

Mason County Schools (049) Public District - FY 2021 - PT. PLEASANT PRIMARY (049-217) 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.**

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Jane Haddox - Early Education Station
Robin Blas - Magic Years

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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

Point Pleasant Primary School will provide a safe and nurturing environment. (Standard One - Positive Climate and Cohesive Culture)
 Reading, Math, and Writing will be the priority of instruction at the primary level to prepare our students for 21st Century school and life. (Standard Three - Standards-Focused Curriculum, Instruction, and Assessments)
 A commitment to continuous improvement is imperative and should be guided by high expectations, appropriate instruction, and parent involvement. (Standard Four - Student Support Services and Family/Community Connections; Standard Seven - Continuous Improvement)

Mission

Staff, parents, and community will share the responsibility to provide all students with the most appropriate education to be successful in 21st Century school and life.

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School Strategic Plan - Demographic Data

Student Groups	State (2019-20)	County (2019-20)	School (2019-20)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	46.93	48.73	57.68
English Learners	0.78	0.10	--
Foster Care	1.23	0.87	1.16
Homeless	3.06	2.19	2.61
Military Connected	0.02	--	--
Students with Disabilities	19.15	17.44	13.33
Race			
American Indian or Alaska Native	0.08	0.08	--
Asian	0.64	0.18	--
Black or African American	4.11	0.92	0.87
Hispanic or Latino Native	1.96	0.48	0.29

Multi-Racial	3.64	2.24	2.90
Native Hawaiian or Other Pacific Islander	0.05	--	--
White	89.52	96.10	95.94
Gender			
Female	48.32	47.07	43.77
Male	51.68	52.93	56.23

Additional Data Sources & Summary

* In the text box below, summarize the other (locally obtained) demographic data sources and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods, EL screener data and supports the EL students, methods of stakeholder communication and involvement, 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.

Data sources considered: WVEIS, ZOOM WV, Strategic Plan imbedded data, previous strategic plans, data on homeless students

Trends:

Overall total enrollment at PPPS has been in decline over the immediate past five years (15-16 was 385, 16-17 was 361, 17-18 was 376, 18-19 was 346, 19-20 as of 3/13/2020 is 353). As per the embedded data in the strategic plan platform (see above chart) the ED subgroup has been steadily increasing and is currently at 57.68% in the 2019-2020 year (51.8% in 16-17 and 58.31% in 17-18, 56.65% in 18-19). Based on data from Dr. Sturgeon the transient student percentage rate was at 22.1% for PPPS in the 2018-19 year.

Data retrieved from WVDE indicate the percent needy percentage of students at PPPS is steadily increasing (2019 was 98.85%, 2018 was 98.85%, 2017 was 99.84%, and 2016 was 92.40%). (Retrieved from https://wvde.us/wp-content/uploads/2019/12/Percent_Needy_2020_CEO_Ungrouped.pdf for October 2019 claim date. Prior years' data

retrieved from the same annual document produced for that year.)

Data from ZOOM WV indicate SWD trend has been flat over the immediate 3 years (15.3% for 19-20, 19.08% for 18-19, and 17.55% for 17-18). As per the embedded data in the strategic plan platform (see above chart) there are 13.33% of SWD for the 19-20 year.

Root Causes:

Businesses in county have closed and fewer new businesses have come to the area. The general age of the population is rising in the area. Many negative external factors (such as drug addiction) in the community have remained. Being a school right on the state line, we have families who move fluidly between WV and Ohio which contributes to the transient rate. We have many families living in subsidized housing which contributes to the transient rate.

Challenges:

Finding ways to deal with negative external factors and address current mindsets is a struggle. Keeping track of student achievement (identifying/responding quickly to need), specifically with an elevated transient rate is a challenge.

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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	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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

ELA Proficiency

Student Groups	School (2016-17)	School (2017-18)	School (2018-19)	2019 Scorecard Rating	County (2018-19)	State (2018-19)
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	% of Students	% of Students	% of Students	% of Students	% of Students
All	--	--	--	42.96	46.14
Status					
Economically Disadvantaged	--	--	--	33.30	34.23
English Learners	--	--	--	0.00	16.96
Foster Care	--	--	--	37.59	27.92
Homeless	--	--	--	24.14	32.38
Military Connected	--	--	--	--	70.59
Students with Disabilities	--	--	--	7.95	12.63
Race					
American Indian or Alaska Native	--	--	--	0.00	32.73
Asian	--	--	--	75.00	72.72
Black or African American	--	--	--	15.00	31.19
Hispanic or Latino Native	--	--	--	38.46	40.67
Multi-Racial	--	--	--	46.94	41.69
Native Hawaiian or Other Pacific Islander	--	--	--	--	60.00
White	--	--	--	43.16	46.89
Gender					

Female	--	--	--	49.79	52.22
Male	--	--	--	36.79	40.40

ELA Academic Progress

Student Groups	School (2018-19)		2019 Scorecard Rating	County (2018-19)		State (2018-19)	
	% of Students			% of Students		% of Students	
All	--			50.89		45.00	
Status							
Economically Disadvantaged	--			48.93		40.40	
English Learners	--			--		42.21	
Foster Care	--			39.71		22.22	
Homeless	--			58.33		39.52	
Students with Disabilities	--			27.89		32.95	
Race							
American Indian or Alaska Native	--			50.00		34.15	
Asian	--			33.33		64.68	
Black or African American	--			33.33		39.78	
Hispanic or Latino Native	--			66.67		46.47	
Multi-Racial	--			53.33		43.37	

Native Hawaiian or Other Pacific Islander	--			--		47.62
White	--			50.88		45.13
Gender						
Female	--			--		--
Male	--			--		--

Reading Lexile Distribution - School (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					
4					
5					
6					
7					
8					
11					

Additional Data Sources: In the text box below, list the additional data sources that have been reviewed to determine the root cause of the ELA data results (i.e. intervention data, supplemental programs/services, 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.

Brief Description of Success	
<p>ELA Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)</p> <p>Implement college and career readiness standards</p>	<p>We offered on-site PD and had a good response/attendance as evidenced by agendas and sign-in sheets.</p> <p>Must knows were distributed to teachers in grade-level PLCs at the BOY with BOY information.</p> <p>Student engagement activities increased as evidenced by administrator observations.</p>
<p>Utilize data to adjust instruction and determine interventions</p>	<p>We utilized student data from DIBELS 8 to develop fluid tiered intervention groups to improve student learning. Differentiated Instruction is provided primarily through Title I teachers. Documentation on intervention groups is found through teacher schedules and lesson plans.</p> <p>Due to concerns regarding COVID-19 remote learning loss PPPS will use data on student learning administered at BOY 2020-2021 to facilitate purposeful and intentional instruction & intervention to aid in covering standards not taught at school after 3/13/2020. This plan will focus on the quality and intensity of instruction/assessment in grades PK-2. Evidenced by on-going instructional & assessment practices related to tiered instruction.</p>

<p>Family and community engagement</p>	<p>We have had an increasing number of shares and views on our FB page especially with our bedtime story as evidenced by specific data provided for the 2019-2020 year via submitted progress notes.</p> <p>Throughout the year, we have had a variety of opportunities for parents to come and participate (ex. COSI, Read to Me Days, Art Nights, Lunch Bunches, back to school bash, grandparent day, veteran's day, etc.) as evidenced by agenda and sign-in sheets.</p> <p>The Spring 2020 Title I Family Survey was not administered due to the statewide COVID-19 school closure. Prior years' data indicate families are overwhelmingly satisfied with the instructional program, the health & safety conditions, the welcoming environment & and the opportunities to be engaged. Previous data indicate 99% of families report being overall satisfied with PPPS. As evidenced by data from yearly surveys.</p>
<p>Student supports</p>	<p>The number of students participating in AVR to earn points and achieve point club membership has increased as evidenced by documentation retained through the AR system.</p> <p>Teachers received support from the county school psychologist in navigating the SAT process. This combined with SAT meetings coordinated with Melissa Farmer (Dir. of Attendance) for students with chronic attendance issues helped support students across a variety of areas of need. SAT process support is evidenced by scheduled meeting dates with Morgan Clark. Attendance supports are evidenced by meeting documentation and parent contact documentation.</p>

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?)

Trends:

Due to statewide COVID-19 related school closure beginning 3/16/2020, PPPS DIBELS 8th Edition benchmarking

was only administered for BOY & MOY during the 2019-2020 school year. Data at BOY on DIBELS 8 indicated 29% of students schoolwide at BOY Benchmark growing to 42% of student schoolwide at MOY Benchmark. This represents a schoolwide growth of 13%. The strategic plan goal for EOY was for a 13% growth from BOY to EOY as measured by DIBELS 8. MOY data indicate this goal was met at that time, however there is no way to determine if this growth could have been sustained through the EOY benchmarking period. Areas of concern from DIBELS Next are identified below in specific grade levels and subtests however due to the lack of benchmarking completion for the 19-20 year & this being the first year of DIBELS 8 implementation we cannot accurately determine a trend based on a lack of EOY data. It can be noted that prior year concerns regarding lack of adequate growth in 1st & 2nd grades (at least between 2019-2020 BOY & MOY) appear to be diminishing.

PPPS DIBELS Next EOY composite scores Overall have remained reasonably constant over the most recently completed three year periods (18-19 68% of students at or above BM, 17-18 61% of students at or above BM, 16-17 69% of students at or above BM). During the 2018-2019 school year, from BOY composite overall (52% at or above BM) to EOY composite overall (68% at or above BM) we recognized a growth of 16%. Areas of concern are identified below in specific grade levels and subtests. Maintaining adequate growth rates throughout the year in 1st & 2nd grades has been a struggle in two of the past 3 years.

PPPS retention rates for the current and immediate past three years are as follows: 2019-2020 (for the 2020-2021 year) 3.96%, 2018-2019 (for 19-20 year) 3%, 2017-2018 (for 18-19 year) 3.5%. As of 3/13/2020 a total of 81 SAT meetings had been held resulting in 15 students being referred to the special education department for further assessment.

DIBELS Next Areas of Concern:
Reading Universal Screener

Kindergarten -- NWF (nonsense word fluency)

First grade -- NWF (nonsense word fluency) & DORF (oral reading fluency & accuracy)

Second grade -- DORF (oral reading fluency & accuracy)

K-2 student retentions are always concerning which begs specific attention to decisions regarding the quality and quantity of appropriate instruction from Kinder through 2nd grade. In the same manner, the number of student referrals for assessment (especially for possible LD/BD/MI placement) by the special education department should be taken into consideration as instructional quality/decisions across the tiers are being realistically assessed.

Root Causes:

Lack of the consistent use of effective instructional strategies & lack of time on task with an intentional focus on teaching and learning.

Challenges:

Facilitating the Leadership Team through the process of identifying a few specific high-yield instructional strategies which will be used K-2 at PPPS. Additionally, moving the focus to more purposeful analysis of student learning by classroom & grade-level to change instruction to increase student achievement.

Re-entry challenges will be address as stated above and reiterated here: Due to concerns regarding COVID-19 remote learning loss PPPS will use data on student learning administered at BOY 2020-2021 to facilitate purposeful and intentional instruction & intervention to aid in covering standards not taught at school after 3/13/2020. This plan will focus on the quality and intensity of instruction/assessment in grades PK-2. Evidenced by on-going instructional & assessment practices related to tiered instruction.

Stop/Start/Continue:

We plan to continue all of the strategies that are currently in place. We plan on making at-risk students an area of importance through our existing tiered intervention practice. We need to continue to examine how we can deliver instruction better to our struggling students including SWD.

Addressing Challenges:

Continue focusing Leadership Team on identification of appropriate high-yield school-wide instructional strategies. Continue focus on use of data for student learning to adjust instruction.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Target	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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

Mathematics Proficiency

Student Groups	School (2016-17)	School (2017-18)	School (2018-19)	2019 Scorecard Rating	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	--	--		33.18	38.74
Status						
Economically Disadvantaged	--	--	--		24.52	27.92
English Learners	--	--	--		0.00	22.01
Foster Care	--	--	--		37.59	25.97
Homeless	--	--	--		34.48	27.03
Military Connected	--	--	--		--	64.71
Students with Disabilities	--	--	--		7.95	11.80
Race						
American Indian or Alaska Native	--	--	--		50.00	32.73
Asian	--	--	--		50.00	73.01
Black or African American	--	--	--		10.00	23.43
Hispanic or Latino Native	--	--	--		23.08	31.15
Multi-Racial	--	--	--		44.00	34.58

Native Hawaiian or Other Pacific Islander	--	--	--		--	52.31
White	--	--	--		33.16	39.47
Gender						
Female	--	--	--		34.41	38.96
Male	--	--	--		32.07	38.53

Math Academic Progress

Student Groups	School (2018-19)	2019 Scorecard Rating	County (2018-19)	State (2018-19)
	% of Students		% of Students	% of Students
All	--		46.41	43.84
Status				
Economically Disadvantaged	--		40.43	37.69
English Learners	--		--	37.58
Foster Care	--		39.82	33.33
Homeless	--		33.33	35.84
Students with Disabilities	--		28.57	30.97
Race				
American Indian or Alaska Native	--		100.00	43.90
Asian	--		66.67	70.32

Black or African American	--		33.33	36.78
Hispanic or Latino Native	--		50.00	39.42
Multi-Racial	--		60.00	39.34
Native Hawaiian or Other Pacific Islander	--		--	45.24
White	--		45.75	44.23
Gender				
Female	--		--	--
Male	--		--	--

Mathematics Performance Distribution - School (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					
4					
5					
6					
7					
8					
11					

Additional Data Sources: In the text box below, list the additional data sources that have been reviewed to determine the root cause of the Math data results (i.e. intervention data, supplemental programs/services, 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.

mCLASS:Math, walk through data, Title I family survey

Mathematics Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
Implement college and career standards	<p>We offered on-site PD and had a good response/attendance as evidenced by agendas and sign-in sheets.</p> <p>Must knows were distributed to teachers in grade-level PLCs at the BOY with BOY information.</p> <p>Student engagement activities increased as evidenced by administrator observations.</p>

Utilize data to adjust instruction and determine interventions	<p>We utilized student data from mCLASS:Math to develop fluid tiered intervention groups to improve student learning. Differentiated Instruction is provided primarily through Title I teachers. Documentation on intervention groups is found through teacher schedules and lesson plans.</p> <p>Due to concerns regarding COVID-19 remote learning loss PPPS will use data on student learning administered at BOY 2020-2021 to facilitate purposeful and intentional instruction & intervention to aid in covering standards not taught at school after 3/13/2020. This plan will focus on the quality and intensity of instruction/assessment in grades PK-2. Evidenced by on-going instructional & assessment practices related to tiered instruction.</p>
Family and community engagement	<p>We have had an increasing number of shares and views on our FB page especially with our bedtime story as evidenced by specific data provided for the 2019-2020 year via submitted progress notes.</p> <p>Throughout the year, we have had a variety of opportunities for parents to come and participate (ex. COSI, Read to Me Days, Art Nights, Lunch Bunches, back to school bash, grandparent day, veteran's day, etc.) as evidenced by agenda and sign-in sheets.</p> <p>The Spring 2020 Title I Family Survey was not administered due to the statewide COVID-19 school closure. Prior years' data indicate families are overwhelmingly satisfied with the instructional program, the health & safety conditions, the welcoming environment & and the opportunities to be engaged. Previous data indicate 99% of families report being overall satisfied with PPPS. As evidenced by data from yearly surveys.</p>

Student supports	<p>The number of students participating in AVR to earn points and achieve point club membership has increased as evidenced by documentation retained through the AR system.</p> <p>Teachers received support from the county school psychologist in navigating the SAT process. This combined with SAT meetings coordinated with Melissa Farmer (Dir. of Attendance) for students with chronic attendance issues helped support students across a variety of areas of need. SAT process support is evidenced by scheduled meeting dates with Morgan Clark. Attendance supports are evidenced by meeting documentation and parent contact documentation.</p>
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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?)

Trends:

Due to statewide COVID-19 related school closure beginning 3/16/2020, PPPS mCLASS:Math benchmarking was only administered for BOY & MOY during the 2019-2020 school year. Data at BOY on mCLASS:Math indicated 17% of students schoolwide at BOY Benchmark growing to 45% of student schoolwide at MOY Benchmark. This represents a schoolwide growth of 28%. The strategic plan goal for EOY was for a 42% growth from BOY to EOY as measured by mCLASS:Math. MOY data fall short of this goal by 14%, however there is no way to determine if this growth could have occurred through the EOY benchmarking period. Areas of concern from prior years are identified below in specific grade levels and subtests however due to the lack of benchmarking completion for the 19-20 year we cannot accurately determine a full year trend based on a lack of EOY data.

PPPS mCLASS:Math EOY composite scores Overall have remained reasonably constant over the most recently completed three year periods with a notable dip in 17-18 (18-19 67% of students at BM, 17-18 58% of students at BM, 16-17 64% of students at BM). During the 2018-2019 school year, from BOY composite overall (23% at BM) to EOY composite overall (67% at BM) we recognized a growth of 44%. Areas of concern are identified below in specific grade levels and subtests.

PPPS retention rates for the current and immediate past three years are as follows: 2019-2020 (for the 20-21 year)

3.96%, 2018-2019 (for 19-20 year) 3% and 2017-2018 (for 18-19 year) 3.5%. As of 3/13/2020 a total of 81 SAT meetings had been held resulting in 15 students being referred to the special education department for further assessment.

Areas of Concern:

Math

Kindergarten -- Number identification; directly related to Number Sense

First grade -- Number identification, number facts, and counting; directly related to Number Sense

Second grade -- Missing number; directly related to Number Sense

K-2 student retentions are always concerning which begs specific attention to decisions regarding the quality and quantity of appropriate instruction from Kinder through 2nd grade. In the same manner, the number of student referrals for assessment (especially for possible LD/BD/MI placement) by the special education department should be taken into consideration as instructional quality/decisions across the tiers are being realistically assessed.

Root Causes:

Lack of the consistent use of effective instructional strategies

Lack of time on task with an intentional focus on teaching and learning

Challenges:

Facilitating the Leadership Team through the process of identifying a few specific high-yield instructional strategies which will be used K-2 at PPPS. Additionally, moving the focus to more purposeful analysis of student learning by classroom & grade-level to change instruction to increase student achievement.

Re-entry challenges will be address as stated above and reiterated here: Due to concerns regarding COVID-19 remote learning loss PPPS will use data on student learning administered at BOY 2020-2021 to facilitate purposeful and intentional instruction & intervention to aid in covering standards not taught at school after 3/13/2020. This plan will focus on the quality and intensity of instruction/assessment in grades PK-2. Evidenced by on-going instructional & assessment practices related to tiered instruction.

Stop/Start/Continue:

We plan to continue all of the strategies that are currently in place. We plan on making at-risk students an area of importance through our existing tiered intervention practice. We need to continue to examine how we can deliver instruction better to our struggling students including SWD.

Addressing Challenges:

Continue focusing Leadership Team on identification of appropriate high-yield school-wide instructional strategies. Continue focus on use of data for student learning to adjust instruction.

English Language Proficiency Assessment Results (ELPA21)

	School 2016-2017	School 2017-2018	School 2018-2019	School 2017-2018	School 2018-2019	County 2018-2019	County 2018-2019	State 2018-2019	State 2018-2019
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	--	--	--	--	--	66.67	66.67	34.55	34.55

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

English Language Proficiency Assessment Results for the Reading Domain

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

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2016-2017	School 2017-2018	School 2018-2019	County 2018-2019	State 2018-2019
Level 1	0	0	0	0	263
Level 2	0	0	0	1	261
Level 3	0	1	0	1	728
Level 4	1	0	0	1	240
Level 5	0	0	1	2	200

English Language Proficiency Assessment Results for the Speaking Domain

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

English Language Proficiency Assessment Results for the Listening Domain

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

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
<input type="text"/>	<input type="text"/>

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?)

Mason County Schools (049) Public District - FY 2021 - PT. PLEASANT PRIMARY (049-217) Public School - School Strategic Plan - Rev 0

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

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

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
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Graduation 4-Year Cohort

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

Graduation 5-Year Cohort

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

	% 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 (2016-17) % of Students	School (2017-18) % of Students	School (2018-19) % of Students	2019 Scorecard Rating	County (2018-19) % of Students	State (2018-19) % 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 (2016-17) % of Students	School (2017-18) % of Students	School (2018-19) % of Students	County (2018-19) % of Students	State (2018-19) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					

Race	School (2016-17) % of Students	School (2017-18) % of Students	School (2018-19) % of Students	County (2018-19) % of Students	State (2018-19) % of Students
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 (2016-17) % of Students	School (2017-18) % of Students	School (2018-19) % of Students	County (2018-19) % of Students	State (2018-19) % 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 (2016-17)	School (2017-18)	School (2018-19)	County (2018-19)	State (2018-19)
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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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Additional Data Sources, if applicable: In the text box below, list the additional 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.

Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success

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?)

School Strategic Plan - Attendance and Behavior Data

Mason County Schools (049) Public District - FY 2021 - PT. PLEASANT PRIMARY (049-217) Public School - School Strategic Plan - Rev 0

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 (2016-17)	School (2017-18)	School (2018-19)	2019 Scorecard Rating	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	--	--		79.10	80.02
Status						
Economically Disadvantaged	--	--	--		70.80	71.12

English Learners	--	--	--	--	100.00	88.59
Foster Care	--	--	--	--	79.17	80.72
Homeless	--	--	--	--	61.11	69.69
Military Connected	--	--	--	--	--	85.00
Students with Disabilities	--	--	--	--	73.97	74.42
Race						
American Indian or Alaska Native	--	--	--	--	100.00	75.13
Asian	--	--	--	--	80.00	95.23
Black or African American	--	--	--	--	90.91	80.97
Hispanic or Latino Native	--	--	--	--	94.44	82.92
Multi-Racial	--	--	--	--	80.52	79.51
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	86.67
White	--	--	--	--	78.84	79.83
Gender						
Female	--	--	--	--	78.87	79.92
Male	--	--	--	--	79.30	80.12

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

--	--	--	--	--	--	--

Student Groups	School (2016-17)	School (2017-18)	School (2018-19)	2019 Scorecard Rating	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	--	--		97.41	95.77
Status						
Economically Disadvantaged	--	--	--		95.45	93.72
English Learners	--	--	--		100.00	97.71
Foster Care	--	--	--		94.74	92.90
Homeless	--	--	--		96.88	92.94
Military Connected	--	--	--		--	100.00
Students with Disabilities	--	--	--		95.64	92.65
Race						
American Indian or Alaska Native	--	--	--		100.00	96.61
Asian	--	--	--		100.00	98.90
Black or African American	--	--	--		93.33	90.35
Hispanic or Latino Native	--	--	--		100.00	96.03
Multi-Racial	--	--	--		95.65	94.33
Native Hawaiian or Other Pacific Islander	--	--	--		--	96.10

White	--	--	--	97.48	96.03
Gender					
Female	--	--	--	99.50	98.11
Male	--	--	--	95.52	93.57

Additional Data Sources, if applicable: In the text box below, list the additional 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.

WOW, ZOOM WV, transient student data, homeless data, behavior and suspension data, SAT observational data

Attendance and Behavior Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
Perfect attendance rewards given out at end of year Classroom with best attendance for the year (overall) earns a field trip of their choosing	Due to statewide COVID-19 school closure on beginning 3/16/2020 no EOY rewards were able to be determined.

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?)

Trends:

Overall Attendance at PPPS for 2019-2020 (as of 3/13/2020) is reported on ZOOM WV as 92.58%. ZOOM WV reports overall attendance for 2018-2019 was 92%, overall attendance for 2017-2018 was 93%, overall attendance

for 2016-2017 was 93.1%, and overall attendance for 2015-2016 was 93.2%. ZOOM WV reports (as of 3/13/2020) PPPS had a chronically absent rate of 24.65%.

Data from Melissa Farmer for the 2019-2020 year indicate 10 students currently identified as homeless in the PPPS population. Data on the 2018-2019 school year from Dr. Sturgeon reported a transient rate for PPPS at 22.1% and one student identified as homeless.

Behavior data from ZOOM WV reports 40 behavior incidents for 2019-2020 (a/o 3/13/2020), 16 behavior incidents for 2018-2019, 7 behavior incidents for 2017-2018, and 3 behavior incidents for 2016-2017.

Root Causes:

The parental lack of understanding of the link between attendance and academic growth (especially within PK and K families). Transient students tend to struggle in academic growth. The increased negative behavioral concerns are problematic in both individual and classroom settings as it impedes learning in every area. Chronic absenteeism and tardiness result in significant losses of instructional time which simply cannot be made up.

Challenge:

Make positive, personal contact with families to encourage good attendance. Educate parents across the grade levels on the importance of consistent, timely daily attendance and the benefits their children have from exposure to full days of instructional time. Establish a tiered system of supports and rewards specifically for students who exhibit chronic absenteeism/tardiness. Focus on identifying and support the needs of students who may exhibit signs of chronic transience.

Stop/Start/Continue:

We plan to continue all of the strategies that are currently in place. We plan on making students exhibiting chronic tardiness and absences an area of importance through our existing tiered intervention practice.

Addressing Challenges:

Continue focusing Leadership Team on identification of appropriate high-yield school-wide strategies to increase and sustain student attendance. Continue focus on use of data for student learning to adjust instruction.

Mason County Schools (049) Public District - FY 2021 - PT. PLEASANT PRIMARY (049-217) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2018-2019)	County (2018-2019)	State (2018-2019)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished	-	6.23	8.47
Accomplished	100	77.29	81.45
Emerging	-	13.55	7.69
Unsatisfactory	-	0.37	0.18

* **Additional Data Sources:** In the text box below, list the additional 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.

Employee attendance information rates, Walkthrough data

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.

Trends:

For the 2019-2020 school year no teachers self-assessed as Unsatisfactory or as Distinguished. Data indicate an average of 76% (across sections) self-assessed as Accomplished during the 2019-2020 school year while an average of 24% (across sections) self-assessed as Emerging for the same period.

No teachers self-assessed as Unsatisfactory while one teacher did self-assess as Distinguished for the 2018-2019 year. Data indicate 83% of teachers self-assessed as Accomplished during the 2017-2018 year while 69.57 self-assessed as Accomplished for 2016-2017, and 74% self-assessing as Accomplished for the 2015-2016 year. The percentage of teachers self-assessing as Emerging were as follows: 17.4% for the 2017-2018 year, 30.43% for the 2016-2017 year, and 26% for the 2015-2016 year.

Based on PPS 2018-2019 teacher attendance data provided by the central office, 21 teachers took more than 10 days off/away from the classroom. Data from 2017-2018 indicated 17 teachers took more than 10 days off/away from the classroom.

Analysis of Walkthrough data on Depth of Knowledge for this and the immediate two prior years show the majority of learning is occurring in Levels 1 & 2 combined (19-20 92.7% combined, 18-19 83.5% combined, and 17-18 94.8% combined). Data show an increased percentage (7.4%) of instruction occurring in level 1 during the 2019-2020 year as opposed to the immediate prior year. There was a decreased percentage (-9.1%) in combined Levels 3 & 4 in the 2019-2020 year as compared to the 2018-2019 year. Specific data for each year follows --

- 2019-2020 Level 1 -- 43.1%
- 2019-2020 Level 2 -- 49.6%
- 2019-2020 Level 3 -- 6.0%
- 2019-2020 Level 4 -- 1.3%
- 2018-2019 Level 1 -- 35.7%
- 2018-2019 Level 2 -- 47.8%
- 2018-2019 Level 3 -- 13.4%
- 2018-2019 Level 4 -- 3.2%

2017-2018 Level 1 -- 76.6%
2017-2018 Level 2 -- 18.2%
2017-2018 Level 3 -- 4.7%
2017-2018 Level 4 -- 0.5%

Data as of 5/8/2020 from ERO indicate 66% of professional staff have attained the minimum (18) required staff development hours for the 2019-2020 school year. Reasons professional staff may not have the hours recorded in ERO are numerous and include attending trainings which were not in ERO (employees maintained paper documentation in addition to ERO), lack of registering for sessions in ERO, to simply not attending planned sessions. While there is no way to project what would have occurred had the year progressed as usual, some planned trainings were necessarily cancelled due to COVID-19 which could have also led to low reporting of hours. Additionally, 96% of professional employees at PPPS had a documented minimum of one hour of High Quality professional development.

Root Causes:

A change in the math series for the 2018-2019 year may have contributed to teachers ranking themselves differently. However, with a veteran staff, instructional materials changes should hypothetically have less of an effect on educator self-efficacy. There are no specific answers for the teacher absentee rates however knowing that school culture can influence both staff and student attendance this is a possible area to be explored.

Challenges:

Bringing staff to understand that educator self-assessment should be directly related to the data on learning for their students/classroom. Encouraging teachers to be in the classroom as consistently as possible, perhaps by implementing a site-based employee attendance incentive system. Honest, open communication with staff and understanding of what different levels on the self-assessment rubric should actually "look like" at PPPS.

Stop/Start/Continue:

We plan to continue to provide quality PD opportunities to all staff with the target of increasing staff learning to increase student learning. We plan to investigate a visual system for staff (maintaining confidentiality) to have access to data on staff attendance. At the beginning of the year, focus conversation on the self-assessment rubric in the evaluation system.

Addressing Challenges:

Using Leadership Team to help determine high-yield school-wide strategies to increase staff effectiveness and attendance. Continue focus on use of data for decision making.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes?

Throughout the year grade-level PLCs 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 (initial 8/18/2020, follow-up trainings on 10/9/2020, 12/22/2020, 2/12/2021, 4/23/2021, and 6/3/2021).

Policies & Procedures/Principal's Updates training for all staff will occur on August 18, 2020.

Training Staff on Evaluations w a focus on self-reflection/assessment (AM)/High-Yield Instructional Strategies for ELA (PM) will occur on August 19, 2020.

Data Analysis/Curriculum Alignment will occur September 2020.

Selected individuals will attend the WVRA Annual Conference (November 2020) to bring back strategies to present to peers.

High Yield Instructional Strategies for Math will occur on January 4, 20201.

SRSD Writing K-2 will occur on February 15, 2021.

Selected individuals will attend the WVCTM Annual Conference (March 2021) to bring back strategies to present to peers.

Mason County Schools (049) Public District - FY 2021 - PT. PLEASANT PRIMARY (049-217) Public School - School Strategic Plan - Rev 0

Plan Items

1 Academic Goal for ELA & Math

Description:

During the 2020-2021 academic year, Point Pleasant Primary School's Reading goal is to increase the percentage of students scoring Benchmark from BOY to EOY by 13% as measured by DIBELS. During the 2020-2021 academic year, Point Pleasant Primary School's Math goal is to increase the percentage of students scoring Benchmark from BOY to EOY by 42% as measured by mCLASS.

PM 1.1 DIBELS & mCLASS benchmarking and progress monitoring

Description:

All students will be tested three times (BOY, MOY, EOY). Progress monitoring will occur throughout the school year for students who do not meet the benchmark standard.

S 1.1.1 Implement College and Career Readiness Standards

Description:

Curriculum focused on state standards

Component	Item Name
Title I	Opportunities for all children including subgroups
Schoolwide	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time

AS 1.1.1.1 Increase Instructional Effectiveness

Description:

With administrator guidance and support, the leadership team will identify and implement specific, high-yield, research based instructional strategies in K-2 for both ELA and math instruction. The instructional strategies will target increases in reading fluency and accuracy in ELA and increases number sense and fluency in math.

Person Responsible:

All Staff

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	50% of counselor's salary with fixed costs	\$31,988.42

AS 1.1.1.2 Increase writing across the curriculum

Description:

Consistently utilize writing strategies (ex. four-square, SRSD writing) in K-2 classrooms enabling students to create an age appropriate, completed writing project at least once every 9 weeks.

Person Responsible:

All Staff

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021

AS 1.1.1.3 Student Learning Goals

Description:

With age appropriate support from staff, K-2 students will set and track personal learning goals in both ELA and math.

Person Responsible:

All Staff

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021

AS 1.1.1.4 Professional Learning

Description:

Staff will have the following professional learning opportunities: August 2020 through June 2021 -- PLCs meeting (at a minimum as per county schedule), August 18, 2020 -- Training Staff to Work with Families (with follow-up trainings on 10/9/2020, 12/22/2020, 2/12/2021, 4/23/2021, and 6/3/2021), August 18, 2020 -- Policies & Procedures/Principal Updates, August 19, 2020 CD Day -- Training Staff on Evaluations w a focus on self-reflection/assessment (AM)/High-Yield Instructional Strategies for ELA (PM), September 2020 -- Data Analysis/Curriculum Alignment, November 2020 -- WVRA Conference, January 4, 2021 CD Day -- High Yield Instructional Strategies for Math, February 15, 2021 CD Day -- SRSD Writing K-2, March 2021 -- WVCTM Conference

Person Responsible:

All Staff

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021

S 1.1.2 Utilize data to adjust instruction and determine interventions

Description:

The following data sources will be utilized: DIBELS progress monitoring, mCLASS progress monitoring, CFAs, and standard based report card checklists. Analyzing the data will allow teachers to adjust instruction, determine interventions and enrichment opportunities thus meeting the needs of all students.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

AS 1.1.2.1 Differentiated Instruction and Co-teaching

Description:

Analyze student learning data to determine appropriate enrichment and intervention opportunities. Increase the quality and quantity of tiered intervention for students as indicated by data. Use co-teaching with Title I, Special Education, and regular education teachers.

Person Responsible:

All Staff

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Title I Teacher Salaries	\$203,325.22

S 1.1.3 Family and Community Engagement

Description:
Point Pleasant Primary School will provide a variety of family and community engagement events throughout the school year.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups Activities that strengthen a well-rounded educational program Parent and family engagement

AS 1.1.3.1 Family Workshops and Meetings

Description:
Point Pleasant Primary School will conduct workshops to engage families in their child's education, such as Back to School Bash, Family Science Night, Family Math Night, and Integrating the Arts. The school will also host a variety of meetings to engage families and community members throughout the school year, such as Colonial Days, Lunch Bunch, Books Fairs, Music Programs, Veterans' Day Program, Read to Me Days, etc.

Person Responsible:
All Staff
Estimated Begin Date:
8/17/2020
Estimated Completion Date:

6/3/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies for Family Engagement Workshop	\$2,583.61

AS 1.1.3.2 Effective Communication

Description:
Point Pleasant Primary School will increase communication with families and community members through the use of grade level newsletters, conferences, call-out system, Facebook, school-home communicators, Remind app. calendar sent home by principal, etc.

Person Responsible:
All Staff
Estimated Begin Date:
8/17/2020
Estimated Completion Date:
6/3/2021

AS 1.1.3.3 Professional Learning

Description:
All staff will be trained on effective family and community engagement strategies on August 18, 2020 (with follow-up trainings on 10/9/2020, 12/22/2020, 2/12/2021, 4/23/2021, and 6/3/2021)
Staff will analyze data from a 2020 Family Survey and Staff Survey implemented in-house. Title I Family Survey will be sent home during the Spring of 2021.

Person Responsible:
All Staff
Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021

S 1.1.4 Student Supports

Description:

PPPS will use a variety of tools to support positive student growth

Component	Item Name
Title I	Opportunities for all children including subgroups
Schoolwide	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 1.1.4.1 Provide student leadership opportunities

Description:

Provide student leadership opportunities

Person Responsible:

All Staff

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021

AS 1.1.4.2 Active use of the SAT to provide early intervention and support in identified areas of need

Description:

Active use of the SAT to provide early intervention and support in identified areas of need

Person Responsible:

All staff

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021

AS 1.1.4.3 Student recognition throughout the year for student achievements

Description:

Student recognition throughout the year for student achievements

Person Responsible:

All staff

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021

AS 1.1.4.4 Create and implement transition activities, especially for PK-K and 2nd-3rd grade students and their parents

Description:

Create and implement transition activities, especially for PK-K and 2nd-3rd grade students and their parents

Person Responsible:

All staff

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/3/2021