

School Strategic Planning Team

Mason County Schools (049) Public District - FY 2020 - 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:

- Adam Watson, Principal, acwatson@k12.wv.us
- Maria Eshenaur, Assistant Principal, meshenau@k12.wv.us
- Kristin Wallbrown, 5th Grade teacher, kmwallbrown@k12.wv.us
- Tish Graziano, 2nd Grade teacher, pgrazian@k12.wv.us
- Kait Ramirez, Kindergarten teacher, kmramirez@k12.wv.us
- Dawn Bays, Title I teacher, dbays@k12.wv.us
- Tiffany Preston, 3rd grade teacher, tpreston@k12.wv.us
- Patrick Hill, Bus driver/ local business
- Amy Arrington, parent/PTO

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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:

1. 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).
2. When a nurturing environment has been established it is believed that all students can learn. (Standard I from WV Standards for High Quality Schools).
3. It is the right of each child to receive a quality education (Standard III from WV Standards for High Quality Schools).
4. Learning should be a way for students to make sense of the world around them (Standard III from WV Standards for High Quality Schools).
5. High expectations serve as the foundation for quality instruction and academic achievement (Standard I from WV Standards for High Quality Schools).
6. 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 create a safe and nurturing learning environment in which all students will become responsible citizens and life long learners for the 21st century. It is the philosophy of Beale Elementary that students will focus on the mastery of learning standards rather than earning a particular grade. The motto at Beale is, "Don't chase the grade, chase the learning."

School Strategic Plan - Demographic Data

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School Strategic Plan - Demographic Data

Student Groups	State (2018-19)		County (2018-19)		School (2018-19)	
	% of Students		% of Students		% of Students	
All	100.00		100.00		100.00	
Status						
Economically Disadvantaged	47.52		49.69		59.36	
English Learners	0.75		0.10		0.40	
Foster Care	2.11		1.38		3.19	
Homeless	2.92		1.42		2.79	
Military Connected	0.10		--		--	
Students with Disabilities	18.89		17.81		19.92	
Race						
American Indian or Alaska Native	0.09		0.07		--	
Asian	0.67		0.20		--	
Black or African American	4.17		1.06		0.40	
Hispanic or Latino Native	1.89		0.49		0.80	
Multi-Racial	3.39		2.14		1.20	

Native Hawaiian or Other Pacific Islander	0.04	--	--
White	89.74	96.05	97.61
Gender			
Female	48.25	47.02	42.23
Male	51.75	52.98	57.77

Additional Data Sources, if applicable: In the text box below, list any other school data sources that have been reviewed and will be part of school-wide decision making (i.e. school specific monitoring data, school counselor data, parent engagement, surveys, homeless identification/intervention methods, EL screener data and parent engagement, methods of stakeholder communication, enrollment/transient/out of area transfers, retention data, staff trainings, etc.).

Data Sources:
WEVIS, Zoom, WVIEP, Report from Dr. Sturgeon (Mason County Schools Attendance Director)

Trends:
The total enrollment and economically disadvantaged population has decreased over the past several years. The SWD population has remained virtually the same. When compared to county and state percentages Beale Elementary is slightly higher than the others.

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 percentage of students identified as economically disadvantaged has slightly dropped. 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. A possible reason for the slightly higher percentage of students with disabilities could be connected to a higher percentage of homeless and foster care students. In many cases these students do not have/or have not grown up with the proper support system for educational growth.




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 all learners.

School Strategic Plan - Academic Data

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School 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

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Target	40.65	42.93	45.22	47.50	49.78	52.06	54.35	56.63	58.91	61.19	63.48	65.76	68.04	70.32

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

ELA Proficiency

Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	2018 Scorecard Rating	County (2017-18)	State (2017-18)

	% of Students	% of Students	% of Students	% of Students	% of Students
All	44.35	40.65	35.77		39.71
Status					
Economically Disadvantaged	44.35	36.17	32.47		29.69
English Learners	--	50.00	50.00		80.00
Foster Care	--	--	50.00		31.25
Homeless	--	--	0.00		38.46
Military Connected	--	--	0.00		0.00
Students with Disabilities	4.00	4.34	10.00		7.65
Race					
American Indian or Alaska Native	--	--	0.00		0.00
Asian	--	--	0.00		66.67
Black or African American	--	--	0.00		31.58
Hispanic or Latino Native	--	50.00	50.00		42.86
Multi-Racial	40.00	75.00	66.67		34.62
Native Hawaiian or Other Pacific Islander	--	--	0.00		0.00
White	44.53	39.31	34.75		39.95
Gender					
Female	56.52	42.64	36.36		45.57
					50.98

Male	29.09	38.18	35.09	34.10	39.65
Reading Lexile Distribution - School (2017-2018)					
Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	645	52.78	5.56	19.44	22.22
4	746	30.56	36.11	19.44	13.89
5	868	14.81	55.56	18.52	11.11
6	964	39.13	21.74	4.35	34.78
7					
8					
11					
<p>Additional Data Sources: In the text box below, list any additional school data sources that have been reviewed and will be part of the reading needs assessment summary (i.e. intervention programs, supplemental programs, benchmarks, ELPA, CBA, etc.).</p> <p>K-2 DIBELS Next Data, Interim Benchmark, Star Reading</p>					
<p>ELA Needs Assessment Summary:</p>					

Brief Description of Success

ELA Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)

Adjust instruction to meet the needs of all students

Walk thru, observation, and PLC data indicate that teachers are successful adjust instruction as needed. This is evident even more so during intervention time where teachers adjust levels of instruction based on student group needs.

Differentiate ELA Instruction

Through the tracking of student data through STAR reading, teacher observations, and CFAs teachers are currently differentiating instruction in ELA. Programs such as Redbird and Reading Eggs assist in differentiating instruction. Additionally teachers are using levels of differentiation outlined in the Wonders series (lead instructional tool for ELA).

Promote active parent engagement

Parent engagement is vital to student academic success. Parent engagement has been increased drastically through multiple Title I and PTO events during and after school. Additionally various means of communication is used to increase parent engagement through facebook, twitter, class dojo, remind app, and phone calls.

Student Supports

Various leadership opportunities are offered to students however more are planned for the coming school year. Students also participate in PBIS, which provides weekly rewards for achievement and good behavior. The Guidance Counselor does character education with students. A transition to the next grade level is also offered via a step up day.

* After review of the identified data results, describe relationships between the multiple data points, including practices/strategies that will start, stop, or continue.

WVGSA Trends:

The percentage of ALL students performing at or above standard has steadily declined over the immediate prior three years (44.35% in 2015-16, 40.65% in 2016-17, and 35.77% in 2017-18). Similarly, the percentage of economically disadvantaged students at or above standard in reading has decreased yearly over the immediate prior

three years (44.35% in 2015-16, 36.17% in 2016-17, and 32.47% in 2017-18). The SWD performing at or above standard percentages have more than doubled over the immediate prior three years (4% in 2015-16, 4.34 % in 2016-17, and 10% in 2017-18). Female students at above standard saw a decrease of 20% from 2015-16 to 2017-18 while Male students saw a 6% increase over the same three year period.

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. While we cannot imply causation, it does not appear this is positively influencing overall learning effectively within the ALL or Economically Disadvantaged populations. However, there is a rise in the performance of SWD over the three year period. Consistency in effective intervention strategies and effective use of data may not have occurred.

WVGSA Challenges:

More effectively/consistently 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. Effectively use data to identify areas of need and to drive instruction and intervention. Provide support for teachers in using the data to adjust instruction to meet the needs of all learners. Identify specific areas of weakness and target instruction and intervention to raise achievement. Provide support for teachers in high-yield, research-based instructional strategies.

K-2 Trends:

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

K-2 Root Causes:

Teachers appear to lack consistent use of data to drive instruction and intervention.

K-2 Challenges:

More effectively/consistently 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. Effectively use data to identify areas of overall need and to drive instruction and intervention. Provide support for teachers in using the data to adjust instruction to meet the needs of all learners. Identify specific areas of

weakness and target instruction and intervention to raise achievement. Provide support for teachers in high-yield, research-based instructional strategies.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Target	26.83	29.64	32.46	35.27	38.09	40.90	43.72	46.53	49.34	52.16	54.97	57.79	60.60	63.41

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

Mathematics Proficiency

Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	2018 Scorecard Rating	County (2017-18)	State (2017-18)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	29.83	26.83	35.77		28.97	37.56
Status						
Economically Disadvantaged	29.83	27.65	33.77		21.58	27.24
English Learners	--	50.00	50.00		60.00	39.45
Foster Care	--	--	50.00		12.50	19.44
Homeless	--	--	33.33		30.77	23.61
Military Connected	--	--	0.00		0.00	59.17

Students with Disabilities	4.00	0.00	5.00	5.74	11.55
Race					
American Indian or Alaska Native	--	--	0.00	0.00	33.33
Asian	--	--	0.00	33.33	73.16
Black or African American	--	--	0.00	15.79	22.93
Hispanic or Latino Native	--	50.00	50.00	35.71	30.69
Multi-Racial	40.00	50.00	66.67	28.85	34.65
Native Hawaiian or Other Pacific Islander	--	--	0.00	0.00	46.55
White	29.41	25.64	34.75	29.11	38.20
Gender					
Female	30.43	27.94	39.39	29.35	38.13
Male	29.09	25.45	31.58	28.61	37.02

Mathematics Performance Distribution - School (2017-2018)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	657	5.56	38.89	8.33	47.22
4	627	16.67	50	19.44	13.89
5	648	37.04	44.44	11.11	7.41
6	816	26.09	43.48	21.74	8.7

7				
8				
11				

Additional Data Sources: In the text box below, list any additional school data sources that have been reviewed and will be part of the mathematics needs assessment summary (i.e. intervention programs, supplemental programs, benchmarks, CBA, etc.).

K-2 mCLASS:Math Data, Interim Benchmark, CFA, ALEKS

Mathematics Needs Assessment Summary:

Mathematics Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
Adjust instruction to meet the needs of all students.	Walk thru, observation, and PLC data indicate that teachers are successful adjust instruction as needed. This is evident even more so during intervention time where teachers adjust levels of instruction based on student group needs. ALEKS is also used to work with students on various levels of math proficiency.
Differentiate Math Instruction	Using teacher testing data and ALEKS teachers are able to track student progress toward mastery of the curriculum and assess various student levels. Teachers are able to use that data to alter instruction as needed.

Promote active parent engagement

Parent engagement is vital to student academic success. Parent engagement has been increased drastically through multiple Title I and PTO events during and after school. Additionally various means of communication is used to increase parent engagement through facebook, twitter, class dojo, remind app, and phone calls.

Student Supports

Various leadership opportunities are offered to students however more are planned for the coming school year. Students also participate in PBIS, which provides weekly rewards for achievement and good behavior. The Guidance Counselor does character education with students. A transition to the next grade level is also offered via a step up day. Tutoring with interventionist is also available.

* After review of the identified data results, describe relationships between the multiple data points, including practices/strategies that will start, stop, or continue.

WVGSA Trends:

The percentage of ALL students performing at or above standard has increased over the immediate prior three years (29.83% in 2015-16, 26.83% in 2016-17, and 35.77% in 2017-18). Similarly, the percentage of economically disadvantaged students at or above standard in reading has increased over the immediate prior three years (29.83% in 2015-16, 27.65% in 2016-17, and 33.77% in 2017-18). The SWD performing at or above standard percentages has shown a slight increase over the immediate prior three years (4% in 2015-16, 0.00% in 2016-17, and 5% in 2017-18). Female students at above standard saw an increase of 8.96% from 2015-16 to 2017-18 while Male students saw a 2.49% increase over the same three year period.

WVGSA Root Causes: The schoolwide Mathematics vertical PLC has met for two years in an effort to build teacher capacity and knowledge in mathematics instruction within the classrooms. While we cannot imply causation, we believe this may be a contributing factor to the increase in students performing at or above standard in grades 3-6. That being said, teachers appear to lack consistent use of data to drive instruction and intervention.

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. Effectively use data to identify areas of need and to drive intervention.

K-2 Trends:

Evidence of student learning is inconsistent across grade-levels and screeners. While grade-level composite scores tend to show increases from BOY to EOY the beginning of the year scores for the next year are significantly lower for the same targeted group of students. When examining the same group of students at EOY 2016/17 to beginning of year 2017/18 there is as much as a 38% decrease in scores.

K-2 Root Causes:

Teachers appear to lack consistent use of data to drive instruction and intervention. Due to the decrease in scores from the EOY assessments to BOY assessments the following year it is fair to question whether or not students truly understood the material. We need to continue to strengthen the instructional core along with more effectively identifying and intervening with struggling students.

K-2 Challenges:

Provide support for teachers in using the data to adjust instruction to meet the needs of all learners. Identify specific areas of weakness and target instruction and intervention to raise achievement. Provide support for teachers in high-yield, research-based instructional strategies. Develop strategies that allow teachers to review information throughout the year and begin the year by reviewing previous information taught to ensure a retention of information.

English Language Proficiency Assessment Results (ELPA21)

	School 2015-2016	School 2016-2017	School 2017-2018	County 2017-2018	State 2017-2018
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	--	0.00	50.00	50.00	47.42

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	School 2015-2016	School 2016-2017	School 2017-2018	County 2017-2018	State 2017-2018
Level 1		0	0	0	106
Level 2		2	0	0	133
Level 3		0	0	0	296
Level 4		0	2	2	145
Level 5		0	0	0	148

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2015-2016	School 2016-2017	School 2017-2018	County 2017-2018	State 2017-2018
Level 1		0	0	0	76
Level 2		1	0	0	106
Level 3		1	0	0	370
Level 4		0	2	2	132
Level 5		0	0	0	144

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	School 2015-2016	School 2016-2017	School 2017-2018	County 2017-2018	State 2017-2018
Level 1		0	0	0	77
Level 2		0	0	0	99

Level 3		1	0	0	213
Level 4		1	1	1	188
Level 5		0	1	1	251

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	School 2015-2016	School 2016-2017	School 2017-2018	County 2017-2018	State 2017-2018
Level 1		0	0	0	36
Level 2		0	0	0	37
Level 3		1	1	1	156
Level 4		1	0	0	270
Level 5		0	1	1	329

EL Needs Assessment Summary:

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)

Continue like strategies that other students use with EL students.

Brief Description of Success

Current strategies being used to assist all students is also working for EL students as evident by both students testing out of the EL program (per ELPA 21 2019 results).

* After review of the identified data results, describe relationships between the multiple data points, including practices/strategies that will start, stop, or continue.

Trends: Data from the ELPA21 indicate participating students are progressing in performance levels in the domains of Reading & Writing. Students have increased in the Speaking domain however not as aggressively. Data from the listening domain indicate one student remains in level 3 while the other moved from level 4 to level 5.

Root Causes: Support from county level ESL interventionist has helped support both students and teachers. Consistent instruction in ELA has also supported the increase.






Challenges: Family culture influences student efforts in the assessment process. Students identified for ELPA21 screening need constant instruction and exposure to the more formal levels of spoken English for growth. The Appalachian area in which we reside tends to have more cultural slang and less formal levels of spoken English.

School Strategic Plan - High School Graduation and Student Success Data

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School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

Not Applicable (Elementary and Middle Schools)

On Track

Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	2018 Scorecard Rating	County (2017-18)	State (2017-18)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						

English Learners									
Foster Care									
Homeless									
Military Connected									
Students with Disabilities									
Race									
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic or Latino Native									
Multi-Racial									
Native Hawaiian or Other Pacific Islander									
White									
Gender									
Female									
Male									

10th Graders with Twelve Earned Credits

Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	County (2017-18)	State (2017-18)

	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					

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

Student Groups	School (2015-16) % of Students	School (2016-17) % of Students	School (2017-18) % of Students	County (2017-18) % of Students	State (2017-18) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					

Students with Disabilities									
Race									
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic or Latino Native									
Multi-Racial									
Native Hawaiian or Other Pacific Islander									
White									
Gender									
Female									
Male									

Graduation 5-Year Cohort									
Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	2018 Scorecard Rating	County (2017-18)	State (2017-18)			
	% of Students	% of Students	% of Students				% of Students	% of Students	% of Students
All									
Status									

Economically Disadvantaged									
English Learners									
Foster Care									
Homeless									
Military Connected									
Students with Disabilities									
Race									
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic or Latino Native									
Multi-Racial									
Native Hawaiian or Other Pacific Islander									
White									
Gender									
Female									
Male									

Post-Secondary Achievement Data

Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	2018 Scorecard Rating	County (2017-18)	State (2017-18)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						

Gender	
Female	
Male	

College Readiness (AP/IB)					
Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	County (2017-18)	State (2017-18)
	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					

Multi-Racial								
Native Hawaiian or Other Pacific Islander								
White								
Gender								
Female								
Male								

College Readiness (Dual Credit)

Student Groups	School (2015-16) % of Students	School (2016-17) % of Students	School (2017-18) % of Students	County (2017-18) % of Students	State (2017-18) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					

American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic or Latino Native									
Multi-Racial									
Native Hawaiian or Other Pacific Islander									
White									
Gender									
Female									
Male									

Career Readiness (CTE Completer and Advanced Courses)										
Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	County (2017-18)	State (2017-18)	% of Students	% of Students	% of Students	% of Students	% of Students
All										
Status										
Economically Disadvantaged										
English Learners										
Foster Care										

Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

Additional Data Sources, if applicable: In the text box below, list any additional school data sources that have been reviewed and will be part of the needs assessment summary (i.e. intervention programs, supplemental programs, attendance reports, pass/failure rates, Zoom WV cohorts, Grad 20/20 monitoring, etc.).

High School Graduation and Student Success Needs Assessment Summary:






Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
<input data-bbox="207 268 272 352" type="text"/>	<input data-bbox="207 268 272 352" type="text"/>
<p>* After review of the identified data results, describe the relationship among academic achievement and the data points from each component of the high school graduation and student success data sections including practices/strategies that will start, stop, or continue.</p>	

School Strategic Plan - Attendance and Behavior Data





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School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Students with Attendance over 90%

Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	2018 Scorecard Rating	County (2017-18)	State (2017-18)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	84.84	84.16	90.19		84.15	80.70
Status						
Economically Disadvantaged	80.89	75.45	85.50		77.21	72.93
English Learners	100.00	100.00	100.00		100.00	90.36
Foster Care	--	--	75.00		70.27	74.34

Homeless	90.48	88.89	100.00	74.36	71.76
Military Connected	--	--	--	--	88.44
Students with Disabilities	69.57	72.50	88.10	78.21	76.18
Race					
American Indian or Alaska Native	--	--	--	100.00	78.60
Asian	--	--	--	80.00	94.86
Black or African American	--	--	--	91.18	82.18
Hispanic or Latino Native	100.00	100.00	100.00	84.21	83.04
Multi-Racial	88.89	100.00	100.00	87.32	80.58
Native Hawaiian or Other Pacific Islander	--	--	--	--	86.46
White	84.55	83.57	89.90	84.00	80.49
Gender					
Female	84.38	85.59	92.73	84.85	80.26
Male	85.34	82.52	87.50	83.52	81.11

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

Student Groups	School (2015-16)	School (2016-17)	School (2017-18)	2018 Scorecard Rating	County (2017-18)	State (2017-18)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	99.59	100.00	97.66		96.70	95.37

Status						
Economically Disadvantaged	99.36	100.00	96.18	94.84	93.47	
English Learners	100.00	100.00	100.00	100.00	97.77	
Foster Care	--	--	100.00	96.00	90.81	
Homeless	100.00	100.00	100.00	87.50	91.21	
Military Connected	--	--	--	--	97.92	
Students with Disabilities	97.83	100.00	92.86	92.26	91.75	
Race						
American Indian or Alaska Native	--	--	--	100.00	96.90	
Asian	--	--	--	100.00	99.50	
Black or African American	--	--	--	100.00	88.54	
Hispanic or Latino Native	100.00	100.00	100.00	100.00	96.71	
Multi-Racial	100.00	100.00	100.00	95.24	93.40	
Native Hawaiian or Other Pacific Islander	--	--	--	--	100.00	
White	99.57	100.00	97.60	96.69	95.68	
Gender						
Female	100.00	100.00	100.00	99.27	97.86	
Male	99.14	100.00	95.19	94.34	93.04	

Additional Data Sources, if applicable: In the text box below, list any other school data sources that have been reviewed and will be part of the attendance and behavior needs assessment summary (i.e. intervention programs, attendance reports, pass/failure rates, Zoom WV cohorts, SAT meetings, school counselor data, agency supports, positive behavior supports data, Grad 20/20 monitoring, etc.).

Title I Parent Survey, WEVIS, PBIS, Report from Dr. Sturgeon (Attendance Director, Mason County Schools)

Attendance and Behavior Needs Assessment Summary:

Attendance and Behavior Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
Attendance Incentives	A field trip is taken for students whom have perfect or faithful attendance and no out of school suspensions, Awards for attendance are also given.
parent communication regarding attendance	Administration contacts parents of students whom have attendance issues, meetings with county attendance director and parent once student passes 7 unexcused absences threshold.
PBIS Implementation	PBIS committee went to state training this year so that PBIS could be better implemented. Weekly rewards for good behavior are given. Teachers give tickets to students who can then buy rewards.

* After review of the identified data results, describe the relationship among academic achievement and the data points from each component of the attendance and behavior data sections.

Attendance Trends:

Overall, student attendance data across the board have shown growth in the immediate past 3 years.

Attendance Root Causes:

Field trips to reward positive school attendance over the past two years may influence student attendance. We

would like to believe that a focus on improving the culture at Beale Elementary has contributed to increased desire for student attendance. SAT meetings with parents of students who have chronic absences or tardies has influenced parental support for their children's attendance. Support from the county Attendance Director appears to be making a positive change.

Attendance Challenges:

PK & K arents appear to not see the academic value of positive student attendance. Some parents see these grade-levels as "just play." We have families of students who exhibit chronic patterns of tardy and absence which are hard to change.

Behavior Trends:

Overall, student behavior is not a significant issue. Beale meets or exceeds both county and state percentages across the board.

Behavior Root Causes:

Beale Elementary is makes behavior expectations clear to students both school-wide and within individual classrooms. Full implementation of PBIS is a goal at Beale, however we are a work in progress. Most of the negative behavior comes from a small pocket of students. Students at Beale tend to bring external factors into their school day which can influence their behavior choices in a negative manner. Some students have mental health issues which contribute to their behavior choices.

Behavior Challenges:

Students at Beale tend to bring external factors into their school day which can influence their behavior choices in a negative manner. Some students have mental health issues which contribute to their behavior choices. Parents often have different rules than those which exist at Beale Elementary.

Related Causes:

An examination of Parent Survey results may also provide an insight to attendance at Beale Elementary. When parents/guardians feel that the school is providing an adequate or quality education to their children they are more likely to ensure that their children attend school. In the 2018 Spring Title I Parent Survey 93% parents said they were satisfied with the instructional programing at Beale. All parents (100%) who completed the survey said they were satisfied with the health conditions. When asked if they are satisfied with parental involvement at Beale 95% responded yes. 94%of respondents were happy with the communication of the school to parents and 95% reported

as being satisfied with the school overall.

School Strategic Plan - Educator Effectiveness Data

Mason County Schools (049) Public District - FY 2020 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2017-2018)	County (2017-2018)	State (2017-2018)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished	-	5.64	7.13
Accomplished	90.91	71.8	82.12
Emerging	9.09	14.29	8
Unsatisfactory	-	0.38	0.24

* **Additional Data Sources:** In the text box below, list other school data sources that have been reviewed and will be part of the educator effectiveness needs assessment summary (i.e. retention rates, areas of need, teacher certification by course, teacher attendance rates, educator supports, etc.).

Teacher attendance rate, Walk Thru data, teacher observations, PLC, Parent communication methods, time on task (as observed through walk-thru)

Needs Assessment Summary:

* What is the relationship between educator effectiveness and the implementation of the practices/strategies previously listed in the student academic and success needs assessment summaries?

Trends: The vast majority of professional staff are rating themselves as "Accomplished."

Root Causes: Most professional staff members have been in the school/school system for a number of years.

Challenges: Professional development focusing on the rubric to determine what "Accomplished" looks like at Beale Elementary.

* What professional learning opportunities for educator growth will be provided to improve student academic and success outcomes?

Throughout the year, both grade-level and school-wide vertical content area teams will continue their work to increase student learning.

Sessions on Training Staff to Work with Families will occur a minimum of 6 times throughout the school year.

Staff will participate in county-wide Mathematics trainings throughout the year.

Selected individuals will attend the WVRA Annual conference in November, 2019 and bring back strategies to present to peers.

A session on Guided Reading & Quality Math Instruction is scheduled for January 3, 2020.

Selected individuals will attend the WVCTM Annual conference in March, 2020 and bring back strategies to present to peers..

A session on Writing Across the Curriculum is scheduled for April 13, 2020.

Mason County Schools (049) Public District - FY 2020 - Beale Elementary School (049-201) Public School - School Strategic Plan - Rev 0

Plan Items

1 Academic ELA & Mathematics

Description:

The percentage of students in grades 3-6, performing at or above standard/proficiency in ELA will increase to a minimum of 50% by EOY 2020 as measured by WVGSA progress monitoring and EOY 2020 benchmarking. The percentage of students in grades K-2, performing at overall benchmark level in ELA by EOY DIBELS 8th Ed. screening will increase to a minimum of 60% at each grade level by EOY 2020. The percentage of students in grades 3-6, performing at or above standard/proficiency in Mathematics will increase to a minimum of 30% by EOY 2020 as measured by WVGSA progress monitoring and EOY 2020 benchmarking. The percentage of student in grades K-2, performing at overall benchmark level in Mathematics by the EOY 2020 mCLASS:Math screening will increase to a minimum of 55% at each grade level.

PM 1.1 Formative assessments used to measure student learning will be WVGSA PM/BM, DIBELS 8th Ed., mCLASS:Math, and CFAs.

Description:

Formative assessments used to measure student learning will be WVGSA PM/BM, DIBELS 8th Ed., mCLASS:Math, 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

**Title I
Schoolwide**

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 Strengthen the Core & base instruction and assessment on WV College- and Career- Readiness Standards

Description:

Strengthen the Core & base instruction and assessment on WV College- and Career- Readiness Standards

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/8/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Title I Teacher Salaries	\$191,860.17

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:

8/19/2019

Estimated Completion Date:

6/8/2020

AS 1.1.1.3 Administer appropriate benchmarking and progress monitoring (WVGSAs PM/BM, DIBELS 8th Ed., mCLASS:Math, and CFAs.), on schedule, to assist in adjusting instruction to meet the learners' needs.

Description:

Administer appropriate benchmarking and progress monitoring (WVGSAs PM/BM, DIBELS 8th Ed., mCLASS:Math, and CFAs.), on schedule, to assist in adjusting instruction to meet the learners' needs.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/8/2020

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:

8/19/2019

Estimated Completion Date:

6/8/2020

AS 1.1.1.5 Professional Learning

Description:

Technology Integration with TIS - throughout the year. PLC meetings throughout the year. PBIS in-house trainings throughout the year. Policies & Procedures August 19, 2019. Training Staff to Work with Parents, August 19, 2019. Data Analysis September 2019 & February 2020. WVRA Annual Conference November 2019 with follow-up at the school. Additionally, the Leadership & PLC teams (grade-level and vertical content area) will work on action steps. Thinking Math Training, TBA. Guided Reading & Quality Math Instruction, January 3, 2020. WVCCTM Annual Conference, March 2020. Writing Across the Curriculum, April 13, 2020.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/8/2020

S 1.1.2 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

**Title I
Schoolwide**

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 1.1.2.1 Provide training/workshops for parents which enable them to be more engaged in their child's education

Description:

Provide training/workshops for parents which enable them to be more engaged in their child's education. Specifically, parent trainings planned include: Annual Back-To-School Bash September 2019, Annual Title I Meeting September 2019, Parent Lunches/Meetings September 2019 through May 2020, Understanding Your Child's Test Scores September 2019, Read Aloud Training September 2019, Math Make & Take Night TBA, Snuggle Up And Read January 2020, Helping Your Child Prepare for the WV Summative Assessment April 2020, and End of School Parent Celebration (Helping Students Through the Summer) May 2020.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/8/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies for Family Engagement	\$2,471.96

AS 1.1.2.2 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:

8/19/2019

Estimated Completion Date:

6/8/2020

AS 1.1.2.3 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 19, 2019
Follow-up sessions will occur on 10/11/2019, 12/20/2019, 2/17/2020, 4/9/2020, and 6/6/2020.

Person Responsible:

Administrators and Teachers

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/8/2020

S 1.1.3 Student Support(s)

Description:

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

Component	Item Name
Title I Schoolwide	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 1.1.3.1 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:
8/19/2019

Estimated Completion Date:
6/8/2020

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Counselor Salary	\$34,654.47

AS 1.1.3.2 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:

8/19/2019

Estimated Completion Date:

6/8/2020

AS 1.1.3.3 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:

8/19/2019

Estimated Completion Date:

6/8/2020

AS 1.1.3.4 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:

8/19/2019

Estimated Completion Date:

6/8/2020