

**Mcdowell County Schools (060) Public District - FY 2018 - 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.

**Team Members:**

<b>Name</b>	<b>Title</b>	<b>Email</b>
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**\* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.**

**McDowell County Schools believe:**

1. in establishing high expectations and creating an engaging and orderly atmosphere to foster learning for all;
2. principals must foster and develop distributed leadership among staff, students, and stakeholders;
3. staff must deliver a standards-focused curriculum supporting personalized learning;
4. staff makes student-centered decisions providing support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community;
5. staff members must participate in processes of self-reflection, collaboration and evaluation that lead to professional growth and development;
6. efficient and effective management procedures add value to student learning; and
7. in the commitment to the continuous school improvement process.

**McDowell County's Mission is to unleash the potential of every student every day!**

## McDowell County Schools (060) Public District - FY 2018 - LEA Strategic Plan - Rev 1

## Demographic Data

Subgroup	2014 - 2015	2015 - 2016	2016 - 2017
All	3417	3296	3200
Female	1633	1567	1510
Male	1784	1729	1690
Economically Disadvantaged	1960	2095	1898
SWD	627	613	623
EL		6	7
American Indian or Alaska Native			
Asian	3	4	2
Black or African American	352	320	286
Hispanic or Latino	17	20	29
Multi-Racial	50	52	60
Native Hawaiian or Other Pacific Islander			
White	2995	2900	2819

**\* After analyzing the data please provide a summary of findings including trends, root causes and challenges to improve learner outcomes. This analysis should include upward and downward trends with subgroups that have an n size of more than 10.**

McDowell County student enrollment has been on a steady decline for the past ten years with the exception of a slight increase in the number of Hispanic/ Latino students and the number of Multi-Racial students.

Root causes for this decline:

The major reason for the decline in enrollment is the lack of jobs. McDowell County was once home to over 100,000 residents in the 1950's that helped set many coal mining production records. Through the 1960's and 1970's the demand for the county's metallurgical coal remained high. McDowell continued to lead the United States in total coal production. Increased mechanization of coal production had reduced the number of laborers employed, but miners enjoyed quality pay under improving conditions negotiated by the United Mine Workers. During the 1980's the central

Appalachian region lost more than 70,000 coal mining jobs. Between 1981 and 1992, according to the U.S. Department of Energy and the United Mine Workers union, coal mining employment in the state of West Virginia decreased by more than 53%. No county in the Appalachian region was more severely distressed by these losses than McDowell County. According to the United States Census Bureau, in 1980, the rate of poverty in McDowell County was 23.5%. By 1990, the poverty rate in McDowell County had climbed to 37.7%, the highest rate of poverty for any county in West Virginia. By 1990, 50.3% of all children in McDowell County were living in families below the poverty level, up from 31.2% in 1980. The major losses in McDowell County during this period were the result of the closing of all mines and facilities operated by the United States Steel Corporation, terminating more than 1,200 jobs. Today the area is still one of the fastest declining populations.

Trend in Economic Development in McDowell County:

Since the US is seeing a decline in unskilled workers, we are focusing on training our students and citizens in skilled trades which are offered at our Career Technical Center. The demand for Electricians, Welders, Carpenters, Construction workers and other trades people will always be needed. For those students who wish to go on towards higher education, AP, virtual, On Target, and tutoring classes are offered throughout the school year.

Challenges to improve learning outcomes:

Total population for our county continues to decrease as shown in the count from 20,876 in 2014 to 19,141 in 2016, which is a decline of 1735 residents.

Students have very limited support at home for homework and study skills. Nearly half of MCS are being raised (47%) by an adult other than their own biological parents. The county remains 55th in WV for child and family well-being. Educating specifically the families that are raising our youth - grandparents, foster parents, single fathers/mothers.

Sustaining efforts for preventing teen pregnancy.

Offering extended learning opportunities for children (before/after school, summer school, clubs, sports) etc.

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## Academic Data - Proficiency

Subgroup	Reading / Language Arts			Mathematics		
	2013 - 2014 (WVGSA)	2014 - 2015 (WVGSA)	2015 - 2016 (WVGSA)	2013 - 2014 (WVGSA)	2014 - 2015 (WVGSA)	2015 - 2016 (WVGSA)
All	31.04	31.21	34.03	27.87	13.05	17.33
Female	39.72	39.88	42.17	31.02	14.08	17.38
Male	23.47	23.35	26.99	25.13	12.12	17.29
Economically Disadvantaged	31.04	31.21	34.03	27.87	13.05	17.33
SWD	6.38	7.62	6.46	7.8	5.09	4.69
EL	0	0	0	0	0	0
American Indian or Alaska Native						
Asian	100	50	0	0	0	0
Black or African American	24.55	27.52	30.05	18.64	10.6	11.74
Hispanic or Latino	18.18	23.08	16.67	18.18	30.77	16.67
Multi-Racial	26.67	31.82	37.5	12.5	13.64	31.25
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	31.89	31.69	34.59	29.15	13.22	17.76

\* After analyzing the data please provide a summary of findings including trends, root causes and challenges to improve learner outcomes. This analysis should include upward and downward trends with subgroups that have an n size of more than 10.

2015-2016 General Summative Assessment (GSA) was collected evaluating student knowledge and progress on College and Career Ready Standards. Preliminary 2016-2017 GSA scores have also been analyzed in this section.

### **ELA/Literacy- Overall Proficiency**

The students at the elementary level (Grades 3-5) achieved the following results in ELA/Literacy: 37% are proficient at the 3rd grade level; 38% at the 4th grade level, and 40% at the 5th grade level. 3rd and 4th grade proficiency increased by 13% for both grades. 5th grade scores have dropped by 2%. When looking at the cohort growth scores, it is evident that 4th grade cohort growth is at 14% and 5th grade cohort growth is at 15%. Even though there was a 2% drop in the grade proficiency in the 5th grade, as a cohort, these students grew by 15%. In 2016-2017, 32% of 3rd grade student were at the proficient level, with 4th grade at 40% proficiency and 5th grade at 36% proficiency. 4th grade students exhibited increase of 3% as a cohort, and 5th grade students decreased in their proficiency as a cohort by 2%.

At the middle school level (Grades 6-8), the following proficiency rates were noted: 30% at Grade 6, 37% at Grade 7, and 38% at Grade 8 as well. In comparison to the last year's results, 6th grade proficiency increased by 1%, 7th grade proficiency went up by 3%, and 8th grade proficiency went up 4%. Cohort growth data revealed the following: 6th grade students dropped by 12% in their proficiency, 7th grade students increased by 8% in proficiency scores, and 8th grade went up 4%. In 2016-2017, the following proficiency rates were recorded: 6th grade at 23%, 7th grade at 34%, and 8th grade at 36%. 6th grade cohort achievement remains as an area of concern, as the cohort proficiency decreased by 17%. 7th grade students showed an increase of 4% in their proficiency as a cohort, and 8th grade proficiency dropped down by 1%.

At the high school level (Grades 9-12), 9th graders scored at 23% proficiency; 10th grade at 26% proficiency; and 11th grade at 41% proficiency. In comparison to the last year's results, the 9th grade proficiency decreased by 1%, 10th grade proficiency decreased by 5%, and 11th grade proficiency went up 3%. The cohort growth scores revealed the following: 9th grade cohort went down by 11%, 10th grade increased by 2%, and 11th grade showed an increase of 10%. In 2016-2017, only 11th grade tested in English Language Arts and Math. The 11th grade scores were at 34% proficiency, which was a 7% increase in the cohort proficiency.

In evaluating the proficiency levels at each level, the growth from one grade to another was noted in 2015-2016. However, 2016-2017 data were not as consistent in increases. There are dips in the transition grades (Grades 5 and 6 show a 12% negative difference in 2016 and 17% decrease in 2017). Further study is needed into transition practices in those particular grades as well as the complexity and informational text exposure increase in the tested skills.

### **ELA/Literacy- Claims**

The student scores on the new GSA were available on the claims level as well. In 2015, the elementary level students showed the highest percent at or above target in Listening claim (75% in Grade 3; 73% in Grade 4) and Research/Inquiry claim (grade 5 at 70%). Elementary grade students showed the lowest percentage in being at or above target in Reading Claim (57% in grade 3, 53% in grade 4, and 57% in grade 5). In 2017, Listening and Speaking remained the area of the highest percentage of students at or above target (74% in grade 3; 72% in grade 4, and 69% in grade 5). Reading claim remains an area of concern with 48% of 3rd graders, 66% of 4th graders, and 53%

of 5th graders being at or above level in Reading Claim.

At the middle school level, 6th and 8th grade students scored the highest at or above level in Listening (80% and 74% accordingly), with 7th grade scoring the highest at or above level in Research/Inquiry (76%). All three grades showed the lowest above target achievement in the claim of Reading (50% for grade 6, 50% for grade 7, and 56% for grade 8). In 2017, the data showed the same trends. 6th and 8th graders scored the highest in Listening/Speaking Claim (69% in 6th grade and 78% in 8th grade) and 7th grade students scored the highest in Research/Inquiry claim with 64% at or above target. The lowest achievement in Reading Claim (47% of 6th graders; 60% of 7th graders; and 64% of 8th graders at or above target).

At the high school level (Grades 9-12), Grades 9 and 10 are showing the highest achievement at or above level in Research/Inquiry Claim (66% for grade 9, 68% for grade 10, and 74% for grade 11). Grade 9 scored the lowest in Writing (43% at or above level), with Grades 10 and 11 showing weakness in Reading (56% for grade 10, and 64% in grade 11). In 2017, 11th grade students showed the highest percentage of being at or above target in Listening/Speaking (69%), with the lowest achievement remaining in Reading (57% at or above target).

#### **Mathematics- Overall Proficiency**

In 2016, the students at the elementary level (Grades 3-5) achieved the following results in Math: 37% are proficient at the 3rd grade level; 26% at the 4th grade level, and 30% at the 5th grade level. All three grades increased their proficiency rates by 9% from 2015 GSA. Looking at the cohort growth, the following results can be noted: 4th grade went down 2% and 5th grade grew by 15%. In 2017, 39% of 3rd grade students were proficient, with 33% of 4th graders, and 28% of 5th graders being at the proficiency levels. 4th grade as a cohort showed a decrease of 4%, while 5th grade students showed a 2% increase.

In 2016, at the middle school level (Grades 6-8), the following proficiency rates were noted: 8% at Grade 6, 12% at Grade 7, and 11% at Grade 8 as well. The proficiency rates for the middle school grades showed growth of 1% in grade 6, stayed the same in grade 7, and went down by 4% in the 8th grade. The cohort growth showed that 6th grade cohort decreased by 12%, 7th grade cohort went up 5%, and 8th grade cohort went down 1%. In 2017, 6th grade students were at 15% achievement levels, while 7th grade was at 10%, and 8th grade was at 14%. 6th grade exhibited the biggest drop of 15% proficiency as a cohort. 7th grade and 8th grader student proficiency increased by 2%.

At the high school level (Grades 9-12), 9th graders scored at 15% proficiency; 10th grade at 7% proficiency; and 11th grade at 8% proficiency. The scores in the 9th grade went up by 7%, in the 10th grade they increased by 2%, and in the 11th grade, they have gone up by 5% when comparing student achievement from last year to this one. In 2017, 11th grade scores were at 9% proficiency. As a cohort, 11th grade students increased their proficiency by 2%.

#### **Math- Claims**



The student scores on the 2016 GSA claims were as following:the elementary level students showed the highest percent at or above target in Communicating Reasoning claim (69% in Grade 3; and 48% in Grade 5) and Problem Solving and Data Analysis claim (51% in grade 4). All grades showed the lowest percentage in being at or above target in Concepts and Procedures Claim (54% in grade 3, 47% in grade 4, and 46% in grade 5). In 2017, 3rd and 4th grade students showed the highest percent of at or above target in Communicating Reasoning (68% in Grade 3 and 56% in Grade 4) while 5th grade students showed the highest percentage of at or above level in Problem Solving/Data Analysis (53%). The Concepts and Procedures Claim remains the area of concern, with 58% of 3rd grade, 44% in 4th grade, and 47% of 5th grade being at or above level.

At the middle school level in 2016, grades 6 and 7 showed the highest at or above level scores in Communicating Reasoning claims (47% in grade 6 and 52% in grade 7) and Problem Solving and Data Analysis (94% in grade 8). All grades showed the lowest scores in Concepts and Procedures claim ( 23% in grade 6, 31% in grade 7, and 28% in grade 8). In 2017, Communicating Reasoning Claim had the highest percentage of at or above target (6th grade at 36%, 7th grade at 52%, and 8th grade at 54%). Concepts and Procedures claim was the weakest claim (26% of 6th grade students; 26% of 7th graders, and 32% of 8th graders being at or above target).

At the high school level, grades 9 and 11 showed the highest at or above level scores in Communicating Reasoning claim (75% in grade 9 and 56% in grade 11) and Problem Solving/Data Analysis claim (83% in grade 10). All grades scored the lowest in Concepts and Procedures claim (37% in grade 9, 21% in grade 10, and 25% in grade 11). In 2017, 55% of grade 11 students were at or above level in Communicating Reasoning Claim. Only 20% of 11th grade students were at or above target in Concepts and Procedures.

It is evident that focus on the development of student skills in mathematics content (concepts and procedures) across grades remains a priority.

#### Academic Data - Graduation Rate

Subgroup	2013 - 2014	2014 - 2015	2015 - 2016
All	74.81	80.08	88.26
Female	75.38	82.76	90.52
Male	74.29	77.69	85.57
Economically Disadvantaged	76.72	81.07	85.58
SWD	62.71	60.42	81.4
EL			

American Indian of Alaska Native	0	0	0	0
Asian	0	0	0	100
Black or African American	86.96	86.67	86.3	96.3
Hispanic or Latino	0	0	100	100
Multi-Racial	0	50	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	73.68	79.44	87.43	87.43

**\* After analyzing the data please provide a summary of findings including trends, root causes and challenges to improve learner outcomes. This analysis should include upward and downward trends with subgroups.**

Four Year Graduation Rate by school for 2013-14;RV-76.98%, MV-72.52% and McDowell County total-74.81%. Five year Graduation rate by school for 2013-14;RV-84.25%, MV-77.19% and McDowell County total-79.62%.  
Over the last four years there has been a drop in the percentage of students who have dropped out of school (2010-11-4.5%, 2011-12-2.9%, 2012-13-1.9%, and 2013-14-2.3%)

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**College/Career Readiness Data**

CCR Indicator	2015 - 2016	
	Participated	Met
AP/IB	207	<10
Dual Credit	207	<10
CTE Completer	207	97

\* After analyzing the data please provide a summary of findings including trends, root causes and challenges to improve college/career ready outcomes. This analysis should include upward and downward trends.

**ACT Data Analysis:**

ACT Trend data from 2015-2016 shows student composite score at 18.2, which is a drop from the previous year of 0.1 and is lower than the state composite score of 20.7. The student highest score on ACT was in Reading (19.3) which showed an increase of 0.6 from the previous year. Science achievement followed Reading with a score of 18.6. English and Math were the lowest, with 17.6 and 17.1 scores accordingly.

ACT Readiness for College Level Work shows that only 8% of students who have taken ACT met all four readiness levels in the subjects tested. 46% are college level work ready in English and Composition. Social Sciences are at 27%, and Biology and Algebra remain the lowest in terms of student readiness levels (13% in Biology and 11% in Algebra).

**AP Data Analysis:**

Students are provided with various opportunities to take online and face to face AP classes. In 2016, there were 196 students enrolled in AP classes, and 2017 showed a slight increase in those numbers (199). In May of 2016, 66 students took AP exams, with only 8% scoring 3 or above to gain college credit for the AP classes taken.

**CTE Completers:**

In 2015-2016, 97 students met CTE completer requirements.

**Root Causes:**

High teacher turnover at all levels leads to inconsistency in instruction and the resulting student gaps in knowledge. When taking higher

level classes, students have to rely on a solid base of knowledge acquired during the earlier years. Many end up struggling to draw upon that knowledge due to those gaps. Additionally, many students who do not pursue college after graduation have also not taken any CTE courses to get a certificate of a trade, which results in lower CTE completer numbers.

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## Attendance Data

Subgroup	2014 - 2015	2015 - 2016
All	88.47	88.76
Female	88.78	88.84
Male	88.18	88.68
Economically Disadvantaged	88.47	100
SWD	87.8	88.31
EL	71.09	87.4
American Indian or Alaska Native		
Asian	94.18	96.15
Black or African American	90.34	91.89
Hispanic or Latino	85.02	87.97
Multi-Racial	89.92	90.42
Native Hawaiian or Other Pacific Islander		
White	88.24	88.36

\* After analyzing the data please provide a summary of findings including trends, root causes and challenges to improve learner outcomes. This analysis should include upward and downward trends with subgroups that have an n size of more than 10.

District Attendance Rate Trend over the last two years has averaged out to 88.0%. Enrollment in June was 3231, which is a decline of 27 students from the October count. 37.27% of our student were chronically absent during the year, which was also a decline of 11%. In 2016-2017 school year, 681 Out-of-School Suspensions were reported in DIS 301: Student Discipline System, which was a decrease from the previous year by 84 reported incidents.

**Challenges:** Low-income students are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care.

**2016 School Climate Student Survey data:**

County areas of strength and weakness for students in grades 6-12 in each domain include the following:

**Engagement:** When asked if students were treated fairly by teachers (7d), MCS student responses were lower than the state by 7%; however when asked if there is a teacher or other adult who really cares about them (8a), MCS was 2% higher than the state average. MCS was lower than the state by 2% when students responded to adults at the school treating them with respect (10a).

**Safety:** MCS averages were slightly lower than the state average on most of the questions tied to safety. However, MCS was lower than the state when students were asked how often they had students spread rumors and lies about them via social media and text messaging.

**Environment:** MCS students indicated discipline issues had gotten better since last year (41u) and rated their schools 6% higher than the state. However, many of the other areas related to environment were slightly lower than the state average.

Elementary School Student Survey results indicated no significant areas of concern. MCS' data were slightly higher than the state on questions 7a-7c where students were asked about other kids hitting/pushing on the play ground and spreading lies. On most of the survey questions, MCS' students responded equally or more positively than the state average.

**Challenges:** Teacher turnover/retention makes it difficult for students to establish positive relationships.

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**Evaluation Data**

	2014 – 2015	2015 – 2016
<b>Performance Level</b>		
Distinguished	<10	<10
Accomplished	203	155
Emerging	49	37
Unsatisfactory	<10	<10

**\* After analyzing the data please provide a summary of findings including trends, root causes and challenges to improve educator equity and effectiveness. The analysis should include comparisons of upward and downward trends that identify needs around professional learning.**

Evaluation Data:

MCS has reviewed 16-17 evaluation data to identify strengths and weaknesses as determined by the educator evaluation system. Noted strengths include: Standard 4.1 (The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.) and 4.2. (The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.)

Weaknesses identified include: Standard 1.1 (The teacher demonstrates a deep and extensive knowledge of the subject matter.), 1.2 (The teacher designs standards-driven instruction using state approved curricula.), 3.1 (The teacher utilizes a variety of research-based instructional strategies.), and 3.3 (The teacher adjusts instruction based on a variety of assessment and student responses.).

A review of the principal evaluation system indicated Standard 1 (Interpersonal and Collaborative Skills, Standard 6 (Support Systems for Student Success), and Standard 7 (Operations to Promote Learning) as strengths. Standard 9 (Continuous Improvement) and Standard 3 (Rigorous Curriculum, Engaging Instruction and Balanced Assessment) were identified as weaknesses.

Therefore, professional development will focus on the following areas: : Learning Schools Model (Leadership/Collaboration teams focused on student learning, Support for Personalized Learning, school climate/culture focused on student engagement and community relations.

MCS also examined attrition rates, retention rates and the projected number of new hires. Last school year, MCS had 12 teacher

resignations and 8 retirements. The 16-17 school year began with 15 teachers new to McDowell County Schools and 16 vacancies. Therefore, MCS has planned new teacher meetings and other county and school-sponsored activities/celebrations to create a welcoming environment for new teachers with the ultimate goal of ensuring retention.

Exit Survey Data:

The personnel department has begun conducting exit surveys for any teacher who leaves the district. Thirteen responses have been collect thus far and indicate the following:

Reasons for leaving:

- 30% relocated to another state
- 30% retired
- 38% accepted employment in another WV county closer to their residence

Factors Influencing Their Decision:

- 52% distance to commute to work
- 46% family obligations

Overall Experience Working in McDowell County Schools

- 61% Excellent
- 23% Good
- 15% Poor

When asked if they would recommend working for McDowell County Schools, 100% have responded "yes".

Challenges:

Teacher retention  
Lack of fully certified teachers  
Housing and community amenities for families/teachers  
Aging workforce (retirements)





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**Plan Items**

**G** 1 Academic Achievement

Description:

Seventy-five percent of all McDowell County Schools' students (including homeless) will score within or above their Lexile and Quantile grade level ranges in grades 3-8 & 11 through high quality instruction utilizing WV's College & Career Readiness Standards, as measured by 2018 State Assessment and other formative assessments.

**PM** 1.1 Assessments & Progress Monitoring

Description:

State Assessment, DIBELS

**S** 1.1.1 Collaborative Teams

Description:

County Leadership Team, School Leadership Teams, Vertical Teams, Grade Level Teams, Content Level Teams, Committees

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
<b>WVSIPP</b>	If applicable, support, coordinate, and integrate services with early childhood education programs
	Induction of beginning teachers
	Address support for experienced teachers
	Support for other staff

**AS** 1.1.1.1 Central Office Leadership Team

Description:

The Central Office Leadership Team will meet twice a month to review data, plan professional development, share department

information, and monitor improvement processes.

Person Responsible:

Nelson Spencer

Estimated Begin Date:

7/3/2017

Estimated Completion Date:

6/30/2018

**AS** 1.1.1.2 Team Meeting Monitoring/Support

Description:

Monitor school collaborative team meetings via agendas maintained in DropBox to ensure standards and student-focused goals and provide support as needed.

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 1.1.1.3 Team Time in Calendar

Description:

Provide time within the 17-18 school calendar for collaborative teaming at least monthly.

Person Responsible:

Nelson Spencer

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS 1.1.1.4 Campaign for Grade Level Reading (CGLR) Team**

**Description:**

Plan at least quarterly with early childhood community stakeholders involved with MCS' CGLR Team to collaboratively create a plan to address county-wide literacy and numeracy gaps and share resources with parent outreach agencies (i.e., Parents as Teachers, Birth to Three, Save the Children, DHHR) to include numeracy during home visits/ parent trainings.

**Person Responsible:**

Carolyn Falin

**Estimated Begin Date:**

8/21/2017

**Estimated Completion Date:**

5/1/2018

**AS 1.1.1.5 School Leadership Teams**

**Description:**

Provide funding for leadership teams to meet after school hours at least monthly.

**Person Responsible:**

Carolyn Falin

**Estimated Begin Date:**

8/14/2017

**Estimated Completion Date:**

5/24/2018

**AS 1.1.1.6 Universal PreK CORE Team**

**Description:**

The CORE Team will meet monthly to analyze data and review necessary changes to the Continuous Quality Improvement Plan focused on early literacy and numeracy.

**Person Responsible:**

Amanda Fragile

**Estimated Begin Date:**

7/1/2017

Estimated Completion Date:

6/30/2018

**AS** 1.1.1.7 Administrative Leadership Team Meetings

Description:

All school principals meet monthly with the central office administration staff to share information and resources as well as to analyze data to improve academic achievement.

Person Responsible:

nelson spencer

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**S** 1.1.2 Instructional Strategies & Support

Description:

Instructional Strategies and support

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	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
	Provide effective parent and family engagement
<b>WVSIPP</b>	If applicable, support, coordinate, and integrate services with early childhood education programs
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Induction of beginning teachers

**AS** 1.1.2.1.3 Part Lesson Design

Description:

Support implementation of a rigorous standards-focused curriculum aligned with WVCCRS through implementation and monitoring of a 3-part lesson design focused on "Hook, Line, & Syncer" -- learning targets, engagement, meta-cognition/vocabulary development, and summarization Strategies.

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 1.1.2.2 Early Learning Reporting System

Description:

Monitor the PreK/Kindergarten Early Learning Reporting System (ELRS) (BOY, MOY, EOY data). Ensure the reports are shared regularly with all stakeholders for establishing goals and strategies for each child to make progress. The data is used during CORE Team Meetings with the collaboration of early childhood programs and used to plan trainings, curriculum needs, etc.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 1.1.2.3 Curriculum Audit

Description:

Conduct a yearly curriculum audit to maximize instructional staff and resources.

Person Responsible:

Nelson Spencer

Estimated Begin Date:

2/5/2018

Estimated Completion Date:

2/16/2018

**AS** 1.1.2.4 Secondary Course Offerings

Description:

Maintain a variety of secondary course offerings for students within the student course catalog.

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 1.1.2.5 Support for Personalized Learning

Description:

Provide resources and support for personalized learning (ex: Tier 2-45 minute interventions for reading WIN Time K-5 and EM Math Labs K-5, READ 180). Lexia, Phonics for Reading, and SIPPps are all supports provided during the reading intervention period to personalize learning.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Lexia Software	\$4,000.00

**AS** 1.1.2.6 Support for Priority Schools

Description:

Provide monthly technical support to low-performing priority schools.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 1.1.2.7 Extended Learning

Description:

Provide extended learning opportunities for students including DREAMS (21st Century Schools Grant) after school and summer programs and summer Energy Express for students in grades 1-5.

Person Responsible:

Amanda Fragile, Bonita Miano

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 1.1.2.8 School/Digital Libraries

Description:

Increase the use of digital and school libraries.

Person Responsible:

Joe Norris

Estimated Begin Date:

8/14/2017

Estimated Completion Date:



5/24/2018

**AS** 1.1.2.9 Systematic and Explicit Reading Instruction

Description:

Sustain the daily systematic and explicit K-3 early reading strategies focusing on phonics, phonemic awareness, and multi-syllabic decoding skills to ensure 3rd grade literacy.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Training fees and Stipends for Staff	\$300,000.00

**AS** 1.1.2.10 K-5 Supportive Reading Maps

Description:

Utilize Ashlock Reading Maps to assist teachers with to infuse Power Phonics and time in text daily K-3. Utilize Priority Plan for 4th and 5th grade students to maximize reading instruction.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 1.1.2.11 Corrective Reading Program

Description:

Those students who are not yet developing phonics will have the opportunity to utilize the Corrective Reading Program to ensure they are able to progress and begin to decode words for success in life. The program will be utilized in Special Education Classrooms where needed as well as part of the WIN Tier 2 45 minute intervention period.

Person Responsible:

Aaron Lester

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**AS** 1.1.2.12 Universal PreK Program (BOE & HS)

Description:

All Universal PreK Classrooms (HS and BOE Funded) will utilize the Creative Curriculum. Trainings will be provided regularly to classroom staff to improve teaching practices to meet the needs of all children including those children with IEPs. Trainings will be open to all early childhood partners including Birth to Three, Small World Day Care, DHHR, Parents as Teachers, Head Start, etc.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**AS** 1.1.2.13 PreK & K Transitions

Description:

Sustained transitions are planned throughout the school year to ensure a successful transition for all children into PreK and into Kindergarten. The LEA hosts training for PreK and K staff to ensure they are familiar with grade level expectations and school readiness measures. Families are provided multiple opportunities to meet staff and visit classrooms including Move Up Day each spring, Early Childhood Fair in April and Ready Freddy K Clubs held over the summer months. Teachers are encouraged to meet regularly and share data from ELRS, Clip Board Checks, and more to assist with strategies/planning for each child. Orientation Kick-Off parties are planned at each school for both PreK and Kindergarten providing a 1/2 days session for families

and their children to come to the school meet the staff, visit the classroom and prepare to start school the next day. Parent chats are also scheduled by the LEA to provide families an opportunity to have any questions answered in regards to PreK.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Supplies for Transition Events	\$10,000.00

**AS** 1.1.2.14 Title I Staff Utilization

Description:

Each Title I School staff provides needed intervention and enrichment support in a school wide model. The teachers plan and execute lessons to meet the needs of students. Title I staff plan and budget for family engagement opportunities as well to build academic partnerships with families.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**AS** 1.1.2.15 Formative Reading Assessments K-5

Description:

Title I Teachers will benchmark using DIBELs all students K-5 three times a year while the classroom teacher conducts progress monitoring using DIBELs every two weeks to guide instruction. Title I Reading Team will assess every child K-5 using the Quick Phonics Screener every six weeks on the areas of weakness. The data collected will be used to provide grade level teams and families with progress data as well as determine personalized learning needs in WIN Time.

Person Responsible:  
Amanda Fragile

Estimated Begin Date:  
7/1/2017

Estimated Completion Date:  
6/30/2018

**AS** 1.1.2.16 EL Student Support

Description:

Support teachers in implementing instructional strategies to support English language development for EL students using professional development, instructional resources, and culturally responsive instruction.

Person Responsible:  
Ingrida Barker

Estimated Begin Date:  
8/17/2017

Estimated Completion Date:  
5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	State EL Funds	Instructional Supplies	\$246.52

**AS** 1.1.2.17 e-Walk

Description:

Continue the purchase of e-Walk for administrators to collect walk-through data and provide specific feedback to teachers.

Person Responsible:  
Carolyn Falin

Estimated Begin Date:  
8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	e-Walk	\$5,000.00

**AS** 1.1.2.18 PK-5 College & Careers Tours

Description:

Title I Program will ensure students in grades PreK-5 have the opportunity to visit career technical centers as well as colleges to begin building a growth mindset for young learners.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

9/1/2017

Estimated Completion Date:

6/30/2018

**S** 1.1.3 Learning Schools/Teacher Supports

Description:

Learning Schools/Teacher Supports

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Address equity of students taught at higher rates by ineffective or inexperienced teachers
<b>WWSIPP</b>	Induction of beginning teachers
	Address support for experienced teachers
	Support for other staff
	Professional development

**AS** 1.1.3.1 Learning Schools

Description:

Support the Learning Schools Framework in all schools.

Person Responsible:

Nelson Spencer

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II Part A	Request support from schools for PD	\$220,000.00
	Title II Part A	Stipends/Benefits for ALL PD	\$98,568.47
	<b>Total</b>		<b>\$318,568.47</b>

**S** 1.1.4 Technology Support

Description:

Technology Integration/Hardware Support

Component	Item Name
LEA ESEA Consolidated Plan	Other appropriate strategies identified by the LEA
WWSIPP	Induction of beginning teachers
	Address support for experienced teachers
	Support for other staff

**AS** 1.1.4.1 Clarity's Technology and Learning Framework

Description:

Utilize Clarity's CASE technology and learning framework to prioritize and strategically target opportunities to improve student outcomes via technology integration.

Person Responsible:

Joe Norris

Estimated Begin Date:

8/7/2017

Estimated Completion Date:

5/24/2018

**AS** 1.1.4.2 TechSteps

Description:

Provide teacher/administrator guidance and training in TechSteps instruction, ensuring all students meet the requirements for the WV College-And-Career-Readiness Standards for Technology and Computer Science.

Person Responsible:

Joey Norris

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title V Part B, RLIS	Stipends	\$1,478.77
<p><b>AS</b> 1.1.4.3 Common Sense Media</p> <p>Description: Work with administrators, school sysops, and teachers to expand technology integration in MCS classrooms through the sharing of Common Sense Media instructional information. (Wednesdays and Fridays, September - May)</p> <p>Person Responsible: Joey Norris</p> <p>Estimated Begin Date: 9/4/2017</p> <p>Estimated Completion Date: 5/24/2018</p>			
<p><b>AS</b> 1.1.4.4 FitnessGram</p> <p>Description: Provide physical education teacher/building administrator guidance and training in FitnessGram instruction and record-keeping.</p> <p>Person Responsible: Joey Norris</p> <p>Estimated Begin Date: 8/15/2017</p> <p>Estimated Completion Date: 8/15/2017</p>			
<p><b>AS</b> 1.1.4.5 Office 365 Applications Training</p> <p>Description: K-12 teachers will be provided an opportunity to participate in Office 365 Applications training to provide a more effective means for teachers to communicate, share, and collaborate.</p>			



Person Responsible:  
Joey Norris

Estimated Begin Date:  
6/15/2017

Estimated Completion Date:  
6/16/2017

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title V Part B, RLIS	Stipends	\$1,000.00

**AS** 1.1.4.6 Technology Integration Coordinator

Description:

Provide funding for a Technology Integration Coordinator to support schools with technology integration and professional development needs.

Person Responsible:  
Carolyn Falin

Estimated Begin Date:  
7/1/2017

Estimated Completion Date:  
6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II Part A	1/3 salary for Technology Integration Coordinator	\$33,109.96

**S** 1.1.5 Continuous School Improvement

Description:

MCS will ensure continuous improvement through the implementation and monitoring of the strategic plan and ongoing data analysis.

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	<p>Monitor students' progress in meeting the challenging State academic standards</p> <p>Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools</p> <p>Reduce the overuse of discipline practices that remove students from the classroom</p>
<b>WVSIPP</b>	<p>Address support for experienced teachers</p>

**AS** 1.1.5.1 Data Analysis

Description:  
 Review school/district level data including discipline, attendance, Early Warning data during bi-monthly LEA Leadership Team Meetings to ensure college and career readiness.

Person Responsible:  
 Nelson Spencer

Estimated Begin Date:  
 8/14/2017

Estimated Completion Date:  
 5/24/2018

**AS** 1.1.5.2 Strategic Plan Monitoring

Description:  
 Review and monitor the county and school strategic plans at least quarterly.

Person Responsible:  
 Nelson Spencer

Estimated Begin Date:  
 8/14/2017

Estimated Completion Date:  
 5/24/2018

**S** 1.1.6 Professional Development Opportunities

Description:

Professional Development Opportunities for staff

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Address equity of students taught at higher rates by ineffective or inexperienced teachers
<b>WVSIPP</b>	Induction of beginning teachers
	Address support for experienced teachers
	Support for student teachers
	Support for other staff
	Professional development

**AS** 1.1.6.1 Model Schools Conference

Description:

Members of each school's Leadership Team will attend the 2017 Model Schools conference, attending identified sessions connected to McDowell County's strategies for school improvement.

Person Responsible:

C. Falin, A. Fragile

Estimated Begin Date:

6/25/2017

Estimated Completion Date:

6/28/2017

**AS** 1.1.6.2 Part II: Comprehension Skills and Strategies

Description:

K-5 teachers, support staff, and administrators who have not previously participated, will be provided an opportunity to attend the professional development session: Part II: Improving Comprehension Skills and Strategies

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/10/2017

Estimated Completion Date:

7/14/2017

**AS** 1.1.6.3 Part I: Explicit and Systematic Foundational Reading Strategies

Description:

K-5 teachers, support staff, and administrators who have not previously participated, will be provided an opportunity to attend the professional development session: Part I: Explicit and Systematic Foundational Reading Strategies

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/17/2017

Estimated Completion Date:

7/21/2017

**AS** 1.1.6.4 WV State Technology Conference

Description:

School System Operators, RESA techs, TISs, and County Technology Coordinator will be provided the opportunity to attend the WV State Technology Conference.

Person Responsible:

Joe Norris

Estimated Begin Date:

7/18/2017

Estimated Completion Date:

7/20/2017

Funding

Grant

Notes

Amount

<b>Application</b>	<b>Consolidated</b>	Title V Part B, RLIS	Stipends	\$3,000.00
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**AS** 1.1.6.5 RESA I Principals' Academy

Description:

All principals will be given the opportunity to participate in RESA I's Principals Academy, Leadership: It Matters!, focusing on improving school culture and climate.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

7/24/2017

Estimated Completion Date:

7/26/2017

**AS** 1.1.6.6 Student Engagement/Higher Order Thinking

Description:

All classroom teachers will be provided an opportunity to participate in Student Engagement & Higher Order Thinking Skills professional development sponsored by Barter Theater.

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/27/2017

Estimated Completion Date:

7/27/2017

**AS** 1.1.6.7 Plato Training

Description:

Provide training for 6-12 teachers on the Plato platform.

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/7/2017

Estimated Completion Date:

8/7/2017

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title V Part B, RLIS	Stipends	\$5,778.23

**AS** 1.1.6.8 IPI

Description:

Provide additional IPI training to build capacity for schools to conduct IPS's.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

9/12/2017

Estimated Completion Date:

9/12/2017

**AS** 1.1.6.9 Embedded PD Support

Description:

Provide monthly embedded PD support for teachers K-12 for ELA and mathematics (K-5 sustained phonics/skills and strategies instruction, grade level mathematics support, technology support, writing support, math/ELA standards support; 6-12 grade level math support, grade level ELA support, administrative support), i.e. modeling, team teaching, coaching, differentiated support based on data).

Person Responsible:

C. Falin, I. Barker, A. Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Consulting Reading K-5	\$300,000.00

**AS** 1.1.6.10 Teacher Support Coach

Description:

A teacher support coach will work with new and other identified teachers as a means to improve professional practice. The teacher support coach will provide mentor training and meet regularly with mentors and mentees during the school day and after school as a whole group twice/year.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2017

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II Part A	Funding for Teacher Support Coach	\$93,095.00

**AS** 1.1.6.11 WVCPCD Teacher Academy

Description:

Provide Funds for new and identified teachers to participate in WVCPCD's Teacher Academy Training.

Person Responsible:

Ingrida Barker

Estimated Begin Date:

7/3/2017

Estimated Completion Date:

5/24/2018

**AS** 1.1.6.12 Staff Development Council

Description:

The Staff Development Council will meet quarterly to plan for and approve staff development. The council will survey staff each year to determine PD needs, as it relates to becoming learning schools within a learning system.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/21/2017

Estimated Completion Date:

5/8/2018

**AS** 1.1.6.13 RESA, State, National PD

Description:

Provide opportunities for administrators, counselors and support personnel to attend RESA I, state, and nationally sponsored professional development that align with our county goals and needs assessment. Participation will be determined as opportunities are advertised.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/1/2017

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II Part A	Stipends	\$2,000.00
	Title II Part A	Substitutes	\$4,000.00



Title II Part A	Travel	\$20,680.34
<b>Total</b>		<b>\$26,680.34</b>

**AS** 1.1.6.14 Building Leadership Capacity in Rural WV

Description:

Provide opportunities for 6 participants to represent McDowell County and participate in the Building Leadership Capacity in Rural WV Grant training.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

7/31/2018

**AS** 1.1.6.15 My Learning Plan

Description:

Provide funding to maintain My Learning Plan, web-based application that centralizes professional development activities as well as support a more efficient means to gather and maintain professional development documents.

Person Responsible:

C. Falin, A. Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**G** 2 Parental Engagement

Description:

McDowell County Schools will increase parental engagement opportunities by 3% to strengthen partnerships between home, school, homeless shelters, and communities as measured by My Learning Plan parental involvement documentation for the 2017-2018 school year.

**PMI** 2.1 My Learning Plan

Description:

My Learning Plan Parent Engagement Activities

**S** 2.1.1 Family Engagement Activities

Description:

Family Engagement Activities

Component	Item Name
LEA ESEA Consolidated Plan	Provide effective parent and family engagement

**AS** 2.1.1.1 Second Time Around Club

Description:

Provide regularly scheduled (Second Time Around Club Meetings) for parents who are raising children other than their own biological children. The meeting provide various means of supports for families including counseling, financial planning, understanding standards, and connecting to resources such as family law judges.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 2.1.1.2 K-5 Math Home Links

Description:

Provide Home-Links for K-5 parents to support mathematics learning at home with their child.

Person Responsible:

C. Falin, A. Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 2.1.1.3 Early Childhood Fair

Description:

Host an annual Early Childhood Fair for all children in McDowell County from birth to age five. The fair provides an opportunity to build relationships with parents right from birth and provide pertinent information about programs and resources available to their family. This event is also used as a make-up registration for both PreK and Kindergarten. More than 40 community partners set up informational booths for families to visit each year. Developmentally appropriate learning stations are also led by the PreK staff to model for families skills they can partner with learning at home.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

4/1/2018

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Supplies for Fair	\$5,000.00

**AS** 2.1.1.4 Volunteer Training

Description:

Train parent and community volunteers annually on working with children and staff as well as policy reviews. Two trainings are held in September. Throughout the school year, those who wish to be a volunteer come into the Board Office to watch a video training and get their fingerprints scanned.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 2.1.1.5 Family Advisory Council

Description:

Host monthly Family Advisory Council (FAC) to share resources, strategies, and gather feedback with MCS parents and community members.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Food for Families 10:00-1:00pm	\$15,000.00

**AS** 2.1.1.6 Home Visiting Project

Description:

Host collaborative Home Visiting Project with 25 new K-3 while sustaining Co-Horts 1 & 2. The home visits are designed to build partnerships with those families who are not actively involved in their child's education. The visits focus on learning the hopes and dreams of each child and set one goal for the family. The participating teachers are trained extensively on how to conduct successful visits.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Stipends for Home Visits	\$80,000.00

**AS** 2.1.1.7 Energy Express Volunteers

Description:

Encourage parents and community members to volunteer daily during the Energy Express 5 Week Summer Program. They are encouraged to conduct read-alouds, assist with arts/crafts projects, as well as service projects for the community.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 2.1.1.8 Parent Training Support

Description:

Provide regular training opportunities for families as needed based on parent feedback both at the LEA and school level.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 2.1.1.9 Annual Desk Audit

Description:

Involve parents, community, and schools in the Annual Desk Audit.

Person Responsible:

Aaron Lester

Estimated Begin Date:

4/2/2018

Estimated Completion Date:

4/30/2018

**AS** 2.1.1.10 Family FASFA Support

Description:

High Schools will offer FASFA events to provide families with support.

Person Responsible:

Inga Barker

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 2.1.1.11 DREAMs After-School Parent Activities

Description:

The DREAMs After-School Program will provide Family engagement activities.

Person Responsible:

Bonita Miano

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 2.1.1.12 WV Zoom Parent Training

Description:

Train parents on the WV Zoom platform to access school achievement data and information.

Person Responsible:

Joe Norris

Estimated Begin Date:

8/21/2017

Estimated Completion Date:

9/18/2017

**AS** 2.1.1.13 PERC Meetings

Description:

The Parent Education Resource Coordinator will hold five informational training sessions for families of students with disabilities.

Person Responsible:

Aaron Lester

Estimated Begin Date:

9/4/2017

Estimated Completion Date:

5/18/2018

**AS** 2.1.1.14 Parents of SWD Training

Description:

The Special Education Department will provide training to families of students with disabilities comparing SSI benefits and the impact of working.

Person Responsible:

Aaron Lester

Estimated Begin Date:

3/15/2018

Estimated Completion Date:

3/15/2018

**AS** 2.1.1.15 Academic Parent Teacher Team Meetings

Description:

Schools are encouraged to utilize the APTT Model framework for conducting classroom family conferences. Classroom teachers schedule and invite their families to come to the classrooms three times a year. During the 60 minute meeting, teachers provide real-time data on one skill. The teacher models a strategy that families can do at home to increase their child's skill progress. Each family practices the strategy to ensure they are comfortable before leaving. The family sets a goal for their child to meet before the next meeting where progress will be shared with families. Teachers who participate in this model receive training prior to hosting the events.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Stipends for Participating Teachers	\$20,000.00

**S** 2.1.2 Communication/Feedback with Stakeholders

Description:

Communication/Feedback with Stakeholders

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Provide effective parent and family engagement

**AS** 2.1.2.1 Strategic Planning with Stakeholders



**Description:**

Involve parents, community and LSIC representatives in the strategic planning process.

**Person Responsible:**

C. Falin, A. Fragile

**Estimated Begin Date:**

5/15/2017

**Estimated Completion Date:**

9/29/2017

**AS 2.1.2.2 Family LiveGrade Training/Support**

**Description:**

Provide additional education for families on the availability of real-time access to student grades and attendance via LiveGrade software as identified as a need on the School Climate Survey.

**Person Responsible:**

Joe Norris

**Estimated Begin Date:**

8/21/2017

**Estimated Completion Date:**

9/15/2017

**AS 2.1.2.3 MCS App**

**Description:**

Sustain the MCS App to provide instant communication and up-to-date resources including school related event calendars, lunch menus, news/events for parents and community members.

**Person Responsible:**

Amanda Fragile

**Estimated Begin Date:**

8/14/2017

**Estimated Completion Date:**

5/24/2018

**AS 2.1.2.4 Social Media Communication**

**Description:**

Utilize social media (Facebook, Twitter) to share information in real-time with parents and community members.

**Person Responsible:**

C.Falin A. Fragile

**Estimated Begin Date:**

8/7/2017

**Estimated Completion Date:**

5/24/2018

**AS 2.1.2.5 School Messenger**

**Description:**

Utilize School Messenger Automatic Calling System to call parents, staff, and community members to share information including daily attendance calls.

**Person Responsible:**

School Principals, Central Office Staff

**Estimated Begin Date:**

8/14/2017

**Estimated Completion Date:**

5/24/2018

**AS 2.1.2.6 County/School Websites**

**Description:**

Maintain LEA and School Level Websites to organize information and resources for parents, staff, and community members

**Person Responsible:**

Joe Norris

**Estimated Begin Date:**

8/14/2017

**Estimated Completion Date:**

5/24/2018

**AS** 2.1.2.7 Media Blitz

Description:

Engage parents with a social media blitz utilizing radio, television advertisements, flyers, and other mediums to communicate the importance of attendance, early reading, and developmental milestones.

Person Responsible:

C. Falin, Campaign for Grade Level Reading Team

Estimated Begin Date:

8/24/2017

Estimated Completion Date:

5/24/2018

**AS** 2.1.2.8 ASQ Parent Survey

Description:

All Early Learning Classroom parents will complete an online ASQ survey to provide feedback on each child's growth and development.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 2.1.2.9 Parents Right to Know

Description:

All Title I families will receive multiple notifications of the Parents Right to Know. The information is provided to families on the Title I Informational folder MCS County Calendar, website, MCS app, and school level communication.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**AS** 2.1.2.10 Notification of Student Assessment Data

Description:

All families will receive a detailed explanation of each child's performance on the state summative assessment data in a timely manner. The school principals will sign a verification letter of when the results were disseminated to parents. Also, families will annually receive a copy of each school's report card. This information will be located on the LEA website as well.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**AS** 2.1.2.11 Evaluation of Title I Program

Description:

Each Spring, stakeholders from each Title I school evaluate the school wide program using the Title I Evaluation Monitoring Tool. Stakeholders must include but are not limited to Title I staff, school principal, service staff member, classroom teacher, families, and a community member. The results are used when analyzing data for the school's strategic plan.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

4/1/2018

Estimated Completion Date:

6/30/2018

**AS** 2.1.2.12 Title I Grade Level Compacts

**Description:**

Each grade level team will create a compact with input from families and students each year. The compacts are reviewed and signed by all stakeholders to ensure that all parties understand the partnership and everyone's role in seeing that each child reach their full academic potential. The compacts clearly state the mission of the school, goals for the classroom, key grade level expectations, and stakeholders responsibilities. The compacts are created each Spring.

**Person Responsible:**

Amanda Fragile

**Estimated Begin Date:**

4/1/2018

**Estimated Completion Date:**

6/30/2018

**AS 2.1.2.13 Title I Parent Involvement Policy**

**Description:**

Each Spring both the school and LEA level Title I Parent Involvement Policies are revised with input from families. Each school holds an annual spring meeting to provide families an opportunity to read the current policy and make recommendations/edits to the policy for the next fiscal year. The LEA policy is revised annually at the April Family Advisory Council Meeting where representatives from all schools are in attendance. The policies are uploaded to websites and dispersed to families at the beginning of the school year. The LEA Policy is also located in the MCS County Calendar.

**Person Responsible:**

Amanda Fragile

**Estimated Begin Date:**

7/1/2017

**Estimated Completion Date:**

6/30/2018

**AS 2.1.2.14 Title I Family Input Survey**

**Description:**

Each Spring, all families of Title I schools are provided an opportunity to provide feedback and suggestions through an anonymous survey. The survey provides feedback on key issues including but not limited to parent training requests, ranking the forms of communication which parents desire, reasons parents cannot attend school wide/classroom meetings, etc. The

data is shared with all staff during the final Faculty Senate Meeting of the school year and used to plan/prepare for the Strategic Plan/Title I budgets for the following fiscal year.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**2.1.3 Professional Development**

Description:

PD sessions to improve the partnerships with families.

Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Provide effective parent and family engagement
	Implement strategies to facilitate effective transitions for students between programmatic levels
<b>WVSIPP</b>	Induction of beginning teachers

**AS 2.1.3.1 Academic Parent Teacher Team Meeting Training**

Description:

Train teachers K-5 on hosting Academic Parent Teacher Team Meetings three times a year to build partnerships with families.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**AS** 2.1.3.2 K-3 Home Visiting Training

Description:

Train all K-3 teachers who wish to conduct home visits to build partnerships with families. Teachers will receive an in-depth training on working with families of poverty, empathetic listening skills, and how to effectively communicate with families.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

9/1/2017

Estimated Completion Date:

6/30/2018

**AS** 2.1.3.3 PreK Home Visiting Training

Description:

Train PreK Teachers how to better prepare for home visits and learn how to more effectively engage families on school readiness/attendance.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

8/14/2017

**AS** 2.1.3.4 Family Engagement Vs Involvement

Description:

Host a weekend conference to assist with learning the differences in engaging families instead of simply involving them.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

10/7/2017

Estimated Completion Date:

10/8/2017

**AS** 2.1.3.5 LEA Training on Working with Parents

Description:

The LEA will annually train staff on Working with Parents - Focus 2017-2018 (Academic Parent Teacher Team Meetings, which focus on grade level standards and provide strategies for parents to use at home ). Each Title I school will plan their annual required training for staff as well.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**G** 3 Culture and Climate

Description:

McDowell County Schools will improve school climate by promoting a culture of high expectations for staff, students and parents through positive relationship building during the 2017-2018 school year as measured by school culture parent survey question 10b, "treats all students with respect" (2% increase), improved attendance (2% increase) and dropout rate (.5% decrease), and fewer discipline reports (3% decrease in out-of-school suspensions).

**PM** 3.1 Culture & Climate Data and Surveys

Description:

Graduation Data, Climate Surveys, Dropout Data, Discipline Data, Attendance Data

**S** 3.1.1 Dropout Prevention

Description:

Dropout Prevention



Component	Item Name
<b>LEA ESEA Consolidated Plan</b>	Implement strategies to facilitate effective transitions for students between programmatic levels  Other appropriate strategies identified by the LEA

<p><b>AS</b> 3.1.1.1 Graduation 20/20</p> <p>Description: Provide technical assistance to schools in the implementation of Graduation 2020 strategies.</p> <p>Person Responsible: Aaron Lester</p> <p>Estimated Begin Date: 8/14/2017</p> <p>Estimated Completion Date: 5/24/2018</p>
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<p><b>AS</b> 3.1.1.2 Graduation Coaches</p> <p>Description: Mount View High School, River View High School, and Southside K-8 School will utilize graduation coaches to assist identified students and families, including homeless, to ensure timely graduation.</p> <p>Person Responsible: Aaron Lester &amp; Amanda Fragile</p> <p>Estimated Begin Date: 8/21/2017</p> <p>Estimated Completion Date: 5/18/2018</p>
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Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Salary Southside Grad Coach	\$65,000.00

\$55,080.00

**Total** \$120,080.00

**AS** 3.1.1.3 Option Pathway

Description:

Continue offering the Option Pathway to identified students to ensure timely graduation with their cohort.

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.1.4 Mirror Image Program

Description:

Provide opportunities for early career explorations through CTE Mirror Image program, allowing 8th graders to visit CTC classrooms.

Person Responsible:

Inga Barker

Estimated Begin Date:

8/21/2017

Estimated Completion Date:

5/1/2018

**S** 3.1.2 Student Supports

Description:

Student supports and interventions

**Component** **Item Name**

**LEA ESEA Consolidated Plan**

Provide services for homeless children and youth

Implement strategies to facilitate effective transitions for students between programmatic levels

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

If appropriate, support and coordinate CTE and work-based learning opportunities

**AS** 3.1.2.1 Homeless Supports

Description:

The LEA has an identified Homeless Liaison who acts as a resource for all children identified as homeless. Monies have been budgeted through Title I to provide comparable services to homeless students in non-Title I schools. Training will be provided to ALL staff (service and professional) on identification of homeless students. Brochures are dispersed explaining the rights of homeless students to all students and staff at the beginning of each school year and as new students enroll.

Person Responsible:

Bonita Miano

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Homeless Supports	\$5,000.00

**AS** 3.1.2.2 Parent Education Resource Center

Description:

Sustain the Special Education Parent Coordinator for the PERC (Parent Education Resource Center).

Person Responsible:

Aaron Lester

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.3 Social/Emotional Support

Description:

Provide supports for social and emotional wellness of students via Social Workers, Grad Coaches, ABC Coach, SAT Teams, Counselors, Project Aware Grant Initiatives, Health Clinics and Mental Health Services.

Person Responsible:

Inga Barker

Estimated Begin Date:

8/7/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.4 Student Mentoring Programs

Description:

Support school-based mentoring programs (We Can, Broader Horizons).

Person Responsible:

Nelson Spencer

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.5 Pregnancy Prevention

Description:

Sustain efforts to provide strategies and resources to prevent teenage pregnancy (CARRERA, FLASH, Marshall University Girl-Guy Talk, CASE WV, Health Clinics).

Person Responsible:

Bonita Miano

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.6 ZoomWVe and Bright Bytes Data

Description:

Utilize ZoomWVe and BrightBytes Early Warning System to identify at risk students in relation to attendance, academics, demographics, and behavior and refer them to graduation coaches, SAT teams, or other school service.

Person Responsible:

School Principals

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.7 Juvenile Drug Court

Description:

Utilize Juvenile Drug Court for identified students to reduce truancy, suspension, and incarceration rates.

Person Responsible:

Nelson Spencer

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.8 Suicide Prevention Awareness

Description:

Provide suicide prevention awareness talks to all students.

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.9 Color Run

Description:

Host a county-wide school color run to promote attendance, reading, and physical fitness.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

8/31/2017

**AS** 3.1.2.10 Breakfast with Supe

Description:

Continue the LEA "Breakfast with Supe" where student leaders are invited to provide feedback to LEA staff.

Person Responsible:

Nelson Spencer

Estimated Begin Date:

8/21/2017

Estimated Completion Date:

5/15/2018

**AS** 3.1.2.11 PBIS School Support

Description:

Support schools with implementation of PBIS through professional development and assistance from central office.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.12 Transitions

Description:

Host Move Up Day for all PreK students transitioning into K, 5th graders transitioning to middle school, and 8th graders transitioning to high school. This opportunity will allow students and their families to visit the next environment, meet staff, and learn more about school readiness and middle/high school expectations.

Person Responsible:

Nelson Spencer

Estimated Begin Date:

5/10/2018

Estimated Completion Date:

5/10/2018

**AS** 3.1.2.13 Kidstrong Conference

Description:

Provide opportunities for teachers and other support staff to attend the KidStrong Conference.

Person Responsible:

C. Falin, I. Barker

Estimated Begin Date:

6/21/2017

Estimated Completion Date:

6/23/2017

**AS** 3.1.2.14 WV PBIS Conference

Description:

Schools implementing PBIS will be given the opportunity to attend the WV PBIS Conference to begin implementation of new programs and to enhance existing ones.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

7/19/2017

Estimated Completion Date:

7/20/2017

**AS** 3.1.2.15 Voc Rehab

Description:

Mount View and River View will utilize Voc Rehab to provide information to students and their families about job opportunities.

Person Responsible:

Aaron Lester

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.16 Community Based Work Program

Description:

The Special Education department will explore options for returning community-based work programs.

Person Responsible:

Aaron Lester

Estimated Begin Date:

8/21/2017

Estimated Completion Date:

10/31/2017



**AS** 3.1.2.17 School Social Worker/ ABC Coach

Description:

Kimball Elementary provides student and family support services through Title funding as well as the Attitude Behavior and Character Coach at Welch Elementary.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2018

**AS** 3.1.2.18 Health & Safety Checks (PreK)

Description:

Conduct Safety Quality Checklists in all Early Learning Classrooms within the first 45 days of the school year. Review with the school administration and classroom staff the results and make immediate corrections/ corrective action plans.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/28/2017

Estimated Completion Date:

10/31/2017

**AS** 3.1.2.19 Sysop Support

Description:

Oversee and hold regular meetings with and maintain close communication with School Site Sysops concerning technology requisitions, inventory maintenance, technological needs, CIPA/AUP compliance, and technology education initiatives.  
(Weekly/Quarterly)

Person Responsible:

Joey Norris

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.2.20 Acceptable Use/Social Media Harassment

Description:

Utilize Common Sense Media and/or TechSteps in all schools to educate students on acceptable technology use and social media harassment.

Person Responsible:

Joe Norris

Estimated Begin Date:

8/21/2017

Estimated Completion Date:

10/27/2017

**S** 3.1.3 Student & Staff Attendance

Description:

Improving student and staff attendance

Component	Item Name
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<b>LEA ESEA Consolidated Plan</b>	Monitor students' progress in meeting the challenging State academic standards
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**AS** 3.1.3.1 School Messenger

Description:

Utilize School Messenger Automatic Calling System to call parents, staff, and community members to share information including daily attendance calls.

Person Responsible:

School Principals

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.3.2 Media Blitz

Description:

Engage parents with a social media blitz utilizing radio, television advertisements, flyers, and other mediums to communicate the importance of attendance, early reading, and developmental milestones.

Person Responsible:

C. Falin, Campaign for Grade Level Reading Team

Estimated Begin Date:

8/24/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.3.3 County-Wide Plan for Improving Culture & Climate

Description:

Ensure each school develops strategic plan action steps on improving climate and culture using their School Climate Survey data.

Person Responsible:

Nelson Spencer

Estimated Begin Date:

5/1/2017

Estimated Completion Date:

6/9/2017

**AS** 3.1.3.4 County Celebrations

Description:

Provide opportunities for celebrating staff, student, and parent accomplishments during Board Meetings, FAC Meetings, website, etc.

Person Responsible:

Nelson Spencer

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.3.5 Student Exit Conferences

Description:

Require participation in an exit conference with the Attendance Director, and Special Education dept, prior to completing the drop out process.

Person Responsible:

Bonita Miano

Estimated Begin Date:

8/17/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.3.6 Color Run

Description:

Host a county-wide school color run to promote attendance, reading, and physical fitness.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

8/31/2017

**AS** 3.1.3.7 PreK & K Ready Freddy Initiative

Description:

Hold Ready Freddy PreK and K Orientation Kick Off Parties at each school before the opening of school and utilize Ready Freddy to promote daily attendance and numeracy and literacy readiness skills for all PreK and K students. Each school plans activities with special appearances by the frog such as attendance parades. All PreK teachers conduct home visits and model the importance of daily attendance by conducting the "Illustrating the Gap" activity with each family. PreK teachers call home to parents daily if a child is not in school to see if there is a way that they can help the child come to school daily. Also, the teachers are encouraged to call home regularly to thank the parents who send their children to school every day as a means of encouragement. Each classroom teacher analyzes their chronic attendance rate monthly and works with families to ensure their children are in school learning in PreK.

Person Responsible:

Amanda Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**S** 3.1.4 Teacher Retention/Recruitment/Supports

Description:

Teacher Retention/Recruitment/Supports

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Induction of beginning teachers
WVSIPP	Address support for experienced teachers
	Support for student teachers
	Support for other staff

**AS** 3.1.4.1 Teacher-in-Residence

Description:

Collaborate with higher education to fill positions via Teacher-in-Residence initiative.

Person Responsible:

Tonya White

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.4.2 Alternative Paths to Certification

Description:

Provide alternative pathways for teachers to become highly qualified.

Person Responsible:

Tonya White

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.4.3 Tuition Reimbursement

Description:

Provide tuition reimbursement for teachers seeking advanced credentials.

Person Responsible:

C. Falin, A. Fragile

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II Part A	Tuition Reimbursement	\$10,000.00

**AS** 3.1.4.4 Collaboration with Reconnect McDowell

Description:  
 Collaborate with Reconnecting McDowell in the creation of the Renaissance Village and transportation/housing needs.

Person Responsible:  
 Nelson Spencer

Estimated Begin Date:  
 8/14/2017

Estimated Completion Date:  
 5/24/2018

**AS** 3.1.4.5 Teacher Recruitment

Description:  
 Conduct on-site recruitment efforts at surrounding colleges/universities.

Person Responsible:  
 Tonya White

Estimated Begin Date:  
 8/14/2017

Estimated Completion Date:  
 5/24/2018

**AS** 3.1.4.6 New Teacher Orientation

Description:  
 Conduct a new teacher orientation focusing on LEA policies, procedures and introductions

Person Responsible:  
 Tonya White

Estimated Begin Date:

8/8/2017

Estimated Completion Date:

8/17/2017

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II Part A	Books for mentoring program	\$2,000.00
	Title II Part A	Supplies for mentoring program	\$500.74
<b>Total</b>			<b>\$2,500.74</b>

**AS** 3.1.4.7 Mentoring Time

Description:

Principals will provide time for collaboration, observation and feedback for new teachers and their mentors.

Person Responsible:

School Principals

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title II Part A	Subs for peer-to peer obs/mentoring support	\$4,000.00

**AS** 3.1.4.8 Peer Observations

Description:

Fund substitutes to provide opportunities for teachers and principals to observe highly effective classroom teachers throughout MCS.

Person Responsible:



Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.4.9 New Teacher Welcome Packets

Description:

Each School Leadership Team will create welcome packets for new teachers to include faculty handbook and other school related material.

Person Responsible:

School Leadership Teams

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.4.10 Mentor Feedback

Description:

Gather feedback via Survey Monkey from mentor/mentee participants on strengths and weaknesses of the mentoring program.

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**AS** 3.1.4.11 Student Teacher Survey

Description:

Conduct student teacher surveys to gather feedback from their student teaching experience to improve practice.

Person Responsible:

Tonya White

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

5/24/2018

**Mcdowell County Schools (060) Public District - FY 2018 - LEA Strategic Plan - Rev 1**

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Monitor students' progress in meeting the challenging State academic standards</b>                      Address strategies to monitor students' progress in meeting the challenging State academic standards by:</p> <ul style="list-style-type: none"> <li>- Developing and implementing well-rounded program of instruction</li> <li>- Identifying at-risk students</li> <li>- Providing additional educational assistance</li> <li>- Implementing instructional and other strategies to improve student learning</li> </ul> <p><b>Explanation</b>                      See strategies below:</p>	<input checked="" type="checkbox"/>
<p><b>G</b> 1 Academic Achievement</p> <p><b>PM</b> 1.1 Assessments &amp; Progress Monitoring</p> <ul style="list-style-type: none"> <li><b>S</b> 1.1.1 Collaborative Teams</li> <li><b>S</b> 1.1.2 Instructional Strategies &amp; Support</li> <li><b>S</b> 1.1.5 Continuous School Improvement</li> </ul>	
<p><b>G</b> 3 Culture and Climate</p> <p><b>PM</b> 3.1 Culture &amp; Climate Data and Surveys</p> <ul style="list-style-type: none"> <li><b>S</b> 3.1.3 Student &amp; Staff Attendance</li> </ul>	

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**

See strategies below:

**G** 1 Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.1 Collaborative Teams

**S** 1.1.2 Instructional Strategies & Support

**S** 1.1.3 Learning Schools/Teacher Supports

**S** 1.1.6 Professional Development Opportunities

**G** 3 Culture and Climate

**PM** 3.1 Culture & Climate Data and Surveys

**S** 3.1.4 Teacher Retention/Recruitment/Supports

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**

See strategies below:

- G** 1 Academic Achievement
  - PM** 1.1 Assessments & Progress Monitoring
    - S** 1.1.2 Instructional Strategies & Support
    - S** 1.1.5 Continuous School Improvement

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**

NA

5)

**Provide services for homeless children and youth**

Address strategies to provide services for homeless children and youth

**Explanation**

The LEA ensures staff, families and communities are aware of homeless educational rights through the following methods:

- Dispersal of McKinney Vento/Homeless information brochure annually to all students
- Review of homeless rights annually with school administrators, counselors, school social workers, and Title I Staff
- Administrators review homeless rights with all staff at the opening of school
- School-level presentations to families during Open House (school level)/ September Family Advisory Council Meeting (LEA)
- Information regarding homeless rights is located on MCS' website

Processes used to identify the needs of homeless students and services:

- Letters are sent home to parents by the Homeless Liaison explaining to parents that if they are homeless they may receive transportation from current residence back to the school of origin; Community Eligibility Option for Meals; Participate fully in activities and programs including tutoring and after-school for which they are eligible; and continue to attend the school in which you were last enrolled even if you have moved from that school's attendance zone or district (if feasible for the best interest of the child.)
- Attendance Director sends to all school administrators' directions on how to identify students in WVEIS that are homeless in all Title I and non-Title I Schools.
- Posters are displayed in all Title I and non-Title I schools regarding homeless and the services students may receive. This information was also published in the Welch Newspaper in August.
- Staff members notify the school administrator or parents report their situation to the school administrator.
- Forms are completed by the parent and submitted to the homeless liaison/school principal. The information is then entered into WVEIS.
- The school principal/designee contacts the family to determine needs and to ensure their rights are protected for all students in Title I and non-Title I schools.
- Once the needs assessment is complete, resources are allocated as needed to any child who is homeless.
- Social workers, where applicable, assist in identification and allocation of resources.

Title I Part A Funds will be used to:

- provide transportation from current residence back to the school of origin; Community Eligibility Option for Meals; Participate fully in activities and programs including tutoring and after-school for which they are eligible; and continue to attend the school in which the child was last enrolled even if they have moved from that school's attendance zone or district (if feasible for the best interest of the child.)

In addition to school information regarding McKinney-Vento/homeless, the LEA disseminates information during the fall Family Advisory Council meeting, homeless shelters meetings, LEA website, local newspaper, county school calendar handbook, and LEA quarterly newsletter. Each school has a poster provided by WVDE for clearer understanding of how to be identified and receive homeless services. The information is also displayed at each Title I and non-Title I school for parents and students to understand and gather more information regarding homeless.

**G** 3 Culture and Climate

**PMI** 3.1 Culture & Climate Data and Surveys

**S** 3.1.2 Student Supports

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



**Explanation**

See strategies below:

**G** 1 Academic Achievement

**PMI** 1.1 Assessments & Progress Monitoring

**S** 1.1.2 Instructional Strategies & Support

**G** 2 Parental Engagement

**PMI** 2.1 My Learning Plan

**S** 2.1.1 Family Engagement Activities

**S** 2.1.2 Communication/Feedback with Stakeholders

**S** 2.1.3 Professional Development

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**

See strategies below:

**G** 1 Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.1 Collaborative Teams

**S** 1.1.2 Instructional Strategies & Support

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**

NA

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

**Explanation**

See strategies below:

**G** 1 Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.2 Instructional Strategies & Support



**G** 2 Parental Engagement

**PM** 2.1 My Learning Plan

**S** 2.1.3 Professional Development

**G** 3 Culture and Climate

**PM** 3.1 Culture & Climate Data and Surveys

**S** 3.1.1 Dropout Prevention

**S** 3.1.2 Student Supports

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**

See strategies below:

**G** 1 Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.5 Continuous School Improvement

**G** 3 Culture and Climate

**PM** 3.1 Culture & Climate Data and Surveys

**S** 3.1.2 Student Supports

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**

See strategies below:

**G** 3 Culture and Climate

**PM** 3.1 Culture & Climate Data and Surveys

**S** 3.1.2 Student Supports

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

**Explanation**

See strategies below:

**G** 1 Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.4 Technology Support

**G** 3 Culture and Climate

**PM** 3.1 Culture & Climate Data and Surveys

**S** 3.1.1 Dropout Prevention

**Mcdowell County Schools (060) Public District - FY 2018 - LEA Strategic Plan - Rev 1**

Required Items [Expand All] [Collapse All]	Component Met
<p><b>1) Induction of beginning teachers</b> Address strategies to support beginning teachers</p> <p><b>Explanation</b> Beginning Teachers will be supported the following ways:</p> <ol style="list-style-type: none"> <li>1. Hosting a new teacher orientation before school starts for all teachers new to McDowell County Schools.</li> <li>2. Providing time for Mentee/Mentor support team meetings at each school to discuss and plan for needed support</li> <li>3. Providing opportunities for county-wide quarterly mentor/mentee support meetings</li> <li>4. Providing time within school schedules and early releases for collaboration (content, grade level, vertical)</li> <li>5. Funding a Teacher Support Coach for those identified teachers in need of targeted assistance</li> <li>6. Offering WV Learns online courses in order for teachers to individualize professional development needs</li> <li>7. Sustaining embedded classroom support for reading and mathematics</li> <li>8. Including all new MCS teachers in summer professional opportunities for ELA and mathematics</li> <li>9. Inviting new teachers to participate in MCS Home Visiting Project</li> <li>10. Providing new teachers WVCCRS training</li> <li>11. Provide each new employee an Employee Handbook during orientation and/or on initial meeting with personnel director</li> </ol> <p>See specific action steps below:</p>	<input checked="" type="checkbox"/>
<p><b>G</b> 1 Academic Achievement</p> <p><b>PM</b> 1.1 Assessments &amp; Progress Monitoring</p> <p><b>S</b> 1.1.1 Collaborative Teams</p>	

**S** 1.1.2 Instructional Strategies & Support

**S** 1.1.3 Learning Schools/Teacher Supports

**S** 1.1.4 Technology Support

**S** 1.1.6 Professional Development Opportunities

**G** 2 Parental Engagement

**PM** 2.1 My Learning Plan

**S** 2.1.3 Professional Development

**G** 3 Culture and Climate

**PM** 3.1 Culture & Climate Data and Surveys

**S** 3.1.4 Teacher Retention/Recruitment/Supports

2) **Address support for experienced teachers**

Address strategies to support experienced teachers

**Explanation**

Experienced Teachers will be supported the following ways:

1. Funding a Teacher Support Coach for those identified teachers in need of targeted assistance
2. Offering WV Learns online courses in order for teachers to individualize professional development needs

3. Sustaining embedded classroom support for reading and mathematics
4. Providing support for all schools as they transition to the learning schools framework through regular Principal Leadership sessions
5. Providing time within school schedules and early releases for collaboration (content, grade level, vertical)
6. Supporting teachers working towards full certification through regular contact with the personnel department
7. Conducting quarterly Staff Development Council meetings to plan for on-going professional development and create yearly surveys to determine professional development needs

See specific action steps below:

**G** 1 Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.1 Collaborative Teams

**S** 1.1.3 Learning Schools/Teacher Supports

**S** 1.1.4 Technology Support

**S** 1.1.5 Continuous School Improvement

**S** 1.1.6 Professional Development Opportunities

**G** 3 Culture and Climate

**PM** 3.1 Culture & Climate Data and Surveys

**S** 3.1.4 Teacher Retention/Recruitment/Supports

3) **Support for student teachers**

Address strategies to support student teachers

**Explanation**

Student teachers will be supported in the following ways:

1. Utilizing a teacher support coach to assist student teachers with strategies and classroom management needs
2. Collaborating with area colleges and universities to offer professional development to student teachers and plan for appropriate placement
3. Providing teacher mentors to support instruction
4. Conducting student satisfaction surveys

See specific action steps below:

**G** 1 Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.6 Professional Development Opportunities

**G** 3 Culture and Climate

**PM** 3.1 Culture & Climate Data and Surveys

**S** 3.1.4 Teacher Retention/Recruitment/Supports

4) **Support for other staff**

Address strategies to support other staff

**Explanation**

Other staff will be supported in the following ways:

1. Providing opportunities for six participants to represent McDowell County and participate in the Building Leadership Capacity in Rural WV Grant Training
2. Conducting bi-monthly district level leadership PLCs
3. Providing opportunities for administrators to attend RESA I, state and nationally sponsored professional development
4. Providing opportunities for counselors to participate in state sponsored counselor professional development
5. Conducting regularly scheduled collaboration time for counselors/support staff

See specific action steps below:

<b>G</b> 1 Academic Achievement
<b>PM</b> 1.1 Assessments & Progress Monitoring
<b>S</b> 1.1.1 Collaborative Teams
<b>S</b> 1.1.3 Learning Schools/Teacher Supports
<b>S</b> 1.1.4 Technology Support
<b>S</b> 1.1.6 Professional Development Opportunities
<b>G</b> 3 Culture and Climate
<b>PM</b> 3.1 Culture & Climate Data and Surveys
<b>S</b> 3.1.4 Teacher Retention/Recruitment/Supports



5) **Professional development**

Address strategies for professional development

**Explanation**

McDowell County Schools will embrace the West Virginia Board of Education Standards for Professional Learning. These standards increase educator effectiveness and results for all students and

- occur within learning communities committed to continuous improvement, collective responsibility and goal alignment.
  - require skillful leadership to develop capacity, advocate and create support systems for professional learning.
  - require prioritizing, monitoring and coordinating resources for educator learning.
  - use a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.
  - integrate theories, research and models of human learning into learning designs to achieve its intended outcomes.
  - apply research on change and sustains support for implementation of professional learning for long-term change.
- Logic Model and Framework 3 Aligns.
- align its outcomes with educator performance and student curriculum standards.

Recognizing the need to ensure high-quality professional learning for every educator, McDowell County Schools embraces continuous improvement efforts and job-embedded professional learning within a learning school's framework. Within this framework, everyone is learning, including students, administrators and teachers. In learning schools, educators engage in a cycle of continuous improvement in which they analyze data, determine student and educator learning goals based on that analysis, engage in collaborative learning that leads to application of their learning in practice, receive school- and classroom-based support, and assess how their learning and teamwork affect student achievement. Every day becomes a professional development day.

McDowell County Schools will provide schools with flexibility in scheduling time for professional learning, and in allocating resources to support collaborative learning teams. McDowell County Schools will provide resources for school-based,

collaborative professional learning and tailor district-provided professional development to support the goals included in schools' strategic plans. Schools are part of the decision-making process for determining how professional learning funds are spent and how they structure their school days. Schools and teachers will strengthen collaborative learning teams and play an active role in the continuous cycle of learning and improvement.

McDowell County Schools will build on its current mentoring program, augmenting support efforts, increasing the number of teacher leaders, encourage peer observations, and provide substitutes to release teachers for various forms of professional development. McDowell County Schools will build networks of instructional experts with the district, including teachers, principals, and central office staff.

School staff may submit professional development requests using My Learning Plan to the Central Office Leadership team for approval. All requests must link directly to the goals and objectives outlined within the schools' Strategic Plan. County-wide comprehensive professional development needs will be determined via surveys and provided based on these requests. All county-wide professional development will be listed as action steps within the strategic plan.

See specific action steps below:

**G** 1 Academic Achievement

**PM** 1.1 Assessments & Progress Monitoring

**S** 1.1.3 Learning Schools/Teacher Supports

**S** 1.1.6 Professional Development Opportunities