

LEA Strategic Planning Team

Monroe County Schools (057) Public District - FY 2021 - LEA Strategic Plan - Rev 1

*** Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with appropriate stakeholder groups including Federal Program personnel.**

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The strategic plan was presented and an opportunity for input provided to board members, parents, and community members during a regular board meeting.

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

Monroe County Schools believes that all children can learn and must be the center of any decision-making process. Students succeed when they are held to high expectations and are allowed the flexibility to meet challenging standards.

All students are worthy and deserve a high-quality education.

Successful schools remain focused on high expectations and learning.

Reading is the cornerstone for learning at high levels.

Learning takes place best in a risk-free and supportive environment.

There is no curriculum for the absent child.

Our future is determined by the choices we make.

LEA Strategic Plan - Demographic Data

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LEA Strategic Plan - Demographic Data

Student Groups	State (2019-20) % of Students	County (2019-20) % of Students
All	100.00	100.00
Status		
Economically Disadvantaged	46.93	45.72
English Learners	0.78	0.48
Foster Care	1.23	0.89
Homeless	3.06	9.09
Military Connected	0.02	--
Students with Disabilities	19.15	19.71
Race		
American Indian or Alaska Native	0.08	0.24
Asian	0.64	0.36
Black or African American	4.11	1.01
Hispanic or Latino Native	1.96	0.95

Multi-Racial	3.64	1.01
Native Hawaiian or Other Pacific Islander	0.05	--
White	89.52	96.44
Gender		
Female	48.32	48.22
Male	51.68	51.78

Additional Data Sources & Summary

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

Monroe County Schools is located in a very rural area with large farms and small towns. Most families commute to neighboring counties for employment. The largest employers in the county are the school system, the health center, the Aerospace plant, and the turkey farms.

The demographics of Monroe County are relatively stable with minimal fluctuation in all subgroups. The population averages slightly above 1800 students each year and the ratio for girls to boys is relatively equal. The number of Economically Disadvantaged student consistently averages 60% of the population due to the lack of employment opportunities.

The Students with Disabilities subgroup has averaged a 3% increase over the past three years due to students transferring into our county with existing IEPs and identifying student early in their educational careers. The majority of the student population is white with approximately 3% of the population being of other ethnicities. The demographic data appears to be accurate based on the student population.

There were six EL students for the 2019-2020 school year, three students were in grades K-8 and three were in grades 9-12. The families were all Spanish speaking and were living in Monroe County because they work for the

turkey farms in the county.

There were 109 students identified as homeless for the 2019-2020 school year. The homeless population is primarily students who live in families that are doubled-up due to economic needs. Homeless students are provided school supplies, clothing, personal care items, access to tutoring, etc.

All schools hosted Parent and Family Engagement events with activities designed to teach parents how to help their child complete their homework, improve reading and math skills, understand student summative assessment results, etc. Title I and LEA parent engagement events from last include:

*Regular communication through social media (Facebook, Instagram, and Twitter), Remind messaging application, and Synervoice (parent call out system) for important information. Additionally, phone calls and virtual meetings with parents during quarantine time to ensure that the student's academic and mental concerns were addressed.

*James Monroe High School held a Freshman Orientation at the beginning of the school year. This gave freshman from both Mountain View and Peterstown Middle School to meet the staff, become informed of the rules and procedures, and tour the campus to see where their classes and lockers were are located. During this time, the parents also got to meet with administration and staff to discuss any pertinent information for the upcoming Freshmen.

*Title I at both Mountain View and Peterstown Elementary held annual meeting to discuss Title I with parents. 536 parents, students, and community members were in attendance. They discussed the role of Title I teachers within the schools and how they assist students in both Math and Reading ability by co-teaching with the classroom teachers and by also pulling students out in small groups for intervention. These meetings were held in the evenings to provide parents with the best opportunity to attend.

*Parent Compacts were pamphlets that were sent home to parents to inform them of the role of the Title I teachers and the services being provided.

*A Movie Night was held with a session for parents on how to read summative test scores.

*Monthly newsletters were created and sent out to schools and the community. These newsletters included many events that were being held at the schools as well as spotlighted employees of the month for each school.

*Recognition of Student of the month ceremonies were held at both Mountain View and Peterstown Elementary schools. Parents, grandparents, and other community members were invited to the event as each student walked down a red carpet to be provided with a medallion.

*Title I held a Math Night at Mountain View and Peterstown Elementary Schools. This was to focus on math strategies and resources for parents to be able to help their children at home.

*A Dr. Seuss Night was held by Title I. This was held to focus on reading strategies for parents and to promote reading to children daily.

*A Parent-Teacher Conference night was held during the Fall of the school year. This gave the opportunity for parents

- to meet with staff to discuss any concerns that they may have for their students. This event was held at all of the schools on the same night.
- *LSIC meetings are regularly held at all of the school with the members including staff at the school, parents, and other community members. The Local School Improvement Council would help determine where LSIC funds would be spent at each school.
 - *A Christmas concert was held at all of the schools, while parents and community members were invited to attend the events.
 - *An Open House event was held at every school the day before school started. This gave parents and students the ability to meet their classroom teachers in person. All staff participated in this event during the evening so that parents and students could both attend.
 - *Honor Society Inductions were held at the middle schools and James Monroe High School and National Technical Honor Society Inductions were held at the Monroe County Technical Center. Parents and community members were invited to the ceremonies to celebrate all of the accomplishments of the students.
 - *James Monroe High School's Scholarship Night and Monroe County Technical Center Graduation were held virtually since they were not able to hold large gatherings in person at that time. The videos were created with the help of staff and administration and published on Social Media for all parents and the community to watch at their leisure.
 - *James Monroe High School held an outdoor graduation for parents, grandparents, and household members of graduates. The event was also livestreamed on James Monroe's YouTube page for any other relatives and community members to view.
 - *The James Monroe JROTC held a Veterans Day Parade in Lindside and had many local community members and Veteran's organizations involved with the parade.
 - *There were many Parent Advisory Committees for the planning of graduation, senior events, school re-entry in the Fall, the new Peterstown PK-8 School, for the upcoming textbook adoption, and for Head Start/PreK planning for the upcoming school year.
 - * Head Start led multiple Fatherhood events including a fishing day at Moncove Lake State Park. They also held many other socialization events for parents and sent out letters home with students.
 - *The Monroe County School's Calendar survey was sent to parents, students, and staff to vote on and provide input on the start date, training days for staff, and other breaks or changes that occurred throughout the school year.
 - *Parents are contacted and encouraged to attend and participate in their child's IEP, SAT, and EL meetings.
 - *Parent Liaison - assists families in need find food banks, clothing, and/or other resources. Provides the Parent Volunteer training and collects data for fingerprinting volunteers.
 - *Head Start and Early Head Start teachers participate in home visits prior to the school year beginning and other staff continue to complete home visits to assist parents and families throughout the school year.
 - *TLC meetings were held at the Monroe County Board of Education office every other Month. this gave Monroe

County staff the opportunity to meet with other local agencies to share resources and connections to help families and students in Monroe County.

*The Monroe County Technical Center sent out survey's to the community regarding the interest in adult education classes.

*A Back to School Agency fair was held at the James Monroe High School Campus. Over 40 agencies were in attendance for the event. Parents were able to come and fill out necessary paperwork for enrollment while also getting connected to local agencies. Students were given school supplies, backpacks, and even had the opportunity to get school clothes and a haircut for the upcoming school year.

*Peterstown Elementary held a Breakfast with Santa event where students and parents could come and have breakfast and get to take their picture with Santa Clause. A Christmas concert was also held which aided in many parents and community members to attend the event.

*An event called "A Storybook Christmas" was held for students and parents at the Lindside United Methodist Church. Students in the Early Childhood Education program at MCTC helped throw the event for the community.

*Mountain View and Peterstown Elementary both have a Parent Teacher Organization. The committee met regularly and even created Facebook pages to provide information to the community on upcoming events or other things going on at the schools.

*Monroe County is one to one with Chromebooks in grades Pre-k through 12th grade. One of the requirements that the technology director has taken it upon herself to do is meet with every parent and student before their child takes a Chromebook home. She wants them to realize the impact the device has on their education and the responsibility of caring for the device. This gets a little crazy during a pandemic. The technology director has had face to face contact with approximately 600 parents between August and September. She had previously met with students and parents in grades 6-12. Due to the remote learning, all devices started going home and she had to meet with parents in grades PreK-5 because they previously stayed in the classroom. Also, every new student that enters Monroe County Schools has a face-to-face meeting as well. This relationship gives parents ease of mind about their child being responsible for a \$250 device.

*Monroe county schools recognize that student health is a top priority for their students. It is vital to ensure that all students are well and able to focus on class while in class. Monroe Health center partners with Monroe County School System to ensure that all schools have a lpn 5 days a week as well as a provider. The services offered including sick visits, well child visits, family planning, sports physicals and so much more. The services don't stop there though. They also work with the lions club to provide vision screenings to students and with Kilcolin Dental to provide dental exams and cleanings. The results of these screenings are provided to families to keep everyone on the same page with their child's health.

Note: Sign in sheets were collected at most in-person events, but surveys were not collected. This will be an area of improvement for the upcoming school year.






Due to the COVID-19 Pandemic no students were retained for the 2021-2020 school year.

LEA Strategic Plan - Academic Data

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LEA Strategic Plan - Academic Data

Color Reference Guide

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

2030 Annual English Language Arts (ELA) Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
46.27	48.35	50.41	52.48	54.54	56.61	58.68	60.74	62.81	64.88	66.94	69.01	71.07	73.14

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

ELA Proficiency

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

	% of Students	% of Students	% of Students	% of Students
All	46.27	41.41	43.58	46.14
Status				
Economically Disadvantaged	33.11	34.78	39.38	34.23
English Learners	0.00	0.00	0.00	16.96
Foster Care	--	20.00	25.00	27.92
Homeless	--	33.33	33.85	32.38
Military Connected	--	33.33	--	70.59
Students with Disabilities	5.92	6.29	9.52	12.63
Race				
American Indian or Alaska Native	0.00	0.00	0.00	32.73
Asian	100.00	50.00	60.00	72.72
Black or African American	40.00	42.86	40.00	31.19
Hispanic or Latino Native	40.00	39.47	62.50	40.67
Multi-Racial	68.75	27.27	37.50	41.69
Native Hawaiian or Other Pacific Islander	--	--	--	60.00
White	45.99	41.76	43.56	46.89
Gender				
Female	54.54	49.50	51.11	52.22

Male	38.05	34.22	36.71	40.40
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ELA Academic Progress

Student Groups	County (2018-19)		2019 Scorecard Rating		State (2018-19)	
	% of Students				% of Students	
All	49.58				45.00	
Status						
Economically Disadvantaged	44.16				40.40	
English Learners	0.00				42.21	
Foster Care	100.00				39.71	
Homeless	41.46				39.52	
Students with Disabilities	34.02				32.95	
Race						
American Indian or Alaska Native	0.00				34.15	
Asian	75.00				64.68	
Black or African American	57.14				39.78	
Hispanic or Latino Native	66.67				46.47	
Multi-Racial	40.00				43.37	
Native Hawaiian or Other Pacific Islander	--				47.62	
White	49.39				45.13	

Gender	
Female	--
Male	--

Reading Lexile Distribution - District (2018-2019)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	567	53.54	12.6	29.13	4.72
4	709	32.84	41.79	14.18	11.19
5	913	17.6	34.4	15.2	32.8
6	1060	16.94	20.97	8.87	53.23
7	1045	18.55	38.71	10.48	32.26
8	1185	9.01	35.14	4.5	51.35
11	1264	19.61	23.53	27.45	29.41

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

Monroe County Schools utilizes the following data sources:

- ELRS in grades PreK and K
- PALS in grades PreK-2
- i-Ready Diagnostics in Grades K-12 with i-Ready On-line Instruction in Grades K-8
- Interim Module Assessments in Grades 3-8

General Summative Assessment in Grades 3-8
 PSAT
 SAT School Day in Grade 11
 Title I
 Imagination Library
 Extended Day/Extend Year Activities
 Technology Integration

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

Monroe County School utilizes ELRS (Early Learning Reporting System for PreK and Kindergarten classrooms to collect performance data in the following areas: Mathematics/Science, Social Emotional/Social Studies, Language Arts/Literacy and Physical Health/Development.

Brief Description of Success

PreK classrooms completed to ELRS assessments for the 2019-2020 School Year. The following data was collected in the area of Language Arts/Literacy:

Oral language	P1 - 1.69	P2 - 2.90
Increase 71.88%		
Phonological Awareness	P1 - 1.12	P2 - 2.56
Increase 128.74%		
Print Awareness	P1 - 1.55	P2 - 2.85
Increase 83.72%		
Writing	P1 - 1.14	P2 - 2.75
Increase 95.20%		

The third period reporting window was cancelled due to the school closures.

Per state policy, Kindergarten is only required to report in the final reporting period, therefore there is no data to report from ELRS for the 2019-2020 school year.

Monroe County Schools utilizes PALS as a benchmark tool in grades PreK-2nd. The PALS benchmark assess Early Literacy Skills by giving teachers the opportunity to assess students one-on-one. The data from the benchmark is used to place students in intervention groups and to drive instruction.

PALS Fall 2019-2020 data showed the following percentage of students as identified at risk:

- PreK - NA
- Kindergarten - 185
- 1st Grade - 32%
- 2nd Grade 32%

Due to the COVID-19 pandemic, teachers were unable to complete the end-of-year PALS assessment; therefore, there is not sufficient data to report on academic growth measured by this assessment. Teachers used classroom data and classroom formative assessments to determine progress of students at the end of the school year.

Monroe County Schools utilizes i-Ready Diagnostics in grade K-12 to determine student performance and growth in Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Literature, and Informational Text, as well as Overall Grade-Level Placement. In grades K-8, the i-Ready Diagnostics also determine the lessons for students to complete on the Online Instruction and provides Growth Monitoring throughout the year.

i-Ready data from the mid-year diagnostic given in January show county proficiency levels as:

- Kindergarten - 70% on grade level or above
- 1st Grade - 26% on grade level or above
- 2nd Grade - 36% on grade level or above
- 3rd Grade - 43% on grade level or above
- 4th Grade - 24% on grade level or above
- 5th Grade - 20% on grade level or above
- 6th Grade - 27% on grade level or above
- 7th Grade - 37% on grade level or above
- 8th Grade - 34% on grade level or above

In the fall 23% of all students were on grade level, mid-year increased to 34% on grade level. In fall 35% of students were at risk (two or more grade levels below), mid year decreased to 29%.

Monroe County School utilizes the state provided General Summative Assessment to determine student mastery in Language Arts.

Due to the COVID-19 pandemic, the State of WV was granted a waiver for the General Summative Assessment; therefore, there is no data to report for the 2019-2020 school year. Monroe County Schools continued to utilize the i-Ready program through the end of the school year; teachers were given the option to complete the End-of-Year Diagnostic, but the data was not consistent and teachers were not able to monitor completion in a secure environment.

Monroe County Schools utilized the state provided Interim Module Assessments to determine student mastery toward Language Arts standards.

Specific data for 2019-2020 school year was not analyzed as students were not in the classrooms to complete the assessments. The data as of January 24, 2020 shows the following:

Comprehensive Interim Assessments

3rd grade - one Comprehensive Interim Assessment

4th grade - one Comprehensive Interim Assessment

No 5th - 8th grade classroom were given

the Comprehensive Interim Assessment

Interim Module Assessments

3rd grade - one assessment in Editing and one assessment in Literature

4th grade - two assessments in Editing, three assessments in Informational Text, and one assessment in Literature

5th grade - two assessments in Editing, one assessment in Informational Text and two assessments in Literature

6th grade - one assessment in Editing, one assessment in Informational Text, two assessments in Literature and one assessment in Informative Writing

7th grade - two assessments in Informational Text and one assessment in Listening

8th grade - one assessment in Editing, one assessment in Informational Text, one assessment in Literature and one in Informative Writing

Monroe County School utilizes the PSAT assessment to determine student mastery in Language Arts.

The October 2019 PSAT Scores shows a mean for ERW of 462; 53% met ERW Benchmark.

Monroe County School utilizes the state provided SAT School Day Assessment to determine student mastery in Language Arts.

Due to the COVID-19 pandemic, the State of WV was granted a waiver for the General Summative Assessment; therefore, there is no data to report for the 2019-2020 school year. Monroe County Schools continued to utilize the Kahn Academy through the end of the school year to assist students in continuing to progress in Language Arts Skills.

The Title One supports Mountain View Elementary/Middle School and Peterstown Elementary School by providing three Title One teachers at each school as well as additional resources of supplementary materials, programs, and supplies.

The Title One teachers provide push-in and small group services in Reading and Language Arts. Title One teachers report increasing in student progress with the students they work with in small groups through push-in and pull-out services.

The Title One teachers use the data from programs like PALS and i-Ready to determine what classrooms and individual students need extra support. The teachers work with approximately six students per classroom based on their deficits, student groups are fluid based on data.

Title One teachers host parent nights to help parents learn to assist their children at home with Reading and Language Arts. Title I teachers maintain sign in sheets to determine the participation rate.

Specific Data was not reported for the 2019-2020 school year. This data will be collected in the upcoming school year.

Monroe County maintained a 60% participation rate in the Imagination Library program.

In order to strengthen the early literacy skills of incoming preschool students, Monroe County Schools will continue to provide support for Imagination Library.

Extended Day/Extended Year Activities

During the 2019-2020 school year, Monroe County provided after school tutoring activities for approximately 50 students in grades K-12.

During the summer of 2020, Monroe County School collaborated with Energy Express to provide summer activities in grades K-6 and provided virtual summer school for ELA and Math K-12. There were approximately 60 students who participated in summer activities.

Technology Integration is implemented through the use of 1:1 devices.

A Virtual School Platform will be provided in order for students to enroll in classes as an alternative to in-person attendance due to the COVID-19 pandemic.

For the 2019-2020 school year, students in second grade through twelfth grade are provided Chromebooks. Students in PreK through first grade are provided iPads.

A Virtual School Platform and Learning Management System will be provided for the 2020-2021 school year.

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?)

ELRS

The Early Learning Rating Scale is required by WVDE to completed in PreK and Kindergarten. The 2019-2020 data shows increase in all areas of Language Arts/Literacy for PreK students.

PALS in grades PreK-2

The previous PALS data shows a deficiency in phonics instruction. Professional development will be provided to address phonics instruction. Monroe County Schools will continue to utilize the PALS benchmark as many teachers value the data since it is obtained one-on-one and teachers have the opportunity to assess student individually.

i-Ready Diagnostics in Grades K-12 with i-Ready On-line Instruction in Grades K-8

i-Ready show a weakness in phonics instruction at various grade levels. During the previous school year, MCS

provided professional development by the author and the materials for Secret Stories in the PreK-2 classrooms, not all teachers are utilizing the program so there is not data to support making it a requirement for all classrooms. **Sub group data was not tracked separately in the 2019-2020 school year, but will be tracked in the 2020-2021 school year.** Monroe County Schools will continue to use i-Ready Diagnostics and Online Instruction for Reading/Language Arts as the number of students who score as proficient is similar to the number of students who score as proficient on the GSA. Teachers use the date to determine deficits and provide interventions or re-teach skills. Additional professional development will be provided in order to increase the proficiency levels on i-Ready and the General Summative Assessment.

Interim Module Assessments in Grades 3-8

MCS will also continue to utilize the state provided Interim Module Assessments to drive instruction and provide students sample problems for the GSA in order to prepare for the GSA. **Specific data was not collected in the 2019-2020 School Year; it will be tracked in the 2020-2021 School Year.**

General Summative Assessment in Grades 3-8

Due to the COVID-19 pandemic, the State of WV was granted a waiver for the General Summative Assessment; therefore, there is no data to report for the 2019-2020 school year.

PSAT

Only 53% the students tested on the PSAT were proficient in Language Arts. Specific data as to why this occurred was not analyzed during the 2019-2020 school year; it will be analyzed if the assessment is given during the next school year.

SAT School Day in Grade 11

Due to the COVID-19 pandemic, the State of WV was granted a waiver for the SAT School Day assessment; therefore, there is no data to report for the 2019-2020 school year.

Title I

Title One teachers are essential to the success of many struggling students by providing additional support in ELA and Math. **Specific Data was not reported for the 2019-2020 school year. This data will be collected in the upcoming school year.**

Imagination Library

Monroe County School will continue to provide support for the Imagination Library as part of our Early Literacy Grant

as 60% of our eligible population of children are enrolled.

Extended Day/Extend Year Activities

Specific Data was not reported for the 2019-2020 school year. This data will be collected in the upcoming school year.

Technology Integration

During remote learning, student progress will be monitored by assignment completion rate and personal contact from the classroom teachers. **Specific Data was not reported for the 2019-2020 school year. This data will be collected in the upcoming school year.**

2030 Annual Mathematics Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
33.29	35.86	38.42	40.99	43.55	46.12	48.68	51.25	53.82	56.38	58.95	61.51	64.08	66.65

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

Mathematics Proficiency

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	33.29	34.59	36.75		38.74
Status					
Economically Disadvantaged	22.74	26.57	30.94		27.92

English Learners	0.00	0.00	0.00	0.00	22.01
Foster Care	--	6.67	25.00	25.97	
Homeless	--	24.44	24.62	27.03	
Military Connected	--	0.00	--	64.71	
Students with Disabilities	6.71	4.90	9.52	11.80	
Race					
American Indian or Alaska Native	33.33	25.00	0.00	32.73	
Asian	50.00	100.00	60.00	73.01	
Black or African American	30.00	57.14	50.00	23.43	
Hispanic or Latino Native	20.00	13.16	37.50	31.15	
Multi-Racial	50.00	45.45	12.50	34.58	
Native Hawaiian or Other Pacific Islander	--	--	--	52.31	
White	33.04	34.31	36.81	39.47	
Gender					
Female	35.66	37.75	37.53	38.96	
Male	30.93	31.78	36.04	38.53	
Math Academic Progress					
Student Groups					
		County (2018-19)		2019 Scorecard Rating	
				State (2018-19)	

	% of Students	% of Students
All	51.60	43.84
Status		
Economically Disadvantaged	44.59	37.69
English Learners	100.00	37.58
Foster Care	75.00	39.82
Homeless	41.46	35.84
Students with Disabilities	28.87	30.97
Race		
American Indian or Alaska Native	50.00	43.90
Asian	75.00	70.32
Black or African American	57.14	36.78
Hispanic or Latino Native	50.00	39.42
Multi-Racial	20.00	39.34
Native Hawaiian or Other Pacific Islander	--	45.24
White	51.66	44.23
Gender		
Female	--	--
Male	--	--

Mathematics Performance Distribution - District (2018-2019)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	550	11.81	50.39	12.6	25.2
4	541	31.34	43.28	9.7	15.67
5	731	24.8	37.6	12	25.6
6	822	27.42	36.29	11.29	25
7	926	28.23	27.42	16.13	28.23
8	1095	10.81	31.53	12.61	45.05
11	1039	50.98	30.39	16.67	1.96

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

Monroe County Schools utilizes the following data sources:

- ELRS in grades PreK and K
- i-Ready Diagnostics in Grades K-12 with i-Ready On-line Instruction in Grades K-8
- Interim Module Assessments in Grades 3-8
- General Summative Assessment in Grades 3-8
- PSAT
- SAT School Day in Grade 11
- Title I
- Extended Day/Extend Year Activities
- Technology Integration

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

Monroe County School utilizes ELRS (Early Learning Reporting System for PreK and Kindergarten classrooms to collect performance data in the following areas: Mathematics/Science, Social Emotional/Social Studies, Language Arts/Literacy and Physical Health/Development.

Brief Description of Success

PreK classrooms completed to ELRS assessments for the 2019-2020 School Year. The following data was collected in the area of Mathematics:

Number and Numerical Operations	P1 - 1.25	P2 -
2.47 Increase 97.86%		
Classification and Algebraic Thinking	P1 - 1.19	P2 -
2.47 Increase 107.28%		
Geometry and Measurement	P1 - 1.17	P2 -
2.31 Increase 97.80%		

The third period reporting window was cancelled due to the school closures.

Per state policy, Kindergarten is only required to report in the final reporting period, therefore there is no data to report from ELRS for the 2019-2020 school year.

Monroe County Schools utilizes i-Ready Diagnostics in grade K-12 to determine student performance and growth in Numbers and Operations, Algebraic Concepts, Geometry, Measurement and Data, as well as Overall Grade-Level Placement. In grades K-8, the i-Ready Diagnostics also determine the lessons for students to complete on the Online Instruction and provides Growth Monitoring throughout the year.

iReady data from the mid-year diagnostic given in January show county proficiency levels as:
Kindergarten - 47% on grade level or above
1st Grade - 18% on grade level or above
2nd Grade - 23% on grade level or above
3rd Grade - 16% on grade level or above
4th Grade - 22% on grade level or above
5th Grade - 25% on grade level or above
6th Grade - 21% on grade level or above
7th Grade - 27% on grade level or above
8th Grade - 37% on grade level or above

In the fall 9% of students were on grade level, mid-year increased to 26% on grade level. In fall 36% of students were at risk (two or more grade levels below), mid-year decreased to 27%.

Monroe County Schools utilized the state provided Interim Module Assessments to determine student mastery toward Language Arts standards.

Specific data for 2019-2020 school year was not analyzed as students were not in the classrooms to complete the assessments. The data as of January 24, 2020 shows the following:

Comprehensive Interim Assessments

3rd grade - one Comprehensive Interim Assessment

4th grade - one Comprehensive Interim Assessment

No 5th - 7th grade classroom were given

the Comprehensive Interim Assessment

8th grade - one assessment

Interim Module Assessments

3rd grade - one assessment in Numbers and Operations

Base 10

4th grade - four assessments in Numbers and Operations

Base 10, two assessments in Operational and Algebraic

Thinking

5th grade - two assessments in Numbers and Operations

Base 10

6th grade - two assessments in The Number System

7th grade - one assessment in Exponents and Equations,

three assessments in Ratio and Probability

8th grade - two assessment in Exponents and Equations,

two assessments in Statistics and Probability

Monroe County School utilizes the state provided General Summative Assessment to determine student mastery in Mathematics.

Due to the COVID-19 pandemic, the State of WV was granted a waiver for the General Summative Assessment; therefore, there is no data to report for the 2019-2020 school year. Monroe County Schools continued to utilize the i-Ready program through the end of the school year; teachers were given the option to complete the End-of-Year Diagnostic, but the data was not consistent and teachers were not able to monitor completion in a secure environment.

Monroe County Schools will utilize the PSAT assessment to determine if students have mastered standards in Mathematics.

The October 2019 PSAT Scores shows a mean for Math of 435; 15% met Math Benchmark.

Monroe County School utilizes the state provided SAT School Day Assessment to determine student mastery in Mathematics.

Due to the COVID-19 pandemic, the State of WV was granted a waiver for the SAT School Day Assessment; therefore, there is no data to report for the 2019-2020 school year. Monroe County Schools continued to utilize the Kahn Academy through the end of the school year to assist students in continuing to progress in Math Skills.

Title One supports Mountain View Elementary/Middle School and Peterstown Elementary School by providing three Title One teachers at each school as well as additional resources of supplementary materials, programs, and supplies.

The Title One teachers provide push-in and small group services in Mathematics. Title One teachers report increasing in student progress with the students they work with in small groups through push-in and pull-out services.

The Title One teachers use the data from programs like i-Ready to determine what classrooms and individual students need extra support. The teachers work with approximately six students per classroom based on their deficits, student groups are fluid based on data.

Title One teachers host parent nights to help parents learn to assist their children at home with Mathematics. Title I teachers maintain sign in sheets to determine the participation rate.

Specific Data was not reported for the 2019-2020 school year. This data will be collected in the upcoming school year.

Extended Day/Extended Year
Activities

During the 2019-2020 school year, Monroe County provided after school tutoring activities for approximately 50 students in grades K-12.

During the summer of 2020, Monroe County School collaborated with Energy Express to provide summer activities in grades K-6 and provided virtual summer school for ELA and Math K-12. There were approximately 60 students who participated in summer activities.

Technology Integration is implemented through the use of 1:1 devices.

A Virtual School Platform will be provided in order for students to enroll in classes as an alternative to in-person attendance due to the COVID-19 pandemic.

For the 2019-2020 school year, students in second grade through twelfth grade are provided Chromebooks. Students in PreK through first grade are provided iPads.

A Virtual School Platform and Learning Management System will be provided for the 2020-2021 school year.

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?)

ELRS

The Early Learning Rating Scale is required by WVDE to completed in PreK and Kindergarten. The 2019-2020 data shows increase in all areas of Mathematics for PreK students.

i-Ready Diagnostics in Grades K-12 with i-Ready On-line Instruction in Grades K-8

Monroe County Schools will continue to use i-Ready Diagnostics and Online Instruction for Mathematics as the number of students who score as proficient is similar to the number of students who score as proficient on the GSA. The i-Ready data assists teachers in providing intervention in skills that students are deficit in and helps determine skills to reteach to students. Additional professional development will be provided in order to increase the proficiency levels on i-Ready and the General Summative Assessment. **Sub group data was not tracked separately in the 2019-2020 school year, but will be tracked in the 2020-2021 school year.**

Interim Module Assessments in Grades 3-8

MCS will also continue to utilize the state provided Interim Module Assessments to drive instruction and provide students sample problems for the GSA in order to prepare for the GSA. **Specific data other than number of assessments given was not collected in the 2019-2020 School Year; it will be tracked in the 2020-2021 School Year.**

General Summative Assessment in Grades 3-8

Due to the COVID-19 pandemic, the State of WV was granted a waiver for the General Summative Assessment; therefore, there is no data to report for the 2019-2020 school year.

PSAT

Only 15% the students tested on the PSAT were proficient in Mathematics. Specific data as to why this occurred was not analyzed during the 2019-2020 school year; it will be analyzed if the assessment is given during the next school year.

SAT School Day in Grade 11

Due to the COVID-19 pandemic, the State of WV was granted a waiver for the SAT School Day assessment; therefore, there is no data to report for the 2019-2020 school year.

Title I

Title One teachers are essential to the success of many struggling students by providing additional support in Mathematics. **Specific Data was not reported for the 2019-2020 school year. This data will be collected in the upcoming school year.**

Extended Day/Extend Year Activities

Specific Data was not reported for the 2019-2020 school year. This data will be collected in the upcoming school year.

Technology Integration

During remote learning, student progress will be monitored by assignment completion rate and personal contact from the classroom teachers. **Specific Data was not reported for the 2019-2020 school year. This data will be collected in the upcoming school year.**

Through the math4life initiative, MCS has extended professional development opportunities to math teachers of all grade levels including training sessions offered by WVDE, online training, books studies, etc.

English Language Proficiency Assessment Results (ELPA)

	County 2016-2017	County 2017-2018	County 2018-2019	State 2018-2019
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	0.00	100.00	50.00	34.55

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

English Language Proficiency Assessment Results for the Reading Domain

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

English Language Proficiency Assessment Results for the Writing Domain

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

Level 5	0	0	0	0	200
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English Language Proficiency Assessment Results for the Speaking Domain

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

English Language Proficiency Assessment Results for the Listening Domain

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

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
<p>Monroe County Schools had six students who received EL services for the 2019-2020 school year. Students receive direct instruction through co-teaching and individual instruction, and after school tutoring. EL instruction is provided in a small group or one-on-one setting with a teacher hired to provide EL services; at MVS the teacher is a Title I reading teacher, at JMHS the teacher is a Math teacher with personal EL experience.</p>	<p>All students scored "Progressing" on the ELPA21.</p>
<p>EL Needs Assessment Summary:</p> <p>* 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?)</p> <p>Monroe County Schools will continue to provide direct instruction through co-teaching and individual instruction during the school day, as well as after school tutoring as all students are progressing on the ELPA21.</p> <p>During remote learning, student progress will be monitored by assignment completion rate and personal contact from the classroom teachers.</p>	

LEA Strategic Plan - High School Graduation and Student Success Data

Monroe County Schools (057) Public District - FY 2021 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

On Track

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	85.51	87.61	91.86		59.07
Status					
Economically Disadvantaged	86.36	78.41	85.71		50.36
English Learners	--	100.00	--		34.61

Foster Care	--	50.00	100.00	30.17
Homeless	78.57	62.50	75.00	43.63
Military Connected	--	--	--	75.00
Students with Disabilities	63.89	83.33	75.00	29.52
Race				
American Indian or Alaska Native	--	--	--	57.14
Asian	--	--	--	66.21
Black or African American	100.00	100.00	100.00	39.23
Hispanic or Latino Native	100.00	100.00	--	43.52
Multi-Racial	75.00	100.00	100.00	44.04
Native Hawaiian or Other Pacific Islander	--	--	--	71.42
White	85.29	87.17	91.56	60.64
Gender				
Female	91.46	90.83	97.95	59.99
Male	81.82	84.21	83.78	58.18

10th Graders with Twelve Earned Credits

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

	% of Students	% of Students	% of Students	% of Students
All	92.52	94.01	96.51	93.67
Status				
Economically Disadvantaged	95.45	88.63	90.47	89.12
English Learners	--	100.00	--	96.15
Foster Care	--	100.00	100.00	82.75
Homeless	85.71	75.00	75.00	88.53
Military Connected	--	--	--	100.00
Students with Disabilities	66.66	91.66	75.00	86.87
Race				
American Indian or Alaska Native	--	--	--	100.00
Asian	--	--	--	100.00
Black or African American	100.00	100.00	100.00	88.22
Hispanic or Latino Native	100.00	100.00	--	92.77
Multi-Racial	100.00	100.00	100.00	94.53
Native Hawaiian or Other Pacific Islander	--	--	--	80.00
White	92.15	93.80	96.38	93.86
Gender				
Female	97.56	96.66	100.00	95.54
Male	89.39	91.22	91.89	91.82

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

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students	% of Students
All	78.50	81.19	93.02	82.97
Status				
Economically Disadvantaged	77.27	68.18	85.71	73.54
English Learners	--	100.00	--	83.65
Foster Care	--	0.00	100.00	66.89
Homeless	71.42	50.00	75.00	73.06
Military Connected	--	--	--	83.33
Students with Disabilities	61.11	75.00	87.50	70.92
Race				
American Indian or Alaska Native	--	--	--	94.44
Asian	--	--	--	95.96
Black or African American	100.00	100.00	100.00	73.40
Hispanic or Latino Native	100.00	100.00	--	80.14
Multi-Racial	50.00	100.00	100.00	81.77
Native Hawaiian or Other Pacific Islander	--	--	--	60.00

White	78.43	80.53	92.77	83.39
Gender				
Female	85.36	85.00	97.95	87.38
Male	74.24	77.19	86.48	78.65

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
95.83	95.83	95.83	95.83	95.83	95.83	95.83	95.83	95.83	95.83	95.83	95.83	95.83	95.83

Graduation 4-Year Cohort

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating		State (2018-19)
	% of Students	% of Students	% of Students		% of Students	
All	97.10	95.20	96.83			91.40
Status						
Economically Disadvantaged	95.96	92.59	88.24			80.48
English Learners	--	--	--			91.51
Foster Care	--	--	--			--
Homeless	--	--	--			--
Military Connected	--	--	--			--

Students with Disabilities	88.89	80.00	89.47	78.78
Race				
American Indian or Alaska Native	--	--	--	75.00
Asian	--	--	--	98.69
Black or African American	50.00	0.00	100.00	88.20
Hispanic or Latino Native	100.00	--	100.00	90.80
Multi-Racial	100.00	100.00	100.00	85.76
Native Hawaiian or Other Pacific Islander	--	--	--	85.71
White	97.73	96.69	96.69	91.51
Gender				
Female	98.36	98.55	95.83	93.44
Male	96.10	91.07	97.44	89.28

Graduation 5-Year Cohort

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	96.64	97.10	96.00		90.67
Status					

Economically Disadvantaged	94.59	95.96	93.83	88.58
English Learners	--	--	--	94.79
Foster Care	--	--	--	--
Homeless	--	--	--	--
Military Connected	--	--	--	--
Students with Disabilities	85.71	88.89	80.00	77.62
Race				
American Indian or Alaska Native	--	--	--	87.10
Asian	--	--	--	99.33
Black or African American	--	50.00	50.00	86.07
Hispanic or Latino Native	--	100.00	--	93.68
Multi-Racial	100.00	100.00	100.00	87.37
Native Hawaiian or Other Pacific Islander	--	--	--	83.33
White	96.61	97.73	96.69	90.87
Gender				
Female	96.67	98.36	98.55	92.94
Male	96.61	96.10	92.86	88.58

Post-Secondary Achievement Data

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	92.25	85.94	83.76		
Status					
Economically Disadvantaged	69.23	75.44	77.77		
English Learners	--	--	--		
Foster Care	--	--	100.00		
Homeless	93.33	60.00	90.00		
Military Connected	--	--	--		
Students with Disabilities	100.00	50.00	0.00		
Race					
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Black or African American	100.00	100.00	100.00		
Hispanic or Latino Native	--	--	100.00		
Multi-Racial	100.00	100.00	100.00		
Native Hawaiian or Other Pacific Islander	--	--	--		
White	92.00	85.37	83.03		

Gender				
Female	--	91.55	86.95	
Male	--	78.95	81.69	

College Readiness (AP/IB)

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students	% of Students
All	6.20	1.56	5.12	8.99
Status				
Economically Disadvantaged	0.00	0.00	2.77	3.63
English Learners	--	--	--	3.84
Foster Care	--	--	0.00	0.86
Homeless	0.00	0.00	0.00	3.37
Military Connected	--	--	--	0.00
Students with Disabilities	0.00	0.00	0.00	0.00
Race				
American Indian or Alaska Native	--	--	--	7.14
Asian	--	--	--	37.16
Black or African American	0.00	0.00	0.00	3.71
Hispanic or Latino Native	--	--	0.00	9.30

Multi-Racial	0.00	0.00	0.00	0.00	10.71
Native Hawaiian or Other Pacific Islander	--	--	--	--	0.00
White	6.40	1.63	5.35	8.96	
Gender					
Female	7.14	1.41	4.34	10.86	
Male	5.48	1.75	5.63	7.19	

College Readiness (Dual Credit)

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students	% of Students
All	75.97	67.97	59.82	25.47
Status				
Economically Disadvantaged	30.77	56.14	44.44	15.25
English Learners	--	--	--	13.46
Foster Care	--	--	0.00	4.31
Homeless	73.33	60.00	60.00	12.73
Military Connected	--	--	--	50.00
Students with Disabilities	100.00	0.00	0.00	1.66
Race				

American Indian or Alaska Native	--	--	--	--	28.57
Asian	--	--	--	--	35.13
Black or African American	100.00	100.00	100.00	100.00	17.20
Hispanic or Latino Native	--	--	--	100.00	18.60
Multi-Racial	100.00	75.00	100.00	100.00	21.13
Native Hawaiian or Other Pacific Islander	--	--	--	--	14.28
White	75.20	67.48	58.03	26.03	
Gender					
Female	75.00	70.42	50.00	32.05	
Male	76.71	64.91	66.19	19.11	

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	State (2018-19)
	% of Students	% of Students	% of Students	% of Students
All	60.47	52.34	57.26	35.36
Status				
Economically Disadvantaged	53.85	45.61	63.88	37.06
English Learners	--	--	--	20.19
Foster Care	--	--	100.00	27.58

Homeless	53.33	20.00	50.00	32.95
Military Connected	--	--	--	75.00
Students with Disabilities	0.00	50.00	0.00	28.33
Race				
American Indian or Alaska Native	--	--	--	21.42
Asian	--	--	--	9.45
Black or African American	100.00	0.00	100.00	22.52
Hispanic or Latino Native	--	--	50.00	21.92
Multi-Racial	66.67	100.00	50.00	20.53
Native Hawaiian or Other Pacific Islander	--	--	--	57.14
White	60.00	51.22	57.14	36.85
Gender				
Female	55.36	61.97	56.52	30.12
Male	64.38	40.35	57.74	40.42

Additional Data Sources, if applicable: In the text box below, list the additional district data sources that have been reviewed to determine the root cause of the data results (i.e. intervention data, supplemental programs/services, pre- and post- assessments, pass/failure rates, Grad 20/20 monitoring, etc.). Include the data results and analysis in the needs assessment summary. Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

Monroe County Schools utilizes the following data sources:

Freshman Academy - Move up Day

Intro to Careers at MCTC
 Grad 20/20
 Online Facilitator

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

Monroe County currently does a freshman move up day where 8th graders from our feeder schools come to the high school in the spring before their freshman year. There are exposed to the rules and expectations as well as the class offerings at the high school and the vocational school. James Monroe also conducts a Freshman Academy before school begins in August to help the transition for upcoming Freshman.

Brief Description of Success

The Freshman Academy move up day was held during the school day in the spring of 2019. There were a combined number of 125 rising freshman from Mountain View Elementary/Middle School and Peterstown Middle School enrolled for the 2019-2020 School Year.

Class of 2023 Cohort

2019-2020	# of Freshman - 128
2020-2021	# of Sophomores
2021-2022	# of Juniors
2022-2023	# of Seniors

The students have had a great opportunity to be introduced to the faculty and other students as well as being exposed to all of the course offerings at the Monroe County Technical Center. Monroe County has also implemented a Freshman introductory to careers course where students attend different areas of our vocational school for a number of weeks before switching to another class. This was done to increase the number of students that complete programs at the vocational school and have them better prepared for higher learning opportunities and for the workforce.

Monroe County Schools and James Monroe High School participate in the Graduation 20/20 initiative. A Graduation 20/20 team meets monthly to discuss students at risk of not graduating with their cohort. They also look at interventions and other ways to improve student attendance, achievement, and behavior within the school. This year, Monroe County will receive training from the WV Transition Technical Assistance Center and will help student transition from high school to the workforce.

The 2019-2020 School Year was the initial year of the Intro to Careers Course.

Class of 2023 Cohort - Intro to Careers

2019-2020	# of Freshman	- 97
2020-2021	# of Sophomores	
2021-2022	# of Juniors	
2022-2023	# of Seniors	

The Graduation Coach reported the following information:

During the 2019-2020 school year, 39 students were coached at James Monroe High School.

*17 were at risk seniors, of that group, 13 graduated, 1 went to Homeschool, and 3 did not graduate.

*5 were juniors and continue to attend JMHS the 20-21 school year

*14 were sophomores, 11 of those are still students at JMHS, 1 dropped out, 2 moved

*3 were freshman, 2 remains at JMHS, 1 moved

See Summary for more information.

Last year, Monroe County Schools hired an online facilitator at James Monroe High School to increase the availability of online and dual credit course offerings at the high school. Monroe County Schools has also began working with Glenville State in offering students the opportunity to take online dual credit courses and graduate high school with an Associates Degree at no cost to the family.

The online facilitator served 161 students in-seat students (some of these are duplicated) last year in addition to the virtual school students. This number includes both online college and high school credit courses.

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?)

Freshman Academy - Move up Day

James Monroe High School will continue with the Freshman Academy as part of the transition plan from middle school to high school. On going data will be collected annually for the cohort information. The data will be updated to determine if there are drop-outs, transfers, etc. beginning with the next school year.

Intro to Careers at MCTC

The 2019-2020 School year was the initial year for the Intro to Careers class at MCTC. On going data will be collected annually for the cohort information. The data will be updated to determine the number of students participating in CTE programs and if there is an increase or decrease in enrollment.

Grad 20/20

The percentage of students with disabilities graduating with their four year cohort has increased and the overall student graduation rate has increased as well. James Monroe has hired a graduation coach through Grad 20/20 to meet with at-risk students, have given every student including upcoming Freshman a James Monroe t-shirt, and has also improved the school climate and culture by increasing the number of murals throughout the school. The freshman class was targeted last year about getting assignments turned in and improving participating in class. **At Risk Students were selected using these criteria and he list fluctuated throughout the school year based on:**

1. Recommendations by Guidance Counselor or Principal based on: Grades, Behaviors, Attendance, Lack of support from home or direction, Special Ed student needs, Students repeating a grade or classes.
2. Monthly check on Zoom Data recommending “attention needed” or “chronically absent” from HOONUIT to select caseload or changes in specific students followed.
3. Review of Grades every 4.5 weeks to detect unsatisfactory grades.
4. Meetings with students would also dictate the need for more or less coaching.

Tracking Student Cases

A file was created for each student and each student completed an interest survey, giving information about what they enjoy doing. Students list some short term and long term goals. Each time the coach met with that student, the date and what was discussed was added to a running log. Follow-up meetings were a matter of checking progress in terms of grades and attendance, how they were fairing academically, socially, emotionally, and at home.

If the student was having difficulty:

The coach and student brainstormed possible solutions: Visited teachers, guidance, scheduling issues

If they needed help organizing, we did that: Organizers, To Do Lists, Prioritizing

We reviewed their short term and long term goals regularly to track progress.

We talked about their worries or their victories, the coach was another supportive presence.

The coach told them about what to expect next and how to prepare for it, to calm anxiety.

The coach shared my story of coming from a dropout family and how I turned it around and they could too.

Outside resources:

Career Guidance is provided at JMHS in both group and individual settings. All 9th graders take a course entitled Intro. to Careers which opens their minds to many possibilities. This course helps create dialogue and exploration of different career fields. Advisory classes also explore career options featuring some visitors' specializing in various fields. The ASVAB test is administered to all students as a means to discover strengths.

Most of the students on my grad 20/20 list are students interested in Vocational Education. Therefore, one of the biggest resources we use at JMHS is the Vocational Center. There students are introduced to various vocational skill which will make finding a job much easier. We offer introductions to: Nursing Program, Bio Meds, Business, Agriculture and Natural Resources, Carpentry, Electrical, JROTC, Radio, Law and Public Safety, Elementary Ed., and a chance to Co-op and make money as well as get job experience prior to graduating. That involves job shadowing and experiential learning programs where students can work on site with professionals to gain insight.

We have workshops and career fairs where colleges, employers, and trade schools come to visit our school, and students are welcome to talk with representatives and gather literature and applications. For those interested in colleges, students are taken on trips to some of the local colleges and are encouraged to visit colleges with their families without penalty.

See JMHS counseling web page. <https://jmhscounseling.weebly.com/career-guidance.html>

Celebrations:

Anytime a student reached a goal, we had a celebration! Sometimes it was High-Fives, a pat on the back, a brag in front of a teacher or the office or to call parents. Sometimes it was a special snack or drink. The coach wanted the students to know I was expecting good things and was so happy to share in their victories.

Middle School Grad Coaching:

During the 2019-2020 school year, the Grad 20/20 served at Mountain View School and Peterstown Middle school as Grad Coach for grades 7 and 8. The coach was stationed at each school 2 days per month and worked with students at those schools who were hand selected as at risk by the 7th and 8th grade teams in conjunction with the principal and guidance counselor. Some were selected due to poor grades and attendance. Some were chosen due to stressful family situations such as; drugs, grandparents raising, divorces happening, or emotional needs, where another caring adult will listen and encourage. Some don't have an adult in their family who has successfully navigated the school experience so they don't know what's ahead. They need to discuss goals and how to get there from here. Although we talked grades and attendance, the encouragement and emotional support seemed most desired and needed. This is the most impressionable age. Students seemed to be in desperate need of coaching at this age. The coach met with each of these students once a month and has files on them. Many are still being coached this school year too.

Online Facilitator

The 2019-2020 School year was the initial year for the online facilitator. The online facilitator has increased the success rate of students enrolled in online dual credit course by tracking student assignments and completion of those assignments. The facilitator is also available to provide assistance when students are struggling with a course. **Additional data on the success of students enrolling in online classes will be tracked in the following school year.**

LEA Strategic Plan - Attendance and Behavior Data

Monroe County Schools (057) Public District - FY 2021 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Students with Attendance over 90%

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	78.50	78.87	74.10		80.02
Status					
Economically Disadvantaged	67.76	70.48	65.82		71.12
English Learners	100.00	100.00	100.00		88.59

Foster Care	--	80.95	100.00	80.72
Homeless	70.59	74.07	65.29	69.69
Military Connected	--	100.00	--	85.00
Students with Disabilities	72.66	76.23	68.56	74.42
Race				
American Indian or Alaska Native	100.00	100.00	50.00	75.13
Asian	66.67	66.67	100.00	95.23
Black or African American	75.00	66.67	82.35	80.97
Hispanic or Latino Native	80.00	71.43	66.67	82.92
Multi-Racial	73.91	60.00	58.82	79.51
Native Hawaiian or Other Pacific Islander	--	--	--	86.67
White	78.56	79.27	74.23	79.83
Gender				
Female	75.69	78.32	75.48	79.92
Male	81.16	79.39	72.87	80.12

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

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

	% of Students	% of Students	% of Students	% of Students	% of Students
All	95.40	97.05	94.98		95.77
Status					
Economically Disadvantaged	93.19	95.56	92.34		93.72
English Learners	100.00	100.00	100.00		97.71
Foster Care	--	86.67	71.43		92.90
Homeless	90.00	98.41	91.67		92.94
Military Connected	--	100.00	--		100.00
Students with Disabilities	92.92	92.57	90.78		92.65
Race					
American Indian or Alaska Native	100.00	100.00	100.00		96.61
Asian	100.00	100.00	100.00		98.90
Black or African American	88.89	100.00	84.62		90.35
Hispanic or Latino Native	100.00	100.00	100.00		96.03
Multi-Racial	92.86	100.00	90.91		94.33
Native Hawaiian or Other Pacific Islander	--	--	--		96.10
White	95.43	96.95	95.06		96.03
Gender					
Female	98.74	98.51	98.08		98.11

Male	92.19	95.70	92.27	93.57
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Additional Data Sources, if applicable: In the text box below, list the additional district data sources that have been reviewed to determine the root cause of the data results (i.e. intervention data-attendance and/or behavior related, supplemental programs/services, agency supports, school counselor data, pass/failure rates, positive behavior supports data, Grad 20/20 monitoring, etc.). Include the data results and analysis in the needs assessment summary. Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

Attendance
WVEIS
Zoom-e
Attendance Policy

Behavior
WVEIS
Zoom-e
Educators Handbook
Policy 2417

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

Monroe County Schools follows the Attendance Policy by sending 3-day letters, 5-day letters, holding 5-day meetings, and submitting excessive absences to the Attendance Director to be processed through the court system. Additionally, Monroe County Schools has a School-Based Probation Officer who works with the students and families of chronically absent students.

Monroe County Schools provides Attendance incentives throughout the school year and recognizes students with perfect, faithful, and most improved attendance.

As of March 13, 2020, Monroe County's year to date attendance rate was 92.61%. The percentage of student's chronically absent was 24.01%. The year-to-date attendance rates for the schools were as follows: James Monroe High School 92.08%, Mountain View Elementary and Middle School 93.1%, Peterstown Elementary 92.76, and Peterstown Middle 92.32%.

The SAT Coordinator at each school saw a decrease of between 55-60% of repeated offenders for attendance issues.

Several students were recognized and rewarded for improving or maintaining good attendance. James Monroe, Peterstown Middle, and Mountain View School displayed attendance rates and even had rewards for classrooms who had good attendance. Classes were also praised in newsletters or social media outlets for perfect attendance, as a result attendance increased.

The schools reported the following number of students received attendance rewards/incentives between August 2019 to March 2020:

JMHS - 349 students had less than 5 unexcused absences

MCTC - Governor's Workforce is partly based on attendance; there were 17 students to earn that credential

MVS - 300 students

PES - 75 students

PMS - 102 students

All Monroe County Schools implement alternative methods to improve student behavior before suspending a student. In-School Suspension provides an alternate placement at school so that the student is present and completes class assignments. All school have an In-School Suspension plan in which instruction is still provided to students. Guidance counselors hold class lessons and individual sessions with students to address behavior concerns.

The schools reported the following number of students served ISS between August 2019 to March 2020:

JMHS & MCTC - 24 students

MVS - 4 students

PES - 29 students

PMS - 8 students

Mountain View Elementary/Middle School, Peterstown Elementary, James Monroe High School, and Monroe County Vocational Center are implementing year three of Leader In Me Process by Franklin-Covey. Peterstown Middle School is implementing a modified version of the process by participating in professional development and learning new strategies. Year three of the Leader in Me process which focuses on Aligning Academics through student data notebooks in order for students to self-monitor their progress, while continuing to improve on Climate and Culture.

The Leader in Me process focuses on creating student leaders within the school and creating a culture in which student enjoy and want to attend school. Climate and culture improvements have been made in the participating schools. Leader in Me Activities were provided at each school that focused on making good decisions and being a leader. Students of the Month were recognized by the standards of Leader in Me.

A survey was not given during the 2019-2020 school Year that would provide specific success data. A survey will be given for the next school year.

Monroe County has created a county-wide Trauma Team to address students with mental health needs and trauma issues. The team meets at least every other month to discuss concerns and strategies for helping students or staff dealing with trauma. The team decided to hire a Behavior Analyst/Early Intervention Specialist and a School Psychologist to assist with the team in the 2020-2021 school year. They will focus on students with behavior/mental health concerns to identify strategies and services for the students while also being a support for the school staff. The Behavior Analyst/Early Intervention Specialist will also focus on the students with attendance issues at an early stage to ensure student success.

All staff were provided training at the beginning of the school year on the ACES study and the topic of trauma. The trauma team has seen some success in the classroom with teachers dealing with students who may be dealing with past trauma issues. Some schools are implementing a "tap in tap out" system to help with the emotional well being of the staff.

This is the initial year for the additional mental health services, specific data will be collect from the providers for the 2020-2021 School Year.

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

Monroe County had the following teams to address concerns with student attendance, academic success, and behavior:

- Graduation 2020 teams at James Monroe High School, Mountain View Middle School, and Peterstown Middle School.
- Leader in Me at James Monroe/Monroe County Technical Center, Peterstown Elementary, and Mountain View Elem/Middle School
- Empowerment Academy at Peterstown Middle School for grades 6 and 7.
- County Level Trauma Team consisting of Administrators, Counselors, and Teachers from each school in the county.

Attendance

A large correlation was identified with students who had attendance issues, academic issues, and behavior issues. Students who missed class, struggled with their grades, and this would then affect their behavior within the school setting.

Attendance Trend:

2012-2013: 95.6%

2013-2014: 96.3%

2014-2015: 91.3%

2015-2016: 91.7%

2016-2017: 92.4%

2017-2018: 92.4%

2018-2019: 91.7%

2019-2020: 92.6%

As you can see, the attendance for Monroe County has been trending down since the 2012-2013 school year. The attendance hasn't been as high as it was in 2019-2020 since the 2013-2014 school year.

Letters to parents discussing the importance of faithful attendance, changes to JMHS dual credit courses to require students to be present at school while taking online college courses, SAT, 3 and 5 day letters, work with school based probation officer, home visits, work with local doctor offices to ask that they put times students left their office on excuses, attendance awards and incentives, monthly data meetings with principals discuss truant students and what has been done at the school to get the students back to school. The Attendance Director will work with the county WVEIS contact to clean up any errors that may exist within the attendance data reports. The Results Driven Priorities plan, including Graduation 2020 teams at James Monroe, Mountain View, and Peterstown Middle School will also provide incentives for attendance and training for personnel.

Three out of four schools in our county had Grad 2020 teams with most of the focus on attendance and academic success which typically went hand in hand. Each of the schools had attendance incentives which included the following: gift cards or prizes were drawn either daily or weekly for students who met the attendance goal, get out 5 min early for lunch or at the end of the day Friday for high school students, time in the "Hawks Nest" during lunch or on Friday's, and "get out of assignment free cards". James Monroe also tied attendance to driving to school as well as being eligible to attend the prom. A graduation coach was also hired at James Monroe, Mountain View, and Peterstown to target the students with attendance and academic issues.

These efforts are showing an improvement in student attendance rates, therefore MCS will continue to implement these initiatives.

Remote learning took place during the state-wide shutdown beginning on March 13, 2020, through the end of the school year. During this time, teachers monitored student progress through the use phone calls, email, messaging, Google Classroom, video conferences, etc.

Behavior

The following is behavior data for Monroe County Schools for the 2018-2019 and 2019-2020 school year:

	2018-2019	2019-2020
Level 4 Offenses	15	5
Level 3 Offenses	84	37
Level 2 Offenses	145	134
Level 1 Offenses	218	217

Monroe County Schools saw a decrease in behaviors, especially for Level 3 and Level 4 offenses over the past two school years.

Monroe County did not receive a scorecard for the 2019-2020 school year in regards to behavior. The previous year, Monroe County exceeded standard with regard to discipline on the county's accountability system at 95%. The only school to not meet or exceed standard was Peterstown Middle School at 89.3%. Peterstown Elementary and Mountain View met or exceeded standard. Monroe County Schools utilizes Educator's Handbook to identify behaviors and communicate with parents.

The county will work to ensure principals are handling discipline appropriately and addressing student behaviors as needed. Training on Policy 4373 will be provided and assistance will be given to new administrators within the county to assist them in appropriate discipline.

Leader in Me

The county will continue to implement the Leader in Me initiative as changes in culture have been noted throughout the schools. Through the guidance of the Leader in Me Coach the participating schools have implemented opportunities for students to be leaders in projects, assemblies, daily events. Schools have worked on the beautification of their buildings to include murals, inspirational quotes, Leader in Me 7 Habits displays, cleaning of the school grounds, etc. The Leader in Me curriculum lessons are lead by the guidance counselors at MVS and PES, classrooms have displayed their mission statements and Class Expectations, etc. Schools organized student

celebrations, guest speakers and whole school events themed around Leadership and Motivation. The LIM curriculum at JMHS is a combination of an online platform and teacher led lessons. All 9th grades complete the 7 Habits Curriculum as well and the Careers Curriculum in the Intro to Careers classes at MCTC. As mentioned above, the schools were implementing Data Notebooks for students and teachers to set goals and track data towards academic progress. **A survey was not given during the 2019-2020 school Year that would provide specific success data. A survey will be given for the next school year.**

Trauma Team

In 2019-2020 a county level Trauma team was created and met monthly to discuss strategies to help students facing trauma or mental health issues. There was a focus made for having opening day professional development to be centered around trauma-informed schools. During the 2019-2020 school year there were trainings focused on the ACE's study, mental health first aid, CPI, etc. There was a shift in the schools to not only find out why the student's are showing negative behaviors, but also on how to assist the teachers. Schools implemented a "tap out" system where if a teacher needed a break for whatever reason an administrator, counselor, or another teacher would cover their class so they could regroup. The idea behind this was that a teacher needs to be "ok" and must be able to help themselves before they could successfully help their students.

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

	County (2016-2017)		County (2017-2018)		County (2018-2019)		State (2018-2019)	
	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
	12.68	10.42	12.16	16.00	13.70	14.89	20.73	17.16
Evaluation Data								
	County (2018-2019)				State (2018-2019)			
	% of Teachers				% of Teachers			
Performance Level								
Distinguished	3.88				8.47			
Accomplished	65.12				81.45			
Emerging	5.43				7.69			
Unsatisfactory	-				0.18			

*** Additional Data Sources:** In the text box below, list the additional district data sources that have been reviewed to determine the root cause of the data (i.e. retention rates, areas of need, teacher certification by course, teacher attendance rates, educator supports, etc.). Include the data results and analysis in the needs assessment summary. Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

Monroe County Schools utilizes the following data to determine educator effectiveness:

- Teacher certification
- Beginning Teacher Mentoring Program
- Professional Learning Communities
- Observation/Evaluation Data
- eWalks (classroom walkthroughs)
- Instructional Inventory Practices (IP)

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.

Monroe County Schools offers professional development and classroom supports to suit the needs of teachers in all capacities of instruction.

Beginning teachers are supported through the Monroe County Beginning Teacher Mentoring Program in which their mentors visit the classrooms, hold after school meetings, conduct a book study, etc. Additionally, each school has an in-house teacher mentor for school-specific issues. There were **four** beginning teachers from the 2019-2020 school year, all four successfully completed the mentoring program. The program will be implemented during the 2020-2021 school year for beginning teachers. **Survey data of the new teacher mentoring was not collected for the 2019-2020 school year, but will be collected for the upcoming school year.**

All teachers participate in Professional Learning Communities in their schools to analyze student data to adjust their curriculum to meet student needs. Teachers are given opportunities to assist in planning for professional development by completing a survey to identify their needs. Additionally, professional development is provided for specific content areas, technology, classroom management, safety, STEM, Special Education, data analysis and use, CTE content, etc. **Specific data on PLC implementation was not collected for the 2019-2020 School Year, but will be collected for the upcoming school year.**

Principals evaluate classrooms through the use of eWalks and the state observation/evaluation system. Principals completed **30%** of their building on a weekly basis in all subject areas. **Specific eWalk data was not collected for the 2019-2020 School Year, but will be collected for the upcoming school year.**

Classrooms are also evaluated through the use of the Instructional Practices Inventory (IPI). Principals provide professional development on Professional Learning Days that is relevant to their school's needs. This strategy will continue for the 2020-2021 school year. **The following IPI Data was collected between August 2019 and March 2020:**

IPI 1st Observation:

	JMHS	MVS K-4	MVS 5-8	PES K-4	PMS 5-8	MCTC 9-12
Student Active Engaged Learning	11%	45%	17%	57%	19%	22.22%
Student Learning Conversations	6%	7%	11%	4%	6%	2.22%
Teacher-Led Instruction	36%	20%	30%	21%	42%	24.44%
Student Work with Teacher Engaged	45%	27%	41%	19%	33%	48.89%
Student Work with Teacher not Engaged	0%	0%	0%	0%	0%	0%
Complete Disengagement	2%	0%	0%	0%	0%	2.22%

IPI 2nd Observation:

	JMHS	MVS K-4	MVS 5-8	PES K-4	PMS 5-8	MCTC 9-12
Student Active Engaged Learning	12%	44%	10%	47%	22%	5%
Student Learning Conversations	10%	5%	7%	1%	7%	5%
Teacher-Led Instruction	29%	20%	18%	17%	35%	33%
Student Work with Teacher Engaged	37%	30%	61%	35%	35%	43%
Student Work with Teacher not Engaged	2%	0%	0%	0%	0%	0%
Complete Disengagement	9%	1%	3%	0%	1%	2%

IPI 3rd Observation:

MCTC 9-12

PMS 5-8

PES K-4

MVS 5-8

JMHS

MVS K-4

MVS 5-8

	JMHS	MVS K-4	MVS 5-8	PES K-4	PMS 5-8	MCTC 9-12
Student Active Engaged Learning	*	*	*	54%	24%	19%
Student Learning Conversations	*	*	*	9%	6%	3%
Teacher-Led Instruction	*	*	*	21%	31%	33%
Student Work with Teacher Engaged	*	*	*	16%	40%	43%
Student Work with Teacher not Engaged	*	*	*	0%	0%	0%
Complete Disengagement	*	*	*	0%	0%	2%

*IPI 3rd Observation Data was not collected due school closures from March 13, 2020 for the remainder of the school year.

The data shows low numbers for non-engagement, but improvement could be made in the percentages in the areas of Active Engage Learning and Learning Conversations. IPI Observations will continue in the 2020-2021 school year as student engagement is vital to student learning.

In reference to the data listed above with the percentage of teachers at each performance level, the data may not be a true reflection of the teachers in Monroe County. The percentage for Distinguished teachers is possibly low because teachers have to determine themselves as distinguished on the self-reflection and they have to submit evidence to support their rating. Many of the teachers in the district are new and may not have had the opportunity to demonstrate their skills. The percentage for Emergent is probably accurate based on the number of beginning teachers. The meeting room at the central office is often used to provide professional development for small groups of teachers. The county has a need to purchase furnishings, equipment and technology to accommodate these trainings.

All employees are currently provided vision and dental insurance through the use of Levy Funds.

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

Monroe County Schools will continue with the Beginning Teacher Mentor Program for all new teachers in order to support them to be successful in the classroom.

Through data analysis of student academic achievement professional development will be provided in phonics instruction for grades PreK-2, reading and writing strategies in grades 3-12, and mathematics instruction and strategies for all grade levels. Professional development for the i-Ready program and utilizing data to drive instruction and intervention will be provided.

Through the math4life initiative, professional development specific to math instruction will be provided.

Continued training and coaching to support the Leader in Me initiative will be provided throughout the school year. This program has provided a decrease in student discipline throughout the county and the building of leadership skills.

Teachers of all levels could benefit from instructional coaches in Reading and Mathematics to provide continuous classroom support.

As a result of IPI data, professional development will be provided on Active Engaged Learning and Student Learning Conversations.

As a result of the evaluation data, a professional development session will be provided on the Observation and Evaluation System. Teachers will be encouraged to strive for Distinguished.

Monroe County Schools (057) Public District - FY 2021 - LEA Strategic Plan - Rev 1

Plan Items

1 Instructional Achievement Goal - By June 2021, 100% of Monroe County students will meet or exceed a minimum of 10% growth toward grade-level proficiency standards in the area of reading/language arts, math, and science. Additionally, Monroe County Schools will decrease the achievement gap between the special education students, homeless students, and English Learner students by 10% in comparison to the "all" subgroup of students.

Description:

*

PM 1.1 PALS, iReady, SAT, State Summative Assessment

Description:

PALS, iReady, School Day SAT, and WV General Summative Assessment (WVGA) will be used to measure the 10% growth. Data Talks will be conducted with all grade levels to discuss the growth and progress of PALS, iReady, School Day SAT, and the WV General Summative Assessment (WVGA). Teachers will keep data easily accessible in data notebooks for each of their classes. Additionally, students will create data notebooks to track their own progress.

S 1.1.1 Data Driven Instruction, Mastery Learning, Frequent Monitoring of Learning and Teaching

Description:

Schools will continue to utilize DuFour's PLC model to analyze data and develop strategies to improve teaching and learning. Administrators will continue to submit a "20 Day" Plan, Instructional Inventory Practices and walk throughs will be conducted in all classrooms.

Component	Item Name
LEA ESEA	Monitor students' progress in meeting the challenging State academic standards

Consolidated Plan	Provide services for homeless children and youth If applicable, support, coordinate, and integrate services with early childhood education programs
WVSIPP	Induction of beginning teachers Address support for experienced teachers Support for other staff Professional development
Early Literacy	School Readiness Extended Learning Opportunities High Quality Early Literacy Instruction
WV math4life	P – 12 Mathematics Content Knowledge P – 12 Mathematics Pedagogy/Thinking Skills Leadership Development Student Engagement

AS 1.1.1.1 Increase Proficiency Levels

Description:

All students will increase Reading/Language Arts, Math, and Science scores by a minimum of one proficiency level through high-quality classroom instruction, interventions, and acceleration as determined by the individual needs of students. Professional Development will be provided to ensure an increase in proficiency. Additionally, the county's math4life plan will be implemented to increase math proficiency.

Person Responsible:

Misty Nelson

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Professional Development	\$0.00
	Title I Part A	Resources	\$0.00
	Title I Part A	Title I Teachers at PES and MVS	\$412,789.00
	Title II Part A	Professional Development	\$0.00
	State EL Funds	Provide Support of English Learners	\$376.66
Early Literacy	Early Literacy	Professional Development in Literacy	\$0.00
IDEA and State Aid Entitlement	IDEA Preschool		\$0.00
Other	Other	math4life	\$0.00
Total			\$413,165.66

AS 1.1.1.2 DuFour's PLC Model, Learning Schools, and Instructional "20 Day" plan

Description:

All schools will utilize DuFour's PLC model and meet at least bi-monthly to discuss student data and change instruction as needed based on the data. All schools will meet in Vertical PLCs and develop Common Formative Assessments. Vertical PLC meetings will occur monthly at each of the five schools in Monroe County. All schools will become Learning Schools and utilize Professional Learning Days and Continuing Education Days for Professional Development to

include PLC, data analysis, strategies, and standards. Schools will submit a monthly "20 Day" instructional action plan to address current achievement levels as reflected on the formative assessment and benchmark assessment instruments. These plans outline specific steps the building administrator will take over the net 20 days to improve student learning.

Person Responsible:

School Principals

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

AS 1.1.1.3 Instructional Inventory Practices and walk throughs

Description:

All schools will continue using IPI and provide quarterly updates on school engagement. Administrators will complete walk through in 30% of the classrooms on a weekly basis utilizing the e-Walk program.

Person Responsible:

School Principals

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	IPI evaluators	\$10,000.00
Step 7a	Step 7a	eWalk Subscription	\$4,000.00

Total \$14,000.00

AS 1.1.1.4 Data Talks, Data Notebooks for Teachers and Students, Data Walls

Description:

All schools will participate in data talks with central office staff following each benchmark assessment and discuss goals for the next quarter related to individual student needs based on the data. Teachers will create data notebooks to track the progress on all students and will hold individual data talks with students. Students will create data notebooks to set goals and track their progress on benchmarks and assessments. All schools will post data walls displaying current student data based on Summative Assessment results and update after each benchmark assessment.

Person Responsible:

Misty Nelson

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Substitute Teachers	\$10,000.00
	Title II Part A	Substitute Teachers	\$0.00
Total			\$10,000.00

AS 1.1.1.5 Extended Learning

Description:

Monroe County Schools will provide extended learning opportunities in literacy through an After School Tutoring Program in Grades PK to 3rd and through collaboration with Energy Express during the summer and Summer Enrichment programs.

Person Responsible:

Misty Nelson

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Resources	\$0.00
	Title I Part A	Teachers to provide services	\$0.00
	Title V Part B, RLIS	Energy Express	\$10,000.00
Early Literacy	Early Literacy	Supplements for Teachers for Extended day	\$20,058.00
	Early Literacy	Supplies for Extended Day/Year	\$1,000.00
Other	Other	math4life	\$0.00
Total			\$31,058.00

AS 1.1.1.6 Technology Integration and Virtual Instruction

Description:

All students in Monroe County Schools will utilize Chromebooks or iPads to increase technology literacy both in the classroom and the real-world setting. Students in grades 2-12 use Chromebook to access e-textbooks, assignments in Google Classroom, assessments and instruction in iReady, and various other websites. Students in grades PreK-1 will use iPads to

access learning apps and i-Ready. Students in grades PreK through 2 will be given direct instruction on developing technology skills such as manipulating a mouse to complete tasks such as dragging, selecting drop-down menu items, cut and paste, sign-in to programs and learning passwords. Direct instruction will be provided to students in grades 3-12 in the use of their Chromebooks, Google Classroom, e-textbooks, various websites, software, and technology tools. Due to the COVID-19 pandemic, students will have an option to enroll in virtual classes offered through a county provided platform or WV Virtual School. Professional Development will be provided for teachers to learn how to utilize Google Classroom, LiveGrades, iReady, Office 365, e-textbooks, various websites, software, and technology tools in the classroom.

Person Responsible:

Roberta Tuggle

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00
Tools for Schools	Tools for Schools		\$0.00
Total			\$0.00

AS 1.1.1.7 Pre-K Growth and Development

Description:

Pre-K students will show growth and development in areas of Mathematics/Science, Social-Emotional/Social Studies, Language Arts/Literacy, Physical Health, and Development as measured by the ELRS and PALS data by providing early intervention and direct instruction.

Additionally, to strengthen the early literacy skills of incoming Preschool students, Monroe County Schools will continue to provide support for Imagination Library.

Person Responsible:

Misty Nelson

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Professional Development and Resources	\$0.00
	Title II Part A	Professional Development	\$0.00
Early Literacy	Early Literacy	Imagination Library	\$0.00
IDEA and State Aid Entitlement	IDEA Preschool		\$2,500.00
Other	Other	math4life	\$0.00
Total			\$2,500.00

2 Graduation Rate - By June 2021, Monroe County Schools will ensure 100% of its students graduate from high school as college and career ready.

Description:

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PM 2.1 WV Department of Education Graduation Cohort Verification System.

Description:

Monroe County Schools will measure graduation rate by the WV Department of Education Graduation Cohort Verification System.

S 2.1.1 Dropout Prevention and Counseling

Description:

Monroe County Schools will implement Dropout Prevention Programs, provide counseling to students who are considering dropping out, implement a rigorous withdrawal process, and provide alternatives to dropping out.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Provide services for homeless children and youth
	If appropriate, support and coordinate CTE and work-based learning opportunities
	Other appropriate strategies identified by the LEA
WVSIPP	Professional development

AS 2.1.1.1 Dropout Prevention Program

Description:

The Dropout Prevention Program provides mentors for students identified as at-risk of dropping out. This program includes Finish Line Clubs at each school; weekly mentoring; employee, student, and parent pledges/contracts.

Person Responsible:

Johnathan McPherson

Estimated Begin Date:

7/11/2020

Estimated Completion Date:

6/30/2021

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

AS 2.1.1.2 Withdrawal Process

Description:

Monroe County Schools will utilize a student withdrawal process that requires students to meet with a teacher, school administrator, counselor and central office representative prior to dropping out. Each meeting will consist of interventions being discussed to prevent the student from dropping out.

Person Responsible:

Johnathan McPherson

Estimated Begin Date:

7/11/2020

Estimated Completion Date:

6/30/2021

AS 2.1.1.3 GED Options Program

Description:

Monroe County Schools will utilize the GED Options Program for students that qualify and want to withdraw from school.

Person Responsible:
 Johnathan McPherson
 Estimated Begin Date:
 7/1/2020
 Estimated Completion Date:
 6/30/2021

AS 2.1.1.4 Graduation 20/20

Description:

Monroe County Schools will participate in Graduation 20/20 to increase the graduation rate of students in Special Education.

Person Responsible:
 Johnathan McPherson
 Estimated Begin Date:
 7/1/2020
 Estimated Completion Date:
 6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Professional Development and Travel	\$0.00
IDEA and State Aid Entitlement	IDEA School Age	travel	\$2,500.00
Results-Driven Priorities	IDEA Discretionary	Extended Year Teacher	\$15,000.00
	IDEA Discretionary	Graduation Coach	\$10,000.00

Total \$27,500.00

PM 2.2 Data Collection on College and Career Ready Graduates

Description:

Monroe County Schools will measure college and career readiness by analyzing data collected on the number of students requiring remedial college courses, and data collected on job placement after high school.

S 2.2.1 Data Driven Instruction, Mastery Learning, and Frequent Monitoring of Learning and Teaching

Description:

MCS will measure college and career readiness throughout the school year monitoring enrollment in CTE courses, Instructional Inventory Practices (IPI), offering Advance Placement and Dual Credit Courses, and monitoring "20-Day" Plans.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Other appropriate strategies identified by the LEA
WVSIPP	Professional development

AS 2.2.1.1 Simulated Workplace

Description:

Monroe County Schools will increase the number of students enrolled in CTE courses and the number of completers. MCTC will implement Simulated Work Place with 100% of its students and all completers will produce a portfolio and Capstone portfolio.

Person Responsible:

CTE Director

Estimated Begin Date:

7/11/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Other	Other	CTE Funds	\$0.00

AS 2.2.1.2 Instructional Practices Inventory and Walkthroughs

Description:

Monroe County Schools will utilize Instructional Practices Inventory (IPI) in efforts to increase student engagement. Administrators will complete 30% of the classrooms on a weekly basis utilizing the e-Walk program.

Person Responsible:

Joetta Basile

Estimated Begin Date:

7/11/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	IPI Observers	\$0.00
Step 7a	Step 7a	eWalk Program	\$0.00
Total			\$0.00

AS 2.2.1.3 Advance Placement and Dual Credit Courses

Description:

Monroe County Schools will increase the number of Advanced Placement and Dual Credit Course offerings.

Person Responsible:

Johnathan McPherson

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Professional Development and Travel	\$500.00
Step 7a	Step 7a		\$0.00
Total			\$500.00

AS 2.2.1.4 Instructional "20 Day" Plan

Description:

Schools will submit a monthly "20 Day" instructional action plan to address current student achievement levels as reflected on the formative assessment and benchmark assessment instruments. These plans outline specific steps the building administrator will take over the net 20 days to improve student learning.

Person Responsible:

Joetta Basile

Estimated Begin Date:

7/11/2020

Estimated Completion Date:

6/30/2021

3 Culture and Climate, Parent and Community Relationships - By June 2021, Monroe County Schools will maintain meaningful parent and community relationships to meet the physical, social, emotional and academic needs of students through student supports and parent/community involvement events with at least a 20% participation rate with the targeted audience of each event.

Description:

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PM 3.1 Discipline Data, surveys, technology tools usage reports, school sign-in sheets, meeting agendas, etc

Description:

Monroe County Schools will utilize a variety of ways to measure the Climate and Culture of the schools throughout the county as well as document parent and community involvement. Documentation to be collected but not limited to: Discipline data, surveys, technology tools usage reports, school sign-in sheets, meeting agenda, Title I parent and family engagement events, monthly safety reports, and lockdown drills documentation.

S 3.1.1 Positive Relationships with Students, Staff and Families creating a culture of high expectations for academics and behavior.

Description:

Monroe County School will build positive relationships with students, staff, and families by utilizing effective School-to-Home and Home-to-School Communication, providing Social/Emotional Counseling, encouraging and recognize and praise desirable behaviors,

Component **Item Name**

LEA ESEA Consolidated Plan	Provide services for homeless children and youth
	Provide effective parent and family engagement
	Reduce the overuse of discipline practices that remove students from the classroom
	Other appropriate strategies identified by the LEA
WVSIPP	Professional development

AS 3.1.1.1 Communication from School-to-Home and Home-to-School

Description:

Monroe County Schools will continue to utilize programs and technology tools to enhance communication efforts with stakeholders. These tools will be used to encourage participation in parent/community events that occur during the school day and/or after school; sign-in sheets will be utilized to document participation rate at each event. These tools and programs include, but not limited to, Live Grades, school websites, county website, Synervoice, Remind, school and county newsletters, newspaper inserts, school open houses, parent/teacher conference night, Title I parent and family engagement events, etc.

Person Responsible:

Joetta Basile

Estimated Begin Date:

7/11/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Parent Involvement Events	\$0.00

AS 3.1.1.2 Positive Behavior Support Programs

Description:

Monroe County Schools will continue to implement The Leader In Me process at the elementary, middle, and high school level. This process will include professional development, coaching, and classroom implementation. Schools will also collaborate with the Monroe County Sheriff's office to place PRO officers in each school.

Person Responsible:

School Principals

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Professional Development	\$0.00
	Title II Part A	Professional Development	\$0.00
	Title IV Part A	Positive Behavior Support Program	\$14,620.95
Results-Driven Priorities	ReClaim WV	Professional Development for staff	\$16,024.69
	Total		\$30,645.64

AS 3.1.1.3 Social, emotional, and physical needs

Description:

Monroe County Schools will meet the social, emotional, and physical needs of students through the use of school counselors, outside agencies, parent liaisons, AmeriCorp, and professional development to address these needs. Continue to utilize Handle With Care, Jason Foundation

Training, CPI and behavior intervention, training staff in CPR/First Aid, Wellness Policy, Wellness Centers and counseling services through Monroe Health Center, training Seniors in CPR and career counseling for high school students. Utilize existing safe schools initiatives to ensure readiness in the event of emergency situations. These include, but not limited to, lockdown drills, safety walk-throughs, etc.

Person Responsible:

Johnathan McPherson

Estimated Begin Date:

7/11/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Professional Development and Travel	\$0.00
	Title II Part A	Professional Development and Travel	\$0.00
	Title V Part B, RLLIS	Parent Liaison	\$16,158.00
Total			\$16,158.00

4 Attendance Rates

Description:

By June 2021, Monroe County Schools will maintain an attendance rate of greater than 90% for all students.

PM 4.1 WVEIS Attendance Record and Zoom-e

Description:

Monroe County Schools will utilize data within the WVEIS system to track attendance records of each student. Monroe County Schools will utilize Zoom-e for individual school data and the district data as a whole.

S 4.1.1 Attendance Matters

Description:

Monroe County Schools will maintain an attendance rate of greater than 90% for all students by utilizing the SAT process, home-to-school and school-to-home communication, school based probation officer, and incentives for attendance.

Component	Item Name
LEA ESEA Consolidated Plan	Provide services for homeless children and youth
	Provide effective parent and family engagement
	Other appropriate strategies identified by the LEA
Early Literacy	School Attendance

AS 4.1.1.1 School Based Probation Officer

Description:

Monroe County Schools will collaborate with the West Virginia Supreme Court of Appeal to target students who display excessive truancy by providing a school-based probation officer to work with the students and families.

Person Responsible:

Susan Weikle

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

AS 4.1.1.2 SAT Process, School-to-Home and Home-to-School Communication, Attendance Incentives

Description:

Monroe County Schools will utilize the SAT process to hold attendance meetings in accordance with the state attendance policy. Additionally, parents of PreK students will be called each day the student is absent. Schools will inform parents of the attendance policies and the process to document excused absences. The attendance director will provide attendance incentives to students for perfect, faithful, and improved attendance.

Person Responsible:

Susan Weikle

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
Early Literacy	Early Literacy	Attendance Incentives	\$400.00