

School Strategic Planning Team

**Mason County Schools (049) Public District - FY 2018 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 0**

**\* Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.**

The following are members of the Beale Strategic Planning Team:

- Pat Brumfield, Principal, [pbrumfie@k12.wv.us](mailto:pbrumfie@k12.wv.us)
- Kristin Wallbrown, 5th Grade teacher, [kmwallbrown](mailto:kmwallbrown)
- Tish Graziano, 2nd Grade teacher, [pgrazian@k12.wv.us](mailto:pgrazian@k12.wv.us)
- Nicole Soulsby, Preschool, [nsoulsby@k12.wv.us](mailto:nsoulsby@k12.wv.us)
- Amy Pinkerton, 4th Grade teacher, [apinkerton@k12.wv.us](mailto:apinkerton@k12.wv.us)
- Alisha Wallis, 6th Grade teacher, [awarden@k12.wv.us](mailto:awarden@k12.wv.us)
- Marketta Crum, Secretary, [mcrum@k12.wv.us](mailto:mcrum@k12.wv.us)
- Laura Bonecutter, Bus driver
- Tara Martin, PTO President, LSIC member, [martfamilywv@outlook.com](mailto:martfamilywv@outlook.com)
- Maria Eshenaur, Vice Principal, [meshenau@k12.wv.us](mailto:meshenau@k12.wv.us)
- Jon Thompson, Letart Corporation, [sandandgravel@zoomnet.net](mailto:sandandgravel@zoomnet.net)

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

Core beliefs: Beale Elementary must provide an environment that meets the basic needs of each child including food, shelter, security, order, stability, limits, affection and a sense of belonging (Standard IV from WV Standards for High Quality Schools). When those needs are met, all students can learn (Standard I from WV Standards for High Quality Schools). We believe it is the right of each child to receive a good education (Standard III from WV Standards for High Quality Schools). Learning should be a way for students to make sense of the world around them (Standard III from WV Standards for High Quality Schools). High expectations serve as the foundation for quality instruction and academic achievement (Standard I from WV Standards for High Quality Schools). All stakeholders will work together as partners, taking responsibility for the success of all students (Standards I, II, IV and VII from WV Standards for High Quality Schools).

Mission: Beale Elementary's mission is to educate students to become responsible citizens and self directed learners for 21st Century College & Career Readiness upon graduation.

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**Demographic Data**

Subgroup	2014 - 2015	2015 - 2016	2016 - 2017
All	307	292	273
Female	166	151	144
Male	141	141	129
Economically Disadvantaged	176	187	142
SWD	55	56	55
EL	<10	<10	<10
American Indian or Alaska Native			
Asian			
Black or African American			
Hispanic or Latino	<10	<10	<10
Multi-Racial	<10	10	<10
Native Hawaiian or Other Pacific Islander			
White	295	280	263

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

**Trends:**

The total enrollment and economically disadvantaged population has decreased. The SWD population has remained the same.

**Root Causes:**

The economy has declined causing families to move in search of work or to seek subsidized housing. We are not sure why the economically disadvantaged dropped after rising for the two prior years. It could be because the subsidized government housing is generally located closer to or within city limits - those left in the community are wealthy enough to remain within the community. We are unsure why SWD is not decreasing.

**Challenges:**

Strengthen the quality of instruction at each level within the 3-tier intervention system. Use data more effectively to identify students in need. Use data more effectively to change instruction to meet the needs of the learners.

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**Academic Data - Proficiency**

Subgroup	Reading / Language Arts			Mathematics		
	2013 - 2014 (WVGSA)	2014 - 2015 (WVGSA)	2015 - 2016 (WVGSA)	2013 - 2014 (WVGSA)	2014 - 2015 (WVGSA)	2015 - 2016 (WVGSA)
All	34.42	32.35	43.18	20.13	21.32	30.3
Female	43.37	43.42	55.56	20.48	21.05	31.94
Male	23.94	18.33	28.33	19.72	21.67	28.33
Economically Disadvantaged	34.42	32.35	43.18	20.13	21.32	30.3
SWD	0	0	3.85	4.76	0	3.85
EL				0	0	0
American Indian or Alaska Native						
Asian				0	0	0
Black or African American				0	0	0
Hispanic or Latino	100	100		100	100	0
Multi-Racial	66.67	40	40	33.33	60	40
Native Hawaiian or Other Pacific Islander				0	0	0
White	33.33	31.54	43.31	19.33	19.23	29.92

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

**WVGSA Trends:**

Students at proficiency in the ALL and economically disadvantaged populations have shown a general increase over the past three years in both ELA

and Mathematics. Students at proficiency in the SWD population have shown no growth.

**WVGSA Root Causes:**

PLC teams have been meeting both as grade-level and vertical content area teams focusing on adapting instruction across grade-levels in areas the data indicates as areas of weakness. However, it does not appear this is influencing learning effectively within the SWD population.

**WVGSA Challenges:**

More effectively identify struggling students. Then, provide a rigorous pyramid of interventions earlier with strong instruction using a variety of research-based strategies designed to bridge the instructional and learning gaps.

**K-2 Trends:**

Evidence of student learning is inconsistent across grade-levels and screeners. While grade-level composite scores tend to show some increase from BOY to EOY many are very small increases or are statistically flat. There can be wide variances between grade-level classrooms in results. Individual grade-level screeners show inconsistent movement.

**K-2 Root Causes:**

Teachers lack consistent use of data to drive instruction.

**K-2 Challenges:**

Provide support for teachers in using the data to adjust instruction to meet the needs of all learners. Provide support for teachers in high-yield, research-based instructional strategies.

**Academic Data - Graduation Rate**

Subgroup	2013 - 2014	2014 - 2015	2015 - 2016
All			
Female			
Male			
Economically Disadvantaged			
SWD			
EL			
American Indian of Alaska Native			

Asian				
Black or African American				
Hispanic or Latino				
Multi-Racial				
Native Hawaiian or Other Pacific Islander				
White				

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

This section does not apply to Beale Elementary School.

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**College/Career Readiness Data**

CCR Indicator	2015 - 2016	
	AP/IB	Participated
Dual Credit		
CTE Completer		

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

This section does not apply to Beale Elementary School.



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**Attendance Data**

Subgroup	2014 - 2015	2015 - 2016
All	92.67	93.26
Female	92.64	93.37
Male	92.7	93.16
Economically Disadvantaged	92.67	
SWD	91.85	92.17
EL	95.53	97.36
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic or Latino	95.25	97.36
Multi-Racial	94.44	95.14
Native Hawaiian or Other Pacific Islander		
White	92.59	93.17

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

**Trends:**

All areas have shown an increase in attendance percentage from one year to the next.

**Root Causes:**

Students are rewarded for positive attendance at the end of the 1st 9-weeks during an assembly (hoping to set a habit for positive attendance) and subsequently rewarded throughout the year, culminating in large prize(s) at the end of the year.

**Challenges:**

Targeting students who are habitually tardy or early exits and providing supports or a reward structure for getting to school on time or staying in school. Identifying individual students with chronic absenteeism and providing appropriate and desired support(s) and incentives.

**Title I Parent Survey Trends:**

Parent surveys generally show that overall parents/family members are satisfied.

**Title I Parent Survey Root Causes:**

Parents are welcomed and invited into the school for a variety of functions and trainings. Staff has focused more on increasing parent engagement, communication, and positive feelings within the past year and hopes to continue this for many years.

**Title I Challenges:**

We ask that one survey is returned per family. To increase the percentage of students represented by survey responses, we will add a section asking parents to indicate how many students in each grade-level exist in their household.

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**Evaluation Data**

Performance Level	2014 – 2015	2015 – 2016
Distinguished		
Accomplished	25	23
Emerging	1	
Unsatisfactory		

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

**Trends:**

All profession staff are rating themselves as "Accomplished."

**Root Causes:**

Most professional staff members have been in the school for a number of years.

**Challenges:**

Professional development to focus on the rubric and determining what "Accomplished" looks like at Beale Elementary.

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**Plan Items**

**G** 1 ELA

Description:

Students in grades 3-6 will increase by a minimum of 1 Grade Level Equivalent in ELA between August 2017 BOY and May 2018 EOY as measured by Star Reading. The percentage of students in grades K-2, performing at overall benchmark level by EOY DIBELS Next screening will increase to a minimum of 60% at each grade level.

**PM** 1.1 Star Reading, DIBELS Next, CFA

Description:

Formative assessments used to measure student learning will be Star Reading, DIBELS Next, and CFAs.

**S** 1.1.1 Adjust instruction to meet the needs of all students

Description:

Beale elementary will utilize a three tiered model of instruction based on student performance data to appropriately adjust classroom and small-group instruction to better meet the needs of the students.

Component	Item Name
<b>Title I Schoolwide</b>	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

**AS** 1.1.1.1 Base instruction and assessment on WV College- and Career- Readiness Standards

Description:

Base instruction and assessment on WV College- and Career- Readiness Standards

Person Responsible:  
Administrators and teachers  
Estimated Begin Date:  
8/17/2017  
Estimated Completion Date:  
6/7/2018

**AS** 1.1.1.2 Consistently implement active, student engagement strategies

Description:  
Revisit strategies from previous professional development sessions Integrate technology when appropriate  
Person Responsible:  
Administrators and teachers  
Estimated Begin Date:  
8/17/2017  
Estimated Completion Date:  
6/7/2018

**AS** 1.1.1.3 Administer appropriate benchmarking and progress monitoring tools (Star, DIBELS Next, CFAs), on schedule, to assist in adjusting instruction to meet the learners' needs.

Description:  
Administer appropriate benchmarking and progress monitoring (Star, DIBELS Next, CFAs), on schedule, to assist in adjusting instruction to meet the learners' needs.  
Person Responsible:  
Administrators and Teachers  
Estimated Begin Date:  
8/17/2017  
Estimated Completion Date:  
6/7/2018

**AS** 1.1.1.4 Analyze summative and formative data to adjust instruction as indicated

Description:  
Analyze summative and formative data to adjust instruction as indicated

Person Responsible:  
Administrators and Teachers  
Estimated Begin Date:  
8/17/2017  
Estimated Completion Date:  
6/7/2018

**AS** 1.1.1.5 Professional Learning

Description:  
Technology Integration with TIS - throughout the year. PBIS Training 8/14/2017, with follow-ups throughout the year. Data Analysis 9/21/2017 & February 2018. Guided Reading October 2017 & January 2018. WVRA Annual Conference November 2017 with follow-up at the school. Additionally, the Leadership & PLC teams (grade-level and vertical content area) will work on action steps.

Person Responsible:  
Administrators & Teachers  
Estimated Begin Date:  
8/14/2017  
Estimated Completion Date:  
6/1/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Stipends and Travel	\$2,739.46

**S** 1.1.2 Differentiate ELA instruction

Description:  
Beale Elementary will use data on student learning to differentiate classroom and small group instruction to increase and better meet the individual needs of the learner.

Component	Item Name
<b>Title I Schoolwide</b>	<p>Opportunities for all children including subgroups</p> <p>Activities that strengthen a well-rounded educational program</p> <p>Increase the quality and amount of learning time</p> <p>Provide an enriched and accelerated curriculum</p> <p>Address the needs of at-risk learners</p>

**AS** 1.1.2.1 Strengthen Core instruction in the classroom

Description:

Strengthen Core instruction in the classroom

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/17/2017

Estimated Completion Date:

6/7/2018

**AS** 1.1.2.2 Provide differentiated instruction/intervention based on data

Description:

Provide differentiated instruction/intervention based on data. Title I and Special Education teachers will be used for both co-teaching and/or intervention groups.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/17/2017

Estimated Completion Date:

6/7/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Part-time Interventionist	\$1,538.12

**AS** 1.1.2.3 Professional Learning

Description:

Technology Integration with TIS - throughout the year. PBIS Training 8/14/2017, with follow-ups throughout the year. Data Analysis 9/21/2017 & February 2018. Guided Reading October 2017 & January 2018. WVRA Annual Conference November 2017 with follow-up at the school. Additionally, the Leadership & PLC teams (grade-level and vertical content area) will work on action steps.

Person Responsible:

Administrators & Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/1/2018

**S** 1.1.3 Promote active parent and community engagement

Description:

Beale Elementary will provide opportunities for parents and community to learn more about how their students are learning and provide supports as needed to assist parents in increasing student learning at home.

Component	Item Name
<b>Title I Schoolwide</b>	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Address the needs of at-risk learners
	Parent and family engagement



**AS** 1.1.3.1 Recruit, train, and effectively utilize parent/community volunteers

Description:

Recruit, train, and effectively utilize parent/community volunteers

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 1.1.3.2 Provide training/workshops for parent which enable them to be more engaged in their child's education

Description:

Provide training/workshops for parent which enable them to be more engaged in their child's education. Specifically, parent trainings planned include: Annual Back-To-School Bash 8/15/2017, Annual Title I Meeting 8/24/2017, Parent Lunches/Meetings September 2017 through May 2018, Understanding Your Child's Test Scores September 2017, Read Aloud Training September 2017, Math Make & Take Night October 2017, Snuggle Up And Read January 2018, Family Fun Night Writing Workshop February 2018, Helping Your Child Prepare for the WV Summative Assessment April 2018, and End of School Parent Celebration (Helping Students Through the Summer) May 2018.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies for Family Engagement	\$1,346.00

**AS** 1.1.3.3 Use of SchoolMessenger Call-out system and other communication tools (eg. Remind, school website, LIVEGrades) to

facilitate communication

Description:

Use of SchoolMessenger Call-out system and other communication tools (eg. Remind, school website, LIVEGrades) to facilitate communication

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 1.1.3.4 Train staff members on how to effectively work with parents and community

Description:

Train staff members on how to effectively work with parents and community - August 15, 2017 Follow-up sessions will occur on 10/8/2017, 12/21/2017, 3/7/2018, and 5/25/2018.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**S** 1.1.4 Student Support(s)

Description:

Beale Elementary will use a variety of tools to support positive student growth

Component	Item Name
<b>Title I</b>	Opportunities for all children including subgroups
<b>Schoolwide</b>	Activities that strengthen a well-rounded educational program

Increase the quality and amount of learning time

Provide an enriched and accelerated curriculum

Address the needs of at-risk learners

Parent and family engagement

**AS** 1.1.4.1 Continue implementation of Positive Behavioral Interventions and Supports for student success

Description:

Continue implementation of Positive Behavioral Interventions and Supports for student success

Person Responsible:

Pat Brumfield

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 1.1.4.2 Provide student leadership opportunities (eg. student council, DARE, Fuel Up to Play, and Teen Institute)

Description:

Provide student leadership opportunities (eg. student council, DARE, Fuel Up to Play, and Teen Institute)

Person Responsible:

Pat Brumfield

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 1.1.4.3 Active use of the Student Assistance Team (SAT) to provide early intervention and support in identified areas of need

Description:

Active use of the Student Assistance Team (SAT) to provide early intervention and support in identified areas of need

Person Responsible:

Pat Brumfield

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 1.1.4.4 On-Site Guidance Counselor who provides character education instruction as well as targeted small-group intervention as needed

Description:

On-Site Guidance Counselor who provides character education instruction as well as targeted small-group intervention as needed

Person Responsible:

Pat Brumfield

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Guidance Counselor (.5 salary)	\$15,555.66

**AS** 1.1.4.5 Student recognition, throughout the year, for a variety of achievements

Description:

Student recognition, throughout the year, for a variety of achievements

Person Responsible:

Pat Brumfield

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 1.1.4.6 Create and implement transition activities, especially for PK-K and 6th-7th grade students and their parents.

Description:

Create and implement transition activities, especially for PK-K and 6th-7th grade students and their parents.

Person Responsible:

Pat Brumfield

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 1.1.4.7 Professional Learning

Description:

Technology Integration with TIS - throughout the year. PBIS Training 8/14/2017, with follow-ups throughout the year. Data Analysis 9/21/2017 & February 2018. Guided Reading October 2017 & January 2018. WVRA Annual Conference November 2017 with follow-up at the school. Additionally, the Leadership & PLC teams (grade-level and vertical content area) will work on action steps.

Person Responsible:

Administrators & Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/1/2018

**G** 2 Math

Description:

The percentage of students in grades 3-6, performing at or above standard by the EOY WVGSA will increase. The percentage of student in grades K-2, performing at overall benchmark level by the EOY mCLASS:Math screening will increase to a minimum of 55% at each grade

level.

**PM** 2.1 mCLASS:Math, CFA

Description:

Formative assessments used to measure student learning will be WVGSA, mCLASS:Math, and CFAs.

**S** 2.1.1 Adjust instruction to meet the needs of all students

Description:

Beale elementary will utilize a three tiered model of instruction based on student performance data to appropriately adjust classroom and small-group instruction to better meet the needs of the students.

Component	Item Name
<b>Title I Schoolwide</b>	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

**AS** 2.1.1.1 Base instruction and assessment on WV College- and Career- Readiness Standards

Description:

Base instruction and assessment on WV College- and Career- Readiness Standards

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/17/2017

Estimated Completion Date:

6/7/2018

**AS** 2.1.1.2 Consistently implement active, student engagement strategies

Description:  
Revisit strategies from previous professional development sessions Integrate technology when appropriate

Person Responsible:  
Administrators and Teachers

Estimated Begin Date:  
8/17/2017

Estimated Completion Date:  
6/7/2018

**AS** 2.1.1.3 Administer appropriate benchmarking and progress monitoring tools (WVGSA, mCLASS:Math, CFAs), on schedule, to assist in adjusting instruction to meet the learners' needs.

Description:

Administer appropriate benchmarking and progress monitoring tools (WVGSA, mCLASS:Math, CFAs), on schedule, to assist in adjusting instruction to meet the learners' needs.

Person Responsible:  
Administrators and Teachers

Estimated Begin Date:  
8/17/2017

Estimated Completion Date:  
6/7/2018

**AS** 2.1.1.4 Analyze summative and formative data to adjust instruction as indicated

Description:

Analyze summative and formative data to adjust instruction as indicated

Person Responsible:  
Administrators and Teachers

Estimated Begin Date:  
8/17/2017

Estimated Completion Date:  
6/7/2018

**AS** 2.1.1.5 Professional Learning

Description:

Technology Integration with TIS - throughout the year. PBIS Training 8/14/2017, with follow-ups throughout the year. Data Analysis 9/21/2017 & February 2018. Thinking Math Training October 2017 with follow-up TBD in 2018. WVCTM Annual Conference March 2018 with follow-up at the school. Additionally, the Leadership & PLC teams (grade-level and vertical content area) will work on action steps.

Person Responsible:

Administrators & Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/1/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Stipends and Travel	\$2,739.46

**S** 2.1.2 Differentiate Math instruction

Description:

Beale Elementary will use data on student learning to differentiate classroom and small group instruction to increase and better meet the individual needs of the learner.

Component	Item Name
<b>Title I Schoolwide</b>	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners



**AS** 2.1.2.1 Strengthen Core instruction in the classroom

Description:

Strengthen Core instruction in the classroom

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/17/2017

Estimated Completion Date:

6/7/2018

**AS** 2.1.2.2 Provide differentiated instruction/intervention based on data

Description:

Provide differentiated instruction/intervention based on data. Title I and Special Education teachers will be used for both co-teaching and/or intervention groups.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/17/2017

Estimated Completion Date:

6/7/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Part-time Interventionist	\$1,538.12

**AS** 2.1.2.3 Professional Learning

Description:

Technology Integration with TIS - throughout the year. PBIS Training 8/14/2017, with follow-ups throughout the year. Data Analysis 9/21/2017 & February 2018. Thinking Math Training October 2017 with follow-up TBD in 2018. WVCTM Annual Conference March 2018 with follow-up at the school. Additionally, the Leadership & PLC teams (grade-level and vertical content

area) will work on action steps.

Person Responsible:

Administrators & Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/1/2018

**S** 2.1.3 Promote active parent and community engagement

Description:

Beale Elementary will provide opportunities for parents and community to learn more about how their students are learning and provide supports as needed to assist parents in increasing student learning at home.

Component	Item Name
<b>Title I</b> <b>Schoolwide</b>	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Address the needs of at-risk learners
	Parent and family engagement

**AS** 2.1.3.1 Recruit, train, and effectively utilize parent/community volunteers

Description:

Recruit, train, and effectively utilize parent/community volunteers

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 2.1.3.2 Provide training/workshops for parent which enable them to be more engaged in their child's education

Description:

Provide training/workshops for parent which enable them to be more engaged in their child's education. Specifically, parent trainings planned include: Annual Back-To-School Bash 8/15/2017, Annual Title I Meeting 8/24/2017, Parent Lunches/Meetings September 2017 through May 2018, Understanding Your Child's Test Scores September 2017, Read Aloud Training September 2017, Math Make & Take Night October 2017, Snuggle Up And Read January 2018, Family Fun Night Writing Workshop February 2018, Helping Your Child Prepare for the WV Summative Assessment April 2018, and End of School Parent Celebration (Helping Students Through the Summer) May 2018.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies for Family Engagement	\$1,346.00

**AS** 2.1.3.3 Use of SchoolMessenger Call-out system and other communication tools (eg. Remind, school website, LIVEGrades) to facilitate communication

Description:

Use of SchoolMessenger Call-out system and other communication tools (eg. Remind, school website, LIVEGrades) to facilitate communication

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 2.1.3.4 Train staff members on how to effectively work with parents and community

Description:

Train staff members on how to effectively work with parents and community- August 15, 2017 Follow-up sessions will occur on 10/8/2017, 12/21/2017, 3/7/2018, and 5/25/2018.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**S** 2.1.4 Student Support(s)

Description:

Beale Elementary will use a variety of tools to support positive student growth

Component	Item Name
<b>Title I Schoolwide</b>	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners
	Parent and family engagement

**AS** 2.1.4.1 Continue implementation of Positive Behavioral Interventions and Supports for student success

Description:

Continue implementation of Positive Behavioral Interventions and Supports for student success

Person Responsible:  
Administrators and Teachers  
Estimated Begin Date:  
8/14/2017  
Estimated Completion Date:  
5/31/2018

**AS** 2.1.4.2 Provide student leadership opportunities (eg. student council, DARE, Fuel Up to Play, and Teen Institute)

Description:  
Provide student leadership opportunities (eg. student council, DARE, Fuel Up to Play, and Teen Institute)

Person Responsible:  
Administrators and Teachers  
Estimated Begin Date:  
8/14/2017  
Estimated Completion Date:  
6/7/2018

**AS** 2.1.4.3 Active use of the Student Assistance Team (SAT) to provide early intervention and support in identified areas of need

Description:  
Active use of the Student Assistance Team (SAT) to provide early intervention and support in identified areas of need

Person Responsible:  
Administrators and Teachers  
Estimated Begin Date:  
8/14/2017  
Estimated Completion Date:  
6/7/2018

**AS** 2.1.4.4 On-Site Guidance Counselor who provides character education instruction as well as targeted small-group intervention as needed

Description:

On-Site Guidance Counselor who provides character education instruction as well as targeted small-group intervention as needed

Person Responsible:  
Administrators and Teachers

Estimated Begin Date:  
8/14/2017

Estimated Completion Date:  
6/7/2018

Funding Application	Grant	Notes	Amount
<b>Consolidated</b>	Title I Part A	Guidance Counselor (.5 salary)	\$15,555.66

**AS** 2.1.4.5 Student recognition, throughout the year, for a variety of achievements

Description:

Student recognition, throughout the year, for a variety of achievements

Person Responsible:  
Administrators and Teachers

Estimated Begin Date:  
8/14/2017

Estimated Completion Date:  
6/7/2018

**AS** 2.1.4.6 Create and implement transition activities, especially for PK-K and 6th-7th grade students and their parents.

Description:

Create and implement transition activities, especially for PK-K and 6th-7th grade students and their parents.

Person Responsible:  
Administrators and Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/7/2018

**AS** 2.1.4.7 Professional Learning

Description:

Technology Integration with TIS - throughout the year. PBIS Training 8/14/2017, with follow-ups throughout the year. Data Analysis 9/21/2017 & February 2018. Guided Reading October 2017 & January 2018. WVRA Annual Conference November 2017 with follow-up at the school. Additionally, the Leadership & PLC teams (grade-level and vertical content area) will work on action steps.

Person Responsible:

Administrators & Teachers

Estimated Begin Date:

8/14/2017

Estimated Completion Date:

6/1/2018

Not Applicable

**Required Items [Expand All] [Collapse All]**

**Component Met**

1) **Opportunities for all children including subgroups**

Address strategies to create opportunities for all children including subgroups

**Explanation**

The following purposefully address opportunities for all children including subgroups.

**G** 1 ELA

**PM** 1.1 Star Reading, DIBELS Next, CFA

**S** 1.1.1 Adjust instruction to meet the needs of all students

**S** 1.1.2 Differentiate ELA instruction

**S** 1.1.3 Promote active parent and community engagement

**S** 1.1.4 Student Support(s)

**G** 2 Math

**PM** 2.1 mCLASS:Math, CFA





**S** 2.1.1 Adjust instruction to meet the needs of all students

**S** 2.1.2 Differentiate Math instruction

**S** 2.1.3 Promote active parent and community engagement

**S** 2.1.4 Student Support(s)

**2) Activities that strengthen a well-rounded educational program**

Address strategies that strengthen a well-rounded educational program

**Explanation**

The following purposefully address a process to strengthen a well-rounded educational program.

**G** 1 ELA

**PM** 1.1 Star Reading, DIBELS Next, CFA

**S** 1.1.1 Adjust instruction to meet the needs of all students

**S** 1.1.2 Differentiate ELA instruction

**S** 1.1.3 Promote active parent and community engagement

**S** 1.1.4 Student Support(s)

**G** 2 Math

**PM** 2.1 mCLASS:Math, CFA

**S** 2.1.1 Adjust instruction to meet the needs of all students

**S** 2.1.2 Differentiate Math instruction

**S** 2.1.3 Promote active parent and community engagement

**S** 2.1.4 Student Support(s)

3) **Increase the quality and amount of learning time**

Address strategies that increase the quality and amount of learning time

**Explanation**

The following purposefully address opportunities to strengthen and increase the quality and amount of learning time.

**G** 1 ELA

**PM** 1.1 Star Reading, DIBELS Next, CFA

**S** 1.1.1 Adjust instruction to meet the needs of all students

**S** 1.1.2 Differentiate ELA instruction

**S** 1.1.3 Promote active parent and community engagement

**S** 1.1.4 Student Support(s)

**G** 2 Math

**PM** 2.1 mCLASS:Math, CFA

**S** 2.1.1 Adjust instruction to meet the needs of all students

**S** 2.1.2 Differentiate Math instruction

**S** 2.1.3 Promote active parent and community engagement

**S** 2.1.4 Student Support(s)

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

Address strategies that provide an enriched and accelerated curriculum

**Explanation**

The following purposefully address strategies to provide an enriched and accelerated curriculum.

**G** 1 ELA

**PM** 1.1 Star Reading, DIBELS Next, CFA

**S** 1.1.1 Adjust instruction to meet the needs of all students

**S** 1.1.2 Differentiate ELA instruction

**S** 1.1.4 Student Support(s)

**G** 2 Math

**PM** 2.1 mCLASS:Math, CFA

**S** 2.1.1 Adjust instruction to meet the needs of all students

**S** 2.1.2 Differentiate Math instruction

**S** 2.1.4 Student Support(s)

5) **Address the needs of at-risk learners**

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

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

**Explanation**

The following purposefully address the needs of at-risk learners.

**G** 1 ELA

**PM** 1.1 Star Reading, DIBELS Next, CFA

**S** 1.1.1 Adjust instruction to meet the needs of all students

**S** 1.1.2 Differentiate ELA instruction

**S** 1.1.3 Promote active parent and community engagement

**S** 1.1.4 Student Support(s)

**G** 2 Math

**PM** 2.1 mCLASS:Math, CFA

**S** 2.1.1 Adjust instruction to meet the needs of all students

**S** 2.1.2 Differentiate Math instruction

**S** 2.1.3 Promote active parent and community engagement

**S** 2.1.4 Student Support(s)

6) **Parent and family engagement**

Address strategies that increase the parent and family engagement

**Explanation**

The following purposefully address opportunities for all children by increasing parent and family engagement.

**G** 1 ELA

**PM** 1.1 Star Reading, DIBELS Next, CFA

**S** 1.1.3 Promote active parent and community engagement

**S** 1.1.4 Student Support(s)

**G** 2 Math

**PM** 2.1 mCLASS:Math, CFA

**S** 2.1.3 Promote active parent and community engagement

**S** 2.1.4 Student Support(s)