instruction using Exact Path Diagnostics and adjust instruction to make **better** use of instructional time.

3 Attendance

3.1 Student Recognition

3.1.1 Perfect Attendance Recognition

3.2 SAT

3.2.1 SAT Meetings

3.3 Attendance Plan

3.3.1 Create Attendance Plan

3.4 Incentives

3.4.1 Student Rewards

3.5 Attendance Rewards

3.5.1 Attendance Rewards

4) **Provide an enriched and accelerated curriculum**

Address strategies that provide an enriched and accelerated curriculum

Explanation

LENORE PK-8 will create opportunities for all children, including subgroups, to show academic growth by using differentiated instruction and programs that allow students to progress at their own speed.
Using programs such as Exact Path, IXL, and Study Island students are given reinforcement and instruction based on individual needs.

2 Math

2.2 PLC's

S 2.2.1 PLC's and Vertical Team Meetings

PM 2.3 Variety of Teaching Strategies

S 2.3.1 Variety of Teaching Methods

5) Address the needs of at-risk learners



Address strategies that address the needs of at-risk learners that may include the following:

- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation

LENORE PK-8 will create opportunities for all children, including subgroups, to show academic growth through the SAT process for students with academic, behavior, or attendance issues. Appropriate PD will be offered to teachers to enhance their capabilities. Transitions opportunities for students will be given at PK and 4th grade levels. At risk students are referred to SAT, CIS Liaison, and our Social worker to help meet their needs. Our PBIS program has been successful in rewarding students and helping to create a positive climate at the school. We offer a Preschool transition day as well as a Kindergarten enrollment opportunity.

G 1 ELA

PM 1.1 ELA scores on Exact Path

S 1.1.2 SONDAY

S 1.1.3 After School and Summer School

S 1.1.4 SAT

6) Parent and family engagement



Address strategies that increase the parent and family engagement

Explanation

LENORE PK-8 will have a PERC worker onsite as a liaison between the school and the families. Use of the school's website and Facebook page has helped to engage parents and families. These tools are used to announce important information and pertinent dates. Teachers have student/class groups that are used to communicate with parents. We also make use of our LMS, Clever, and Livegrades to communicate and keep parents, students, and families updated on their students progress.

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

☒ Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
1) Identify students to be served Address strategies to identify students to be served Explanation Teachers identify students and refer them to the appropriate services.	☐
2) Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups Explanation	☐
3) Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program Explanation	☐
4) Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time Explanation	☐
5) Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum Explanation	☐
6) Address the needs of at-risk learners Address strategies that address the needs of at-risk learners that may include the following: - Student support services - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment) - PBIS - Professional development and teacher recruitment - Preschool transition Explanation	☐

- | | |
|---|--------------------------|
| 7) Parent and family engagement
Address strategies that increase the parent and family engagement | ☐ |
| Explanation | |
| 8) Coordination of program
Address strategies that coordinate program services | ☐ |
| Explanation | |
| 9) Minimize pull-out instruction
Address strategies that minimize pull-out instruction | ☐ |
| Explanation | |
| 10) Review progress of children served under the program
Address strategies to review the progress of children served under the program | ☐ |
| Explanation | |

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

Required Documents

This page is currently not accepting Related Documents.

School Strategic Plan Checklist

Mingo County Schools (054) Public District - FY 2025 - Lenore Pk8 School (054-101) Public School - School Strategic Plan - Rev 1

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