

Mcdowell County Schools (060) Public District - FY 2021 - 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.**

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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 in:

- 1) a clear and focused mission to support learning for all;
- 2) instructional leadership that fosters age-appropriate high yield instructional strategies that lead to student achievement;
- 3) establishing high expectations in an environment where all students can learn and succeed;
- 4) a positive and safe environment where diversity is embraced and appropriate behavior is expected and supported;
- 5) equitable opportunities for students to be provided meaningful learning aligned to state standards with timely feedback to support individual student growth;
- 6) monitoring student progress utilizing a variety of data guide instructional decisions and
- 7) purposeful relationships and share responsibilities between families, community and the school to support students' academic, social-emotional, and physical needs.

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

LEA Strategic Plan - Demographic Data

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LEA Strategic Plan - Demographic Data

Student Groups	State (2019-20)	County (2019-20)
	% of Students	% of Students
All	100.00	100.00
Status		
Economically Disadvantaged	46.93	66.19
English Learners	0.78	0.04
Foster Care	1.23	1.56
Homeless	3.06	6.44
Military Connected	0.02	--
Students with Disabilities	19.15	21.98
Race		
American Indian or Alaska Native	0.08	0.04
Asian	0.64	--
Black or African American	4.11	7.96
Hispanic or Latino Native	1.96	0.42

Multi-Racial	3.64	2.73
Native Hawaiian or Other Pacific Islander	0.05	--
White	89.52	88.85
Gender		
Female	48.32	48.11
Male	51.68	51.89

Additional Data Sources & Summary

* In the text box below, summarize the other (locally obtained) district demographic data sources and results that have been reviewed and will be part of district-wide decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods, EL screener data and supports the EL students, methods of stakeholder communication and involvement, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

COVID-19 RESPONSE / NEEDS ASSESSMENT:

McDowell County Schools learned quickly that our district was not prepared to quickly implement remote learning as a result of COVID-19. We did not have a learning management platform readily available for teachers, families, and students. School surveys completed on March 13, 2020 reported only 70% of our students had access to an internet connected device. We were forced to utilize our online gradebook, Live Grades for two-way communication with families. Teachers were permitted to be creative and use their own platforms to provide instruction for students. Plans were then made to purchase a consistent platform that is user friendly and offers the tools we need to engage students. After stakeholder meetings and gathering input from teachers, we are currently in the process of purchasing two Learning Management Ssystems for McDowell County Schools. (K-2 See Saw & 3-12 Schoology). Leveled trainings will take place over the summer and into early August for all stakeholders including students and families. We have created a plan to ensure students will use the LMS during school on site in the classroom to become familiar with the platforms and functionality. This will allow a quick seamless tool should we have to transition to remote learning.

Since so many of our students did not have access to the internet, we are purchasing additional hardware to allow our district to become 1:1. Chrome Pads (K-2) and Chrome Books (3-12) for every student which will allow them to download static content and have that readily available on their devices at all time. We are in the final phase of upgrading our bandwidth at all schools to support the additional hardware load as we move to 1:1. Additional wireless access points are currently being installed at all schools to allow for the

additional traffic as well as access outside of the building for families.

MCS will ensure the safety and well-being of our students and staff as a priority while providing a quality education for our school community as we make plans for re-entry. We are currently in the process of collecting input from our families through a survey on instructional delivery methods, safeguards they would like to see in place for the school and transportation. Our LEA and school level administration team have regularly scheduled meetings to provide feedback and input. A MCS School Re-Entry Task Force has been created to discuss and share ideas, lessons learned, input, feedback and etc. to create our fluid re-entry plans for the 2020-2021 school year. The task force has a wide spectrum of members including school service and professional staff, district staff, community members, collaborative partners, local health officials, parents, and students.

At this time, our administrative team members are drafting plans for social distancing and regular cleaning of all sites and buses including sustained training for students, staff, and families. We will utilize ESSERF funding to purchase cleaning supplies for all staff, realigning bus schedules, purchasing PPE gear including masks and shields, rearranging classroom spaces to provide for spacing, determining staff changes that need made to make smaller groups, creating processes for online parent meetings, eliminating the need of unnecessary visitors to our school buildings at this time, making preparations for feeding students in the classroom, limiting transitions, ensuring students receive their special education services, ensuring our social/emotional supports are in place and stronger than ever before for all stakeholders, hiring additional staff needed including school nurses, looking into our concern for substitutes and training, creating trainings and activities surrounding safety for all stakeholders, and branding of our district to work with parents on WV Virtual Schools for those that will not send their children to school.

Since March 14, 2020 MCS have worked extremely hard to meet the basic needs of our students and their families. We have provided meals each week in various strategies even during Spring Break. We have ensured that telehealth services continued for our students as we did not want those that were in need of social/emotional supports to go without. Our family engagement increased dramatically and stronger relationships were formed across every grade level with the massive amount of calls home, online parent chats, online lessons, and more. We supplied school supplies, shoes, and extra food to those families in need and many of our teachers worked around the clock to check in with each family regularly.

Focus Areas: We want our children in school. We will focus on the areas of safety/well-being, reading, mathematics, social/emotional supports, and nutrition.

Challenges/Barriers: Lack of substitutes for classrooms, vacant classroom positions, parents security to send their children to school, limited internet connectivity at homes in our district

Supports for Students/Staff: training for all stakeholders on safety procedures and guidelines, social/emotional supports, school nurse at each site, additional hardware 1:1 devices, PPE supplies needed (masks, shields, cleaning supplies) time in the day for deep cleaning

- Title I Family Structure Analysis Surveys
- Title I Family Input Surveys
- Climate & Culture Surveys
- Kids Count Data (McDowell)
- Home Visiting Project Input / Feedback
- Census & Employment Data for McDowell County

- DREAMs After-School Program Data
- DHHR Direct Certification Data
- Percent Needy Report October
- Parent & Family Workshop Feedback
- Retention Data by School Site
- Family Advisory Council Monthly Meeting Feedback
- Staff Development Council Feedback
- LSIC Feedback
- Staff Development Training "Working with Families"
- Early Childhood Core Team Partnerships
- 504 & Student with Disabilities Data
- Mental Health Provider Referral Data / Reports
- SMILES Data
- WVEIS Data
- CISDM Data

LEA Strategic Plan - Academic Data

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LEA Strategic Plan - Academic Data

Color Reference Guide

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

2030 Annual English Language Arts (ELA) Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
33.82	36.38	38.92	41.47	44.01	46.56	49.10	51.65	54.19	56.74	59.28	61.83	64.37	66.92

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

ELA Proficiency

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)

	% of Students	% of Students	% of Students		% of Students
All	33.82	30.51	33.77		46.14
Status					
Economically Disadvantaged	31.70	26.71	28.04		34.23
English Learners	0.00	0.00	0.00		16.96
Foster Care	--	20.00	36.36		27.92
Homeless	--	35.71	42.22		32.38
Military Connected	--	--	--		70.59
Students with Disabilities	7.45	6.85	5.38		12.63
Race					
American Indian or Alaska Native	--	--	100.00		32.73
Asian	0.00	0.00	--		72.72
Black or African American	28.85	21.80	28.81		31.19
Hispanic or Latino Native	30.76	44.44	25.00		40.67
Multi-Racial	37.03	30.77	36.36		41.69
Native Hawaiian or Other Pacific Islander	--	--	--		60.00
White	34.41	31.31	34.16		46.89
Gender					
Female	38.75	35.66	38.10		52.22

Male	29.55	25.88	29.73		40.40
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ELA Academic Progress

Student Groups	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students		% of Students
All	42.82		45.00
Status			
Economically Disadvantaged	40.55		40.40
English Learners	--		42.21
Foster Care	66.67		39.71
Homeless	44.00		39.52
Students with Disabilities	29.65		32.95
Race			
American Indian or Alaska Native	--		34.15
Asian	--		64.68
Black or African American	39.47		39.78
Hispanic or Latino Native	50.00		46.47
Multi-Racial	46.67		43.37
Native Hawaiian or Other Pacific Islander	--		47.62
White	42.90		45.13

Gender			
Female		--	--
Male		--	--

Reading Lexile Distribution - District (2018-2019)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	575	53.77	10.55	26.13	9.55
4	726	34.13	30.77	19.71	15.38
5	872	24.62	40.7	11.56	23.12
6	928	33.49	32.57	5.96	27.98
7	949	39.89	28.09	5.62	26.4
8	1049	29.08	42.35	1.53	27.04
11	1255	22.78	24.68	22.78	29.75

Additional Data Sources: In the text box below, list the additional district data sources that have been reviewed to determine the root cause of the ELA data results (i.e. intervention data, supplemental programs/services, district developed benchmarks, walkthrough data, ELPA21, CBA, etc.). Include the data results and analysis in the needs assessment summary. Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

- Phonics Screener
- DIBELS Benchmark and Progress Monitoring
- K-1 Clip Board Checks
- Lexia Progress Reports
- CIA / IMA Reports

- READ 180 Reports - performance data of students with disabilities and their reading levels
- Corrective Reading data for students with disabilities in grades K-8 who are also non-readers
- Collaborative Team Agendas & Minutes
- SIPPS Progress / Placement Reports
- PSAT / SAT School Day Data, disaggregated by subgroups
- Student Retention Data
- Walk-Through Data
- GSA Data- disaggregated by subgroups
- AP & Dual Credit Performance- disaggregated by subgroups
- Failure Rate Reports
- SAT Team Documentation
- WVDE CSI Diagnostic Reports

ELA Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
Collaborative Teams	<ul style="list-style-type: none"> ■ Central Office Bi-Monthly Meetings ■ Collaborative Team Time Built in the School Calendar Monthly ■ Campaign for Grade Level Literacy Team ■ School Leadership Teams ■ Universal PreK Core Team ■ Administrative Leadership Team Meeting

Classroom Walkthroughs

- Central Office Administration visits school sites monthly to conduct walk-through to assist with instructional practices, ask guiding questions and plan for feedback.
- Building level administrators conduct daily walk-throughs using e-Walk tool and provide effective feedback when appropriate.
- School level administrators conduct walkthroughs along side of peer principals to conduct instructional rounds outside of their school environment.
- 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.
- Principals regularly host 10 minute meetings to provide feedback in regards to student work and standards driven instruction.

Instructional Strategies and Supports

- Maintain Variety of Secondary Course Offerings/ Virtual Offerings Available for all Students
- Title I Staff Utilization
- WIN (45 Minute Intervention)
- DIBELS Benchmark & Progress Monitoring
- Quick Phonics Screener Every 6 Weeks for All Students
- Embedded Professional Development for all K - 5 Teachers / Assistant Teachers / Admin on Comprehension and Foundational Reading
- Corrective Reading Program for students with disabilities
- Lexia Reading for Individualized Supports
- Shared Data Meetings for All Stakeholders
- Time in Text (15 Minutes Daily CORE / 15 Minutes Daily WIN)
- Support teachers in implementing instructional strategies to support English language development for EL students using professional development, instructional resources, and culturally responsive instruction.
- Involve parents, community, and schools in the Annual Desk Audit.

Extended Day / Year Programs

- DREAMS After-School Program (Four Days a Week)
- K Clubs (3 X Summer) for Incoming K Students
- Transition Program for 5th Graders to Next School Site (Week Long Event)
- Credit Recovery for CTE / High School Credits
- Ready Freddy Kick Off Parties for PreK and K (Families Invited / Review Standards & Expectations)

Collaborative Universal PreK Program

- CORE Team
- Single Point of Entry
- ELRS Data Driven Instruction
- Monthly Team PLC Meeting
- ASQ Data
- CLASS Data Points
- Standards Focused Instruction
- I Can Statements Reading and Math
- Family Training Events
- Health and Safety Checklists for All Classrooms

Family Engagement Opportunities

- Volunteer Training Annually for All Parents & Community Members
- Monthly Family Advisory Council Meetings
- Second Time Around Club Grandparents Club Meetings - Quarterly
- Working with Parents Annual LEA and School Level Training
- Home Visiting Project PreK -12
- Title I School Level Trainings
- LEA Working with Parents Annual Training
- Parent Input for Strategic Planning / LSIC School Level
- Social Media Usage for Clear and Consistent Communication
- School Messenger Used for Instant Messaging to All Stakeholders
- Parents Right to Know
- Title I Grade Level Compacts Created by Classroom Teachers
- Annually Revised Title I Parent Involvement Policy (LEA)
- PreK Home Visiting Required 2 for Each Child
- Academic Parent Teacher Team Model (All Title I Schools)
- DREAMs After School Family Activities
- MCS Website / School Websites Maintained and Ensured Updated
- Notify Families of Student Assessment Data in a Timely Manner
- Spring Title I Evaluation Meeting (April of Each Year)

Empowering Student Voice

- MCS Student Pack Podcasts, Videos, and Talent Showcase
- MCS Breakfast with the "Supe"

Social Emotional Supports for Family and Students

- Youth Mental Health Services at School
- Graduation Coaches
- Graduation 20/20 incentive funding (MV 6-8 and SSK-8)
- Communities In Schools / Community Schools Facilitators
- School Social Workers / ABC Coach
- SAT Teams
- School Counselors
- Pregnancy Prevention
- Suicide Prevention Training Annually for Students and Staff
- Youth Mental Health First Aid Training for Community, Families, and Staff
- Exit Conferences for Drop Outs
- Train All Staff in the McKinney Vento Assistance Act (Fall 2019)
- Homeless / Foster Care Liaison
- Feed McDowell's Future Weekend Food Sacks
- Special Education Facilitators

Recruit, Retrain, and Retain Highly Effective Teachers

- Teacher in Residence/Student Teacher Collaboration with Higher Ed
- Alternative Pathways to Certification
- Teacher Recruitment Efforts
- New Teacher Orientation
- Mentoring Program
- Teacher Support Coach
- Provide funds for new and identified teachers to participate in WVDE Support for Teacher Academies
- Fund Substitutes for Peer Observations
- Exit Surveys
- My Learning Plan (Portfolio of PD)
- Learning Schools Model / Requests Funded Through Federal Monies
- 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.
- Provide opportunities for administrators, counselors and support personnel to attend SESC, state, and nationally sponsored professional development that align with our county goals and needs assessment. Participation will be determined as opportunities are advertised.
- Tuition Reimbursement
- Each School Leadership Team will create welcome packets for new teachers to include faculty handbook and other school related material.
- Collaborate with Reconnecting McDowell in the creation of the Renaissance Village and transportation/housing needs.

Technology Integration Supports

- Fund Technology Coordinator (1/3 Title I, II, County)
- Provide Professional Development on Technology Integration at School Sites for Staff and Families
- Increase Technology Hardware / Software for Students and Staff
- School System Operators, SESC techs, TISs, and County Technology Coordinator will be provided the opportunity to attend the WV State Technology Conference.

Strategic Planning and Continuous Improvement

- Strategic Planning Progress Updates Monthly During Central Office Leadership Team Meetings
- Monthly Support Meeting for CSI School Leadership
- Strategic Planning Conference for All Schools (Spring)
- Each School Updates Progress Notes on the GPS Platform Regularly
- LSIC Focus on Goals and Progress of the School Plan

ELA Needs Assessment Summary:

* After review of all identified data results, provide the root cause analysis in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?)

Y - Yes to PBIS
E - Expect Rigor
E- Engagement
H - High Expectations
A - Articulate Non-Negotiables
W - Worksheets Never

Subgroup Performance Analysis

In reviewing subgroup performance data, it is noted that students from low socio-economic background perform

lower than their peers. Low SES students and African American students lag in performance by 5% in comparison to the ALL group. The achievement of students with disabilities remains an area of concern, with only 5.38% of students showing proficiency in mathematics. Therefore, the professional development and coaching supports for teachers are provided across the board to ensure students are provided with quality instructional supports regardless to their background while being cognizant and understanding of the variety of cultural and racial backgrounds. Corrective Reading and READ 180 programs are used to support students who are non readers or emerging readers, with inclusion services provided to students who are in general education setting. Intervention periods are a part of the school schedules, so that students can received timely supports. Effective family engagement practices are given heavy attention at the secondary level, in order to help schools engage parents from all backgrounds, in order to build positive relationships with school and provide students with support and encouragement on a variety of levels.

Start

Building and supporting effective family engagement at the secondary level.

MCS has strong family engagement with families at the elementary school level. Through additional trainings and supports MCS LEA and School Level Leadership Teams will work to strengthen opportunities for families to become partners to support their child's learning at home. The Home Visiting Project is open for all secondary teachers to participate in each year. Only 23 participated from secondary during the 19-20 school year. We will work towards recruiting additional teachers for the 2020-2021 school year.

Stop

MCS will stop lowering expectations for students based on their socioeconomic backgrounds and ensure that we are raising the bar for all children.

Through additional training on understanding poverty and engaging children of poverty, we will continue to raise our expectations of students. Walk-throughs show that the pace of instruction is still low in many classrooms.

MCS will work to ensure classroom interruptions are minimal and that all classrooms maximize instruction from bell to bell.

Classroom walk-through analysis indicate a need to ensure classrooms maximize instruction from bell to bell. The district leadership team and school administration team will continue to strengthen this practice based on individual data.

Continue

MCS will continue to offer sustained, job embedded professional development for all teachers in the area of

ELA.

MCS has consistent monthly embedded support for teachers that allows relationships to be formed by the specialist, the administrator, and the teacher over time. Teachers feel like the consistent providers are part of the team rather than someone entering in their classrooms to "watch." We have developed a true coaching model with our ELA consultants in elementary and secondary. The embedded support monthly also helps to overcome barriers with the constant teacher turnover we experience at many schools.

The Teacher Support Coach will work with those teachers who are identified by classroom walk-through data as needing additional individualized support.

MCS is fortunate to have a retired teacher/administrator who contracts as a Teacher Support Coach to support classrooms who need the individualized support. Based on surveys, the teachers value the additional personalized support especially the new teachers that are assigned to the coach. The coach meets with the teachers as needed and utilizes the coaching model. Principals have more teachers that they would like to assign to a coach if we were in a place to hire an additional coach because of the need.

LEA Leadership Team Members will continue to conduct support walkthroughs with all school administration focusing on feedback/non-negotiables to classroom teachers.

The regular monthly walkthroughs by the LEA Leadership Team have allowed our team to be consistent in expectations and to support the school administrators on providing high quality feedback. Feedback has improved greatly during two years of implementation. Principals are now conducting peer to peer walkthroughs monthly with other administrators in the the district as well.

Each school will continue to complete their own needs assessment through Learning Schools Model and determine what they need in regards to professional development and support from the LEA.

MCS understands that each school is unique as well as are their needs. School principals have provided feedback that they appreciate having the ability to plan and request their PD based on their individualized needs. This allows them to have ownership and work towards their goals with the support of the LEA.

Ensuring all teachers use the 3 part lesson design model for classroom instruction.

Due to the high turnover we experience in our district, we have a lot of inexperienced teachers or long-term substitutes in our classrooms providing instruction. The school and LEA administrative team worked with school leadership teams to create a 3 part lesson design template that would ensure high quality instructional strategies.

CSI ANALYSIS YEAR 2

MCS has determined that additional support is needed for our school administrative teams at all CSI Schools.

Principals are growing as instructional leaders and that work must continue in Year 3.

With the high teacher turnover in MCS, we have determined that we need to continue providing embedded reading and mathematics instructional support through contracted service providers for Year 3.

New teachers have responded well to the Teacher Support Coach employed to provide individualized support on instructional strategies and classroom management. Additional days will be needed for Year 3.

The newly contracted Early Learning Coach will need to be contracted in Year 3 to support the efforts to strengthen early learning classrooms. The CSI Schools have 4/5 new to PreK or long term substitutes in the classroom teaching positions.

MCS must continue to fund and support each CSI schools Learning Schools Requests (including purchased services, stipends, travel costs, leadership team and attendance team meetings, in order to tailor PD opportunities for each school based on need.

MCS must support and strengthen the ECPBIS/PBIS at each of the CSI Schools during Year 3. This work is vital to the success of the schools.

MCS will utilize funding to support implementing an after-school program at Sandy River and Welch Elementary to provide students with additional support, nutrition, and engagement.

All positions funded with CSI funding must be sustained for Year 3 to continue with increasing student achievement.

LEA Admin Team need to start efforts need to search for funding for sustain the positions for Year 4.

Continue meeting with CSI Principals as a team monthly following each monthly principals meeting.

2030 Annual Mathematics Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
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21.48	24.51	27.53	30.55	33.57	36.59	39.61	42.63	45.65	48.67	51.69	54.71	57.73	60.75
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NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

Mathematics Proficiency

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	21.48	22.93	22.59		38.74
Status					
Economically Disadvantaged	19.73	19.30	18.42		27.92
English Learners	0.00	35.09	0.00		22.01
Foster Care	--	8.57	18.18		25.97
Homeless	--	35.71	33.33		27.03
Military Connected	--	--	--		64.71
Students with Disabilities	6.37	4.93	5.38		11.80
Race					
American Indian or Alaska Native	--	--	0.00		32.73
Asian	0.00	0.00	--		73.01
Black or African American	16.77	21.05	20.34		23.43

Hispanic or Latino Native	23.07	11.11	25.00		31.15
Multi-Racial	37.03	28.21	11.36		34.58
Native Hawaiian or Other Pacific Islander	--	--	--		52.31
White	21.70	23.05	23.22		39.47
Gender					
Female	19.47	24.16	21.39		38.96
Male	23.23	21.83	23.70		38.53

Math Academic Progress

Student Groups	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students		% of Students
All	37.38		43.84
Status			
Economically Disadvantaged	32.77		37.69
English Learners	--		37.58
Foster Care	0.00		39.82
Homeless	28.00		35.84
Students with Disabilities	30.81		30.97
Race			
American Indian or Alaska Native	--		43.90

Asian	--		70.32
Black or African American	28.95		36.78
Hispanic or Latino Native	50.00		39.42
Multi-Racial	13.33		39.34
Native Hawaiian or Other Pacific Islander	--		45.24
White	38.38		44.23
Gender			
Female	--		--
Male	--		--

Mathematics Performance Distribution - District (2018-2019)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	545	17.09	43.22	14.07	25.63
4	557	33.65	36.06	12.98	17.31
5	660	36.68	35.18	14.07	14.07
6	633	50	37.16	8.26	4.59
7	654	61.24	26.4	5.06	7.3
8	847	44.39	31.12	10.2	14.29
11	968	75.32	17.09	7.59	0.00

Additional Data Sources: In the text box below, list the additional district data sources that have been reviewed to determine the root cause of the Math data results (i.e. intervention data, supplemental programs/services, district developed benchmarks, walkthrough data, CBA, etc.). Include the data results and analysis in the needs assessment summary. Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

- CIA / IMA Reports, broken down by subgroup performance
- Personal Math Trainer data, broken down by subgroup performance
- Collaborative Team Agendas & Minutes
- Student Retention Data
- Walk-Through Data
- GSA Data, broken down by subgroup performance
- AP & Dual Credit Performance, broken down by subgroup performance
- Failure Rate Reports
- SAT Team Documentation
- PSAT / SAT School Day Data, broken down by subgroup performance
- WVDE CSI Diagnostic Reports

Mathematics Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Collaborative Teams</div>	<ul style="list-style-type: none"> ▪ Central Office Bi-Monthly Meetings ▪ Collaborative Team Time Built in the School Calendar Monthly ▪ Campaign for Grade Level Literacy Team ▪ School Leadership Teams ▪ Universal PreK Core Team ▪ Administrative Leadership Team Meeting

Classroom Walkthroughs

- Central Office Administration visits school sites monthly to conduct walk-through to assist with instructional practices, ask guiding questions and plan for feedback.
- Building level administrators conduct daily walk-throughs using e-Walk tool and provide effective feedback when appropriate.
- 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.
- Principals regularly host 10 minute meetings to provide feedback in regards to student work and standards driven instruction.

Instructional Strategies and Supports

- Maintain Variety of Secondary Course Offerings/ Virtual Offerings Available for all Students
- Title I Staff Utilization for Mathematics Intervention Groups / Push In Support
- Shared Data Meetings for All Stakeholders
- Involve parents, community, and schools in the Annual Desk Audit.
- Professional development for ALL teachers in using mathematical practices and content to effectively reach all students, including students with disabilities and African American students.

Extended Day / Year Program

- DREAMS After-School Program (Four Days a Week)
- K Clubs (3 X Summer) for Incoming K Students
- Transition Program for 5th Graders to Next School Site (Week Long Event)
- Credit Recovery for CTE / High School Credits
- Ready Freddy Kick Off Parties for PreK and K (Families Invited / Review Standards & Expectations)

Collaborative Universal PreK Program

- CORE Team
- Single Point of Entry
- ELRS Data Driven Instruction
- Monthly Team PLC Meeting
- ASQ Data
- CLASS Data Points
- Standards Focused Instruction
- I Can Statements Reading and Math
- Family Training Events
- Health and Safety Checklists for All Classrooms

Family Engagement Opportunities

- Volunteer Training Annually for All Parents & Community Members (150+ 2018-2019)
- Monthly Family Advisory Council Meetings
- Second Time Around Club Grandparents Club Meetings - Quarterly
- Working with Parents Annual LEA and School Level Training
- Home Visiting Project PreK -12
- Title I School Level Trainings
- LEA Working with Parents Annual Training
- Parent Input for Strategic Planning / LSIC School Level
- Social Media Usage for Clear and Consistent Communication
- School Messenger Used for Instant Messaging to All Stakeholders
- Parents Right to Know
- Title I Grade Level Compacts Created by Classroom Teachers
- Annually Revised Title I Parent Involvement Policy (LEA)
- PreK Home Visiting Required 2 for Each Child
- Academic Parent Teacher Team Model (All Title I Schools)
- DREAMs After School Family Activities
- MCS Website / School Websites Maintained and Ensured Updated
- Notify Families of Student Assessment Data in a Timely Manner
- Spring Title I Evaluation Meeting (April of Each Year)

Empowering Student Voice

- MCS Student Pack Podcasts, Videos, and Talent Showcase
- MCS Breakfast with the "Supe"

**Social Emotional Supports
for Families and Students**

- Youth Mental Health Services at School
- Graduation Coaches
- Graduation 20/20 incentive funding (MV 6-8 and SSK-8)
- Communities In Schools / Community Schools Facilitators
- School Social Workers / ABC Coach
- SAT Teams
- School Counselors
- Pregnancy Prevention
- Suicide Prevention Training Annually for Students and Staff
- Youth Mental Health First Aid Training for Community, Families, and Staff
- Exit Conferences for Drop Outs
- Train All Staff in the McKinney Vento Assistance Act (Fall 2019)
- Homeless / Foster Care Liaison
- Feed McDowell's Future Weekend Food Sacks
- Special Education facilitators

**Recruit, Retrain, and
Retain Highly Effective
Teachers**

- Teacher in Residence/Student Teacher Collaboration with Higher Ed
- Alternative Pathways to Certification
- Teacher Recruitment Efforts
- New Teacher Orientation
- Mentoring Program
- Teacher Support Coach
- Provide funds for new and identified teachers to participate in WVDE Support for Teacher Academies
- Fund Substitutes for Peer Observations
- Exit Surveys
- My Learning Plan (Portfolio of PD)
- Learning Schools Model / Requests Funded Through Federal Monies
- 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.
- Provide opportunities for administrators, counselors and support personnel to attend SESC, state, and nationally sponsored professional development that align with our county goals and needs assessment. Participation will be determined as opportunities are advertised.
- Tuition Reimbursement
- Each School Leadership Team will create welcome packets for new teachers to include faculty handbook and other school related material.
- Collaborate with Reconnecting McDowell in the creation of the Renaissance Village and transportation/housing needs.

Technology Integration Supports

- Fund Technology Coordinator (1/3 Title I, II, County)
- Provide Professional Development on Technology Integration at School Sites for Staff and Families
- Increase Technology Hardware / Software for Students and Staff
- School System Operators, SESC techs, TISs, and County Technology Coordinator will be provided the opportunity to attend the WV State Technology Conference.

Strategic Planning and Continuous Improvement

- Strategic Planning Progress Updates Monthly During Central Office Leadership Team Meetings
- Monthly Support Meeting for CSI School Leadership
- Strategic Planning Conference for All Schools (Spring)
- Each School Updates Progress Notes on the GPS Platform Regularly
- LSIC Focus on Goals and Progress of the School Plan

Mathematics Needs Assessment Summary:

* After review of all identified data results, provide the root cause analysis in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?)

- Y - Yes to PBIS**
- E - Expect Rigor**
- E- Engagement**
- H - High Expectations**
- A - Articulate Non-Negotiables**
- W - Worksheets Never**

Subgroup Performance Analysis

In reviewing subgroup performance data, it is noted that students from low socio-economic background perform lower than their peers. Low SES students and African American students lag in performance by 5% in comparison to the ALL group. The achievement of students with disabilities remains an area of concern, with only 5.38% of students showing proficiency in mathematics. Therefore, the professional development and coaching supports for teachers are provided across the board to ensure students are provided with

quality instructional supports regardless to their background while being cognizant and understanding of the variety of cultural and racial backgrounds. Intervention periods and inclusion supports are used to support students with specific gaps in mathematics performance, with inclusion services provided to students who are in general education setting. Effective family engagement practices are given heavy attention at the secondary level, in order to help schools engage parents from all backgrounds, in order to build positive relationships with school and provide students with support and encouragement on a variety of levels. The district provided professional development not only in instructional practices but also in content to ALL teachers of mathematics and also created pacing guides to ensure students are provided with rigorous and supportive curriculum that helps them build mathematics skills to be able to succeed in the next grade.

Start

Building and supporting effective family engagement at the secondary level.

MCS has strong family engagement with families at the elementary school level. Through additional trainings and supports MCS LEA and School Level Leadership Teams will work to strengthen opportunities for families to become partners to support their child's learning at home. The Home Visiting Project is open for all secondary teachers to participate in each year. Only 23 participated from secondary during the 19-20 school year. We will work towards recruiting additional teachers for the 2020-2021 school year.

Stop

MCS will stop lowering expectations for students based on their socioeconomic backgrounds and ensure that we are raising the bar for all children.

Through additional training on understanding poverty and engaging children of poverty, we will continue to raise our expectations of students. Walk-throughs show that the pace of instruction is still low in many classrooms.

MCS will work to ensure classroom interruptions are minimal and that all classrooms maximize instruction from bell to bell.

Classroom walk-through analysis indicate a need to ensure classrooms maximize instruction from bell to bell. The district leadership team and school administration team will continue to strengthen this practice based on individual data.

Continue

MCS will continue to offer sustained, job embedded professional development for all teachers in the area of ELA.

MCS has consistent monthly embedded support for teachers that allows relationships to be formed by the specialist, the administrator, and the teacher over time. Teachers feel like the consistent providers are part of the team rather than someone entering in their classrooms to "watch." We have developed a true coaching model with our ELA consultants in elementary and secondary. The embedded support monthly also helps to overcome barriers with the constant teacher turnover we experience at many schools.

The Teacher Support Coach will work with those teachers who are identified by classroom walk-through data as needing additional individualized support.

MCS is fortunate to have a retired teacher/administrator who contracts as a Teacher Support Coach to support classrooms who need the individualized support. Based on surveys, the teachers value the additional personalized support especially the new teachers that are assigned to the coach. The coach meets with the teachers as needed and utilizes the coaching model. Principals have more teachers that they would like to assign to a coach if we were in a place to hire an additional coach because of the need.

LEA Leadership Team Members will continue to conduct support walkthroughs with all school administration focusing on feedback/non-negotiables to classroom teachers.

The regular monthly walkthroughs by the LEA Leadership Team have allowed our team to be consistent in expectations and to support the school administrators on providing high quality feedback. Feedback has improved greatly during two years of implementation. Principals are now conducting peer to peer walkthroughs monthly with other administrators in the the district as well.

Each school will continue to complete their own needs assessment through Learning Schools Model and determine what they need in regards to professional development and support from the LEA.

MCS understands that each school is unique as well as are their needs. School principals have provided feedback that they appreciate having the ability to plan and request their PD based on their individualized needs. This allows them to have ownership and work towards their goals with the support of the LEA.

Ensuring all teachers use the 3 part lesson design model for classroom instruction.

Due to the high turnover we experience in our district, we have a lot of inexperienced teachers or long-term substitutes in our classrooms providing instruction. The school and LEA administrative team worked with school leadership teams to create a 3 part lesson design template that would ensure high quality instructional strategies.

CSI ANALYSIS YEAR 2

MCS has determined that additional support is needed for our school administrative teams at all CSI Schools. Principals are growing as instructional leaders and that work must continue in Year 3.

With the high teacher turnover in MCS, we have determined that we need to continue providing embedded reading and mathematics instructional support through contracted service providers for Year 3.

New teachers have responded well to the Teacher Support Coach employed to provide individualized support on instructional strategies and classroom management. Additional days will be needed for Year 3.

The newly contracted Early Learning Coach will need to be contracted in Year 3 to support the efforts to strengthen early learning classrooms. The CSI Schools have 4/5 new to PreK or long term substitutes in the classroom teaching positions.

MCS must continue to fund and support each CSI schools Learning Schools Requests (including purchased services, stipends, travel costs, leadership team and attendance team meetings, in order to tailor PD opportunities for each school based on need.

MCS must support and strengthen the ECPBIS/PBIS at each of the CSI Schools during Year 3. This work is vital to the success of the schools.

MCS will utilize funding to support implementing an after-school program at Sandy River and Welch Elementary to provide students with additional support, nutrition, and engagement.

All positions funded with CSI funding must be sustained for Year 3 to continue with increasing student achievement. LEA Admin Team need to start efforts need to search for funding for sustain the positions for Year 4.

Continue meeting with CSI Principals as a team monthly following each monthly principals meeting.

English Language Proficiency Assessment Results (ELPA)

	County 2016- 2017	County 2017- 2018	County 2018- 2019	State 2018- 2019
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	0.00	0.00	100.00	34.55

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	County 2016-2017	County 2017-2018	County 2018-2019	State 2018-2019
Level 1	3	2	2	257
Level 2	0	1	0	262
Level 3	0	0	1	645
Level 4	0	0	0	252
Level 5	0	0	0	276

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	County 2016-2017	County 2017-2018	County 2018-2019	State 2018-2019
Level 1	0	1	2	263
Level 2	3	2	0	261
Level 3	0	0	0	728

Level 4	0	0	1	240
Level 5	0	0	0	200

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	County 2016-2017	County 2017-2018	County 2018-2019	State 2018-2019
Level 1	2	3	2	200
Level 2	0	0	0	225
Level 3	1	0	1	434
Level 4	0	0	0	364
Level 5	0	0	0	469

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	County 2016-2017	County 2017-2018	County 2018-2019	State 2018-2019
Level 1	1	2	2	90
Level 2	2	0	0	108
Level 3	0	1	0	430
Level 4	0	0	0	490
Level 5	0	0	1	574

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
<div data-bbox="115 259 871 300" style="border: 1px solid black; padding: 2px;">Sheltered Instructional Practices</div>	<ul style="list-style-type: none"> ■ Students are provided with opportunities to learn alongside their peers, with additional reading supports in enrichment classes. ■ Teachers are provided with instructional supports to be able to help their EL students.

EL Needs Assessment Summary:

* After review of all identified data results, provide the root cause analysis in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?)

Start

Engaging the student in afterschool programming to help develop extracurricular interests and facilitate speaking emphasis.

Stop

MCS will work to ensure classroom interruptions are minimal and that all classrooms maximize instruction from bell to bell. This practice will help ensure the EL students maximally benefit from instructional supports.

Continue

MCS will continue to offer sustained, job embedded professional development for all teachers in the area of EL supports.

LEA Leadership Team Members will continue to conduct support walkthroughs with all school administration focusing on feedback to classroom teachers. It will also emphasize EL support monitoring.

LEA Strategic Plan - High School Graduation and Student Success Data

Mcdowell County Schools (060) Public District - FY 2021 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

On Track

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	80.86	78.95	81.38		59.07
Status					
Economically Disadvantaged	76.47	75.32	79.31		50.36
English Learners	--	--	--		34.61

Foster Care	--	100.00	--		30.17
Homeless	83.33	100.00	--		43.63
Military Connected	--	--	--		75.00
Students with Disabilities	77.55	71.62	75.00		29.52
Race					
American Indian or Alaska Native	--	--	--		57.14
Asian	--	--	--		66.21
Black or African American	86.84	87.50	81.81		39.23
Hispanic or Latino Native	100.00	--	100.00		43.52
Multi-Racial	0.00	100.00	--		44.04
Native Hawaiian or Other Pacific Islander	--	--	--		71.42
White	80.48	78.13	81.21		60.64
Gender					
Female	91.67	88.89	86.90		59.99
Male	71.68	70.00	76.92		58.18

10th Graders with Twelve Earned Credits

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	State (2018-19)

	% of Students	% of Students	% of Students	% of Students
All	92.34	85.64	87.23	93.67
Status				
Economically Disadvantaged	91.17	83.11	87.06	89.12
English Learners	--	--	--	96.15
Foster Care	--	100.00	--	82.75
Homeless	100.00	100.00	--	88.53
Military Connected	--	--	--	100.00
Students with Disabilities	85.71	75.67	77.50	86.87
Race				
American Indian or Alaska Native	--	--	--	100.00
Asian	--	--	--	100.00
Black or African American	94.73	87.50	90.90	88.22
Hispanic or Latino Native	100.00	--	100.00	92.77
Multi-Racial	0.00	100.00	--	94.53
Native Hawaiian or Other Pacific Islander	--	--	--	80.00
White	92.51	85.41	86.66	93.86
Gender				
Female	98.95	94.94	91.66	95.54

Male	86.72	77.27	83.65	91.82
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10th Graders with two or more credits in English, Math, Science, and Social Studies

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students	% of Students
All	69.37	72.24	81.38	82.97
Status				
Economically Disadvantaged	61.76	67.53	79.31	73.54
English Learners	--	--	--	83.65
Foster Care	--	100.00	--	66.89
Homeless	66.66	100.00	--	73.06
Military Connected	--	--	--	83.33
Students with Disabilities	69.38	67.56	75.00	70.92
Race				
American Indian or Alaska Native	--	--	--	94.44
Asian	--	--	--	95.96
Black or African American	78.94	87.50	81.81	73.40
Hispanic or Latino Native	100.00	--	100.00	80.14
Multi-Racial	0.00	100.00	--	81.77

Native Hawaiian or Other Pacific Islander	--	--	--	60.00
White	68.44	70.83	81.21	83.39
Gender				
Female	84.37	82.82	86.90	87.38
Male	56.63	62.72	76.92	78.65

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
88.26	88.78	89.30	89.82	90.33	90.85	91.37	91.89	92.41	92.93	93.45	93.96	94.48	95.00

Graduation 4-Year Cohort

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	83.19	91.63	87.84		91.40
Status					
Economically Disadvantaged	83.19	92.06	100.00		80.48
English Learners	--	100.00	--		91.51
Foster Care	--	--	--		--

Homeless	--	--	--		--
Military Connected	--	--	--		--
Students with Disabilities	65.85	89.19	89.36		78.78
Race					
American Indian or Alaska Native	--	--	--		75.00
Asian	--	100.00	--		98.69
Black or African American	96.15	100.00	100.00		88.20
Hispanic or Latino Native	50.00	100.00	100.00		90.80
Multi-Racial	100.00	0.00	100.00		85.76
Native Hawaiian or Other Pacific Islander	--	--	--		85.71
White	81.82	90.71	85.43		91.51
Gender					
Female	85.45	96.04	92.23		93.44
Male	81.25	87.72	82.35		89.28

Graduation 5-Year Cohort

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students

All	88.26	83.19	91.63		90.67
Status					
Economically Disadvantaged	85.58	83.19	92.06		88.58
English Learners	--	--	100.00		94.79
Foster Care	--	--	--		--
Homeless	--	--	--		--
Military Connected	--	--	--		--
Students with Disabilities	81.40	65.85	89.19		77.62
Race					
American Indian or Alaska Native	--	--	--		87.10
Asian	100.00	--	100.00		99.33
Black or African American	96.30	96.15	100.00		86.07
Hispanic or Latino Native	100.00	50.00	100.00		93.68
Multi-Racial	0.00	100.00	0.00		87.37
Native Hawaiian or Other Pacific Islander	--	--	--		83.33
White	87.43	81.82	90.71		90.87
Gender					
Female	90.52	85.45	96.04		92.94
Male	85.57	81.25	87.72		88.58

Post-Secondary Achievement Data

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	48.06	51.34	53.84		
Status					
Economically Disadvantaged	41.67	46.15	48.78		
English Learners	--	--	100.00		
Foster Care	--	50.00	0.00		
Homeless	50.00	33.33	50.00		
Military Connected	--	--	--		
Students with Disabilities	--	--	70.58		
Race					
American Indian or Alaska Native	--	--	--		
Asian	--	--	100.00		
Black or African American	25.00	39.29	20.00		
Hispanic or Latino Native	0.00	0.00	50.00		
Multi-Racial	100.00	--	0.00		

Native Hawaiian or Other Pacific Islander	--	--	--		
White	51.11	54.14	57.64		
Gender					
Female	--	52.63	49.47		
Male	--	50.00	58.00		

College Readiness (AP/IB)

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students	% of Students
All	0.49	1.07	1.53	8.99
Status				
Economically Disadvantaged	4.17	0.77	1.21	3.63
English Learners	--	--	0.00	3.84
Foster Care	--	0.00	0.00	0.86
Homeless	0.00	0.00	0.00	3.37
Military Connected	--	--	--	0.00
Students with Disabilities	--	--	0.00	0.00
Race				
American Indian or Alaska Native	--	--	--	7.14

Asian	--	--	0.00	37.16
Black or African American	0.00	0.00	0.00	3.71
Hispanic or Latino Native	0.00	0.00	0.00	9.30
Multi-Racial	0.00	--	0.00	10.71
Native Hawaiian or Other Pacific Islander	--	--	--	0.00
White	0.56	1.27	1.76	8.96
Gender				
Female	0.00	1.05	2.10	10.86
Male	0.92	1.09	1.00	7.19

College Readiness (Dual Credit)

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students	% of Students
All	7.28	15.51	8.71	25.47
Status				
Economically Disadvantaged	4.17	13.08	9.75	15.25
English Learners	--	--	0.00	13.46
Foster Care	--	0.00	0.00	4.31
Homeless	0.00	0.00	0.00	12.73

Military Connected	--	--	--	50.00
Students with Disabilities	--	--	5.88	1.66
Race				
American Indian or Alaska Native	--	--	--	28.57
Asian	--	--	0.00	35.13
Black or African American	0.00	28.57	5.00	17.20
Hispanic or Latino Native	0.00	0.00	50.00	18.60
Multi-Racial	0.00	--	0.00	21.13
Native Hawaiian or Other Pacific Islander	--	--	--	14.28
White	8.33	13.38	8.82	26.03
Gender				
Female	14.43	22.11	11.57	32.05
Male	0.92	8.70	6.00	19.11

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students	% of Students
All	40.29	36.90	45.12	35.36
Status				

Economically Disadvantaged	33.33	34.62	39.02	37.06
English Learners	--	--	100.00	20.19
Foster Care	--	50.00	0.00	27.58
Homeless	50.00	33.33	50.00	32.95
Military Connected	--	--	--	75.00
Students with Disabilities	--	--	64.70	28.33
Race				
American Indian or Alaska Native	--	--	--	21.42
Asian	--	--	100.00	9.45
Black or African American	25.00	10.71	15.00	22.52
Hispanic or Latino Native	0.00	0.00	0.00	21.92
Multi-Racial	100.00	--	0.00	20.53
Native Hawaiian or Other Pacific Islander	--	--	--	57.14
White	42.22	42.04	48.82	36.85
Gender				
Female	37.11	32.63	37.89	30.12
Male	43.12	41.30	52.00	40.42

Additional Data Sources, if applicable: In the text box below, list the additional district data sources that have been reviewed to determine the root cause of the data results (i.e. intervention data, supplemental programs/services, pre- and post- assessments, pass/failure rates, Grad 20/20 monitoring, etc.). Include the data results and analysis in the

needs assessment summary. Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

- Credit Recovery Success Rates
- NOCTI Results
- Student Assistance Team, Graduation Coach, and CIS Facilitator logs
- Student Transition Plans
- WVDE CSI Diagnostic Reports
- DFI reports
- Curriculum and Job Market Audits
- On Track to Graduation Reports
- Transition Plan
- Post Secondary Requirement Data Collection Report
- FASFA Completion Rates

Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
<div style="border: 1px solid black; padding: 5px;">Student Support Staff</div>	<ul style="list-style-type: none"> ■ Graduation Coaches, CIS Facilitators, Counselors, and School Social Workers provide supports for students to ensure their timely graduation. ■ Mental Health Providers

Students with Disabilities Supports

- Mount View and River View will utilize Vocational Rehab to provide information to students and their families about job opportunities
- The Special Education department will explore options for returning community-based work programs.
- IEP Senior Transition Plans

Curriculum Audit

- Mount View and River View conduct curriculum audits in conjunction with Central Office Staff to ensure proper programming is applied to ensure students obtain required credits and are provided with a range of electives despite cuts in staffing.
- Addition of Dual Credit Courses with CTE Program

Virtual Course Offerings

- Students are offered Spanish I and II in a blended delivery model
- Students have access to virtual schools catalog to choose electives reflecting their PEP Plan goals
- Proximity Learning is utilized as a blended delivery model for classes where students have long term substitutes who are not certified in the subject area.
- Option for virtual school enrollment 6-12

High School Graduation and Student Success Needs Assessment Summary:

* After review of all identified data results, provide the root cause analysis in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?)

Start

MCS will start engaging families more at the secondary level through FAFSA nights, scholarship discussions, and family nights to discuss secondary school/CTC offerings.

Stop

MCS will stop lowering expectations for students based on their socioeconomic backgrounds and ensure that we are raising the bar for all children.

MCS will work to ensure all students are encouraged to explore career technical options and be able to access Honors and AP curriculum while pursuing coursework at the CTC.

Continue

MCS will continue to provide time for collaboration between high schools and CTC to ensure students can explore career and technical opportunities while being able to pursue rigorous and challenging coursework in high schools. LEA Leadership Team Members will continue to conduct support walkthroughs with all school administration focusing on feedback to classroom teachers.

MCS will ensure high schools and CTC conduct credit checks after every semester and put plans in place to ensure timely credit recovery and subsequent timely graduation for all students.

MCS will support the work of graduation coaches, CIS facilitators, counselors, and social workers to ensure that students are provided with comprehensive academic, social, and emotional supports to lead them to timely graduation.

MCS will conduct monthly collaborative team meetings with support personnel (graduation coaches, CIS facilitators, counselors, social workers) to ensure student supports and background knowledge on helping students to graduate.

LEA Strategic Plan - Attendance and Behavior Data

Mcdowell County Schools (060) Public District - FY 2021 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Students with Attendance over 90%

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	64.86	61.41	56.08		80.02
Status					
Economically Disadvantaged	57.32	56.66	50.59		71.12
English Learners	100.00	100.00	100.00		88.59

Foster Care	--	55.93	34.62		80.72
Homeless	67.27	59.52	75.86		69.69
Military Connected	--	--	--		85.00
Students with Disabilities	58.91	51.90	43.98		74.42
Race					
American Indian or Alaska Native	--	--	100.00		75.13
Asian	100.00	100.00	100.00		95.23
Black or African American	76.54	73.55	65.32		80.97
Hispanic or Latino Native	86.96	76.92	76.92		82.92
Multi-Racial	75.51	72.41	54.69		79.51
Native Hawaiian or Other Pacific Islander	--	--	--		86.67
White	63.17	59.81	55.06		79.83
Gender					
Female	65.76	62.51	58.66		79.92
Male	64.04	60.43	53.72		80.12

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

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)

	% of Students	% of Students	% of Students		% of Students
All	93.06	92.55	93.48		95.77
Status					
Economically Disadvantaged	91.56	91.36	92.16		93.72
English Learners	100.00	100.00	--		97.71
Foster Care	--	90.91	100.00		92.90
Homeless	88.89	91.43	93.24		92.94
Military Connected	--	--	--		100.00
Students with Disabilities	89.25	89.78	88.04		92.65
Race					
American Indian or Alaska Native	--	--	--		96.61
Asian	--	--	--		98.90
Black or African American	86.36	87.91	86.17		90.35
Hispanic or Latino Native	100.00	100.00	100.00		96.03
Multi-Racial	94.87	88.64	92.11		94.33
Native Hawaiian or Other Pacific Islander	--	--	--		96.10
White	93.45	92.93	93.99		96.03
Gender					
Female	97.34	95.91	95.95		98.11

Male	89.18	89.51	91.11		93.57
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Additional Data Sources, if applicable: In the text box below, list the additional district data sources that have been reviewed to determine the root cause of the data results (i.e. intervention data-attendance and/or behavior related, supplemental programs/services, agency supports, school counselor data, pass/failure rates, positive behavior supports data, Grad 20/20 monitoring, etc.). Include the data results and analysis in the needs assessment summary. Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

- Student Chronic Attendance Data, broken down by subgroups
- Teacher Chronic Attendance Data
- School Level Strategic Plans / Progress Notes
- PBIS Data
- Walk-through Data
- SAT Referrals / Data
- Live Grades
- Grad 20/20 Reports
- Discipline Referrals / Logs in WVEIS, broken down by subgroups
- Tardies & Sign Out Data
- Failure Reports
- Youth Mental Health Services Report
- Counseling Logs
- Intervention / Incentive Logs
- Professional Development for Wrap Around Services
- PBIS Trainings
- Family Training for PreK and K on Chronic Attendance
- Handle with Care Program Calls
- CISDM

Attendance and Behavior Improvement Practices/Strategies Implemented (One Practice / Strategy Per Box)	Brief Description of Success
Ready Freddy Attendance Mascot	<ul style="list-style-type: none"> ■ Parents clearly understand from the start of their child's career the difference in average daily attendance and chronic absenteeism as well as the effects this has on a child. Children connect to the frog mascot and understand that daily attendance is critical to success. ■ Kick-Off Parent Parties for PreK and K held on the day before their first instructional day where every family member participate in "The Learning Gap" activity to teach the effect of chronic absences on the learning progression of a child. This is their first interaction with our PreK -K attendance mascot - Ready Freddy. K Clubs are held in the summer months to assist with transition from PreK to K and to also educate families on the importance of being on time everyday to learn.
Monthly attendance campus yard signs recognition program between the schools that awards the schools with the lowest chronic absenteeism rate for the month.	<ul style="list-style-type: none"> ■ Schools enjoy competing for the campus yard sign and take pride in the competition. The attendance rates are proudly displayed on the signs which are placed in the school yard.

Onsite Mental Health Providers / Tele-Health Services

- Students are able to visit with mental health counselors at the school with permission from their parents. The child does not have to miss school and the family doesn't have to worry about transportation and other barriers. The counselors are able to have clear communication with school administration and classroom teachers on how best to support each child's needs. At this time we have 6 providers who service students at all school sites (including telehealth services).

Student Support Personnel

- Grad Coaches ensure all children that they are assigned to support graduate with their cohort.
- The coaches make home visits, track attendance, and collaborate with teachers to ensure the children are making progress and on-track. The coaches meet with the families regularly to ensure they are engaged and part of the success team.
- School Social Workers provide supports for students to ensure student success.
- CIS Facilitators will provide supports for the whole child through wrap-around services.
- CIS Facilitators will conduct monthly meetings to provide PD and analyze data.

Home Visiting Project

- MCS home visitors have completed more than 3000 visits in five years and have 216 staff members who are trained in making effective home visits focused on empathetic listening, setting goals, and learning about the parent's/child's hopes and dreams.
- Host additional training in October 2020 for the new Co-Hort Year 6

School Social Workers	<ul style="list-style-type: none"> Parents report that they appreciate the calling system to ensure that they know children are safely in school each day if they do not receive a call. Universal PreK families receive a call not more than 1 hour after the start of the school day to check in with families for each child that is absent and how they can work together to ensure children are in school every day.
School Messenger / Daily PreK Check In Calls	<ul style="list-style-type: none"> Parents report that they appreciate the calling system to ensure that they know children are safely in school each day if they do not receive a call. Universal PreK families receive a call not more than 1 hour after the start of the school day to check in with families for each child that is absent and how they can work together to ensure children are in school every day.
Teenage Pregnancy Prevention	<ul style="list-style-type: none"> Sustain efforts to provide strategies and resources to prevent teenage pregnancy. (FLASH, CASE W , and Health Clinics)

Attendance and Behavior Needs Assessment Summary:

* After review of all identified data results, provide the root cause analysis in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does)

START

-Train all staff on using WVZoom to set goals for grade level/classroom chronic attendance.

During a recent Attendance Conference teachers shared that they were uncomfortable using the dashboard and wanted additional training.

-Educating teachers about the benefit of saving their sick days and how this can benefit them in their career.

The Finance and Personnel Department have regular conversations with teachers about saving their days. We would like to develop a course or chats for staff to share the importance of saving their days and the impacts for students for teacher absences.

- Celebrate GROWTH in student attendance not simply recognizing only those with perfect attendance.
The School Attendance Teams have discovered that they need to celebrate improved attendance more than perfect attendance during conversations and activities at our Attendance Conference. Since students with disabilities showed higher rates of chronic absenteeism, those celebrations of improved attendance and individualized outreach will help connect with those students and build positive relationships
- Start recognizing school growth in reducing chronic absenteeism with school yard signs.
In the past we have recognized the school with the lowest chronic absenteeism each month. We are now going to celebrate all of the schools that lower their rate each month.
- Create school level attendance teams.
Each school will be required to have a school attendance team that meets regularly and works to improve student and staff attendance. We realized quickly that this could not be the responsibility of the school leadership team. The team had to be focused on attendance.
- Monitor attendance for students/staff at CO Meetings
The LEA has determined it is just as important to monitor student and staff attendance at each school site as it is academic progress. The attendance director will gather the data and share that monthly for the LEA to provide supports for the school more efficiently
- Provide sustained PD on improving attendance strategies
MCS will continue to host trainings for all stakeholders with particular support offerings for the school attendance team in order for them to take back strategies to implement/share with teachers and families.
- Utilize students success plan rather than behavior intervention plans
MCS has determined that we need to be more forward thinking and create success plans rather than behavior plans. We need our students to believe in themselves and feel successful. More students with disabilities and African American students are out of school due to suspensions. Creating student success plans upon re-entry helps provide individualized approach to each student and build positive relationships.
- Strengthen re-entry plans for students transitioning into regular school campus setting from expulsions/suspensions
Counselors and school administration teams have expressed a need to strengthen re-entry plans for students to meet the individualize needs of students as they transition back into the school settings. The data supports this is a

need for our students. We cannot expect that they do not need additional supports as they make that transition. The emphasis is on helping students with disabilities and African American students who experience more out of school suspensions to be able to transition back to the school setting in a supportive and positive manner.

CONTINUE

-We must better train our substitutes for the classroom instruction and have detailed lesson plans readily available for them to follow in the event of a teacher absence.

The massive amounts of teacher vacancies and teacher absences relates to have a large number of substitutes in our classrooms daily. We need to ensure they are prepared to educate our students by following the lesson plans of a teacher through best practices. We need to host regular trainings for our substitutes as they are a vital stakeholder.

-We also need to continue to educate families more on the importance of daily attendance.

It is evident by our high chronic absenteeism that more training is needed for families on the importance of sending their children to school every day.

-Continue to strengthen PBIS / ECPBIS for all schools

ECPBIS was implemented in all PreK classrooms during the 19-20 school year. This will need to be strengthened during this school year with additional monthly trainings by the cadre leaders. We are still working on implementing and strengthening the PBIS program K-12 district wide as well. Through walkthroughs it is evident we need to continue this focus.

LEA Strategic Plan - Educator Effectiveness Data

Mcdowell County Schools (060) Public District - FY 2021 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2016-2017)		County (2017-2018)		County (2018-2019)		State (2018-2019)	
Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
28.03	26.09	22.31	18.39	20.51	21.35	20.73	17.16

Evaluation Data

	County (2018-2019)	State (2018-2019)
Performance Level	% of Teachers	% of Teachers
Distinguished	1.43	8.47
Accomplished	70.95	81.45
Emerging	25.71	7.69
Unsatisfactory	0.95	0.18

* **Additional Data Sources:** In the text box below, list the additional district data sources that have been reviewed to determine the root cause of the data (i.e. retention rates, areas of need, teacher certification by course, teacher

attendance rates, educator supports, etc.). Include the data results and analysis in the needs assessment summary. Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

- Evaluation Reports Dis-aggregated by Standard and Element
- School Walkthrough Data
- County Administration Walkthrough Data
- Teacher Support Coach Feedback
- Embedded Support Specialists Feedback
- Teacher Attendance by School Site
- Teacher Certification
- Retention Rates by School Site / Grade
- Climate Culture Survey Data
- WVDE CSI Diagnostic Reports
- Monthly Teacher Absenteeism / Availability of Substitutes
- Staff Exit Surveys
- MLP Reports

Needs Assessment Summary:

* After review of all identified data results, provide the root cause analysis in the following text box, which includes the connections between educator effectiveness and the needs assessment results from the student academic and student success needs assessment summaries (Why does the data look the way that it does?). For this needs assessment section, consider results from recruitment and retention efforts, effectiveness of past professional learning opportunities, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue.

- McDowell County Schools has the majority of teacher accomplished on standard 5.1 (Collaborative Efforts). This can be contributed to efforts to provide time in the calendar for PLCs and providing stipends for after school collaborative planning.

- Standard 2.1 (responding to unique student characteristics) is another high rated accomplished area due to county wide efforts to strengthen enrichment/interventions periods.
- Although continued professional development has been provided around Standard 3 (Teaching), this is still an area of weakness on teacher evaluation due to the number of substitutes, new teachers, and turnover. Walk through data supports this need.
- Standard 5.2 (works with families/communities to support student learning and well-being) is an area of constant focus due to high poverty and substance abuse.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? This analysis will lead to the development of the district's WVSIPP.

- Rigor/Relevance Framework
- Peer Observations
- Rigor, Relevance, and Relationships
- PBIS/ ECPBIS
- Trauma Informed Schools
- Social Emotional Learning
- Embedded PD for Reading and Mathematics
- Coaching/ Mentoring
- Poverty
- Growth Mindset
- Leadership
- Family Engagement
- Attendance (Reducing Chronic Absenteeism)
- Standards Focused Instruction
- Technology Integration
- Tuition Reimbursement for Advanced Coursework

- WVDE and Policy Required PD including but not limited to Child Abuse, Suicide Prevention, Multicultural Diversity, Active Shooter, and First Aide

Mcdowell County Schools (060) Public District - FY 2021 - LEA Strategic Plan - Rev 1

Plan Items

1 Academic Achievement

Description:

MCS will increase the percentage of points earned in English Language Arts on the West Virginia Schools Balanced Score Card for the 2020-2021 school year for all students INCLUDING HOMELESS CHILDREN by 3%; MCS will increase the percentage of points earned in Mathematics on the West Virginia Schools Balanced Score Card for the 2020-2021 school year for all students INCLUDING HOMELESS CHILDREN by 3% as measured by the WV General Summative Assessment.

PM 1.1 Assessments & Progress Monitoring

Description:

State Assessment, DIBELS, Phonics Screeners, PMT Reports, CIA/IMA , PSAT/ SAT School Day Data

S 1.1.1 Instructional Strategies & Support

Description:

Instructional Strategies and support

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools

	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education programs
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom
WVSIPP	Induction of beginning teachers
	Support for student teachers
Early Literacy	School Readiness
	Extended Learning Opportunities
	High Quality Early Literacy Instruction
WV math4life	Mathematics Coaching/Facilitating

AS 1.1.1.1 3 Part Lesson Design - 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. This will include blended learning opportunities and other technology integration.

Description:

None

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/1/2021

AS 1.1.1.2 Strengthen implementation of instructional strategies to support English language development for EL students using professional development, instructional resources, and culturally responsive instruction.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/1/2021

Funding Application	Grant	Notes	Amount
Consolidated	State EL Funds		\$143.57

AS 1.1.1.3 Central Office Leadership Team will revisit data during bi-monthly leadership team meetings. *CSI Schools data will be shared with the LEA Instructional Admin Team bi-monthly.

Description:

None

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/22/2021

AS 1.1.1.4 Strengthen implementation of district non-negotiables and monitor their implementation (PBIS, Engagement, Rigor, High Expectations, No Worksheets) as evidenced by central office classroom walkthroughs, principal meeting agendas, teacher/admin evaluations, and eWalk data.

Description:

None

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/2/2021

AS 1.1.1.5 Strengthen the effective utilization of effective, specific feedback using See-Question-Wish model as evidenced by feedback provided using eWalk data at monthly principals meetings and central office classroom walkthrough data.

Description:

None

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/2/2021

AS 1.1.1.6 Collaborate with The Autism Training Center to provide in-classroom supports to improve the quality of instruction for students with special needs.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/1/2021

AS 1.1.1.7 Finalize and implement mathematics pacing guides for K-12 teachers using the adopted curriculum, interim and GSA blueprints, as evidenced by the MLP sign in sheets and completed pacing guides and common formative assessments.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 1.1.1.8 School administrators, in collaboration with teachers, will create interim assessment schedule, engage in data discussion using provided data templates, and share their data at the monthly principals meeting, as evidenced by submitted interim assessment schedules and principals meeting discussions.

Description:

None

Person Responsible:

Central Office Leadership team

Estimated Begin Date:

9/1/2020

Estimated Completion Date:

6/1/2021

AS 1.1.1.9 Provide support to new classroom teachers by contracting with an Early Learning Coach. The work will focus on classroom management and standards-focused instruction. *CSI Schools will have additional support days.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 1.1.1.10 LEA Admin Team will meet monthly with CSI Administration and School Leadership Teams to review progress and identify supports needed for each school.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

6/30/2020

Estimated Completion Date:

6/30/2021

AS 1.1.1.11 Purchase needed classroom materials to ensure students do not have to share learning supplies.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

6/30/2020

Estimated Completion Date:

8/31/2020

S 1.1.2 Professional Learning Opportunities

Description:

Professional Learning Opportunities for staff

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Reduce the overuse of discipline practices that remove students from the classroom

	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Address support for experienced teachers
	Support for student teachers
	Support for other staff
	Professional development
Early Literacy	School Readiness
	High Quality Early Literacy Instruction

AS 1.1.2.1 Ensure all staff complete the WVDE and Policy Required Professional Development All MCS staff will complete required professional development using an online platform for the 2020-2021 school year including but not limited to the following: -Active Shooter -Multicultural Diversity -Child Abuse and Mandatory Reporting -County Policy Requirements -First Aide -Suicide Prevention -Body Safety

Description:
None

Person Responsible:
Carolyn Falin

Estimated Begin Date:
8/1/2020

Estimated Completion Date:
6/1/2021

AS 1.1.2.2 Provide professional development opportunities for staff to improve areas of weakness identified in the MCS Strategic Plan Data Needs Assessment as well as opportunities listed in the MCS SIPP Plan. All schools complete the Learning Schools PD Support Requests to individualize

what they need for their school. *CSI Schools meet with the LEA Admin Team to create their Year 3 Plan and budget accordingly for their learning schools requests.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$604,565.81
	Title II Part A		\$252,297.27
	Title IV Part A		\$210,370.61
	Title V Part B, RLIS		\$55,075.12
IDEA and State Aid Entitlement	IDEA School Age		\$25,000.00
	IDEA Preschool		\$10,000.00
Total			\$1,157,308.81

AS 1.1.2.3 Provide opportunities for building level administrators to engage in peer to peer observations quarterly, as evidenced by principal reports at the principals meetings, eWalk data, and principal schedules. *CSI School Administrators will meet monthly with LEA Admin Team to check in on progress and review data.

Description:

None

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

8/1/2021

AS 1.1.2.4 New teachers will be assigned a mentor from the Central Office Administration Team to conduct regular check-ins during the months of September, January and April.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

8/20/2020

Estimated Completion Date:

6/30/2021

AS 1.1.2.5 Contract Teacher Support Coach to sustain individualized support for new teachers and those teachers identified as needing support to enhance classroom instruction and management. *CSI Schools will have additional days of support for staff.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/30/2021

AS 1.1.2.6 Strengthen leadership capacity through embedded support for CSI School Administrators as well as Kimball Elementary through blended funding.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/30/2021

AS 1.1.2.7 Provide professional development for all staff on the safety and prevention of spread of infectious diseases.

Description:

None

Person Responsible:

Carolyn Falin

Estimated Begin Date:

6/30/2020

Estimated Completion Date:

8/31/2020

AS 1.1.2.8 Provide professional development on Learning Management System platforms (LMS) SeeSaw and Schoology for all classroom staff and administrators.

Description:

None

Person Responsible:

Joey Norris

Estimated Begin Date:

6/30/2020

Estimated Completion Date:

10/30/2020

S 1.1.3 Homeless Services

Description:

MCS will work to increase identification for all homeless students through ensuring all service and professional staff members are trained on McKinney Vento at the beginning of each school year or when hired throughout the school year. A PowerPoint will be shared by the Homeless Liaison with all information for principals to be able to review with their staff. Parents and community members will be trained at the September Family Advisory Council Meeting. Information will be readily available on the MCS county website and maintained by the Homeless Liaison. Principals will review the McKinney Vento Act during the September collaborative administrative meeting as well for further clarification. All students including those in Non-Title I Schools will be offered comparable services as those in Title I schools including tutoring and other resources. The LEA Title I Director will work closely with the Homeless Liaison to ensure that all children identified as homeless throughout the school year have the resources they need including tutoring.

Component	Item Name
LEA ESEA Consolidated	Provide services for homeless children and youth

Plan

Provide effective parent and family engagement

AS 1.1.3.1 MCS will ensure that all children identified as homeless receive all comparable services in both Title I and Non-Title I schools including tutoring if needed. The Homeless Liaison will work closely with the Title I Director to ensure students' individual needs are met which may include but not limited to transportation, resources, and other needs.

Description:

None

Person Responsible:

Perry Blankenship

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

S 1.1.4 Technology Implementation / Monitoring

Description:

None

AS 1.1.4.1 Implement Forms and Flow to streamline the application and tracking documentation in the district (expenses, travel forms, staff attendance logs, etc).

Description:

None

Person Responsible:

Joey Norris

Estimated Begin Date:

8/3/2020

Estimated Completion Date:

6/30/2021

AS 1.1.4.2 Provide professional development to all professional staff on two learning management systems: Schoology (3-12) and See Saw (K-2) to promote distance learning as well as LMS for in-school technology integration.

Description:

None

Person Responsible:

Joey Norris

Estimated Begin Date:

8/3/2020

Estimated Completion Date:

12/31/2020

AS 1.1.4.3 In conjunction with Shentel Communications, upgrade the WAN (wide area network) to enhance wireless capabilities and Internet speed in all schools to facilitate student learning.

Description:

None

Person Responsible:

Joey Norris

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

AS 1.1.4.4 Implement 1:1 initiative for K-12 students through purchasing ChromeBooks (grades 3-12) and ChromePads (K-2) to support student remote learning.

Description:

None

Person Responsible:

Joey Norris

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

AS 1.1.4.5 Implement a "ChromeDepot" Support Procedures/Process for supporting all of the needed care/tech support for the hardware that will be purchased and utilized as we move forward to 1:1 in a timely manner to ensure all hardware is working properly at all times.

Description:

None

Person Responsible:

Joe Norris

Estimated Begin Date:

7/2/2020

Estimated Completion Date:

6/30/2021

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 2020-2021 school year.

PM 2.1 My Learning Plan

Description:

My Learning Plan Parent Engagement Activities

S 2.1.1 Strengthening Family Engagement

Description:

Family Engagement Activities

Component	Item Name
LEA ESEA Consolidated Plan	Provide effective parent and family engagement
	Other appropriate strategies identified by the LEA
Early Literacy	School Readiness
	School Attendance
	Extended Learning Opportunities
	High Quality Early Literacy Instruction

AS 2.1.1.1 Improve FASFA completion rates through offering FASFA events and supports for families.

Description:

None

Person Responsible:

Inga Barker

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 2.1.1.2 Ensure all families are provided with WV Zoom and Live Grade training opportunities.

Description:

None

Person Responsible:

Joe Norris

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 2.1.1.3 Provide PreK- 12th Grade teachers and administrators the opportunity to participate in the MCS Home Visiting Project.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

6/1/2020

Estimated Completion Date:

6/1/2021

Funding Application	Grant	Notes	Amount
Early Literacy	Early Literacy	Stipends for Home Visiting Project	\$41,869.00

AS 2.1.1.4 Provide professional development to families on behavior (including autism spectrum behaviors) support strategies by Autism Training Center.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

8/10/2020

Estimated Completion Date:

6/1/2021

AS 2.1.1.5 Host poverty simulation trainings for staff to better understand stressors, trauma, and priorities families face daily.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 2.1.1.6 Ensure ALL school websites and the LEA website are regularly updated and current for families and stakeholders to utilize. This will be monitored monthly by the Technology Integration Coordinator.

Description:

None

Person Responsible:

Joey Norris

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

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 2020-2021 school year as measured by school culture parent survey question 10b, "treats all students with respect" (2% increase), increasing the percentage of students in school 90% of the school days (2% increase), decreasing dropout rate (.5 decrease), meeting or exceeding graduation rate target, increasing On-Track to Graduation rate (80% or higher), increasing Post Secondary Achievement rate (53% or higher), and increasing the number of students without out of school suspensions to 95%.

PM 3.1 Culture & Climate Data and Surveys

Description:

Graduation Data, Climate Surveys, Dropout Data, Discipline Data, Attendance Data, On-Track to Graduation data, Post Secondary Data

S 3.1.1 Reducing Chronic Absenteeism

Description:

Reducing Chronic Absenteeism among students by implementing a myriad of interventions to improve student attendance.

Component	Item Name
Early Literacy	School Attendance

AS 3.1.1.1 Provide opportunities for celebrating staff, student, and parent accomplishments during Board Meetings, FAC Meetings, website, etc.

Description:

None

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	State Aid for Special Education		\$5,000.00

AS 3.1.1.2 Strengthen Chronic Absenteeism Plan by providing focused support and data analysis opportunities for student support personnel (CIS Facilitators, School Social Workers, Counselors, ABC coaches, etc) as evidenced by work logs, truancy implementation plan, and monthly meeting agendas.

Description:

None

Person Responsible:

Perry Blankenship

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.1.3 Strengthen collaboration with Law Enforcement and other emergency personnel on Handle with Care initiative as evidenced by communication logs with 911, emails, meeting agendas, and increase in notifications.

Description:

None

Person Responsible:

Central Office Leadership team

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.1.4 Establish a mobile health clinic through the collaboration with Tug River Clinic.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.1.5 Support building level administrators in tracking their staff attendance and availability of substitutes monthly as evidenced by the provided staff attendance calendars and principal meeting agendas.

Description:

None

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/2/2021

AS 3.1.1.6 Support building level administrators in training their staff to track and analyze chronic attendance data, including the support plan for students who need attention, as evidenced by chronic absenteeism analysis worksheets utilizing ZoomWVe data.

Description:

None

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.1.7 Educate families on the importance of attendance and research through PreK text messages and social media posts for all grade levels on a biweekly basis.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.1.8 Ensure schools provide holiday letters to families encouraging children to return on the first day of school following the break.

Description:

None

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.1.9 Create a calendar for the 2020-2021 school year that eliminates half day early release dates and replaced with full days to assist with attendance concerns for both students and staff. The calendar will also have professional learning days strategically placed near holidays to also assist with attendance concerns.

Description:

None

Person Responsible:

Central Office Leadership Team

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.1.10 Ensure each school has an Attendance Team who regularly monitors data and strategies that support improving student and staff attendance.

Description:

None

Person Responsible:

Amanda Peyton

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.1.11 Implement final exam exemption procedures to promote student attendance and academic achievement in high schools.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

S 3.1.2 Improving High School Success Indicators: On-Track to Graduation & Post-Secondary Achievement

Description:

Provide support for MVHS & RVHS for improving On-Track to Graduation & Post-Secondary Achievement

AS 3.1.2.1 Schools will celebrate students progress on meeting On-Track to Graduation and Post-Secondary Achievement.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.2.2 Monitor the use of the On Track to Graduation Template for Student Progress on both indicators and report out progress regularly during principal meetings. Principals will also meet with individual students and create individualized support plans to address on-track to graduation and post-secondary achievement goals.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.2.3 The Superintendent will send letters to students acknowledging students who are on-track to graduate. Superintendent letters will be sent to the parents/guardians of any student at risk for not earning enough credits to be on-track to graduate.

Description:

None

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.2.4 Conduct semester credit checks and follow scheduling process based on the county-developed course of study expectations to ensure students receive needed coursework for graduation.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.2.5 Increase dual credit offerings by collaborating with Bluefield State College and CTC as well as both high schools.

Description:

None

Person Responsible:

Ingrida Barker

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

S 3.1.3 LSIC Community Input Meetings

Description:

None

AS 3.1.3.1 Ensure every school's LSIC will conduct a community meeting to engage parents, students, school employees, business partners and other stakeholders in a positive and interactive dialogue

regarding the school's academic performance and other accountability standards. *CSI schools will meet with the local Board and share suggestions collected during the input meeting and specific strategies for improvement. Each school will use a specific "World Cafe" model to collect input from stakeholders.

Description:

None

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

§ 3.1.4 Empowering Student Voice

Description:

None

AS 3.1.4.1 Expand the number of students involved within the MCS Student Pack podcasting program to empower students to tell their stories via a student sponsored website and podcasting program.

Description:

None

Person Responsible:

Carolyn Falin

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

S 3.1.5 Improving Student Behavior

Description:

None

AS 3.1.5.1 Enhance the implementation of Student Success Plans as a proactive means to provide specific behavior interventions for students.

Description:

None

Person Responsible:

Perry Blankenship

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.5.2 Support the implementation of Student Re-Entry Plans for those students transitioning into the regular school environment following expulsions/suspensions.

Description:

None

Person Responsible:

Perry Blankenship

Estimated Begin Date:

8/1/2020

Estimated Completion Date:

6/1/2021

AS 3.1.5.3 Strengthen PBIS process by developing explicit and clear expectations for student behavior in student handbook, and quarterly reteaching of the desired behaviors in all schools.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/1/2021

AS 3.1.5.4 Provide professional development support to MCS staff about alternative discipline strategies to address student behavior.

Description:

None

Person Responsible:

Russell Lester

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/1/2021