

LEA Strategic Plan History Log

Kanawha County Schools (039) Public District - FY 2025 - LEA Strategic Plan - Rev 1

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8/5/2024 11:58:22 AM	Elaine Gayton	Status changed to 'LEA Strategic Plan Monitoring'.	S

Kanawha County Schools (039) Public District - FY 2025 - 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.**

Dr. Tom Williams, Superintendent
Dr. Paula Potter, Deputy Superintendent
Dr. Lyndsay McIntosh, General Counsel
Ms. Melanie Meadows, Treasurer
Dr. George Aulenbacher, Asst. Superintendent
Ms. Amanda Mays, Asst. Superintendent
Ms. Missy Ruddle, Asst. Superintendent
Ms. Meghan MacCorkle, Asst. Superintendent
Ms. Leah Sparks, Executive Director, Instructional Technology
Mr. Travis Martin, Executive Director, Systems Technology
Mr. Ron Pauley, Executive Director, Human Resources
Mr. Keith Vititoe, Executive Director, Safety and Security
Mr. Travis Brotherton, Executive Director, Facilities Maintenance
Mr. Andrew Crawford, Executive Director, Facilities Planning
Mr. Jason Redman, Executive Director, Transportation
Ms. Briana Warner, Director, Communications
Ms. Melissa Wilfong, Director, Titles I, IV, CSI/School Improvement
Dr. Elaine Gayton, Director, Professional Development & Instructional Support, Titles II and III
Mr. Ryan Breamar, Director, Safety & Security
Ms. Kristen Oxley, K-12 Mathematics Specialist
Ms. Cindy Hamilton, Early Reading Specialist
Ms. Cassie Allara, Secondary ELA Specialist
Mr. Mark Davis, Fine Arts Specialist
Kellie Dufault, Lead ESL Teacher

In addition, Input into the KCS Strategic Plan was gathered from parents and community through all eight AREA LSIC Meetings.

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

Belief Statements:

1. All students can achieve.
2. Quality teaching is the key to student success with consistent student and teacher engagement in the school, virtually, and in classroom activities.
3. Effective leadership skills are essential for creating and maintaining effective schools for current and future learners.
4. Schools, parents, and communities must be partners in learning.
5. Schools must be safe and caring places.
6. All teachers must be teachers of literacy skills, including literacy in technology.
7. Students and teachers must be prepared for life-long learning in a global society.

Mission Statement:

Kanawha County Schools will provide a world-class education system that ensures all students are college and career ready for today and beyond.

LEA Strategic Plan - Demographic Data

Student Groups	State (2023-24)	County (2023-24)
	% of Students	% of Students
All	100.00	100.00
Status		
Economically Disadvantaged	54.23	61.20
English Learners	0.97	0.66
Foster Care	2.36	2.69
Homeless	5.04	3.10
Military Connected	0.35	0.17
Students with Disabilities	19.71	19.07
Race		
American Indian or Alaska Native	0.09	0.08
Asian	0.68	1.08
Black or African American	4.16	9.98
Hispanic or Latino Native	2.41	1.12
Multi-Racial	4.51	7.12
Native Hawaiian or Other Pacific Islander	0.05	0.14
White	87.95	80.41
Gender		
Female	48.34	49.20
Male	51.65	50.77

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

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

1. Kanawha County - Latest Data (2022) Available from the US Census Bureau
https://data.census.gov/profile/Kanawha_County,_West_Virginia?g=050XX00US54039General Demographics:

--Kanawha County covers 901.7 square miles and is the fourth largest county in WV by area.

--The population of Kanawha County was 180,745 according to 2022 data with a median age of 43.7 years.

--Population by Ancestry (**This is not inclusive and does not cover Hispanic/Latino nor Asian/Middle Eastern heritage among WV residents.**)

--Italian 3.3%
--English 24.9%
--French <1.0%
--German 9.3%
--Irish 10.4%
--Norwegian <1.0%
--Polish 1.0%
--Scottish 2.1%
--Subsaharan Africa <1.0%

--Language Other than English Spoken in the Home 2.5%

--Native or Foreign Born 1.9%
--Naturalized Citizen 58%
--Not a US Citizen 42%

--Employment Rate 51.7%
--Total Employers 4,494

--Educational Attainment: (Residents Age 25 or Older)

--High School Diploma or Equivalent 37.7%
--Some College but No Degree 17.1%
--Bachelor's Degree 17.6%
--Graduate or Professional Degree 12.6%
Total Residents 25 or Older with a Bachelor's Degree or Higher
--29.9%
--School enrollment Grades K-12 73.7%

--Poverty Rate:

--Median Household Income \$55,215
--Poverty Rate All Residents 18.4%

--Poverty by Age:
--Under age 18 30%
--Ages 18-64 16.7%
--65 Years and Older 12.6%

--Total Housing Units 90,224
--Total Households 78,246

Kanawha County Residents by Race or Ethnicity:

--American Indian and Alaska Native 402
--Asian 2,149
--Black or African American 13,592

--Hispanic or Latino 2,720
--Hawaiian or Pacific Islander 51
--White, Non Hispanic 152,735
--Other Races 1,349
--Two or More Races 9,56

Break Down of Population by Male & Female by Age:

Age and Gender		Total
85 and older	Male 1,560 Female 3,135	4,695
80 to 84	Male 1,694 Female 2,260	3,954
75 to 79	Male 2,922 Female 3,872	6,794
70 to 74	Male 4,633 Female 5,749	10,382
65 to 69	Male 5,972 Female 6,528	12,500
60 to 64	Male 6,114 Female 6,723	12,837
55 to 59	Male 6,348 Female 6,820	13,168
50 to 54	Male 5,572 Female 5,890	11,462
45 to 49	Male 5,503 Female 5,392	10,895
40 to 44	Male 5,615 Female 5,384	10,999
35 to 39	Male 5,258 Female 5,385	10,643
30 to 34	Male 5,295 Female 5,417	10,712
25 to 29	Male 5,614 Female 5,717	11,231
20 to 24	Male 5,248 Female 4,881	10,129
15 to 19	Male 5,149 Female 5,053	10,202
10 to 14	Male 5,417 Female 4,563	9,980
05 to 09	Male 4,912 Female 5,400	10,312
Under 05	Male 4,617 Female 4,403	9,020

According to the above census data, the greatest number of residents in Kanawha County are between the ages of 55 and 59, followed by ages 60 to 64 and 65 to 69. The lowest number of residents, as expected, are between the ages of 80 and 84 followed by a slight increase in the number of residents above 85, and by the age group 75 to 79. There is a decreasing number of residents between 10 and 14 and under 5 years of age. The declining number of residents under 14 is likely related to the declining enrollment of students in WV schools.

According to the web site cited below, in 2021, there were 5.47 times more White (Non-Hispanic) residents (37.8k people) in Kanawha County, WV than any other race or ethnicity. There were 6.91k Black or African American (Non-Hispanic) and 2.4k Two+ (Non-Hispanic) residents, the second and third most common ethnic groups.

https://www.google.com/search?q=kanawha+county+wv+demographics&rlz=1C5GCEM_enUS1092US1098&oq=kanawha+county+wv+demographics&gs_lcrp=EgZjaHJvbWUyCQgAEEUYORiABDIICAEQABgWGB4yCAGCEAAYFhgeMg0IAxAAAGIYDGAIEGloFMgolBBAAGIAEGKIEMgolBRAAGIAEGKIE0gEIOTExNmowajeoAgCwAgA&sourceid=chrome&ie=UTF-8

2.Kanawha County Data USA:

--Data was also available through Data USA (<https://datausa.io/profile/geo/kanawha-county-wv?redirect=true&genderOccupations=sex2>).

However, the latest data was from 2021. While the census data identified the 2022 population of WV at 180,745, Data USA identified the 2021 population of Kanawha County as 181,953. If this is accurate, Kanawha County lost 1,208 residents between 2021 and 2022.

--Data USA identified the 2021 poverty rate as 16.4% compared to the census data above which identified the 2022 poverty rate as 18.4%. However, child poverty rate identified by the WVDE above identified economically disadvantaged students in Kanawha County at 61.20%. Differences in economically disadvantaged vs students in poverty can be due to various method of calculation and reporting methods or self-reporting.

--Median age in Kanawha County provided by Data USA was 43.5 compared to the census report of 43.7, which is very close.

--Population and Diversity: According to Data USA, Kanawha County's population of approximately 182k people is comprised of the following:

--99.3% are citizens.

--As of 2021, 1.89% of Kanawha County residents were born outside of the country (3,44k people).

--In 2021, there were 13 times more White (Non-Hispanic) residents (159k people) in Kanawha County, WV than any other race or ethnicity. There were 12.2k Black or African American (Non-Hispanic) and 6.4k Two+ (Non-Hispanic) residents, the second and third most common ethnic groups.

--WV has a large population of military personnel with the greatest number of veterans serving in Vietnam. Since WV has an older population, this aligns with the greatest number of military personnel serving in Vietnam.

--Vietnam 3,994

--Gulf War 1,401 (1990's)

--Gulf War 2,066 (2001)

--According to Data USA, the economy of Kanawha County, WV employs 737k people, more than the number of residents. The largest industries in Kanawha County, WV are Health Care & Social Assistance (134,101 people), Retail Trade (84,451 people), and Public Administration (69,488 people), and the highest paying industries are Mining, Quarrying, & Oil & Gas Extraction (\$61,605), Agriculture, Forestry, Fishing & Hunting, & Mining (\$60,184), and Professional, Scientific, & Technical Services (\$57,436).

--Statewide, males in West Virginia have an average income that is 1.35 times higher than the average income of females, which is \$46,027. The income inequality in West Virginia (measured using the Gini index) is 0.447, which is lower than the national average.

--Data USA did not include public K-12 education in its data and focused on higher education only.

--In 2021, universities in Kanawha County, WV awarded 2,167 degrees. The student population of Kanawha County, WV in 2021 is skewed towards women, with 3,921 male students and 4,623 female students. Most students graduating from Universities in Kanawha County, WV are White (1,449 and 68.7%), followed by Unknown (289 and 13.7%), Black or African American (204 and 9.68%), and Hispanic or Latino (69 and 3.27%).

--The largest universities in Kanawha County, WV by number of degrees awarded are University of Charleston (985 and 45.5%), West Virginia State University (420 and 19.4%), and BridgeValley Community & Technical College (344 and 15.9%).

--The most popular majors in Kanawha County, WV are Organizational Leadership (333 and 15.4%), Registered Nursing (265 and 12.2%), and Other Business, Management, Marketing, & Related Support Services (159 and 7.34%).

--The median tuition costs in Kanawha County, WV are \$21,000 for private four year colleges, and \$8,308 and \$14,280 respectively, for public four year colleges for in-state students and out-of-state students.

Income: According to Data USA, the median income in Kanawha County is \$50,574.

--In 2021, the median household income of the 76.9k households in Kanawha County, WV grew to \$50,574 from the previous year's value of \$47,122.

--In 2022, 11.6% of the population was living with severe housing problems in Kanawha County, WV.

From 2014 to 2022, the indicator grew 1.46%.

--Poverty and Diversity, according to Data USA, 16.4% of the population for whom poverty status is determined in Kanawha County, WV (29.5k out of 179k people) live below the poverty line, a number that is higher than the national average of 12.6%.

--The largest demographic living in poverty are Females 25 - 34, followed by Females 35 - 44 and then Males 55 - 64.

--The most common racial or ethnic group living below the poverty line in Kanawha County, WV is White, followed by Black and Two Or More Races.

Note: The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who classifies as impoverished. If a family's total income is less than the family's threshold than that family and every individual in it is considered to be living in poverty.

--In 2022, 20.3% of the children was living in poverty in Kanawha County, WV. From 2014 to 2022, the indicator declined 2.3%.

--According to Data USA, compared to other states, the homeless rate in WV is low with a range of 1 to 741 who are chronically homeless. This is not broken down by county.

--Security: In 2022, the number of reported violent crimes offenses per 100,000 population was 616 in Kanawha County, WV. From 2014 to 2022, the indicator grew 117 per 100,000 population.

--Health Care Diversity:

--According to Data USA, in 2021, insured persons according to age ranges were distributed in 21.4% under 18 years, 18.5% between 18 and 34 years, 39.6% between 35 and 64 years, and 20.5% over 64 years.

--By gender, of the total number of insured persons, 47.5% were men and 52.5% were women.

--Between 2020 and 2021, the percent of uninsured citizens in Kanawha County, WV declined from 5.71% to 5.48%.

--5.48% residents in Kanawha County are uninsured.

- 42.3% are insured through employee coverage.
- 23.3% are covered by Medicaid.
- 16.2% are covered by Medicare.
- 11.3% are insured through non-group coverage, perhaps the ACA.
- 1.47% have military or VA insurance coverage.
- Kanawha County and the entire state of WV have a high adult obesity rate with little care to treat the underlying problems.

Demographic Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Data affecting Schools

- As stated above, there is a decreasing number of residents between 10 and 14 and under 5 years of age. The declining number of residents under 14 is very likely related to the declining enrollment of students in WV schools.
- While Data USA appears to attempt to paint a more positive economic picture, both the Census Bureau and demographic data provided by the WVDE identify a more dire economic situation in Kanawha County with 61.2% of students being economically disadvantaged and an additional 18.4% living in poverty in Kanawha County. The percent of economically disadvantaged students in Kanawha County is approximately 7% higher than the state average of 54.23%. Schools with greater minority populations, such as MCSWS Elementary and West Side Middle have very high percentages of economically disadvantaged students.
- While diversity in Kanawha County is a positive attribute, some minority groups typically face higher poverty than the White, Non Hispanic population.
- However**, according to Data USA, the subgroup with the highest poverty is White, Non-Hispanic, followed by Black/African American and Two of More Races. This may be accurate based on numbers due to the large majority of white, non Hispanic residents in Kanawha County, but possibly flawed based on proportionality. Data through Data USA appears to be calculated in a different manner and may use basic population numbers instead of the percentage of population subgroups. For example, a population of 12,000 African American residents with 7,200 individuals experiencing low economic status would be 75%, a high proportion of the subgroup. A white non Hispanic population of 80,000 with 16,000 residents experiencing low economic status would be 20% of the population group, still high but a much smaller proportion, although 16,000 is greater than 7,500. 75% is a greater proportion of a subgroup than 20%.
- Kanawha County residents include a great number of older (>65) who are less likely to be in the work force. However, 65 or older Kanawha County residents have the lowest poverty rate at 12.6%.
- Kanawha County has an employment Rate of 51.7%.
- Educational Attainment in Kanawha County is low with only 37.7% of adults 25 and older reported having a high school diploma or equivalent.
- 17% of Kanawha County residents 25 or older have some college but no degree.
- Another 17% have a Bachelor's Degree, and 12% have graduate or professional degrees.
- Based on reporting from Data USA, ONLY 5.48% are uninsured. This is approximately 10,300 residents.
- Most school-age children have insurance available to them through CHIPS or medicaid.
- What does this mean for schools?**
- Overall, more than half of the students in Kanawha County are economically disadvantaged and only slightly more than half of adults are employed. Education does not appear to be a highest priority for many residents of Kanawha County. As a result, Kanawha County Schools must continue to focus on social-emotional well-being and mental health services, including a contract with Mountain Care Network. Even with only 5.48% of residents uninsured, many economically disadvantaged residents may not be able to afford the copays and deductibles.
- Transportation must be available to all students that can safely be reached by a bus or other KCS contracted transportation. The KCS Virtual program and implementation and continuation of new technology are extremely important to reach all students. Child nutrition must continue to provide summer outreach programs to provide meals. Title I, McKinney-Vento, N & D, and Title III for second language students must continue to be a priority, as well. Title II and IV must continue to provide programs to train teachers to continue to be effective.
- The shortage of qualified teachers is not addressed in this section of demographic data, but with only a combined rate of 29% of residents with an earned Bachelor's Degree or higher, this indicates there would not be a sufficient number of teachers to serve all students in all content areas. Continuing to focus on hiring certified teachers through college and university education programs and through alternative certification programs is absolutely necessary to grow an educated society. With college costs being very expensive at this time, Kanawha County Schools will utilize remaining ESSER funds to provide 25 teachers with an opportunity to earn a masters degree in literacy through a cohort at WVU. This is expected to improve reading instruction and student reading skills across grades K-12.

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	

2036 Annual English Language Arts (ELA) Goal Targets

Base 2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036

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

ELA Proficiency

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	40.19	42.56	43.51		43.59
Status					
Economically Disadvantaged	28.47	30.38	33.32		33.30
English Learners	37.18	21.43	27.08		14.06
Foster Care	23.19	29.75	--		--
Homeless	21.67	30.67	27.45		27.49
Military Connected	73.68	70.59	59.38		54.31
Students with Disabilities	10.82	11.10	12.36		13.46
Race					
American Indian or Alaska Native	50.00	25.00	50.00		36.67

Asian	73.81	73.38	69.75		69.52
Black or African American	21.70	22.61	25.45		27.17
Hispanic or Latino Native	31.53	41.38	44.44		37.14
Multi-Racial	29.35	31.94	36.05		39.05
Native Hawaiian or Other Pacific Islander	60.00	57.14	66.99		51.85
White	42.65	45.16	45.81		44.51
Gender					
Female	44.19	46.06	47.11		48.20
Male	36.22	39.16	39.99		39.21

ELA Academic Progress

Student Groups		County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
		% of Students		% of Students
All		45.54		46.28
Status				
Economically Disadvantaged		42.98		42.76
English Learners		64.00		39.59
Foster Care		49.18		45.01
Homeless		49.58		43.12
Students with Disabilities		34.93		37.12
Race				
American Indian or Alaska Native		75.00		56.90
Asian		62.67		61.51
Black or African American		42.25		42.26
Hispanic or Latino Native		45.45		42.54
Multi-Racial		46.37		45.43
Native Hawaiian or Other Pacific Islander		66.67		51.72
White		45.59		46.48
Gender				
Female		47.77		48.63

Male	43.37		44.04
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Reading Lexile Distribution - District (2022-23)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	551	--	--	--	--
4	770	--	--	--	--
5	893	--	--	--	--
6	999	--	--	--	--
7	1020	--	--	--	--
8	1122	--	--	--	--
11	1342	--	--	--	--

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

1. Winter/Spring Benchmark Assessments (1st and 2nd Opportunities) Prior to 2024 GSA

a.) Overall KCS Benchmark Results (WV TIDE)

Grades Tested: 3, 4, 5, 6, 7, 8
Date Last Taken: 04/09/2024
43%. 7.5K
30%. 5.3K
20%. 3.5K
8%. 1.3K

The most recent ELA benchmark was completed approximately 17,000 times by students in grades 3, 4, 5, 6, 7, 8 with the last benchmark exam completed on April 9, 2024 (Source: WVTIDE). However, we do not know if the same students completed the benchmarks and if this included both first and second opportunities for the same students.
However, Teachers would be able to identify overall students by grade level and by subgroup to provide intervention accordingly.
Overall, 2024 benchmark results by grade level do show some improvement from 1st opportunity to 2nd opportunity.
























--The overall number of non-proficient students who completed the CIA benchmarks in ELA was 7,500 or 43% of students in grades 3-8.

--The number of partially proficient students who completed the CIA benchmarks in ELA was 5,300 or 30% of students in grades 3-8.

--The number of proficient students who completed the CIA benchmarks in ELA was 3,500 students or 20% of students in grades 3-8.

--The number of students exceeding standards who completed the CIA benchmarks in ELA was 1,300 or 8%.

b.) Benchmarks results by 1st and 2nd opportunity and grade level.

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution				Date Last Taken
 Benchmark Grade 3 ELA	Benchmark	3	1st opportunity	1446	537 ± 1 	Percent 65%934	Count 24%346	9%123	3%43	02/20/2024
 Benchmark Grade 3 ELA	Benchmark	3	2nd opportunity	1430	561 ± 1 	Percent 38%542	Count 31%445	21%302	10%141	04/09/2024
 Benchmark Grade 4 ELA	Benchmark	4	1st opportunity	1395	562 ± 1 	Percent 53%739	Count 28%385	14%201	5%70	02/07/2024
 Benchmark Grade 4 ELA	Benchmark	4	2nd opportunity	1409	575 ± 1 	Percent 38%53	Count 32%450	19%265	11%159	02/20/2024
 Benchmark Grade 5 ELA	Benchmark	5	1st opportunity	1577	586 ± 1 	Percent 48%762	Count 28%442	17%270	7%103	01/31/2024
 Benchmark Grade 5 ELA	Benchmark	5	2nd opportunity	1562	597 ± 1 	Percent 37%583	Count 28%445	24%37	10%159	02/05/2024
 Benchmark Grade 6 ELA	Benchmark	6	1st opportunity	1488	606 ± 1 	Percent 44%650	Count 33%484	20%294	4%60	01/22/2024
 Benchmark Grade 6 ELA	Benchmark	6	2nd opportunity	1513	615 ± 1 	Percent 34%520	Count 34%520	24%361	7%112	02/05/2024
 Benchmark Grade 7 ELA	Benchmark	7	1st opportunity	1421	612 ± 1 	Percent 43%612	Count 31%445	20%286	5%78	02/06/2024
 Benchmark Grade 7 ELA	Benchmark	7	2nd opportunity	1440	616 ± 1 	Percent 38%546	Count 33%472	21%297	9%125	02/09/2024
Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution				Date Last Taken
 Benchmark Grade 8 ELA	Benchmark	8	1st opportunity	1438	627 ± 1 	Percent 40%569 9%126	Count 30%425	22%318		02/06/2024
 Benchmark Grade 8 ELA	Benchmark	8	2nd opportunity	1489	635 ± 1 	Percent 34%509 25%37	Count 29%437 11%167			02/09/2024

--**3rd Grade 1st Opportunity vs. 2nd Opportunity:** This is difficult to compare because the number of students who completed the 1st opportunity was 1,346 compared to 1,029 who completed the 2nd opportunity.

However, the following data could possibly indicate progress made by students if they were identified and matched.

--The number of non-proficient 3rd grade students who completed the CIA benchmarks in ELA decreased from 934 to 542, but the number of students completing the benchmark also decreased slightly.

--The number of partially proficient 3rd grade students who completed the CIA benchmarks in ELA increased from 346 to 445.

--The number of proficient 3rd grade students who completed the CIA benchmarks in ELA increased from 123 to 302.

--The number of exceeding 3rd grade students exceeding standards who completed the CIA benchmarks in ELA increased from 43 to 141.

--**4th Grade 1st Opportunity vs. 2nd Opportunity:** Again, this is difficult to compare because the number of students who completed the 1st opportunity was 1,346 compared to 1,409 students who completed the second opportunity.

--The number of non-proficient 4th grade students who completed the CIA benchmarks in ELA decreased from 739 to 53.

--The number of partially proficient 4th grade students who completed the CIA benchmarks in ELA increased from 385 to 450.

--The number of proficient 4th grade students who completed the CIA benchmarks in ELA increased from 201 to 265.

--The number of 4th grade students exceeding standards who completed the CIA benchmarks in ELA increased from 70 to 159.

--**5th Grade 1st Opportunity vs. 2nd Opportunity:** Again, this is difficult to compare because the number of students who completed the 1st opportunity was 1,577 compared to 1,562 students who completed the second opportunity.

--The number of non-proficient 5th grade students who completed the CIA benchmarks in ELA decreased from 762 to 583.

--The number of partially proficient 5th grade students who completed the CIA benchmarks in ELA increased from 442 to 445.

--The number of proficient 5th grade students who completed the CIA benchmarks in ELA increased from 270 to 37.

--The number of 5th grade students exceeding standards who completed the CIA benchmarks in ELA increased from 103 to 159.

--**6th Grade 1st Opportunity vs. 2nd Opportunity:** Again, this is difficult to compare because the number of students who completed the 1st opportunity was 1,488 compared to 1,513 students who completed the second opportunity.

--The number of non-proficient 6th grade students who completed the CIA benchmarks in ELA decreased from 650 to 550.

--The number of partially proficient 6th grade students who completed the CIA benchmarks in ELA increased from 484 to 520.

--The number of proficient 6th grade students who completed the CIA benchmarks in ELA increased from 294 to 361.

--The number of 6th grade students exceeding standards who completed the CIA benchmarks in ELA increased from 60 to 112.

--**7th Grade 1st Opportunity vs. 2nd Opportunity:** The number of 1st opportunity and 2nd opportunities for students completing the benchmark assessments is similar with 1,421 completing the first opportunity and 1,440 completing the second opportunity.

--The number of non-proficient 7th grade students who completed the CIA benchmarks in ELA decreased from 612 to 546.

--The number of partially proficient 7th grade students who completed the CIA benchmarks in ELA increased from 445 to 472.

--The number of proficient 7th grade students who completed the CIA benchmarks in ELA increased slightly from 286 to 297.

--The number of 7th grade students exceeding standards who completed the CIA benchmarks in ELA increased from 78 to 125.

--**8th Grade 1st Opportunity vs. 2nd Opportunity:** The number of students who completed the first benchmark opportunity compared to the second opportunity increased from 1438 to 1489.

--The number of non-proficient 8th grade students who completed the CIA benchmarks in ELA decreased from 569 to 509.

--The number of partially proficient 8th grade students who completed the CIA benchmarks in ELA increased 425 to 437.

--The number of proficient 8th grade students who completed the CIA benchmarks in ELA increased from 318 to 376.

--The number of 8th grade students exceeding standards who completed the CIA benchmarks in ELA increased from 126 to 167.

At this time, results of the Spring 2024 ELA GSA are not available.

2. Subgroup Proficiency in ELA (Spring 2023 GSA):

Based on available data:

- 12.36% of SWD scored at the proficient level.
- 27.08% of English Learners scored at the proficient level.
- 27.45% of Homeless Students scored at the proficient level.
- 33.32% of Economically Disadvantaged Students scored at the proficient level.
- 59.38% of Military Connected Students scored at the proficient level.

3. Explanation of Subgroup data:

Although 2024 CIA Benchmark results indicate students are scoring lower (in many cases) than they did on the Spring 2023 GSA, they are being assessed using formative assessments on standards at the next grade level with results being utilized to guide teachers with further instruction and intervention.

- Overall, 43.51% of students in grades 3-8 scored as proficient in ELA with a Scorecard rating of gold, or partially proficient.
- Overall, 45.54% of students in grades 3-8 scored were identified as making academic progress toward ELA proficiency with a scorecard rating of gold, or partially proficient.

- SWD** had the lowest percentage of proficiency in ELA at 12.36%.
- And, only 34.93% of SWD were identified as making progress toward proficiency in ELA and were overall non proficient, in the red zone.

--27% of **English Learners** were proficient in ELA, but had the highest percentage of progress toward proficiency at **64%**, or proficient in growth, in ELA. This aligns with their progress toward learning English.

--27.45% of **homeless students** were non proficient in ELA. However, approximately 50% of homeless students were making progress toward proficiency and were partially proficient in growth.

--69.75% of Asian students in grades 3-8 were proficient in ELA and were also proficient in growth toward proficiency at 62.67% .

- While 59.38% of **Military Connected** students were proficient in ELA, this was a decrease in proficiency over the past two years.
- Military Connected students were not identified for growth toward proficiency.

--**African American** students had the lowest proficiency at 25.45% and demonstrated growth toward proficiency of 42.25%. Growth was partially proficient.

- 45.81% of **White** students were partially proficient in ELA, partially proficient overall.
- Growth toward proficiency for White students was similar to the proficiency rate with growth of 45.89%. This was partially proficient overall.

--Both male and female students scored partially proficient toward meeting growth targets with 47.77% of female students meeting the growth target and 43.37% of male students meeting the growth target.

4. Proficiency Comparison Over Time & Cohort Description

English Language Arts Grades 3-8 (Source: WV TIDE, WVDE GPS and ZOOM; 8th Grade Cohort College Board),

<u>Total</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
	38%	42.56	41%	41%

Overall KCS 3rd-8th grade ELA scores Increased from Spring 2021 to Spring 22 by 4.56%, by 3% from Spring 2021 to Spring 2023, but ELA proficiency decreased by 1.56% from Spring 22 to Spring 23. Proficiency remained at 41% in Spring 2024, with 59% not fully proficient.

Please note that each grade level below did demonstrate some significant weaknesses on the item analysis of grade level skills, even if the cohort showed growth and from one year to the next and by the same grade level from one year to the next.

Grade 3 31% 35% 35% 45%

KCS Third Grade ELA scores indicate proficiency gains of 4% from Spring 21 to Spring 22 which held steady through Spring 2023 (no additional gain or loss). The percent proficient grew to 45% for 3rd graders in Kanawha County Schools in Spring 2024.

Looking at the cohort group, student proficiency increased by 11% from 3rd to 4th grade and fell back by 1% in 5th grade. However, this is an approximate increase of 10% proficiency from 3rd to 5th grade and remained close with 40% by 6th grade.

Grade 4 34% 42% 42% 38%

KCS Fourth Grade ELA proficiency increased by 8% from Spring 21 to Spring 22 and held the percent proficient at 42% through Spring 2023 with no additional gain or loss. However, grade level proficiency fell to 38% in Spring 2024.

Looking at the same cohort group of students, the proficiency rate increased by 4% from 4th to 5th grade and an additional 4% from 5th to 6th grade, for a total of 9% to 10% from 3rd to 5th grade. Even with the grade level decrease by 4%, there is still a 3% increase in proficiency for the cohort from 3rd grade to 4th grade in spring 2024.

Grade 5 39% 38% 41% 41%

KCS Fifth Grade proficiency scores in ELA dropped by 1% from Spring 21 to Spring 22 but then increased by 3% from Spring 22 to Spring 2023. the proficient proficient remained at 41% in Spring 2024.

Looking at the same student cohort group, proficiency increased from 5th grade to 6th grade the next year by 5% but decreased by 4% from 6th to 7th grade. In Spring 2024, the cohort decreased by 1% from 4th to 5th grade from Spring 2023 to Spring 2024. This is an increase in proficiency from 35%, remaining steady at 41% for the cohort in 5th grade.

Grade 6 39% 44% 44% 40%

KCS Sixth grade scores indicate that proficiency in ELA increased by 5% from 39% in Spring 2021 to 44% in Spring 2022, and remained at 44% proficiency in Spring 2023. However, the percentage of 6th grade students decreased by 4% in Spring 2024.

Examining the same cohort group indicates an increase in proficiency by 4% from 6th to 7th grades and a 1% decrease in proficiency from grade 7 to grade 8, still an increase in proficiency of 3% from 6th to 8th grade.

Grade 7 39% 43% 40% 39%

KCS Seventh grade proficiency scores in ELA indicate growth of 4% from Spring 21 to Spring 2022 but dropped back to 40%, an overall increase of 1% from Spring 2021 to Spring 2023, and an additional grade level decrease in proficiency in Spring 2024.

When comparing the cohort group from 7th grade to 8th grade, data indicate a 2% increase in proficiency based on the GSA .

Grade 8 44% 41% 42% 40%

Eighth grade proficiency in ELA decreased by 3% from Spring 2021 to Spring 2022, but then increased 1% in Spring 2023, this being an overall decrease in proficiency by 2% from 2021 to 2023, and an additional decrease in grade level proficiency of 2% from Spring 2023 to Spring 2024.

Further examining data for the 8th grade cohort, please see the increase in reading and writing scores on the PSAT from 2021 to 2024 as 11th graders.

Continued data for 8th Grade Cohort

PSAT to SAT Growth by 2022 GR 9 Cohort					
	Number of Students	Assessment	READING & WRITING	MATH	
GR 9 OCT 2021-22	1693	PSAT 8/9	416	397	

GR 10 OCT 2022-23	1466	PSAT NMSQT	434	418	
GR 11 OCT 2023-24	1276	PSAT NMSQT	453	433	
GR 11 APRIL 2023-24	1520	SAT SCHOOL DAY	475	436	
			Source: Jon Duffy, KCS and CollegeBoard K-12 Online Reporting Portal		

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p><u>Instruction: Professional Learning for Science of Reading Evidence-Based Practices in Elementary and Middle Schools:</u></p> <p>--Kanawha County Schools has entered into a partnership with WVU to provide a Masters Degree in Literacy to 50 teachers beginning in August 2024. At a reduced tuition rate, Kanawha County Schools will fund the Masters Degree for 50 teachers with the goal of improving reading instruction. The 50 teachers will go through a lengthy selection process, and will be identified by numbers instead of names after the HR Department determines teachers who apply meet eligibility requirements for both WVU and KCS. All application materials will be transferred from names to numbers. Then, the selection will begin reviewing applicant materials and select 25 teachers from grades K-8 by July 1, 2024. As of May 31, 2024, there are approximately 110 applicants. Applicants must sign an MOU agreeing to remain with KCS for five years (two while completing the program and three additional years after completing the program).</p> <p>--Professional learning on LEXIA for MS, including book studies for optional graduate credit.</p> <p>--Ongoing LETRS professional learning over 2 year cycles which includes optional graduate credit for each part.(Cycles are repeating to include more teachers and administrators).</p> <p>--Science of Reading based on the five pillars of reading. Year one included Foundational Reading Skills training in all elementary schools, grades K-3 through coaching cycles. Year 2 Coaching Cycles will be provided on Comprehension, Fluency, and vocabulary.</p> <p>-- Additional Reading Time will be provided to all early learners daily, giving them a chance to read aloud to practice fluency.</p> <p>--Skills-based Intervention will continue to be provided to identified students daily.</p>	<p>Science of Reading/ELA Instruction in Grades K-8.</p> <p>Professional Development on The Science of Reading, which includes training in the implementation of LETRS Practices began two school years ago and will continue through elementary coaching cycles in all elementary schools, as described. This will include the five pillars of the science of reading.</p> <p>Professional Learning on the Science of Reading/LEXIA/LETRS, including optional graduate credit, will continue throughout the 2024-2025 school year.</p> <p>Heggerty Phonemic Awareness will continue in K-2 and be introduced in PreK.</p> <p>SAVVAS and the Reading Routines Companion will remain in place.</p> <p>Partnership beginning FY25: Kanawha County Schools has entered into a partnership with WVU to provide a Masters Degree in Literacy to 50 teachers beginning in August 2024. At a reduced tuition rate, Kanawha County Schools will fund the Masters Degree for 50 teachers with the goal of improving reading instruction. The 50 teachers will go through a lengthy selection process, and will be identified by numbers instead of names after the HR Department determines teachers who apply meet eligibility requirements for both WVU and KCS. All application materials will be transferred from names to numbers. Then, the selection will begin reviewing applicant materials and select 25 teachers from grades K-8 by July 1, 2024. As of May 31, 2024, there are approximately 110 applicants. Applicants must sign an MOU agreeing to remain with KCS for five years (two while completing the program and three additional years after completing the program).</p> <p>The Masters in Literacy will prepare teachers to be better teachers of reading and increase expertise in planning and delivering intervention.</p>

Curriculum.

--All PreK- and K-2 students will be instructed in Phonemic Awareness using the Heggerty Phonemic awareness curriculum.

--The SAVVAS Curriculum will continue in place, Including Phonemic Awareness and Phonics lessons using the Reading Routines Companion which is in SAVVAS.

--The classroom teacher will coordinate data with the ESL teacher to communicate academic data, and the ESL Teacher will coordinate with the classroom teacher to communicate reading writing, speaking, and listening needs of students based on the ELPA data.

--All classroom teachers serving EL students in their classrooms will attend professional learning on strategies to help EL students become proficient readers.

--The classroom teacher and special educator will coordinate data to plan instruction and intervention for special education students who receive instruction at least part of the day in the general education classroom.

--All new teachers, including special education teachers, will receive professional development on administering the CIA Benchmarks and IMAs at the weeklong Beginning Teacher Academy, August 5-9, 2024.

--Teachers will be encouraged to attend the Inclusive Schools Conference provided by Kanawha County Schools to learn culturally responsive instructional skills.

Formative Assessments to plan Instruction in ELA:

--Teachers use CIA Benchmarks and IMA results as formative assessments to identify standards needing improvement for overall students by grade level and by subgroups per grade level.

--Intervention is planned to assist students in improving their understanding and skills identified as weak on the CIA Benchmarks. Students are grouped by identified needs for intervention and groups are fluid.

--Instruction on all standards continues to be taught to all students, with intervention targeting specific standards.

--Other formative assessments include i-Ready Reading, SAVVAS Reading, Successmaker (Middle Schools) and DIBELS (K-3).

--Middle Schools utilize Success Maker to identify areas of weakness in addition to the CIA Benchmarks and IMAs.

Teacher Leaders will continue to provide leadership in analyzing data from all identified formative assessments, compiled through Performance Matters (or a similar platform if adopted.)

Teachers and Interventionists will plan intervention based on the results of formative assessments throughout the year.

Principals will lead teacher sessions on analyzing data, as well.

ELA Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Based on the sub group data from all sources and the subgroup data below, intervention and formative assessment need to continue to focus on data for all students, and by subgroups.

--Many teachers are not experienced in teaching reading/ELA and lack knowledge of best evidence-based practices. As a result, KCS will select 25 teachers to enroll in an online Masters in Literacy program at WVU at a reduced rate to Kanawha County Schools. The Masters Degree will prepare the selected teachers to pass the Praxis exam necessary to become certified reading interventionists. The overall goal is to improve reading instruction.

--Many classroom teachers lack knowledge and experience in providing effective instruction to EL students.

--Many inexperienced teachers lack skills necessary to analyze data and effectively apply results when planning additional instruction and intervention.

--The classroom teacher will coordinate data with the ESL teacher to communicate academic data, and the ESL Teacher will coordinate with the classroom teacher to communicate reading writing, speaking, and listening needs of students based on the ELPA data.

--All classroom teachers serving EL students in their classrooms will attend professional learning on strategies to help EL students become proficient.

--The classroom teacher and special educator will coordinate data to plan instruction and intervention for special education students who receive instruction at least part of the day in the general education classroom.

--Inexperienced teachers lack knowledge and skills to administer formative assessments and then utilize the results for planning instruction and intervention.

--All new teachers, including special education teachers, will receive professional development on administering the CIA Benchmarks and IMAs at the weeklong Beginning Teacher Academy, August 5-9, 2024.

--Teachers may lack knowledge and understanding related to culturally responsive instruction.

--Teachers will be encouraged to attend the Inclusive Schools Conference provided by Kanawha County Schools to learn culturally responsive instructional skills.

Although 2024 CIA Benchmark results indicate students are scoring lower (in many cases) than they did on the Spring 2023 GSA, they are being assessed using formative assessments on standards at the next grade level with results being utilized to guide teachers with further instruction and intervention.

--Overall, 43.51% of students in grades 3-8 scored as proficient in ELA with a Scorecard rating of gold, or partially proficient.

--Overall, 45.54% of students in grades 3-8 scored were identified as making academic progress toward ELA proficiency with a scorecard rating of gold, or partially proficient.

--**SWD** had the lowest percentage of proficiency in ELA at 12.36%.

--And, only 34.93% of SWD were identified as making progress toward proficiency in ELA and were overall non proficient, in the red zone.

--27% of **English Learners** were proficient in ELA, but had the highest percentage of progress toward proficiency at 64%, or proficient in growth, in ELA. This aligns with their progress toward learning English.

--27.45% of **homeless students** were non proficient in ELA. However, approximately 50% of homeless students were making progress toward proficiency

and were partially proficient in growth.

--69.75% of Asian students in grades 3-8 were proficient in ELA and were also proficient in growth toward proficiency at 62.67% .

--While 59.38% of **Military Connected** students were proficient in ELA, this was a decrease in proficiency over the past two years.

--Military Connected students were not identified for growth toward proficiency.

--**African American** students had the lowest proficiency at 25.45% and demonstrated growth toward proficiency of 42.25%. Growth was partially proficient.

--45.81% of **White** students were proficient in ELA, partially proficient overall.

--Growth toward proficiency for White students was similar to the proficiency rate with growth of 45.89%. This was partially proficient overall.

2036 Annual Mathematics Goal Targets

Base 2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036

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

Mathematics Proficiency

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	29.72	33.72	35.56		35.15
Status					
Economically Disadvantaged	19.00	23.10	25.70		25.46
English Learners	42.31	30.95	35.42		19.23
Foster Care	14.49	19.83	--		--
Homeless	13.89	19.06	16.39		20.37
Military Connected	68.42	41.18	62.50		48.48
Students with Disabilities	8.05	10.73	12.36		12.74
Race					
American Indian or Alaska Native	42.86	25.00	40.00		27.78
Asian	72.22	73.38	70.59		68.85
Black or African American	14.51	15.89	18.38		18.02
Hispanic or Latino Native	26.13	38.26	38.89		25.85
Multi-Racial	20.07	25.75	26.35		30.44

Native Hawaiian or Other Pacific Islander	60.00	57.14	76.56		48.87
White	31.53	35.66	37.72		36.12
Gender					
Female	27.76	31.12	32.84		33.27
Male	31.67	36.24	38.23		36.93

Math Academic Progress

Student Groups		County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
		% of Students		% of Students
All		41.66		42.03
Status				
Economically Disadvantaged		36.60		36.65
English Learners		52.00		38.25
Foster Care		43.09		34.94
Homeless		42.74		35.26
Students with Disabilities		31.19		31.87
Race				
American Indian or Alaska Native		87.50		51.72
Asian		69.33		69.25
Black or African American		35.60		34.42
Hispanic or Latino Native		48.05		38.23
Multi-Racial		33.86		37.99
Native Hawaiian or Other Pacific Islander		50.00		53.57
White		42.53		42.46
Gender				
Female		39.99		40.81
Male		43.29		43.18

Mathematics Performance Distribution - District (2022-23)

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Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	588	--	--	--	--
4	679	--	--	--	--
5	721	--	--	--	--
6	766	--	--	--	--
7	840	--	--	--	--
8	934	--	--	--	--
11	1061	--	--	--	--

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

1. 2023-2024 Modules (grades 3-8).

Source: WV TIDE

Grades Tested: 3, 4, 5, 6, 7, 8

Kanawha County Tests Taken: 33.9K

Date Last Taken: 05/10/2024

Overall

Percent.	Count	
38%	12.7K	Non Proficient
45%	15.3K	Partially Proficient
17%.	5.8K	Proficient

2. Spring 2024 GSA Math Data compared to Spring 2023 Data: (Source WV TIDE)

Grades Tested: 3, 4, 5, 6, 7, 8

Spring 2024 (Source: WV TIDE)

Percent.	Count
35%.	3.3K
29%.	2.7K
18%.	1.7K
17%.	1.6K

Grades Tested: 3, 4, 5, 6, 7, 8

Spring 2023 (Source WV TIDE)

Percent	Count
34%	3.3K
30%	2.8K
18%	1.7K
18%	1.7K

Total Students Tested 2024: **9,300**

Total Students tested 2023: **9,500**

-When reviewing the data by year and proficiency level, while it's important to know that 200 less students were tested on the WV GSA in spring 2024 than in

spring 2023, likely due to loss of enrollment, data is compared based on percentages.

- 35% (3,255 students) were non proficient in 2024 compared to 34% (3,230 students) non proficient in spring 2023.
- 29% (2,697 students) were partially proficient in 2024 compared to 30% (2,850 students) who were partially proficient in 2023.
- 18% (1,674 students) were proficient in 2024 compared to 18% (1,710 students) who were proficient in 2023.
- 17% (1,581 students) exceeded proficiency in 2024 compared to 18% (1,710 students) who exceeded proficiency in 2023.

Overall, results are similar between 2023 and 2024 due to loss of enrollment in 2024. However, results were slightly better in 2023.

- Approximately 1% less students were non proficient in 2023 compared to 2024 with 15 less students non proficient in 2023.
 - Approximately 1% more students were partially proficient in 2023 compared to 2024 with approximately 150 additional student partially proficient in 2024..
 - Approximately 18% of tested students were proficient in both 2023 and 2024.
- Possibly due to decreased enrollment in 2024, roughly 36 less students were proficient in 2024.
- Approximately 18% of students tested in 2023 exceeded proficiency compared to 17% exceeding proficiency in 2024, with approximately 129 less students exceeding proficiency in 2024.

- Male students in grades 3-8 outscored females students in grades 3-8 by approximately 5.4%.
- Overall, males fell into the partially proficient range and females falling overall into the non-proficient range.

2. **2023 GSA Growth Targets by Subgroups:**

Student Groups	County (2022-23)		
	% of Students		
All	41.66		
Status			
Economically Disadvantaged	36.60		
English Learners	52.00		
Foster Care	43.09		
Homeless	42.74		
Students with Disabilities	31.19		
Race			
American Indian or Alaska Native	87.50		
Asian	69.33		
Black or African American	35.60		
Hispanic or Latino Native	48.05		
Multi-Racial	33.86		

Native Hawaiian or Other Pacific Islander	50.00		
White	42.53		
Gender			
Female	39.99		
Male	43.29		

--Both male and female students were partially proficient in meeting the growth target for mathematics. However, male growth was at 43.29% and female growth at 39.99%.

--As with ELA, English Learners met the growth target with 52.00% in Mathematics. The sub group is made up of Alaskan/Native American (n=<2%) Asian Students, Hispanic/Latino students, and Native Pacific Islander (n=<2%).

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>--Carnegie Summer Math Academies for all Levels, elementary through high school which also offer optional graduate credit.</p> <p>--Math User Groups</p> <p>--Mathematics Habits of Mind</p> <p>--Ongoing professional learning opportunities by elementary grade level and secondary content levels</p> <p>--One full time K-12 district math Instructional specialist (funded through Title II) and two math specialists/coaches for K-8 (funded through Title I) are in place.</p> <p>--One math certified Beginning Teacher Academic Coach is in place to support new math teachers.</p> <p>--Textbook adoption was conducted for updated, cutting edge materials to support the standards.</p>	<p>--In addition to various professional learning opportunities for the new math adoption throughout the summer, additional professional learning will be offered to all beginning teachers at the August 5-9 Beginning Teacher Academy and on the August 13 district-wide professional development day.</p> <p>The following practices will remain in place throughout FY25:</p> <p>--Carnegie Summer Math Academies for all Levels, elementary through high school which also offer optional graduate credit.</p> <p>--Math User Groups</p> <p>--Mathematics Habits of Mind</p> <p>--Ongoing professional learning opportunities by elementary grade level and secondary content levels</p> <p>--One full time K-12 district math Instructional specialist (funded through Title II) and two math specialists/coaches for K-8 (funded through Title I) are in place.</p> <p>--One math certified Beginning Teacher Academic Coach is in place to support new math teachers.</p> <p>--Support for the adoption of new math materials.</p>

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

While there has been some overall improvement for students in grades 3-8 mathematics proficiency from spring 2021(30%) to 2022 (34%) to 2023 (36%), the overall proficiency rate is low. Based on spring 2023 GSA math results, 36% of all 3rd-8th grade students are proficient in their grade level math standards. This means 64% are not proficient.

Proficiency is even lower than the 36% average for the following sub groups:

- Economically Disadvantaged 26%
- Homeless 16%
- SWD 12%
- Black/African American 18%
- Multi-racial 26%

1. Root Cause Analysis:

- Lack of consistent instruction across the board due to fully prepared and certified teachers, which may include long term substitutes in many classrooms. Although alternative certification programs focus on mathematics preparation, Kanawha County filled only three positions in 2023-2024 through the KCS BEST (Beginning Educator Support and Training) Alternative Certification Program. Since the beginning of the alternative certification programs in 2016, 14 teachers have been hired through the KCS program and two who are now certified at least through grades 5-9 from the SREB Program.
- Of the 14 teachers hired through the KCS alternative certification program in mathematics, grades 6-Adult, seven have left for other employment opportunities outside education and seven remain teaching in Kanawha County Classrooms. This is positive because we did gain 4 teachers who are now fully certified and three who are in the process of finishing the alternative certification program.
- The overall teacher shortage, grades K-12, has had a negative impact on instruction in all content and skills areas.
- Lack of educational support for public education from parent's/society has had some negative impact on college students entering teacher education programs.

2. Needs Assessment:

- Kanawha County Schools will continue on the same course of action to improve student proficiency in mathematics.
- Specific, Direct Intervention will continue with students not meeting proficiency standards, including all sub groups.
 - Professional Learning Opportunities will continue in mathematics, for K-12 teachers, including the Carnegie Academies, Math User Groups, and intense training in utilizing the newly adopted mathematics materials and texts.
 - The K-12 Math Instructional Specialist will continue in place, funded through Title II.
 - Titles I and IV will continue to fund the following math teacher support positions: Mathematics Specialist, Mathematics Coach.
 - Special Education will continue to support two general special ed instructional specialists to work with special education teachers.

English Language Proficiency Assessment Results (ELPA)

	County 2020-21	County 2021-22	County 2022-23	State 2022-23

Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	40.35	48.45	37.04	39.75
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Detailed data by domain is available at [ZoomWV for Educators](#)

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	26	14	18	358
Level 2	13	24	17	362
Level 3	36	27	38	629
Level 4	16	19	16	240
Level 5	18	12	10	228

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	24	13	9	372
Level 2	14	21	23	339
Level 3	47	48	52	778
Level 4	12	6	5	151
Level 5	12	8	10	177

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
Level 1	20	15	14	258
Level 2	10	15	12	268
Level 3	29	28	30	518
Level 4	22	21	24	330
Level 5	28	17	19	443

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	County 2020-21	County 2021-22	County 2022-23	State 2022-23
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Level 1	9	2	7	131
Level 2	12	5	5	151
Level 3	26	37	29	563
Level 4	25	30	27	491
Level 5	37	22	31	481

☐ **Not Applicable if EL cell size is 0**

EL Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>Current Practices and Strategies for Teaching/Supporting Students:</p> <p>--Push in and Pull out instructional models of instruction</p> <p>--Summer, extended year program for EL students with English Proficiency Levels 1 and 2</p> <p>--Professional Development opportunities provided for principals and classroom teachers serving EL students</p> <p>--Title III Handbook for schools to help address all instructional and support issues related to EL students</p> <p>--One .5 ESL Instructional Coach to support the six additional ESL teachers and classroom teachers/principals/schools serving EL students, funded through Federal Title III</p> <p>--6.5 Full Time ESL Teachers, funded through the General Budget</p> <p>--Translation Services for meetings with parents of EL students and for written communication</p>	<p>1. The following Practices will remain in place:</p> <p>--Push in and Pull out instructional models of instruction</p> <p>--Summer, extended year program for EL students with English Proficiency Levels 1 and 2</p> <p>--Professional Development opportunities provided for principals and classroom teachers serving EL students</p> <p>--Title III Handbook for schools to help address all instructional and support issues related to EL students</p> <p>--One .5 ESL Instructional Coach to support the six additional ESL teachers and classroom teachers/principals/schools serving EL students, funded through Federal Title III</p> <p>--6.5 Full Time ESL Teachers, funded through the General Budget</p> <p>--Translation Services for meetings with parents of EL students and for written communication</p> <p>2. Practices to be further developed:</p> <p>--Increased Communication related to Title III services will be provided to school principals to ensure all services are in place for all EL students.</p> <p>--Title III Newsletters will be sent to parents to improve communication and will be translated, as best possible.</p>

EL Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This

summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

1. ELPA 21 Summative: Spring 2024

--Approximately 43 students who were **enrolled FAY** reached their Growth Target on the ELPA 21 in spring 2024, based on early results.

--Approximately 20 students who were **enrolled FAY** did not reach their Growth Target.

--Approximately 2/3 of all EL students enrolled the **FAY met their Growth Target**.

--Approximately 22 students exited Title III services based on Spring 2024 ELPA 21 scores.

--**Eleven of the 43** who reached their growth target were in the group of exited students. This could mean that some students were close to proficiency and did not need much growth to become proficient, or it could mean they were not enrolled the FAY.

--It appears that only 63 EL students were enrolled the FAY, with 43 meeting their growth target.

Overall, on the Spring *2024 ELPA Summative:

--Of 161 students tested, 27 students scored Below Proficient.

--Of 161 students tested, 107 students scored as Making Progress.

--Of 161 students tested, 27 students scored as Proficient.

*Includes all students, not only FAY.

2. Needs indicate that all instructional and support practices for Title III remain in place.

In addition, some Title II funds will be used to support Professional Learning opportunities for principals and teachers.

LEA Strategic Plan - High School Graduation and Student Success Data

Kanawha County Schools (039) Public District - FY 2025 - 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 (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	72.19	82.20	69.33		75.66
Status					
Economically Disadvantaged	57.28	72.63	60.21		66.01
English Learners	50.00	75.00	85.71		62.18
Foster Care	40.63	40.00	50.00		48.57
Homeless	37.50	33.33	54.54		65.18
Military Connected	--	--	--		87.50
Students with Disabilities	61.06	71.99	59.25		64.02
Race					
American Indian or Alaska Native	50.00	--	--		92.30
Asian	95.31	88.46	92.85		91.47
Black or African American	59.94	76.83	61.11		67.02
Hispanic or Latino Native	58.33	67.50	88.23		70.78
Multi-Racial	53.06	84.38	63.38		71.89
Native Hawaiian or Other Pacific Islander	--	100.00	100.00		75.00

White	74.16	82.81	69.80		76.17
Gender					
Female	75.22	83.73	72.10		79.33
Male	69.31	80.64	66.44		72.13

10th Graders with Twelve Earned Credits

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
All	79.61	88.98	86.82	90.54
Status				
Economically Disadvantaged	67.15	81.75	79.84	85.11
English Learners	66.66	83.33	100.00	85.71
Foster Care	56.25	60.00	69.23	70.20
Homeless	50.00	44.44	68.18	81.64
Military Connected	--	--	--	93.75
Students with Disabilities	69.84	81.15	78.18	84.74
Race				
American Indian or Alaska Native	100.00	--	--	100.00
Asian	96.87	100.00	96.42	96.89
Black or African American	66.47	84.55	80.55	86.17
Hispanic or Latino Native	66.66	75.00	88.23	87.36
Multi-Racial	63.26	89.58	81.69	89.49
Native Hawaiian or Other Pacific Islander	--	100.00	100.00	87.50
White	81.69	89.44	87.58	90.79
Gender				
Female	81.73	89.70	89.84	93.00
Male	77.60	88.26	83.68	88.17

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

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
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	% of Students	% of Students	% of Students	% of Students
All	64.76	75.41	70.18	76.05
Status				
Economically Disadvantaged	47.39	63.51	61.53	66.60
English Learners	33.33	66.66	85.71	63.02
Foster Care	25.00	20.00	50.00	48.57
Homeless	25.00	22.22	54.54	65.66
Military Connected	--	--	--	87.50
Students with Disabilities	52.26	62.82	61.72	64.94
Race				
American Indian or Alaska Native	0.00	--	--	92.30
Asian	93.75	76.92	92.85	91.47
Black or African American	53.40	69.10	62.50	67.78
Hispanic or Latino Native	50.00	60.00	88.23	71.05
Multi-Racial	42.85	79.16	63.38	71.89
Native Hawaiian or Other Pacific Islander	--	100.00	100.00	75.00
White	66.61	76.17	70.67	76.56
Gender				
Female	68.71	77.76	73.00	79.70
Male	61.01	73.01	67.24	72.54

2036 4-Year Cohort Graduation Rate Goal Targets

2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
86.34	87.01	87.67	88.34	89.00	89.67	90.34	91.00	91.67	92.34	93.00	93.67	94.33	95.00		

Graduation 4-Year Cohort

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	86.34	88.09	89.30		92.57
Status					

Economically Disadvantaged	--	--	82.97		88.03
English Learners	91.67	87.50	--		0.00
Foster Care	51.85	57.69	--		--
Homeless	60.00	68.24	--		--
Military Connected	100.00	--	--		--
Students with Disabilities	72.95	81.10	82.61		85.54
Race					
American Indian or Alaska Native	100.00	100.00	100.00		87.50
Asian	100.00	100.00	94.74		98.68
Black or African American	80.58	82.48	86.60		90.36
Hispanic or Latino Native	93.75	53.33	88.00		91.61
Multi-Racial	85.19	83.93	79.69		89.84
Native Hawaiian or Other Pacific Islander	100.00	--	0.00		81.82
White	86.84	89.19	90.00		92.75
Gender					
Female	87.08	90.74	90.27		94.08
Male	85.65	85.50	88.43		91.20

Graduation 5-Year Cohort

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	88.83	88.02	89.79		92.53
Status					
Economically Disadvantaged	--	--	84.06		87.50
English Learners	100.00	91.67	87.50		85.21
Foster Care	--	53.09	--		--
Homeless	--	61.70	--		--
Military Connected	--	100.00	--		--
Students with Disabilities	77.82	77.05	85.77		86.09
Race					

American Indian or Alaska Native	100.00	100.00	100.00		100.00
Asian	97.37	100.00	100.00		98.35
Black or African American	83.01	83.01	85.04		90.07
Hispanic or Latino Native	75.00	93.75	66.67		89.18
Multi-Racial	80.00	90.74	85.71		92.16
Native Hawaiian or Other Pacific Islander	--	100.00	--		90.00
White	89.78	88.33	90.68		92.69
Gender					
Female	90.18	88.63	92.61		94.12
Male	87.50	87.46	87.03		91.07

Post-Secondary Achievement Data

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					

Gender					
Female					
Male					

College Readiness (AP/IB)

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
All				
Status				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Military Connected				
Students with Disabilities				
Race				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic or Latino Native				
Multi-Racial				
Native Hawaiian or Other Pacific Islander				
White				
Gender				
Female				
Male				

College Readiness (Dual Credit)

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students

All	38.39	25.56	35.21	31.12
Status				
Economically Disadvantaged	21.32	11.92	20.77	18.30
English Learners	62.50	12.50	0.00	8.46
Foster Care	16.67	0.00	4.00	8.58
Homeless	13.89	19.23	18.33	15.30
Military Connected	--	--	--	52.08
Students with Disabilities	1.01	1.49	2.77	4.65
Race				
American Indian or Alaska Native	50.00	100.00	0.00	0.00
Asian	76.92	41.67	70.58	46.25
Black or African American	27.78	13.76	23.65	18.64
Hispanic or Latino Native	35.71	0.00	22.72	20.69
Multi-Racial	40.91	21.43	29.78	26.25
Native Hawaiian or Other Pacific Islander	100.00	--	--	10.00
White	38.79	27.06	36.32	32.08
Gender				
Female	45.04	29.72	42.63	39.57
Male	32.06	20.99	28.42	23.25

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students
All	33.37	36.98	41.09	38.93
Status				
Economically Disadvantaged	34.48	37.40	40.30	39.14
English Learners	25.00	25.00	66.66	20.00
Foster Care	16.67	20.00	8.00	23.73
Homeless	38.89	34.62	51.66	31.00
Military Connected	--	--	--	41.66

Students with Disabilities	28.79	30.69	33.33	38.62
Race				
American Indian or Alaska Native	50.00	0.00	0.00	35.71
Asian	23.08	20.83	17.64	17.68
Black or African American	20.99	30.16	32.79	31.35
Hispanic or Latino Native	28.57	40.00	40.90	24.18
Multi-Racial	54.55	28.57	38.29	26.85
Native Hawaiian or Other Pacific Islander	0.00	--	--	20.00
White	34.39	38.44	42.94	40.34
Gender				
Female	30.36	36.50	40.10	33.35
Male	36.23	37.52	41.99	44.12

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, current graduation rates, supplemental programs/services, benchmarks, walkthrough data, pass/failure rates, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

I. Graduation Rate Kanawha County Schools FY2023

Source: https://wveis.k12.wv.us/essa/choose_district_sum.html?selected_district=039&year=2023

Graduation Rate: Four Year Cohort 88.09%

Graduation Rate; Five Year Cohort 88.02%

II. All Kanawha Co. Students on Track to Graduate: 2020-21 2021-22 2022-23 2023-24 (Graduation Year)

Partially Proficient (Avg is < state average.) 72.19 82.20 69.33 Not Available

--The percentage of students on track for to graduate increased from 2020-21 to 2021-2022 by 10%, decreased by approximately 3% from the baseline year and approximately 13% from the prior school year.

Subgroups < Overall Average (Source: WVEIS)

--Economically Disadvantaged 57.28 72.63 60.21 Not Available

--The percentage of economically disadvantaged students on track to graduate increased from 2020-21 to 2021-22, but dropped again in 2022-23. However this was still slightly higher than in 2020-21. However, this subgroup remained consistently lower than all students.

--Black and African American 59.94 76.83 61.11 Not Available

The percentage of Black & African American Students on track to graduate increased from 2020-21 to 2021-22, but decreased again in 2022-23. The

percentage of students in this sub group was higher over all three years than economically disadvantaged students, but significantly lower than all students.

--Homeless Students	37.5	33.33	54.54	Not available
and				
--SWD	61.06	71.99	59.25	Not Available

The percentage of SWD and Homeless students included the lowest percentages of students on track for graduation.

III. College and Career Readiness:

--College Readiness based on completion of Dual Credit Courses decreased from 2020-21 to 2022-23 (over three school years) for all subgroups except for the Homeless Subgroup, which increased from 2020-21 to 2022-23. 13.89% to 18.33%, after raising to a high of 19.23% in 2022-2023.

--Career Readiness based on CTE Program Completion and Advanced Classes increased for all students from 33.97% to 36.98% to 41.09% over three school years.

--Career Readiness also increased for the following subgroups: Economically Disadvantaged, English Learners, Homeless Students, SWD, Hispanic/Latino Students, Black/ African American, White Students, and both Male and Female Students.

--Homeless students were identifying as increasing their readiness for both college and career .

--While students dropped in college readiness, identified by the completion of dual credit courses, they did increase in career readiness.

This may be a trend related to dropping college attendance rates from a high of 54.9% in 2013 to 48.3% in 2021 (<https://www.wvhepc.edu/resources/data-and-publication-center/cgr/>).

College Readiness (Dual Credit)

Student Groups	County (2020-21) % of Students	County (2021-22) % of Students	County (2022-23) % of Students
All	38.39	25.56	35.21
Status			
Economically Disadvantaged	21.32	11.92	20.77
English Learners	62.50	12.50	0.00
Foster Care	16.67	0.00	4.00
Homeless	13.89	19.23	18.33
Military Connected	--	--	--
Students with Disabilities	1.01	1.49	2.77
Race			
American Indian or Alaska Native	50.00	100.00	0.00
Asian	76.92	41.67	70.58
Black or African American	27.78	13.76	23.65
Hispanic or Latino Native	35.71	0.00	22.72
Multi-Racial	40.91	21.43	29.78

Native Hawaiian or Other Pacific Islander	100.00	--	--
White	38.79	27.06	36.32
Gender			
Female	45.04	29.72	42.63
Male	32.06	20.99	28.42

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2020-21) % of Students	County (2021-22) % of Students	County (2022-23) % of Students
All	33.37	36.98	41.09
Status			
Economically Disadvantaged	34.48	37.40	40.30
English Learners	25.00	25.00	66.66
Foster Care	16.67	20.00	8.00
Homeless	38.89	34.62	51.66
Military Connected	--	--	--
Students with Disabilities	28.79	30.69	33.33
Race			
American Indian or Alaska Native	50.00	0.00	0.00
Asian	23.08	20.83	17.64
Black or African American	20.99	30.16	32.79
Hispanic or Latino Native	28.57	40.00	40.90
Multi-Racial	54.55	28.57	38.29
Native Hawaiian or Other Pacific Islander	0.00	--	--
White	34.39	38.44	42.94
Gender			
Female	30.36	36.50	40.10
Male	36.23	37.52	41.99

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>A. KCS offers Flexible Opportunities for School Attendance such as:</p> <ol style="list-style-type: none"> 1.KCS Virtual School 2. The Collaborative Program with WVSU 3. Alternative schools, CHANCE for elementary and Chandler Academy for secondary. 4. Homebound Instruction <p>B. Credit Recovery Opportunities are available to students.</p> <p>C. A multitude of support is provided for EL students and SWD.</p> <p>D. Intervention Services</p> <p>F. Professional Learning and Graduate Class Opportunities for Teachers, including the WVU Masters Program, to improve instruction and intervention for students</p> <p>G. Support for Social Emotional Well-Being</p> <p>H. Counseling & Social Work Services</p> <p>I. Strategies for teachers and schools to improve their strategies for becoming trauma informed.</p>	<p>The following strategies and practices will remain in place:</p> <p>A. KCS offers Flexible Opportunities for School Attendance such as:</p> <ol style="list-style-type: none"> 1.KCS Virtual School 2. The Collaborative Program with WVSU 3. Alternative schools, CHANCE for elementary and Chandler Academy for secondary. 4. Homebound Instruction <p>B. Credit Recovery Opportunities are available to students.</p> <p>C. A multitude of support is provided for EL students and SWD.</p> <p>D. Intervention Services</p> <p>F. Professional Learning and Graduate Class Opportunities for Teachers, including the WVU Masters Program, to improve instruction and intervention for students</p> <p>G. Support for Social Emotional Well-Being</p> <p>H. Counseling & Social Work Services</p> <p>I. Strategies for teachers and schools to improve their strategies for becoming trauma informed.</p>

High School Graduation and Student Success Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Root Causes:

Although Kanawha County Schools has multiple practices and supports in place to support a path to graduation for all students, there are many root causes leading to low graduation rates.

1. Lack of background knowledge/understanding and life opportunities to complete the rigorous curriculum standards
2. Students may have after school and evening jobs that interfere with study time and completion of assignments, and leave them tired even with later start times at the HS level.
3. Student Attendance and Chronic Absenteeism
4. SWD may need additional intervention to support learning
5. Homeless students may not have basic supplies to complete homework assignments nor quiet evening learning environments in which to complete assignments.
6. Assignments may not always be culturally relevant
7. Physical and Mental Illnesses, Trauma, and low self-esteem may interfere with learning time.
8. Low motivation for education
9. Lack of family support
10. Additional root causes

LEA Strategic Plan - Attendance and Behavior Data

Kanawha County Schools (039) Public District - FY 2025 - 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 - Percent of students chronically absent

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	23.69	23.00	24.31		27.55
Status					
Economically Disadvantaged	33.89	31.29	31.06		36.19
English Learners	20.63	16.82	12.04		23.69
Foster Care	39.32	36.82	27.83		30.59
Homeless	50.23	52.94	51.15		40.10
Military Connected	17.39	14.29	8.33		16.74
Students with Disabilities	32.96	30.07	30.12		32.91
Race					
American Indian or Alaska Native	30.00	28.57	25.00		31.45
Asian	7.46	6.88	9.83		12.69
Black or African American	37.80	28.12	25.75		26.95
Hispanic or Latino Native	25.89	27.85	18.47		27.47
Multi-Racial	36.28	30.97	29.24		29.63
Native Hawaiian or Other Pacific Islander	4.76	0.00	10.53		23.53

White	21.32	21.98	24.07		27.60
Gender					
Female	22.99	23.10	25.25		28.36
Male	24.38	22.90	23.39		26.79

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

Student Groups	County (2020-21)	County (2021-22)	County (2022-23)	2022-23 Scorecard Rating	State (2022-23)
	% of Students	% of Students	% of Students		% of Students
All	97.85	94.05	94.65		95.44
Status					
Economically Disadvantaged	97.27	92.38	93.03		93.94
English Learners	99.19	96.10	97.10		96.30
Foster Care	94.09	85.96	90.75		91.86
Homeless	95.55	89.67	92.01		92.78
Military Connected	100.00	100.00	100.00		98.15
Students with Disabilities	96.91	89.56	91.66		93.02
Race					
American Indian or Alaska Native	100.00	100.00	90.00		95.65
Asian	99.37	98.47	100.00		99.32
Black or African American	95.52	88.11	89.99		90.10
Hispanic or Latino Native	98.67	95.10	95.52		95.29
Multi-Racial	96.84	92.51	93.00		93.30
Native Hawaiian or Other Pacific Islander	100.00	100.00	100.00		96.83
White	98.18	94.80	95.26		95.75
Gender					
Female	98.80	96.27	96.87		97.48
Male	96.94	91.87	92.46		93.52

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

1. Attendance

FY 24 Student Attendance Rate

Source: **ZOOM WV Dashboard** <https://zoomwv.k12.wv.us/educators/dashboard/21404>

	<u>FY23</u>		<u>FY24</u>
All Students:	91.9	to	92.95%

The latest data available in ZOOM WV shows a 1% increase in student attendance through June 28, 2024.

On another positive note, the number of chronically absent students has dropped from 24.31% (Source WVEIS) to 21.68% (Source ZOOM WV) from FY23 to FY24.

Subgroups for 2023-2024 are not available in Zoom.

Zoom WV at this time.

Subgroup attendance data below is from **2022-2023**.

White Students:	91.94%
Black Students:	91.50%
Hispanic Students:	92.04%
Asian:	95.07%
American Indian:	90.90%
MultiRacial:	91.18%
Pacific Islander:	95.11%
EL:	92.89%
Low SES:	90.73%
SWD:	90.77%

Highest attendance rate: Pacific Islander/Asian Students, followed by all EL students and Hispanic Students

Lowest attendance rate: SWD and Low SES

History: Student attendance rates in Kanawha County were highest in 2016-17 at 93.9% before dropping in 2017-18 and 2018-19.

The attendance rate increased to 93.9% again in 2019-2020, but the last nine weeks of school was remote during spring 2020 due to Covid-19. Therefore, this may is not accurate because attendance was only recorded 3/4 of the school year.

Following the 2019-2020 school year, student attendance dropped to 92.2% in 2020-2021, which was also impacted by Covid-19 by starting school late and some schools closed off and on, depending on the numbers of cases of Covid by school.

Attendance continued to drop to 91.9 in 2021-2022 and 2022-2023.

Data for 2023-2024 is not available at this time.

2. Behavioral Incidents/Misconduct

a.) **The number of students with NO out-of-school suspensions positively increased** by more than .5% from FY 22 to FY23.

(Source: ZOOM WV)

b.) Five of the Six **Level 4 misconducts identified** have decreased somewhat over two school years for some level 4 misconducts but increased for one.

BLUE = Positive Change

RED = Negative Change

	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Battery Against an Employee	177	105	137

--This decreased by 72 incidents from 21-22 to 22-23, but increased by 32 incidents in 23-24.

Illegal Substance Related Behaviors: Use/Possession of Alcohol

	19	26	17
--	----	----	----

--This decreased by 2 incidents from 21-22 to 23-24.

Possession and/or Use of Dangerous Weapon

	32	22	17
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--This decreased by 15 from 21-22 to 23-24.

Felony	8	2	6
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--There is a decrease of two from 2021-22 to 2023-24.

Illegal Substance Related Behaviors: Sale of a Narcotic

	2	2	1
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--Slight decrease by 1 over three school years.

Illegal Substance Related Behaviors: Use/Possession of Illicit Drugs

	228	447	315
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c.) **Changes in Level 3 Misconduct:** Seven of 12 Level 3 Misconducts have shown positive change over three school years.

Battery Against a Student:	733	699	754
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--Overall, these level 3 incidents increased from 2021-22 to 2023-24 by 21 incidents.

Defacing School Property/ Vandalism	292	186	155
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--This level 3 misconduct decreased consistently over three school school years.

Harassment/Bullying/Intimidation	601	423	378
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--This level 3 misconduct decreased significantly over three school years, possibly as result of a focus on social emotional learning opportunities provided.

Hazing	40	NA	3
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--This level 3 misconduct also decreased significantly from 2021-22 to 2023-24.

False Fire Alarm	8	6	12
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This level 3 misconduct increased from 2021-22 to 2023-24.

Fraud/Forgery	5	4	10
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This level 3 misconduct increased from 2021-22 to 2023-24.

Imitation Drugs: Possession, Use, Distribution or Sale

--No positive change 12 14 12

Inhalant Abuse

7 1 --
--Decrease in the number of incidents of this level 3 misconduct

Possession/Use of Substance Containing Tobacco and/or Nicotine

783 644 487
--Decrease in the number of incidents of this level 3 misconduct

Sexual Misconduct

86 71 72
--Decrease in the number of incidents of this level 3 misconduct over three years

Threat of Injury Against An Employee or A Student

541 534 563
--Increase in the number of incidents of this level 3 misconduct from 2021-22 to 2023-24.

Verbal Assault Against a Student

70 29 46
--Even though incidents increased from 22-23 to 23-24, it was still an overall decrease from 2021-22 to 23-24.
This will need to be monitored.

D.) Level One and Two incidents of Misconduct:

All identified areas of levels 1 and 2 misconduct have shown positive change over three school years, with the exception of the following Level 1 and 2 misconducts:

- Possession of Knife not meeting Dangerous Weapon Definition (West Virginia Code 61-7-2)
- Technology Misuse (decreased but then increased again)
- Failure to Serve Detention
- Vehicle Parking Violation (increased from 1 to 3)

Total incidents decreased from 2021-2022 to 2023-2024 by 10,718 incidents of misconduct (Levels 1-4) from 27,049 to 16,331.

Attendance and Behavior Improvement
Practices/Strategies Implemented (One Per
Box)

Updated Implementation Results

Flexible Scheduling Opportunities such as:

--Virtual School

--Collaborative Program for 11th & 12th grade students at WVSVU

--Later School Start Time for High Schools (research-based initiative)

--Assignments on Schoology, although a positive resource for students, may sometimes make it easier for students to miss school and easily access assignments.

--All schools offer attendance incentives.

--Involvement by Social Works and Attendance Directors with Chronically absent students and to utilize practices to improve social-emotional well being.

--Continue practices to support students with social emotional well-being.

--When later start time was initially implemented for high schools, attendance increased (2016-17) and remained somewhat consistent, but dropped following Covid.

--During Covid-19, teachers and students became more proficient in teaching and completing work through a Learning Management System. Although positive in many ways, it may lead to greater student classroom absences because students can complete work and even watch video recordings of lessons without going to school daily.

--Attendance incentives and reward for attendance often work best with younger students.

--Continue practices to support social & emotional well-being to improve graduation rates AND reduce behavioral incidents.

Attendance and Behavior Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Based on the overall increase in student attendance, decrease in the percentage of students with chronic absenteeism, and the reduced number of incidents related to misconduct, Kanawha County Schools needs to stay on the same course supporting students who have experienced trauma and supporting practices for social-emotional well being.

This includes:

--Later School Start Times for High Schools

--Assignments in Schoology and other positive resources for making up work

--Services provided by counselors and social workers

--Attendance Incentives

--Flexible scheduling and instructional opportunities

--Counseling referral and services provided by Mountain Care Network.

--Practices offered through social-emotional learning programs and practices

LEA Strategic Plan - Educator Effectiveness Data

Kanawha County Schools (039) Public District - FY 2025 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2020-21)		County (2021-22)		County (2022-23)		State (2022-23)	
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 %
18.96	12.47	17.82	14.65	21.25	14.58	21.86	18.15

Evaluation Data

	County (2022-23)	State (2022-23)
Performance Level	% of Teachers	% of Teachers
Distinguished	29.14	14.94
Accomplished	68.61	81.5
Emerging	2.25	3.52
Unsatisfactory	-	0.04

Additional Data Sources, including results:

* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

I. Teacher Evaluations

According to FY23 data from **Zoom WV**, Kanawha County has *2,011 teachers employed in Pk through 12 classrooms. This includes TIRES (Temporary Itinerant Regular Employees - 1 year positions), teachers hired on first class permit, possible substitutes in long term positions, and all new teachers hired through alternative certification.

*** A spreadsheet downloaded from Zoom WV, however, identifies 2683 lines of teachers. This is likely due to TIRES/long term subs added throughout the year.**

--797 teachers have 0 and 5 years of experience.

This trend has continued over five years with approximately 125 or more beginning teachers hired each school year.

--411 teachers have 6-10 years of experience.

--387 teachers have 11-15 years of experience.

--486 teachers have 16-20 years of experience.

--435 teachers have 21-25 years of experience.

--167 teachers have > 25 years of experience.

This identifies 1208 teachers having 10 or less years of experience, and 1475 teachers having 11 or more years for a total of **2,683 teachers. The largest experience group is 0 to 5 years. The smallest group is teachers with > 25 years experience.

** Itinerant teachers in more than one school may be duplicated based on the number of schools served. The count of 2,683 teachers, which includes TIRES added through the school year, may be much less.

II. Elementary Classroom Walkthroughs:

Walkthroughs were conducted monthly in ALL Kanawha County Elementary Schools by principals and monitored by the assistant superintendent.

An example of total district walkthroughs for April 2024 are as follows:

Total walkthroughs **April 2024: 1,069**

Total students observed: **13,769**

Cognitive engagement: **64%**

Compliant engagement: **33%**

Disengagement: **3%**

Celebrations:

- We exceeded our countywide goal of increasing cognitive engagement by 3%. We actually increased 12%!!

County Goal:

- Maintain the total number of walkthroughs for the last 5 weeks of school.

School Celebrations Shared by Administrators:

- We are seeing teachers release and give students more practice on their own.
- Teachers are using engagement strategies from professional developments we have held. Cognitive engagement has increased 9% this month.
- I completed more walkthroughs than ever! Engagement is continuing to increase.
- Disengagement is down, and truly tied to the type of instruction they are receiving. Teachers are seeing that whole group, large group, tied to a document camera type of activities are not engaging all students.
- I have been able to give each teacher a suggestion and discuss with them.
- We have really focused on strategies to take a lesson from compliant to cognitive. My numbers show that the teachers are taking this seriously and making it happen!
- Teachers are continuing to use protocols to increase cognitive engagement in the classroom. Students are collaborating and sharing ideas during lessons more often.
- Engagement is up and we have plans for staff to share their engagement strategies. Teachers are still highly engaged as we hit the critical period prior to testing.
- My biggest celebration is that I got in 30 walkthroughs. I have created a chart and it has kept me on task.
- The teachers are doing engaging lessons! Students are primarily always on task and working hard. My feedback has also improved to be more pinpointed, and I have seen students use the suggestions I have given when I return.

- We have increased the number of cognitively engaged students and decreased the number of disengaged students. Teachers seem to be breaking away from their traditional instructional practices and move to engagement-focused strategies.

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Needs Assessment:

--97% of Kanawha County teachers received Accomplished or Distinguished Teacher Evaluations for the 2022-2023 school year.

--Although no teachers were identified in the data provided as receiving unsatisfactory evaluations, and only slightly more than 2% were identified as emerging, there is still a need for growth based on the number inexperienced teachers and need for continued student academic growth.

--Only English Learners (ELs) and Asian Students met the growth targets to be proficient in ELA based on data from the spring 2023 GSA, grades 3-8.

--Only Military Connected Students and Asian Students met the learning targets to be proficient in mathematics based on data from the spring 2023 GSA, grades 3-8.

Kanawha County Schools will continue to utilize evidence-based practices implemented in classrooms and monitored following professional development.

II

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment, the strategic plan activities and development of the district's WVSIPP.

The following Professional Learning Opportunities will continue to take place with follow-up sessions for current teachers and guidance for implementation and continued instruction for new teachers:

--The Science of Reading philosophy and components through sustained professional development using LETRS (elementary) and LEXIA (middle schools).

--Optional Graduate credit will be offered at no cost to teachers needing credit for both the sustained LETRS and LEXIA sessions. (funded through Title II)

--Professional Learning sessions covering components and the philosophy of evidenced-based reading (identified Scarborough's Rope) will be offered to teachers in sessions such as Heggerty (PK and K-2), DIBELS, DIBELS8 as the Dyslexia Screener, vocabulary practices, comprehension, fluency, and the CORE reading program.

--The Science of Reading Coaching Cycles will continue in each elementary school. (The instructional coach models practices with the classroom teacher and interventionists observing, the coach and teacher meet to discuss the lesson, the coach then observes the teacher delivering the lesson, followed by an additional conference.)

--Title I will continue to provide professional learning to principals and teachers in Title I schools with three reading coaches (One funded through Title IV to support all schools, including schools receiving support for school improvement.)

--7.5 Beginning Teacher Academic Coaches will provide weekly support in classrooms for new teachers.

--The week long Beginning Teacher Academy will be held August 5-9, 2024. See the SIPP plan for details.

--Professional learning and ongoing support for the new math adoption, grades K-12.

--The summer Carnegie Math and ELA Academies are continuing to be conducted, with optional graduate credit available.

--Kanawha County Schools is funding 48-50 Masters Degrees in Literacy from WVU for teachers agreeing to take advantage of the opportunity. The degree will prepare teachers to be better reading teachers and for the PRAXIS exam, leading to an endorsement in Literacy Intervention. This will take place beginning in July 2024 & will be complete by Spring 2026.

--Alternative Certification programs in math, science, ELA, Fine Arts, and all areas of special education , including PreK special needs, will continue in place with classroom support and a variety of workshops and classes.

Kanawha County Schools (039) Public District - FY 2025 - LEA Strategic Plan - Rev 1

Plan Items)

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

Description:

Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

Description:

Students with positive social and emotional health are more likely to attend school on a regular basis. As a result, overall student attendance in Kanawha County Schools, grades K-12, will increase by an average of 1% during the 2024-2025 school year. This will be measured and monitored consistently through daily data available in ABRE (replacing Performance Matters) and end-of-year data in Zoom for students. FY 2024 Attendance Rate for all students in Kanawha County Schools: 92.95%, an increase of 0.75% (less than 1%) FY 2023 Attendance Rate for all students in Kanawha County Schools: 92.21%, an increase of 0.22% (Less than 1%) FY 2022 Attendance Rate for all students in Kanawha County Schools: 91.90% Chronically Absent Students: Decreased from 26% (FY2022) -to 24.73% (FY2023) -to 21.68% (FY24) (Source: ZOOM WV)

S 1.1.1 Continue to provide flexible scheduling and learning opportunities for students to best meet each child's learning and developmental needs.

Description:

Continue to provide flexible scheduling and learning opportunities for students to best meet each child's learning and developmental needs. Opportunities for flexible school scheduling and learning will be provided as follows: 1.) Blended or full-time schedules through KCS Virtual School; 2.) Collaborative college program at WV State for juniors and seniors; 3.) Alternative Schools Programs at CHANCE (K-5), Chandler (6-12), and Day Report, 4.) Homebound Instruction due to physical and mental health issues, 5.) STAR Academy at WSMS for eligible 7th and 8th grade students; 6.) Part-Time Student Instructional Support through Titles I and III for eligible students enrolled in R39 schools, 7.) Academic and Social Emotional Support for N & D students and Unaccompanied Youth, and Work Skills Program through CTE in all high schools.

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom
	Other appropriate strategies identified by the LEA

AS 1.1.1.1 Continue to maintain instructional services through the Virtual Schools program for students participating full time or as a blended model with both in-school and virtual classes scheduled.

Description:

Continue to maintain instructional services through the Virtual Schools program with six full-time certified content specialist assisting the executive director and coordinator as follows: 1. Communication with parents and students 2. Assisting with course development 3. Maintaining course content 4. Monitoring student participation and achievement 5. Trouble-shooting when necessary. 6. printing costs

Person Responsible:

Valery Harper, Stephanie Carter

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Infrastructure	\$42,246.00
Other	Other	Printing Costs	\$1,400.00
	Other	Virtual Staff & Supplemental Teacher Salary	\$900,000.00
Total			\$943,646.00

AS 1.1.1.2 The Collaborative Program at WV State will continue to be offered to identified High School Juniors and Seniors to meet their learning and graduation needs.

Description:

The Collaborative Program at WV State will continue to be offered to identified High School Juniors and Seniors to meet their learning and graduation needs.

Person Responsible:

George Aulenbacher

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Support for Collaborative Program at WVSU	\$175,000.00

AS 1.1.1.3 Continue to provide services to N & D Students (including Day Report) through instruction, tutoring, instructional materials, technology, and social emotional support.

Description:

Continue to provide services to N & D Students (including Day Report) through instruction, tutoring, instructional materials, technology, extra-curricular experiences, and social-emotional support. 1. Three full-time teachers, a counselor, tutoring services, and social worker will be provided to students in the Day Report Program to increase attendance and support graduation along with instructional supplies and technology 2. Continue to provide support services to alternative public or private facilities through student monitoring, program development, student mentorship, tutoring, and purchase of additional educational materials as needed. Professional development will be offered to all schools, with an emphasis on those that serve N&D populations. 3. Continued support to will be provided to Turning Point N&D students via specialist participation in IEP/SAT meetings and regular classroom observations. Turning Point residents will receive holiday sponsorship in the form of encouraging letters and gifts from volunteers in the county/KCS community. Regular visits will be made to each Daymark facility to discuss students' needs and concerns while participating in public education. "Post-grad" education will be provided in the form of experiences that motivate the students to graduate and pursue further learning (MODIFY visits, summer academy, etc...). 4. The following support services will be provided to all Daymark N&D students: A tutor will assist N&D students, including homeless N&D students (Patchwork), with academics. Tutoring positions will be offered at both Daymark facilities for roughly 15 hours per week. N&D Tutors will consult N&D specialist and facility directors/case managers to arrange an after-school meeting schedule, as well as consult with teachers of each student to design supplemental instruction specific to student needs. Each N&D student will receive personalized technology compliant with their legal and educational needs. Schools and individual teachers will be briefed on these needs and aided in creating accommodations. All N&D students will be given the opportunity to participate in "extra-curricular" SEL-focused events (FallFest, Transforming Achievers, etc...) during which the students can interact with different social service and mental health resources in a fun, age-appropriate way. 5. The following materials will be provided as part of instructional services to N&D students each year (or as needed): Backpacks with school supplies, art supplies, gym and playground equipment, textbook and fiction library, iPads, iPad docking stations, boardgames, guided journals for therapy work, and study/practice materials for life skill development. 6. A summer N & D program will be provided which will focus on social emotional support, academics, job development skills, and interview skills.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Instructional Supplies for N & D Students	\$5,000.00
	Title I-D LEA	Extended Day & Summer for N & D Students	\$10,000.00
	Title I-D LEA	PT Trauma Specialist	\$20,300.00
	Title I-D LEA	Tutors for N & D Students	\$16,300.00
Other	Other	Counselor funded through alternative schools funds	\$75,000.00
	Other	GB -240 day salary plus fringes for three teachers	\$212,933.00
	Other	N & D - 1/3 of social workers salary and fringes	\$30,000.00
Total			\$369,533.00

AS 1.1.1.4 The Chandler Alternative School program will be available to provide instructional and support services for middle and high school students referred to the program by their schools.

Description:

The Chandler Alternative School program will be available to provide instructional and support services for middle and high school students referred to the program by their schools.

Person Responsible:

George Aulenbacher

Estimated Begin Date:

7/3/2024

Estimated Completion Date:

6/28/2025

Funding Application	Grant	Notes	Amount
Other	Other	No Additional Costs	\$1.00

AS 1.1.1.5 The CHANCE program, located at Edgewood Elementary School, will continue to support referred students academically and social-emotionally through school year 2024-2025.

Description:

The CHANCE program, located at Edgewood Elementary School, will continue to support referred students academically and social-emotionally through school year 2024-2025.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/4/2024

Estimated Completion Date:

6/28/2025

Funding Application	Grant	Notes	Amount
Other	Other	Budget needs updated	\$1.00

AS 1.1.1.6 The STAR Academy will operate at WSMS for 40 7th grade students and 40 8th grade students who need social and emotional support along with interactive academic support for learning. This will be a blended model using both in person school and online instruction.

Description:

The STAR Academy will operate at WSMS for 40 7th grade students and 40 8th grade students who need social and emotional support along with interactive academic support for learning. This will be a blended model using both in person school and online instruction.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/5/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	This CSI initiative will be funded by WVDE	\$1.00

AS 1.1.1.7 The CTE Work Skills Program will be offered to seniors in each high school, focusing on social skills, work ethic, professionalism, etc.

Description:

The CTE Work Skills Program will be offered to seniors in each high school, focusing on social skills, work ethic, professionalism, etc.

Person Responsible:

Kim Sallade

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Salaries and Benefits for School Coordinators	\$800,000.00

S 1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

Description:

Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

Component	Item Name
LEA ESEA Consolidated Plan	Provide services for homeless children and youth
	Provide effective parent and family engagement

WVSIPP	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom
	Other appropriate strategies identified by the LEA
	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for beginning administrators
	Support for experienced administrators
	Support for other staff
	Professional development

AS 1.1.2.1 As per KCS BOE Policy G85, Vector Safe Schools training will be completed online by all employees with training identified through state law, WV BOE Policy, and KCS policy. The annual training will continue to be provided with the intent of making all KCS schools and facilities safe, inclusive, and supporting for all students and employees. Employees will be provided with one professional development day, August 14, 2024, to complete the annual training which is due by December 31, 2024.

Description:

As per KCS BOE Policy G85, Vector Safe Schools training will be completed online by all employees with training identified through state law, WVBE Policy, and KCS policy. The annual training will continue to be provided with the intent of making all KCS schools and facilities safe, inclusive, and supporting for both students and employees. All active employees will complete Vector Safe Schools online training by the December 31, 2024 deadline.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

12/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	General Budget	\$65,000.00

AS 1.1.2.2 Decrease the rate of suspensions (> than 10 days) for children with disabilities through professional development and support provided by behavior support specialists to develop appropriate student behavior support plans and utilize deescalation techniques.

Description:

Decrease the rate of suspensions (> than 10 days) for children with disabilities through professional development and support provided by behavior support specialists to develop appropriate student behavior support plans and utilize deescalation techniques as follows: 1.)

Provide training to new principals and new assistant principals on the process & policy for disciplining students with disabilities. 2.) provide training to all principals and assistant principals, counselors, nurses, social workers, and school psychologists on utilizing deescalation techniques; 3.) provide instructional support to aides in EBD and Autism classrooms, as needed.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Classroom Support Aides	\$1,486,334.00
	IDEA School Age	fund/train/support KCS staff in CPI /deescalation	\$10,000.00
	IDEA School Age	professional development	\$15,000.00
	State Aid for Special Education	CPI	\$10,000.00
Total			\$1,521,334.00

AS 1.1.2.3 Three McKinney-Vento Homeless Facilitators, and four Family Support Social Workers will remain in place to assist homeless families.

Description:

Three McKinney-Vento Homeless Facilitators and four Family Support Social Workers will remain in place to assist homeless families with enrolling students in the schools of their choice and working with families and transportation to make sure students are able to attend school daily; have access to basic needs and clothing to attend school, and serve as a liaison between the school and homeless families or work directly with older students who are homeless, unaccompanied youth.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Set Aside	\$393,794.00

AS 1.1.2.4 Conduct the annual Inclusive schools conference, which includes a variety of topics to reach the goal of supporting ALL students and staff in Kanawha County Schools in order to feel safe and secure in all KCS facilities.

Description:

Conduct the annual Inclusive schools conference, to be held on Dec 12, 2024. The annual conference will include a variety of topics and expert presenters with the goal of supporting ALL students and staff in Kanawha County Schools in order to feel safe and secure in all KCS facilities. Topics will focus on: anti bullying efforts and services for: Homeless students, Students living in poverty/homeless/food insecurity, students with IEPs, Foster care, Race/Religion/Ethnicity, LGBTQ students, etc.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

12/12/2024

Funding Application	Grant	Notes	Amount
Other	Other	PSDC funds for supplemental pay, materials, suppli	\$25,000.00

AS 1.1.2.5 Sessions at the annual Superintendent's conference on July 26, 2024, will continue to be provided on social/emotional well-being for students and staff.

Description:

Sessions at the annual Superintendent's conference on July 26, 2024, will continue to focus on social/emotional well-being. Professors from WVU will provide the following sessions to principals at the July 26, 2024 Superintendent's Conference: Creating Safe Spaces in the Classroom (Dr. Lacey Sawyers, WVU); Motivating the Exhausted Team (Dr. Kristine Ramsay-Seaner, WVU); Creating Positive School Culture (Dr. Nate Surber, WVU) and Classroom Management and Anxiety (TBD) Brian Mendler will present a keynote on That One Kid: Changing Lives One Student at a Time, and a breakout session on Power Struggles Unplugged. Other sessions will focus on topics that may increase stress levels and increase anxiety in teachers and administrators. With proper training, stress and anxiety will decrease due to increased knowledge. Sessions are: These include: But this student doesn't speak English! What do we do? Effective instruction for ELs (Title III); 2024 LEGISLATIVE UPDATES; School Finance for Principals 101; and Federal Programs Compliance for Principals in Title I Schools.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/26/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount

Consolidated	Title II Part A	Books by the keynote speaker	\$10,000.00
Other	Other	Conference Supplies	\$10,000.00
	Other	ESSERF Keynote Speaker	\$15,000.00
Total			\$35,000.00

AS 1.1.2.6 The Second Steps Digital SEL Program will continue to be utilized in all elementary schools, grades 3-5, throughout the FY25 school year .

Description:

The Second Steps Digital SEL program will continue to be utilized in all elementary schools, grades 3-5, throughout the FY25 school year.

Person Responsible:

Jon Duffy

Estimated Begin Date:

7/2/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	ESSERF Carryover to be paid out by August 31, 2024	\$149,023.00

AS 1.1.2.7 Through federal Title III funds, two to three parent engagement sessions will be conducted throughout the school year to improve home-school communication, aspects of SEL, and English Proficiency in K-12 EL students. (FY24 Carryover and FY25 - minimal supplies, supplemental salaries)

Description:

Through federal Title III funds, two to three parent engagement sessions will be conducted throughout the school year to improve home-school communication, aspects of SEL, and English Proficiency in K-12 EL students.(FY24 Carryover and FY25 - minimal supplies, supplemental salaries)

Person Responsible:

Elaine Gayton

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

4/30/2025

Funding Application	Grant	Notes	Amount

Consolidated	Title III EL	FY 24 CO	\$1,500.00
	Title III EL	Parent Engagement	\$1,543.00
Total			\$3,043.00

§ 1.1.3 Continue to provide social emotional and academic support to homeless children & adolescents through tutoring and mentoring services under the guidelines of Title 1/McKinney-Vento funds.

Description:

Continue to provide social emotional and academic support to homeless children & adolescents through tutoring and mentoring services under the guidelines of Title 1/McKinney-Vento funds.

Component	Item Name
LEA ESEA Consolidated Plan	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide services for homeless children and youth
	Other appropriate strategies identified by the LEA
WVSIPP	Support for other staff
	Professional development

AS 1.1.3.1 Continue to provide: Three Facilitators and a McKinney-Vento liaison will be provided to support homeless students, including homeless N & D students, through Title I funds.

Description:

Two Homeless Facilitators/Tutors will be provided through Title I-A and McKinney-Vento funds to support homeless students in all aspects of school enrollment and all related academic and social services. Duties of the homeless facilitators and liaison include: 1. Heighten the awareness of school personnel of the specific needs of homeless children and youth 2. Identification and needs assessment of homeless children and youth Action Remove educational barriers 3. Decrease enrollment barriers such as residency requirements, birth certificates, health records and guardianship issues 4. Provide professional development to support staff and professional staff of Mckinney-Vento rights and services 5. Continue to meet the needs of students with the clothing closet 6. Coordinate services with the two tutors provided through McKinney-Vento funds in order to provide additional educational support to homeless students.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
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Consolidated	Title I Part A	2 Tutors & Liaison for homeless students	\$175,000.00
	Title I-D LEA	Specialist for Trauma/N&D, materials, tutors, etc	\$221,900.00
Other	Other	Mckinney-Vento & Blended Funds	\$50,000.00
Total			\$446,900.00

AS 1.1.3.2 Continue the Clothing Closet for homeless students and students in need.

Description:

The clothing closet with new clothing in a variety of sizes has been developed and will continue to be maintained by social workers at SCMS.

Person Responsible:

Kim Legg, Melissa Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Supplemental McKinney-Vento	\$75,000.00

AS 1.1.3.3 Continue Tutors and Extended Year Services for Homeless Students, including homeless N & D students.

Description:

Three experienced teachers will continue to serve as part time tutors for homeless students. They will make sure students have supplies, clothing, books, and provide academic tutoring as well as graduation needs, etc. The tutors will serve as an academic liaison between the student and schools, as needed, and communicate with teachers/schools about weak academic skills. One tutor will serve homeless high school students and the others will serve homeless elementary students. They will work three days per week. Extended Year Services will be provided, as well.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Salary & fixed costs -Tutors & Extended Day Servic	\$96,000.00

AS 1.1.3.4 Continue to provide learning materials, books, supplies, etc. to homeless students, including homeless N & D students.

Description:

Continue to provide learning materials, books, supplies, etc. to homeless students, including homeless N & D students.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Academic materials for homeless students	\$6,743.00

AS 1.1.3.5 Continue to provide support and professional learning/conference opportunities for three homeless facilitators to improve services to homeless students and families.

Description:

Continue to provide support and professional learning/conference opportunities for the three homeless facilitators to improve services to homeless students and families.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Travel and registration for PD for facilitators	\$5,000.00

AS 1.1.3.6 The new Attendance Director will work together with the Title I Director to identify foster children in Title I Schools and provide McKinney-Vento Homeless Services and Attendance Support to them, as required by federal law.

Description:

The new Attendance Director will work together with the Title I Director to identify foster children in Title I Schools and provide McKinney-Vento Homeless Services and Attendance Support to them, as required by federal law.

Person Responsible:

Kim Legg, Melissa Wilfong, Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	McKinney-Vento (No additional cost to include)	\$1.00

§ 1.1.4 Through the Third Grade Success Act, activities to promote and celebrate attendance will be in place in all elementary schools.

Description:

Through the Third Grade Success Act, activities to promote and celebrate attendance will be in place in all elementary schools.

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
Third Grade Success Act	Science of Reading Instruction
	Family Notification and Involvement
	Extended Learning Opportunities

AS 1.1.4.1 Provide attendance support services.

Description:

Social Services will be contracted to provide support services for student attendance.

Person Responsible:

Cindy Hamilton

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Third Grade	Third Grade Success Act	Supplemental Services	\$5,000.00

Success Act**AS** 1.1.4.2 Provide parent communication and notification of efforts to support and promote reading success.

Description:

Provide parent communication and notification of efforts to support and promote reading success.

Person Responsible:

Cindy Hamilton

Estimated Begin Date:

8/18/2024

Estimated Completion Date:

6/28/2025

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$10,000.00

AS 1.1.4.3 Provide extended day tutoring services to improve reading skills.

Description:

Provide extended day tutoring services to improve reading skills.

Person Responsible:

Cindy Hamilton

Estimated Begin Date:

8/18/2024

Estimated Completion Date:

6/28/2025

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$50,000.00

AS 1.1.4.4 To promote student attendance, yard signs to welcome students and families back to school for the 2024-2025 school year will continue to be placed at all Kanawha County Schools.

Description:

To promote student attendance, yard signs to welcome students and families back to school for the 2024-2025 school year will continue to be placed at all Kanawha County Schools.

Person Responsible:

Cindy Hamilton

Estimated Begin Date:

7/28/2024

Estimated Completion Date:

8/14/2025

Funding Application	Grant	Notes	Amount
Third Grade Success Act	Third Grade Success Act		\$700.00
Other	Other		\$500.00
Total			\$1,200.00

§ 1.1.5 Provide intense school counseling services to address mental health and social emotional well being as per WVBOE Policy 2315.

Description:

Provide intense school counseling services to address mental health and social emotional well being as per WVBOE Policy 2315.

Component	Item Name
LEA ESEA Consolidated Plan	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide services for homeless children and youth
	Other appropriate strategies identified by the LEA
WVSIPP	Professional development

AS 1.1.5.1 Each School will devise and implement a Comprehensive School Counseling Program Plan per WVBOE Policy 2315.

Description:

Each School will devise and implement a Comprehensive School Counseling Program Plan per WVBE 2315. The CSCP is a proactive, systemic approach to assist students with the acquisition of attitudes, knowledge, skills, and behaviors necessary to maximize student success and preparation for a variety of postsecondary options. The CSCP incorporates the West Virginia Tiered System of Supports (WVTSS) to provide universal prevention for all students, targeted interventions for at-risk students, and intensive interventions for the most at-risk students. The CSCP is an integral part of the total school program and aligns with the school's mission. School counselors, in collaboration with the principal, school leadership team, school counseling advisory council, or other stakeholders, develop an annual CSCP Plan, utilizing the West Virginia CSCP Plan Template. CSCP utilizes school and community data to identify student needs related to the CSCP and set annual priorities aligned with the school's strategic plan. The KCS central office shall monitor the CSCP Plan development and the CSCP's implementation at each school.

Person Responsible:

Jon Duffy

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	No additional costs	\$1.00

PM 1.2 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually through evidence-based practices and programs.

Description:

I. Kanawha County Schools will increase the four year and five year graduation rates by 1% annually, from 2021 through 2025, through evidence-based practices and programs, and monitoring students on track to graduate. Students on track to graduate increased from 2021 to 2022, but declined from 2022 to 2023. Still the percentage of students on track to graduate in 2023 remained higher than in the first year of the cohort, 2020-2021. 2020-2021 2021-2022 2022-2023 2023-2024 (Cohort Fourth Year) 57.28 72.63 60.21 Not Available II. Overall Graduation rate for 2025 will raise for the four year cohort and the five year cohort, and also increase for subgroups. Overall FY 24 - TBD FY 23 - Not available FY 22 Overall 88.0%9 Four Year Cohort (compared to WV Graduation Rate of 91.17%) 89.02% Five Year Cohort (compared to WV Graduation Rate of 92.65%) FY22 four & five year year Cohort by lowest Subgroups Latino Students 53.33% (This increased to 91.67 for the Five Year Latino Cohort. Perhaps due an additional year of EL support.) SWD 81% (This dropped to 77.05 for the five year cohort.) Economically Disadvantaged Students 81.45% (Decreased to 80.24% for the five year cohort)

S 1.2.1 Graduation support opportunities for students

Description:

Kanawha County Schools will provide a variety of graduation support opportunities for students.

Component	Item Name
LEA ESEA Consolidated Plan	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	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 1.2.1.1 Kanawha County Schools will continue to maintain programs for trauma informed and trauma sensitive schools to support students in achieving graduation.

Description:

Kanawha County Schools will continue to maintain strategies to become more trauma informed and trauma sensitive to meet the social, emotional, and academic needs of all learners to support students in achieving graduation.

Person Responsible:

Duffy, McCorkle and others

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Speakers and Programs for SE Health &Well being	\$25,000.00

AS 1.2.1.2 Maintain the availability of credit recovery courses for high school students through summer 2024, Virtual School, and other opportunities throughout FY25

Description:

Maintain the availability of credit recovery courses for high school students through summer 2024, Virtual School, and other opportunities throughout FY25

Person Responsible:

George Aulenbacher

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Extended Day Supplemental Salary for Credit Recov	\$127,000.00
Other	Other	June 2024 - Final ESSERF CARRYOVER	\$500,000.00
Total			\$627,000.00

AS 1.2.1.3 GUIDEPOST TO GRADUATION will support students with disabilities.

Description:

GUIDEPOST TO GRADUATION will support students with disabilities.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

8/18/2024

Estimated Completion Date:

5/27/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Guide Post to Graduation for students with disabil	\$8,000.00

AS 1.2.1.4 Continue to utilize courses through Virtual School to provide opportunities for Credit Recovery to students in grades 9-12.

Description:

Continue to utilize courses through Virtual School to provide opportunities for Credit Recovery to students in grades 9-12.

Person Responsible:

Valery Harper, Missy Ruddle, George Aulenbacher

Estimated Begin Date:

7/2/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Virtual Courses for Credit Recovery	\$100,000.00

AS 1.2.1.5 The Work Support Facilitator serving the eight district high schools (some combined schools) will expand partnerships with business and industry to create new internship and apprenticeship opportunities for KCS students.

Description:

The Work Support Facilitator in each of the eight district high schools (some combined schools) will expand partnerships with business and industry to create new internship and apprenticeship opportunities for KCS students.

Person Responsible:

Kim Sallada

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	CTE Funds	\$800,000.00

AS 1.2.1.6 Continue to provide services to N & D students to support them in meeting graduation requirements.

Description:

Continue to provide the following services to N & D students to support them in meeting graduation requirements: Part Time Trauma Specialist, N&D Tutors, Extended School Year Services.iPads/Technology, counseling, social services, and materials.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-D LEA	Extended School Year Services	\$5,800.00
	Title I-D LEA	Part Time Trauma Specialist	\$16,300.00
	Title I-D LEA	Two Contracted Tutors for N & D Students	\$16,500.00
Total			\$38,600.00

AS 1.2.1.7 Continue to provide three teachers for the Day Report program.

Description:

Continue to provide three teachers for the Day Report program.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Salaries & fixed Costs	\$240,000.00

AS 1.2.1.8 Continue to provide online drug education classes to identified students.

Description:

Continue to provide online drug education classes to identified students.

Person Responsible:

Paula Potter

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Drug Education Classes for identified students	\$7,408.00

AS 1.2.1.9 A graduate class on Modern Strategies for Trauma Informed Teaching will be provided for Kanawha County Teachers and/or Principals at no cost to them. Credit will be issued by Marshall University and can be used for certification renewal and/or plus hours toward a pay raise (Bachelor's + 15, Master's + 15, 30, 45). Tuition will be paid through Title II funds.

Description:

A graduate class on Modern Strategies for Trauma Informed Teaching will be provided for Kanawha County Teachers and/or Principals at no cost to them. Credit will be issued by Marshall University and can be used for certification renewal and/or plus hours toward a pay raise (Bachelor's + 15, Master's + 15, 30, 45). Tuition will be paid through Title II funds.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Graduate class instructor, includes benefits	\$2,200.00
	Title II Part A	Tuition & feeds for graduate class - maximum 25	\$5,350.00
Total			\$7,550.00

PM 1.3 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student academic instruction.

Description:

Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student academic instruction. This will be measured by: 1.) a minimum decrease in student absences from August 16, 2024 to May 30, 2025, with data available in ZOOM and ABRE (replacing Performance Matters); 2.) a decrease in overall student discipline referrals, recorded in ABRE, WVEIS, and ZOOM.

§ 1.3.1 Federal Programs Specialists & Instructional Coaches, will provide professional development and support to teachers improve instruction and to improve the social/emotional health and well-being of students.

Description:

Federal Programs Specialists & Instructional Coaches, will provide professional development and support to teachers improve instruction and to improve the social/emotional health and well-being of students.

Component	Item Name
LEA ESEA Consolidated Plan	Reduce the overuse of discipline practices that remove students from the classroom
	Other appropriate strategies identified by the LEA
WVSIPP	Support for experienced teachers
	Support for other staff
	Professional development

AS 1.3.1.1 Continue providing salaries for identified positions to support Classroom Instruction, Social Emotional Learning, and Student Well-being.

Description:

Continue providing salaries for identified positions to support Classroom Instruction, Social Emotional Learning, and Student Well-being. One FTE web master to maintain web pages by including information and updates to resources for supporting student instruction and student well-being; One FTE Integrated psychologist; Seven FTE Trauma Specialists to work with schools -and N & D students One FTE Psychologist to work with schools; One FTE Academic Coach to support Classroom Management and Behavioral Intervention, providing embedded PD in classrooms to help teachers improve instruction, and Three FTE Instructional Coaches

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/16/2024

Estimated Completion Date:

5/27/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	.333 salary & fixed costs classroom mgnt coach	\$38,658.00
	Title II Part A	See 1.2.1.9 regarding graduate class	\$1.00

	Title IV Part A	Salaries & fixed costs for positions	\$493,000.00
			Total \$531,659.00

AS 1.3.1.2 Provide supplies to support identified programs for instructional support and student well-being.

Description:

Provide supplies to support all programs & supplies identified in the Title IV funding application to support student instruction and well-being.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/9/2024

Estimated Completion Date:

5/27/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Supplies for all identified programs	\$162,235.00

AS 1.3.1.3 Fixed Costs for all positions funded through Title IV funds used to support improvement of instruction and programs for SEL and student well-being.

Description:

Fixed Costs for all positions funded through Title IV funds used to support improvement of instruction and programs for SEL and student well-being.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

8/3/2024

Estimated Completion Date:

6/1/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	Fixed Costs	\$154,600.00

PM 1.4 100% of Kanawha County Schools Facilities and Buses will provide Safe with a Healthy Environments for students and employees.

Description:

100% of Kanawha County Schools Facilities and Buses will provide Safe with a Healthy Environments for students and employees. To be measured as follows: A decrease in safety violations, including but not limited to: --an accurate reduction in KCS accident reports; --Fire Marshall violations; --Safety Inspector violations; --Serious Behavioral Infractions, and including bullying behaviors. --Tobacco and Drug Free Environments - -Anti Discrimination Policies --Additional Security Forces --Locked Doors monitored --Open windows monitored

S 1.4.1 All schools and facilities will be Safe and Healthy Facilities.

Description:

All schools and facilities will be Safe and Healthy Facilities.

Component	Item Name
LEA ESEA Consolidated Plan	Other appropriate strategies identified by the LEA

AS 1.4.1.1 Additional security and protection will expand safety in schools.

Description:

Additional security and protection will expand safety in schools with the addition of 13 retired law enforcement officials working in schools.

Person Responsible:

Keith Vititoe

Estimated Begin Date:

7/8/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Levy Funds	\$1,030,000.00

AS 1.4.1.2 Four Lockdown Drills, ten fire drills, and two shelter in place drills will take place annually in all schools with all students and staff participating.

Description:

Four Lockdown Drills, ten fire drills, and two shelter in place drills will take place annually in all schools with all students and staff participating.

Person Responsible:

Keith Vititoe

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	No additional funds are required to do this.	\$1.00

AS 1.4.1.3 A variety of security practices will remain in place in all schools:

Description:

--The following security practices will remain in place in all schools: --Suspicious Activity Reporting --24/7 Security Monitoring --Floor Plans --Door Numbering --Alarm Systems --Lockdown Buttons --Visitor Control --Access Badges --Remote Access Control --Camera Systems --Emergency Radio Network --Crisis Management --School Resource Officers --Handheld Radios --Panic Alert System --Mass Notification Systems --Updating Door Locksets --Installing Laminated Glass in Classroom Doors --Installing 3M Film at Critical Areas --Criminal Investigations --Random Security Visits --Law Enforcement Visits --Project GPA --Staff and Student Training --ALICE/Run Hide Fight Project --Stop the Bleed Campaign --Homeland Security Information Network --WV Intelligence Fusion Center

Person Responsible:

Keith Vititoe

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other		\$500,000.00

AS 1.4.1.4 Training on best practices to encounter an armed intruder will be provided to all students and staff annually.

Description:

Training on best practices to encounter an armed intruder will be provided to all students and staff annually.

Person Responsible:

Principals, Vititoe, Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding	Grant	Notes	Amount
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Application			
Other	Other	No additional funds	\$1.00

§ 1.4.2 Safe Transportation to and from Schools and all KCS Facilities

Description:

Safe Transportation to and from Schools and all KCS Facilities

Component	Item Name
LEA ESEA Consolidated Plan	Other appropriate strategies identified by the LEA

AS 1.4.2.1 Additional bus drivers are in the process of being hired, and an additional bus driver training course will be held in August 2024.

Description:

Additional bus drivers are in the process of being hired, and an additional bus driver training course will be held in August 2024.

Person Responsible:

Jason Redman

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

9/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	ESSER Carryover for August 24 training	\$10,000.00

§ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

Description:

Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

Description:

Active teacher and student engagement will be evident in all classrooms, monitored through the identified steps. 1. Continue Elementary Classroom Walkthroughs to measure teacher and student engagement and next steps in Schoology. Examples of walkthrough data for all elementary schools in April 2024 is available in the Educator Effectiveness Section of the Needs Assessment Section of this Strategic Plan. 2. Lesson plans will be reviewed by principals and reflect engaging instructional strategies from professional learning opportunities. 3. Educator Evaluations will reflect quality, engaging instruction as at least Emerging (for new teachers), Accomplished, or Distinguished for experienced teachers.

§ 2.1.1 Recruit and retain prepared certified teachers, including those eligible for alternative certification, in all classrooms.

Description:

Recruit and retain prepared certified teachers, including those eligible for alternative certification, in all classrooms in order to reach the ESSA goal of 100% certified teachers by 2030.

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers
	Support for other staff
	Professional development
Third Grade Success Act	Multi-Tiered Systems of Support
WV math4life	Leadership Development
	Student Engagement

AS 2.1.1.1 7.0 full-time Beginning Teacher Academic Coaches (BTACS) and three, .5 part-time retired teachers will continue to provide instructional support and classroom management support to all beginning teachers and experienced teachers requiring Support for Improving Professional Practice (SIPP).

Description:

7.0 full-time Beginning Teacher Academic Coaches (BTACS) and three, .5 part-time retired teachers will continue to provide instructional support and classroom management support to all beginning teachers and experienced teachers requiring Support for Improving Professional Practice (SIPP). Six BTACS will be funded through Title II, One will be funded through IDEA, and the three retired teacher coaches will provide part-time instructional and classroom management support to beginning teachers, funded through Step VII (d). Professional Books and supplies will be provided to support the week long Beginning Teacher Academy and additional professional development for Beginning Teachers, including those hired through alternative certification. Funding will include general supplies and materials for Beginning Teacher Office located at SCMS. NOTE: One BTAC will work 2 days per week for four weeks to serve BTs at Piedmont Elementary, as needed and based on Numbers of BTs at Piedmont. Updated Macbooks will be purchased for the 10.0 BTACS, as needed.

Person Responsible:
 Elaine Gayton
 Estimated Begin Date:
 7/3/2024
 Estimated Completion Date:
 6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	7.0 BTAC Salaries & fixed Costs	\$610,000.00
	Title II Part A	Books and materials to support the BT Academy	\$25,000.00
	Title II Part A	FY24 CO Summer Supplemental for Piedmont BTAC	\$5,000.00
	Title II Part A	Updated Macbooks for BTACS for PD & Documentation	\$12,000.00
IDEA and State Aid Entitlement	IDEA School Age	Special Ed BTAC	\$91,000.00
Other	Other	Three, .5 PT BT support professionals Step VIIId	\$50,000.00
Total			\$793,000.00

AS 2.1.1.2 A .5 EL Academic Coach will: 1.) Continue to train and support 6.5 Itinerant EL teachers and, 2.) provide training sessions to classroom teachers and principals serving EL students. 2.) Work with the Title III Director to arrange Professional Development for K-12 classroom teachers of EL students and arrange substitute coverage for them if on work time. 3.) Work with the Title III Director to purchase appropriate materials for the classroom teacher professional development sessions to be held in spring 2025. 4). Serve as a .5 EL teacher funded through GB to make this a 1.00 FTE position.

Description:

A .5 EL Academic Coach will: 1.) Continue to train and support 6.5 Itinerant EL teachers and, 2.) provide training sessions to classroom teachers and principals serving EL students. 2.) Work with the Title III Director to arrange Professional Development for K-12 classroom teachers of EL students and arrange substitute coverage for them if on work time. 3.) Work with the Title III Director to purchase appropriate materials for the classroom teacher professional development sessions to be held in spring 2025. 4). Serve as a .5 EL teacher funded through GB to make this a 1.00 FTE position.

Person Responsible:
 Elaine Gayton
 Estimated Begin Date:
 7/1/2024
 Estimated Completion Date:
 6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	FY 25 Coach salary/benefits	\$43,500.00
Other	Other	6.5 ESL teacher Salaries & Benefits funded GB	\$475,000.00
	Other	Materials for EL PD for classroom teachers	\$900.00
Total			\$519,400.00

AS 2.1.1.3 Provide 1/3 salary and fixed costs (Title II)) and 2/3 salary & fixed costs (Title IV) for the Classroom Management Coach who will Support Teachers in developing good classroom management practices through coaching cycles in schools and classrooms..

Description:

Provide 1/3 salary and fixed costs (Title II) and 2/3 salary & fixed costs (Title IV) for the Classroom Management Coach who will Support Teachers in developing good classroom management practices through coaching cycles in schools and classrooms..

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	1/3 Salary & benefits	\$30,000.00
	Title IV Part A	2/3 salary and benefits	\$60,000.00
Other	Other	Graduate Class Instructors	\$18,000.00
Total			\$108,000.00

AS 2.1.1.4 All PreK-grade 3 classrooms will have an assigned ECCAT by the beginning of FY2026.

Description:

Each Elementary Classroom, *grades 1-3, will have one teacher (based on state teacher:student ratio) and one instructional ECCAT assigned. This began with first grade in FY 2024, will continue with ECCATS added to Grades 2 in FY25, and ECCATS added to all grade 3 classrooms in FY 2026. Beginning with FY26, all PreK-3 classrooms will have an instructional ECCAT. ECCATS will serve as assistant teachers and provide instructional support to help students. learn to read, perform math, and assist teachers with all other classroom duties. *Grades PreK and K currently have ECCATS/aides in place.

Person Responsible:

Amanda Mays

Estimated Begin Date:

7/2/2024

Estimated Completion Date:

8/3/2026

Funding Application	Grant	Notes	Amount
Other	Other	FY 2025 Fixed Costs for 1st grade ECCATS	\$3,184,000.00
	Other	FY 2025 Salaries for 2nd grade ECCATS	\$2,946,876.00
Total			\$6,130,876.00

AS 2.1.1.5 In order to improve reading instruction for all students, a cohort of 50 certified teachers who meet the identified criteria will be selected to participate in an online masters program in Literacy Education through the WVU's College of Applied Human Sciences. This will improve teacher professional practice in Reading/ELA and prepare the 50 teachers who complete the program to take the Praxis exam to become certified reading interventionists.

Description:

In order to improve reading instruction for all students, a cohort of 50 certified teachers who meet the identified criteria will be selected to participate in an online masters program in Literacy Education through the WVU's College of Applied Human Sciences. This will improve teacher professional practice in Reading/ELA and prepare the 50 teachers who complete the program to take the Praxis exam to become certified reading interventionists. All tuition and textbooks will be funded by Kanawha County Schools. Selected teachers will sign an MOU agreeing to complete the program and remain as teachers in Kanawha County Schools for a total of five years. This will provide 50 well-prepared reading teachers for students, including struggling readers. The selection process was rigorous and 50 of over 100 teachers have been selected to begin the two year program in Summer 2024 and graduate with the Masters in Literacy in summer 2026.

Person Responsible:

Tom Williams

Estimated Begin Date:

6/14/2024

Estimated Completion Date:

7/31/2026

Funding Application	Grant	Notes	Amount
Other	Other	Year 1 Tuition and books ESSERF Carryover	\$425,000.00
	Other	Year 2 Tuition and Books General Budget	\$250,000.00
Total			\$675,000.00

AS 2.1.1.6 To improve Instruction, Technology Integration Strategies, Safe and Healthy Schools/Trauma Informed Practices, Social Emotional Learning, and Classroom Management for all students, Kanawha County Schools will offer four, tuition-free graduate level classes through a third party contract with *Marshall University during the FY25 fall and spring semesters. Classes will be for professional learning and can be

used to renew teacher certification and for plus hours toward the pay raise for Bachelor's + 15, Master's +15, +30, +45. Grades will be CR or NC. See additional details in description.

Description:

To improve 1.) Instruction, 2.) Technology Integration Strategies, 3.) Safe and Healthy Schools/Trauma Informed Practices and Social Emotional Learning, 4.) Classroom Management and 5.) Literacy Instruction for students, Kanawha County Schools will offer four, tuition-free graduate level classes through a third party contract with *Marshall University during the FY25 fall and spring semesters. Classes will be for professional learning and can be used to renew teacher certification and for plus hours toward the pay raise for Bachelor's + 15, Master's +15, +30, +45. Grades will be CR or NC. Participants not completing a class will be expected to reimburse KCS the cost of tuition and will forfeit their eligibility to enroll in future free classes. Identified classes may include, but not be limited to the following: Classroom Management, Personalized Learning, Blended Learning, The Science of Reading (LETRS/LEXIA), Trauma Informed Teaching, and other related classes as identified. Target Audiences will be identified for each class. Total 10 classes per year (All semesters).

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Graduate class instructors	\$12,000.00
	Title II Part A	Tuition for graduate classes	\$70,000.00
Total			\$82,000.00

AS 2.1.1.7 The STAR Academy will begin at WSMS with 40 seventh grade students and 40 8th grade students enrolled in the "School Within a School."

Description:

The STAR Academy will begin at WSMS with 40 seventh grade students and 40 8th grade students enrolled in this "School Within a School." This will be an interactive, online school with students physically in attendance at WSMS, being supported by certified MS teachers trained by the STAR Academy for effective instruction and support.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding	Grant	Notes	Amount
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Application			
Other	Other	GB Teacher Salaries plus benefits: 4 Core Teachers	\$320,000.00
	Other	STAR Academy: Provided by WVDE No Costs to KCS	\$1.00
Total			\$320,001.00

AS 2.1.1.8 Teachers/Support Staff in positions for specific student learning opportunities will continue to participate in updated professional learning and renew skills and knowledge, as required.

Description:

Teachers/Support Staff in positions for specific student learning opportunities will continue to participate in updating training and renew skills and knowledge, as required. --International Baccalaureate (IB) SCHS; --Advanced Placement (AP) through College Board (All High Schools); --Amity International CHS; --The Arts; --Business & Marketing SHS; --Collaborative Program (KCS Teachers in addition to WV State faculty); --CHANCE; --Chandler Academy; --KCS Virtual Academy; --STAR Academy WSMS; --Drug Education Program; --Service Learning; --JROTC; --Physical Education and Wellness; -- TISS and School Computer Specialists

Person Responsible:

Potter, Ruddle, Aulenbacher, Sparks

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Identified programs	\$4,987,000.00

S 2.1.2 Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

Description:

Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

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	Induction of beginning teachers
	Support for experienced teachers
	Support for student teachers

Third Grade Success Act	Support for beginning administrators
	Support for experienced administrators
	Support for other staff
	Professional development
	Science of Reading Instruction
	Science of Reading and Numeracy Professional Learning Opportunities
	Assessments: Screeners, Diagnostics, Benchmarks
	Multi-Tiered Systems of Support

AS 2.1.2.1 Provide financial resources to retrain KCS AP teachers in AP methods and instruction at least once every third school year.

Description:

Provide financial resources to retrain KCS AP teachers in AP methods and instruction at least once every third school year.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Advanced Placement Teacher Training	\$107,000.00

AS 2.1.2.2 Lead Teachers will provide training, support, and professional development to their content area colleagues.

Description:

Lead Teachers will provide training, support, and professional development to their content area colleagues. (Content Area Lead Teachers: World Languages, PE, Media Specialists, Social Studies, Health, Business, ESL, Autism, VI, HI, ID, EBD, etc.)

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Supplemental Salaries for Lead Teachers	\$50,000.00
	Step 7a	Travel, materials, etc.	\$10,000.00
Total			\$60,000.00

AS 2.1.2.3 Provide Professional Development on the Science of Reading philosophy to all K-5 elementary classroom and special education teachers, including new teachers, resident teachers/student teachers, and long-term substitutes placed in elementary classrooms, and provide training on utilizing the DIBELS Dyslexia Screener to K-3 teachers, as identified in HB3035. Professional Development will include, but not be limited to the following for K-5 and **Grades 6-8 (LEXIA class) See #8 in description.

Description:

Provide Professional Development related to the Science of Reading philosophy to all K-5 elementary classroom and special education teachers and to identified 6-8 Middle School Teachers, including new teachers, resident teachers/student teachers, and long-term substitutes placed in elementary classrooms -and provide training on utilizing the DIBELS Dyslexia Screener to K-3 teachers, as identified in HB3035. Professional Development will include, but not be limited to the following: 1.) DIBELS Dynamic Screener, K-3 & Intervention 2.) DIBELS Dyslexia Screener, K-3 & Intervention 3.) Training on all components that make up the evidence-based philosophy of the Science of Reading for grade level teachers (K-5) and & interventionists (Phonemic Awareness, Explicit Phonics Instruction & Word Recognition, Fluency, Vocabulary, and Comprehension.) 4.) Heggerty Phonemic Awareness for all PreK - Grade 2 teachers. 5.) **Offer a Personalized Learning Class, required for all teachers in the KCS alternative certification program, and available to all teachers to identify specific students needs and design appropriate interventions. 6.) Continue Coaching Cycles to further implement the science of reading philosophy and components in elementary classrooms. 7.) Provide the yearlong LETRS training, with optional graduate credit offered, to a new cohort of elementary teachers. 8.) Offer the semester long LEXIA training, with option al graduate credit offered, to grades 6-8 ELA teachers. 9.) Offer professional learning opportunities in iReady reading and iReady math. 10.) Provide ongoing, sustained professional learning opportunities for all teachers of reading, K-8.

Person Responsible:

Mays, Ruddle, Wilfong, Allara, Hamilton, Cook, Thompson

Estimated Begin Date:

7/3/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Optional Grad Credit Instructor Stipends	\$5,400.00
	Title II Part A	Optional Graduate Credit LETRS & LEXIA	\$9,000.00
Step 7a	Step 7a	Elem ELA Stipends/benefits for various PD	\$60,000.00
Third Grade Success Act	Third Grade Success Act	books and supplies	\$163,000.00
	Third Grade Success Act	District Early Reading Specialist	\$100,000.00
	Third Grade Success Act	Materials and books for PD	\$10,000.00

	Third Grade Success Act	Stipends and Fixed Costs for all Reading PD	\$65,360.00
Other	Other	Heggerty Phonemic Awareness Trainingm	\$10,000.00
	Other	Substitutes for teacher trainings	\$20,000.00
Total			\$442,760.00

AS 2.1.2.4 Each school will have 2-6 Teacher Leaders, depending on enrollment. Responsibilities will include providing professional learning opportunities to colleagues on PL Days to analyze data and plan instructional Intervention. Data will be compiled in ABRE, which is replacing Performance Matters, in order to pull data by sub group, teacher, student, grade level cohorts, and to identify Civil Rights Data.

Description:

Each school will have 2-6 Teacher Leaders, depending on enrollment. Responsibilities will include providing professional learning opportunities to colleagues on PL Days to analyze data and plan instructional Intervention. Data will be compiled in ABRE, which is replacing Performance Matters, in order to pull data by sub group, teacher, student, grade level cohorts, and to identify Civil Rights Data.

Person Responsible:

Paula Potter

Estimated Begin Date:

8/12/2020

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	ABRE to replace Performance Matters	\$60,000.00
Other	Other	Step VII(d) Teacher Leader Stipends & Benefits	\$400,000.00
Total			\$460,000.00

AS 2.1.2.5 Teachers will attend WVDE Professional Development sessions, such as the summer 2024 INVEST Conference, AP Training, NBPTS professional learning opportunities, ECCAT courses, and other courses through WV LEARNS.

Description:

Teachers will attend WVDE Professional Development sessions, such as the summer 2024 INVEST Conference, AP Training, NBPTS professional learning opportunities, ECCAT courses, and other courses through WV LEARNS.

Person Responsible:

Missy Ruddle, Elaine Gayton

Estimated Begin Date:

6/5/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Substitute Coverage & fixed costs, as needed	\$5,000.00
	Other	WVDE GRANT	\$47,500.00
Total			\$52,500.00

AS 2.1.2.6 Continue to provide a full-time Director of Professional Development and Instructional Support to oversee programs in Kanawha County Schools, as per job description.

Description:

Continue to provide a full-time Director of Professional Development and Instructional Support to oversee programs in Kanawha County Schools, as per job description.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	salary and fixed costs	\$143,000.00

AS 2.1.2.7 Provide Instructional/Curriculum Specialists and Academic Coaches to support curriculum and the instructional process for all teachers through a variety of funds identified below, including FY24 Carryover.).

Description:

Provide Instructional/Curriculum Specialists/Coaches to oversee implementation of curriculum and the instructional process. 1 Math K-12 (FY2024 Title II Carryover); 1 Fine Arts K-12 (FY2024 title II Carryover); 1 Early Literacy K-5 (Third Grade Success Act); 1 ELA specialist Grades 6-12 (FY2024 Title II Carryover) 2 Special Education Curriculum and 1 Special Education Reading Coach, (IDEA); 2 Title I ELA & Reading (K-8); 2 to 3 Title I Reading Coaches; 2 Title I Math (K-8); 1 Classroom Management Academic Coach (1/3 salary Title II 2/3 FY24 Title IV); 7 FTE Beginning Teacher Academic Coaches (BTACs) (6 Title II, 1 IDEA) 1 trauma specialist (Title IV Carryover OR N&D

Person Responsible:

Mccorkle, Ruddle, Gayton, Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	2 ELA & 2 Math Salary & Fixed Costs	\$360,000.00
	Title II Part A	1/2 BTAC/Target Achool Coach & Salary/Fixed	\$60,000.00
	Title II Part A	1/3 Classroom Mgnt. Coach salary & benefits	\$25,000.00
	Title II Part A	6 BTACs (Academic Coaches for BTs)	\$619,541.00
	Title II Part A	FY24 Carryover Math, Fine Arts, ELA Sepecialists	\$315,545.00
	Title IV Part A	1/2 Target School Coach	\$56,000.00
	Title IV Part A	2 Guided Reading Specialists/Coaches	\$200,000.00
	Title IV Part A	2/3 Classroom Management Coach	\$75,000.00
	Title IV Part A	FY24 Carryover Trauma Coach	\$90,000.00
IDEA and State Aid Entitlement	State Aid for Special Education	1 BTAC for special education	\$85,000.00
	State Aid for Special Education	2 Specialists Salary & Fixed Costs	\$180,000.00
Third Grade Success Act	Third Grade Success Act	Early Literacy Spec. Salary & Fixed Costs	\$100,000.00
Total			\$2,166,086.00

AS 2.1.2.8 The Beginning Teacher Induction Program, BEST (Beginning Educator Support & Training), will be conducted throughout the 2024-2025 school year for all beginning teachers, including teachers hired through alternative certification, Teacher Residents, and some long term subs, as space permits.

Description:

The Beginning Teacher Induction Program, BEST (Beginning Educator Support & Training), will be conducted throughout the 2024-2025 school year for all beginning teachers, including teachers hired through alternative certification, teacher residents and some long term subs, as space permits. A week long BT Summer Academy will be held August 5-9, 2024 with all attendees compensated \$1000 to attend the week long event.; Monthly Professional Learning Opportunities will occur, as well, with substitutes provided, as needed, Embedded Professional Development will be provided by the BTACS in classrooms, Substitutes will be provided for Beginning Teachers to observe experienced master teachers, and Beginning Teachers will in all school-based professional learning opportunities. Additional components of the Alternative Certification program will include a year long residency with the BTAC, 2-4 graduate classes, and relevant professional learning opportunities during the three phases of alternative certification. (See 2.1.1.1 for Summer BTAC assigned to Piedmont YRE .) NOTE: Supplemental Salaries and some substitute funds will be provided through Title II.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Additional Supplemental Salaries for Alt Cert. PD	\$70,000.00
	Title II Part A	FY24 Carryover Substitutes for BT Training	\$150,000.00
	Title II Part A	FY24 CO Summer Supplemental Salaries for Presenter	\$12,000.00
	Title II Part A	FY24 CO Sup. Salaries + benefits Aug 5-9 Academy	\$240,000.00
	Title II Part A	Speakers for BT Training	\$18,000.00
Other	Other	3 PT Retired BTACS (Spec Ed and PK-8)	\$60,000.00
	Other	Materials Aug 5-9 & beyond, includes Praxis Prep	\$50,000.00
Total			\$600,000.00

AS 2.1.2.9 Professional Learning to improve K-12 mathematics instruction will be offered through a variety of opportunities.

Description:

Professional Learning to improve K-12 mathematics instruction will be offered through a variety of opportunities, such as: 1.) Explicit professional learning sessions on implementing and using the newly adopted math materials throughout summer 2024, August 13, 2024, and throughout the 2024-25 school year. 2. Math User Groups by instructional level 2024-2025 school year 3.) Carnegie Math (and Reading) Academies (by math component areas and levels, K-12) June 2024 4.) Title I Math specialist & coach will provide embedded professional learning in classrooms and on-going group sessions for Title I schools, by school and at the district level. 5.) The district K-12 math specialist provide embedded professional learning in classrooms and on-going group sessions for all schools, by school and at the district level. 6.) State and national math conferences

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a		\$225,000.00

AS 2.1.2.10 Support teacher instruction in participating private schools through professional development opportunities, including travel to professional conferences related to instructional practice.

Description:

Support teacher instructional improvement in participating private schools through professional development opportunities, including travel to professional conferences related to instructional practice and tuition assistance.

Person Responsible:
Elaine Gayton
Estimated Begin Date:
7/3/2024
Estimated Completion Date:
6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	FY24 Carryover	\$65,000.88
	Title II Part A	FY25 Private school funds for Prof Development	\$83,000.00
Total			\$148,000.88

AS 2.1.2.11 "It Takes A Village": joint ECCAT & Teacher training for Teachers and ECCATS in grades K-2 on co-teaching in classrooms; (includes teacher role, ECCAT roles and expectations, confidentiality/records, instructional strategies, policy/law, etc. July 23, 24, 29, 2024.

Description:

"It Takes A Village": joint ECCAT & Teacher training for Teachers and ECCATS in grades K-2 on co-teaching in classrooms; (includes teacher role, ECCAT roles and expectations, confidentiality/records, instructional strategies, policy/law, etc. July 23, 24, 29, 2024.

Person Responsible:
Melissa Rider-Wilfong

Estimated Begin Date:
7/1/2024

Estimated Completion Date:
6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A	FY24 CO ECCAT Supplemental Salaries	\$30,000.00
	Title IV Part A	FY24 CO Prof Supplemental Salaries	\$40,000.00
	Title IV Part A	FY24 CO Supplies for this Professional Learning	\$10,000.00
Total			\$80,000.00

AS 2.1.2.12 Six Month ECCAT training program to be provided by CARVER CTE CENTER for 2nd grade ECCATS in Kanawha County Schools.

Description:

Six Month ECCAT training program to be provided by CARVER CTE CENTER for 2nd grade ECCATS in Kanawha County Schools. This will include a blended learning model with evening classes 2-3 evenings per week, in person and through Schoology. A full time certified elementary teacher will be provided by Carver to serve as a professional learning facilitator/instructional coach (modeled after the Beginning Teacher Program) for 2nd grade ECCATS attending this professional learning program.

Person Responsible:

Lisa Dorsey

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

1/31/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Materials, Books, Supplies for training	\$20,000.00
	Title II Part A	Supplemental Salaries/benefits for 25 ECCATS	\$36,000.00
Other	Other	CTE Salary/benefits for ECCAT Instructional Coach	\$100,000.00
Total			\$156,000.00

AS 2.1.2.13 1. Professional Development will be provided to 75 active substitutes on the topics of Classroom Management and Engagement Strategies, to be presented by John Strebe on August 13, 2024. 2. Professional Development will be provided on current Law and Policies related to educating SWD on August 12, 2024. This will be for active special education substitutes who substitute day-to-day or may be placed in long term positions.

Description:

1. Professional Development will be provided to 75 active substitutes on the topics of Classroom Management and Engagement Strategies, to be presented by John Strebe on August 13, 2024. 2. Professional Development will be provided on current Law and Policies related to educating SWD on August 12, 2024. This will be for up to 60 active special education substitutes who may be placed in long term positions.

Person Responsible:

Elaine Gayton, Melanie Young, Megan McCorkle, Others

Estimated Begin Date:

8/5/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	BOOKS FOR STREBE TRAINING	\$2,000.00

	Title II Part A	Supplemental salaries/fixed costs for sub training	\$35,000.00
Other	Other	GENERAL SUPPLIES TO CARRYOUT PD	\$300.00
Total			\$37,300.00

AS 2.1.2.14 A variety of Professional Development, aligned with the goals/strategies/action steps, will be provided throughout the 2024-2025 school year with supplemental salaries or substitute coverage provided.

Description:

A variety of Professional Development, aligned with the goals/strategies/action steps, will be provided throughout the 2024-2025 school year with supplemental salaries or substitute coverage provided. This includes, but is not limited to: Professional Learning opportunities for all teachers, including special educators, and substitute teachers. Classroom Management and Engagement Strategies will be provided to 60 substitute teachers on August 13, 2024 and Best Practices in Special Education will be provided to all 40 special education substitutes on August 12, 2024.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	FY24 Carryover Supp Salaries & benefits	\$50,000.00
	Title II Part A	FY24 Carryover Sub Salaries & Benefits	\$20,000.00
	Title II Part A	FY24 Carryover Supplies, Books, Materials for PD	\$70,000.00
	Title II Part A	Supplies for PD	\$10,264.00
	Title II Part A	Travel for PD for variety of professional conferen	\$23,000.00
Total			\$173,264.00

AS 2.1.2.15 Professional Development for Experienced Principals/Assistant Principals and Beginning Principals/Assistant Principals

Description:

Professional Development for Principals/Assistant Principals and Beginning Principals: 1.) Superintendent's Back-to-School Conference; 2.) Experienced Mentors assigned to all beginning principals; 3.) Travel to state Principals Academy for new principals, etc.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	FY24 CO Conference books written by speaker	\$12,000.00
	Title II Part A	Travel to State Beg Principal Academy	\$10,000.00
Other	Other	FY24 ESSERF CO - encumbered to Keynote Speaker	\$13,000.00
	Other	Step VIId Supp Salaries for weekend/summer PD	\$10,000.00
	Other	StepVIId supplemental salaries to Mentors	\$12,000.00
Total			\$57,000.00

AS 2.1.2.16 An elected Professional Staff Development Council and an elected Service Personnel Staff Development Council are required by WV 18A-3-8 and WV 18A-3-9 to *make recommendations for both professional and service personnel professional development and assist the Staff Development Office in monitoring costs and records of all annual staff development completed.

Description:

An elected Professional Staff Development Council (PSDC) and an elected Service Personnel Staff Development Council (SPSDC) are required by WV 18A-3-8 and WV 18A-3-9 . The responsibility of each council is to *make recommendations for both professional and service personnel professional development, and to assist the Staff Development Office in monitoring costs of Professional and Service Staff Development funded through **identified funds; and to provide assistance in monitoring staff development records. Each council provides a percentage of costs for the required staff development record management system, Power School's True North Logic. In addition, the PSDC funds one professional liaison in each school or itinerant group of professional employees to maintain all records of staff development conducted throughout the school year in the school/itinerant staff to maintain accurate records of staff development, which is required by state law and KCS Policy. *The Superintendent and elected BOE have FINAL approval of all staff development programs. **Funds monitored by the councils are allocated as identified in WV 18A-3-8 and WV 18A-3-9, and include these funding sources only.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Annual SSDC funds for TNL	\$15,000.00
	Other	AnnuaII PSDC funds for TNL	\$35,000.00

Other	FY25 funds: professional dev. (may be carried over	\$93,000.00
Other	FY25 service staff dev funds (may be carried over)	\$35,000.00
Other	PSD School/Itinerant Liaisons \$300 per semester	\$40,000.00
Other	PSDC funds pay Staff Dev Sec to help w liaisons	\$300.00
Other	PSDC members may vote to pay themselves per meetin	\$5,000.00
Other	SSDC members may vote to pay themselves per meetin	\$5,000.00
Other	Workers Comp and Soc Security for PSD Liaisons	\$4,000.00
Total		\$232,300.00

AS 2.1.2.17 All classroom support aides will participate in Crisis Prevention Intervention (CPI) training, as required, to learn appropriate deescalation techniques and keep students in school.

Description:

All classroom support aides will participate in Crisis Prevention Intervention (CPI) training, as required, to learn appropriate deescalation techniques and keep students in school.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	State Aid for Special Education	CPI Treaining for all ISA/Others as needed	\$15,000.00

AS 2.1.2.18 Professional Development on Title III policies and best instructional practices for EL Students will be provided to all classroom teachers who teach EL students in their PK-12 classrooms. This will take place after school with supplemental salaries paid to participants and during the school day with substitute coverage funded through Title III. Sessions are scheduled for parents on Sept 10, 2024 with Substitute coverage provided; Two additional sessions to be provided.

Description:

Professional Development on Title III policies and best instructional practices for EL Students will be provided to all classroom teachers who teach EL students in their PK-12 classrooms. This will take place after school with supplemental salaries paid to participants and during the school day with substitute coverage funded through Title III. Sessions are scheduled for parents on Sept 10, 2024 with Substitute coverage provided; Two additional sessions to be provided.

Person Responsible:

Elaine Gayton
Estimated Begin Date:
7/1/2024
Estimated Completion Date:
6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title III EL	Supplemental salaries/fixed OR substitute coverage	\$28,000.00

AS 2.1.2.19 The Kanawha County Schools Title III Handbook will be updated for FY25 and will continue to be accessible to all school and district personnel as a professional resource for serving EL students.

Description:

The Kanawha County Schools Title III Handbook will be updated for FY25 and will continue to be accessible to all school and district personnel as a professional resource for serving EL students.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

6/30/2025

AS 2.1.2.20 Title II funds will support participating private schools in professional learning opportunities, as identified in their Title II plans, and Title III funds will provide opportunities for professional learning to consortium districts, WV Virtual Academy and Boone County Schools, as per Private School and Consortium District Plans

Description:

Title II funds will support participating private schools in professional learning opportunities, as identified in their Title II plans, and Title III funds will provide funding opportunities for professional learning to consortium districts, WV Virtual Academy and Boone County Schools, as per Private School and Consortium District Plans

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding	Grant	Notes	Amount
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Application			
Consolidated	Title II Part A	Private Schools PLUS FY24 CO funds	\$90,000.00
	Title III EL	\$1397.73 WVVA & 599.03 Boone Co.	\$1,996.73
Total			\$91,996.73

AS 2.1.2.21 THIRD GRADE SUCCESS ACT: Kanawha County Schools will identify and register five team members for both the Science of Reading (SOR) Content Team and Numeracy Instruction Content Implementation Team regional trainings to be held by the WVDE. Literacy and Numeracy Teams will continue working with continued implementation of training on the SOR in Kanawha County Schools.

Description:

THIRD GRADE SUCCESS ACT: Kanawha County Schools will identify and register five team members for both the Science of Reading (SOR) Content Teams and Numeracy Instruction Content Implementation Teams regional trainings to be held by the WVDE. Literacy and Numeracy Teams will continue working with continued implementation of training on the SOR in Kanawha County Schools.

Person Responsible:

Melissa Ruddle

Estimated Begin Date:

8/5/2024

Estimated Completion Date:

12/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	Possible Travel Coasts for 10 individuals	\$1,000.00

S 2.1.3 All instructional and support services for students with an IEP will be appropriately driven by the student IEP, ages 3-21.

Description:

All instructional and support services for students with an IEP will be appropriately driven by the student IEP, ages 3-21. This will continue to be maintained and monitored through a variety of supplemental support positions, curriculum implementation, certified teachers and ISA's, CAI devices, support materials, supplies, certified professional personnel and service personnel.

Component	Item Name
LEA ESEA Consolidated Plan	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Professional development

**Third Grade
Success Act****Multi-Tiered Systems of Support**

AS 2.1.3.1 Provide two special education curriculum specialists and one reading specialist to support all special education classroom teachers in AU classrooms or multi-categorical/BD/ID classrooms.

Description:

Provide two special education curriculum specialists and one reading specialist to support all special education classroom teachers in AU classrooms or multi-categorical/BD/ID classrooms.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Three specialists	\$300,000.00

AS 2.1.3.2 KCS will provide the following: Student travel to and from school, as necessary; e-texts, books and supplies, technology hardware and software for instruction and support; Appropriate furniture, equipment, and devices, as required for instruction and by the IEP.

Description:

KCS will provide the following: Student travel to and from school, as necessary; e-texts, books and supplies, technology hardware and software for instruction and support; Appropriate furniture, equipment, and devices, as required for instruction and by the IEP.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$100,000.00

Other	Other	Travel GB	\$50,000.00
			Total \$150,000.00

AS 2.1.3.3 *Two additional part-time Beginning Teacher Academic Coaches will be contracted to support beginning Special Education Teachers, including those hired through the alternative certification program. *Includes PreK Special Needs

Description:

*Two additional part-time Beginning Teacher Academic Coaches will be contracted to support beginning Special Education Teachers, including those hired through the alternative certification program. *Includes PreK Special Needs

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

5/31/2025

Funding Application	Grant	Notes	Amount
Other	Other	2 Part Time BTAC salary and fixed costs	\$40,000.00

AS 2.1.3.4 Provide service substitutes for classroom aides in special education classrooms.

Description:

Provide service substitutes for classroom aides in special education classrooms.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Service Substitute coverage	\$200,000.00

AS 2.1.3.5 CPI Intervention Training for all staff working with special needs students.

Description:

CPI Intervention Training for all staff working with special needs students.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$50,000.00

AS 2.1.3.6 Other professional services for Office of Exceptional Students

Description:

Other professional services for Office of Exceptional Students

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Other professional services	\$315,000.00
	IDEA Preschool	Communication devices for PreK students	\$5,000.00
Total			\$320,000.00

AS 2.1.3.7 Secure Rental Space for Special Education Student Records

Description:

Secure Rental Space for Special Education Student Records

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024
Estimated Completion Date:
7/1/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$4,000.00

AS 2.1.3.8 Out-of-State Travel

Description:

Out of State travel for professional learning - IEP Services, etc.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age		\$5,000.00

AS 2.1.3.9 Student Travel - Field Trips

Description:

Student Travel - Field Trips

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding	Grant	Notes	Amount
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Application			
IDEA and State Aid Entitlement	IDEA School Age		\$10,000.00

AS 2.1.3.10 A variety of supplemental instructional & support services and positions will be provided to assist schools support SWD in meeting and exceeding their IEP goals.

Description:

The following supplemental instructional & support services and positions will be provided to assist schools support SWD in meeting and exceeding their IEP goals. --One Full-Time Beginning Teacher Academic Coach (BTAC) to support beginning special ed teachers (Also see 2.1.1.1) --Two multi-categorical teachers; --11 additional classroom support aides; --2 secretaries for program monitoring; --Overtime for Service Personnel; --Professional Substitutes; --TIREs for additional support in classrooms; --Substitutes to fill vacancies; --One multi-categorical Instructional Coach to support teacher instruction; --1 professional sign in language interpreter; --1.5 sign language interpreters; --Contracted employees to mentor deaf students; --Audiology Services (Marshall and Professional Hearing Solutions and E3); --One VI Teacher; --Two braille aides; --VI/Blindness Contracted Services Dot-One-Three Services (contracted Orientation and Mobility); --Three EBD Teachers; --Two EBD Aides; --4 Autism Teachers; --3 Autism Aides; --Contracted Autism Specialist, Dr. James Ball; --1 Pre School Teacher - Developmental Delays; --Two General Psychologists; --Temporary PT Psychologist for testing; --11 Speech Pathologists/Audiologists; --Linguacare - contracted speech therapy services for vacancies; --One PT; --Six OTs; --Two special ed compliance specialists; --Instructional Related Technology (Assistive Technology); --Contracted Employee for PRC (parent Involvement); --Non Public School 2 Speech Therapists; --One .5 special ed specialist; --Supplemental Salary and Stipends for extra work days and evaluation meetings; --Supplies for instruction, general support, and documentation; --Itinerant Staff Travel

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Support for SWD	\$5,969,668.00

S 2.1.4 Regular Monthly Classroom Walkthroughs will be conducted by principals and monitored by the Assistant Superintendent in all elementary classrooms to measure identified engagement strategies and strategies from professional learning opportunities. An example of the combined walkthrough data for April 2024 can be found in the Educator Effectiveness Section of the Needs Assessment in this Strategic Plan.

Description:

Regular Monthly Classroom Walkthroughs will be conducted by principals and monitored by the Assistant Superintendent in all elementary classrooms to measure identified engagement strategies and strategies from professional learning opportunities. An example of the combined walkthrough data for April 2024 can be found in the Educator Effectiveness Section of the Needs Assessment in this Strategic Plan.

Component	Item Name
WVSIPP	Support for experienced teachers
	Professional development
Third Grade Success Act	Science of Reading Instruction

AS 2.1.4.1 A walkthrough form has been developed and shared with elementary principals monthly to be used during classroom walkthroughs in elementary classrooms. Principals will look for instruction that engages both students and teachers and may reflect implementation of recent professional learning, such as, but not limited to, the Science of Reading Coaching Cycles. Data will be gathered through the walkthrough form and summarized for principals as a monitoring technique by the Assistant Superintendent.

Description:

A walkthrough form has been developed and shared with elementary principals monthly to be used during classroom walkthroughs in elementary classrooms. Principals will look for instruction that engages both students and teachers and may reflect implementation of recent professional learning, such as, but not limited to, the Science of Reading Coaching Cycles. Data will be gathered through the walkthrough form and summarized for principals as a monitoring technique by the Assistant Superintendent.

Person Responsible:

Amanda Mays

Estimated Begin Date:

11/1/2023

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	No additional cost	\$1.00

S 2.1.5 Title III services will be provided to all identified EL students in Kanawha County Schools by certified teachers holding the ESOL endorsement.

Description:

Title III services will be provided to all identified EL students in Kanawha County Schools by certified teachers holding the ESOL endorsement.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Implement strategies to facilitate effective transitions for students between programmatic levels
Third Grade	Extended Learning Opportunities

Success Act

AS 2.1.5.1 One .5 ESL Instructional Coach will be provided to support both ESL teachers and classroom teachers serving EL students in Kanawha County Schools, including R39 schools. (.50 Title II)

Description:

One .5 ESL Instructional Coach will be provided to support both ESL teachers and classroom teachers serving EL students in Kanawha County Schools, including R39 schools. (.50 Title II)

Person Responsible:

Elaine Gayton

Estimated Begin Date:

8/12/2024

Estimated Completion Date:

7/31/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	.50 salary to be paid through FY25 (see 2.1.1.2)	\$42,254.00

AS 2.1.5.2 Mindplay (Electronic) Reading Studio with Virtual Coach will be implemented as supplemental reading Instruction for ESL students with proficiency levels 1-2. This will be used with approximately 100 EL students in grades 2-12 who struggle with reading English. Mindplay will be utilized by both the classroom teacher and the EL Teacher as part of the student's instructional time. Accompanying Benchmark Assessments will be utilized quarterly.

Description:

Mindplay (Electronic) Reading Studio with Virtual Coach will be implemented as supplemental reading Instruction for ESL students with proficiency levels 1-2. This will be used with approximately 100 EL students in grades 2-12 who struggle with reading English. Mindplay will be utilized by both the classroom teacher and the EL Teacher as part of the student's instructional time. Accompanying Benchmark Assessments will be utilized quarterly.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

5/13/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Final FY24 ESSERF Carryover	\$12,000.00

AS 2.1.5.3 "Flashlight," a supplemental electronic program to support ELPA Standards in writing will be used with 30 EL students who struggle with the writing process. This will be used during the instructional day in both the classroom and during ESL teacher support as follows: Proficiency Level 1 Students - once weekly; Proficiency Level 2 Students - once every other week; Level 3 students - monthly. Writing Benchmarks will be assigned at the Beginning of the Year, Middle of the Year, and End of the Year and compared from BOY to MOY to EOY.

Description:

"Flashlight," a supplemental electronic program to support ELPA Standards in writing will be used with 30 EL students who struggle with the writing process. This will be used during the instructional day in both the classroom and during ESL teacher support as follows: Proficiency Level 1 Students - once weekly; Proficiency Level 2 Students - once every other week; Level 3 students - monthly. Writing Benchmarks will be assigned at the Beginning of the Year, Middle of the Year, and End of the Year and compared from BOY to MOY to EOY.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

8/19/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Final FY24 ESSERF Carryover	\$10,000.00

AS 2.1.5.4 Extended Year Services will be continue to be available to EL students with Proficiency Levels 1 and 2 in grades K-8 for a minimum of 10 scheduled days during summer 2025. (This was also completed in July 24 with FY24 state funds and ESSERF carryover.)

Description:

Extended Year Services (EY) will be available to EL students with Proficiency Levels 1 and 2 in grades K-8 for a minimum of 10 scheduled days during summer 2025. 1.) Invitations will be sent to all identified Level 1 and 2 EL students who have completed grades K-8. 2.) Registration forms will be returned and students will be registered. 3.) One Instructional Leader/Teacher Leader and two certified EL teachers will be selected from applicants for the posted positions. (One will be dual ESOL and Special Ed Certified if students with IEPs register.) 4.) The summer program teachers will plan together with the Title III Director to prepare for the EY program. 5.) Appropriate materials and supplies will be purchased to implement the program. 6.) Arrangements with the KCS Child Nutrition office will be made for delivery of free breakfast and lunch to students attending the summer program. 7.) Tentative dates for the Summer 25 EY services will be:

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

7/31/2025

Funding	Grant	Notes	Amount
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Application			
Consolidated	State EL Funds	Supplemental Salaries & benefits for two teachers	\$5,212.00
	State EL Funds	Supplies for summer program	\$300.00
Other	Other	No cost meals provided by KCS Child Nutrition	\$0.00
	Other	Step VIId Teacher Leader salary & benefits	\$3,600.00
Total			\$9,112.00

AS 2.1.5.5 Kanawha County Schools will serve as a consortium leader for Kanawha, Boone, and WV Virtual Academy Charter School.

Description:

Kanawha County Schools will serve as a consortium leader for Kanawha, Boone, and WV Virtual Academy Charter School.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title III EL	Approximate \$ (FY24 CO & FY25)based on # ELs	\$2,000.00

AS 2.1.5.6 All identified EL students, who are not yet proficient in English and have not exited the Title III program, will complete the annual ELPA 21 Summative Assessment -or Alternate ELPA for SWD in self contained classrooms. Training on the ELPA Screener and ELPA summative, as well as Teat Security Training will be completed by all itinerant ESOL certified teachers serving students in KCS.

Description:

All identified EL students, who are not yet proficient in English and have not exited the Title III program, will complete the annual ELPA 21 Summative Assessment -or Alternate ELPA for SWD in self contained classrooms. Training on the ELPA Screener and ELPA summative, as well as Teat Security Training will be completed by all itinerant ESOL certified teachers serving students in KCS.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

2/3/2025

Estimated Completion Date:

3/31/2025

AS 2.1.5.7 Parent Involvement Sessions with an educational component, as well as a communication component, will be available to parents/guardians of EL students. The first session will be on September 10, 2024 from 3-4 pm on Schoology parent logins, use, etc. The second and thirds session will be on how to obtain a library card and services available at the Kanawha Co. Library and the importance of student attendance.

Description:

Parent Involvement Sessions with an educational component, as well as a communication component, will be available to parents/guardians of EL students. The first session will be on September 10, 2024 from 3-4 pm on Schoology parent logins, use, etc. The second and thirds session will be on how to obtain a library card and services available at the Kanawha Co. Library and the importance of student attendance.

Person Responsible:

Elaine Gayton

Estimated Begin Date:

9/10/2024

Estimated Completion Date:

2/28/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title III EL	General meeting supplies	\$100.00

S 2.1.6 Title I services will be provided to students in all identified schools, School-wide.

Description:

Title I services will be provided to students in all identified schools, School-wide.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Provide effective parent and family engagement
	Other appropriate strategies identified by the LEA

AS 2.1.6.1 Title I funds will be used for professional instructional and support personnel in all identified schools

Description:

Title I funds will be used for professional instructional and support personnel in all identified schools.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024
Estimated Completion Date:
6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	salaries & benefits	\$10,727,000.00

AS 2.1.6.2 Extended Day Tutoring Services will be available to students in all Title I Schools.

Description:

Extended Day Tutoring Services will be available to students in all Title I Schools.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplemental salaries for tutoring	\$110,305.00

AS 2.1.6.3 An additional counselor will be provided for each for the following Title I Schools: Dunbar Primary School, West Side Middle School, and MCSWSE School.

Description:

An additional counselor will be provided for each for the following Title I Schools: Dunbar Primary School, West Side Middle School, and MCSWSE School.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount

AS 2.1.6.4 Services & support will be provided to homeless students through Title I McKinney-Vento funded positions, as follows: McKinney-Vento Homeless Facilitator, Social Worker, and Supplies to Support-Attendance and Social Work Services

Description:

Services & support will be provided to homeless students through Title I McKinney-Vento funded positions, as follows: McKinney-Vento Homeless Facilitator, Social Worker, and Supplies to Support-Attendance and Social Work Services

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	McKinney-Vento	\$245,455.00

AS 2.1.6.5 Parent and Family Engagement will be funded in all Title I Schools.

Description:

Parent and Family Engagement will be funded in all Title I Schools: Social workers, supplemental pay for family nights, web masters, Parent Assistants, supplies for education component, and general tech supplies

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$682,366.81

AS 2.1.6.6 Professional Staff Development, Travel, and Supplies for PD will be provided.

Description:

Professional Staff Development, Travel, and Supplies for PD will be provided.

Person Responsible:

Melissa Rider-Wilfong
Estimated Begin Date:
7/1/2024
Estimated Completion Date:
6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$920,337.00

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

Description:

Support Data: WV Summative Assessment MATH --2024 Math PM: 46.78% of students in Grades 3-8 will meet proficiency standards in math measured by the WV Summative Assessment (grades 3-8). --2024 Expected Math PM: 49.16% of students in Grades 3-8 will meet proficiency standards in math measured by the WV Summative Assessment (grades 3-8). --2022 Actual Results: 34% of students in Grades 3-8 achieved proficiency or above in math, with an additional 30% achieving partial mastery. --2023 Actual Results: 36% Proficient or Above Grades 3-8 (2% Increase) --2024 Actual Overall Summative Results - MATH Grades 3-8: 35% Proficient (Source: WV TIDE) (1% increase from 2022 to 2024) - --2024 Actual Results: WV Summative Assessment ELA 2022 ELA PM: 55.45% of students in Grades 3-8 meet proficiency standards in ELA, as measured by the WV Summative Assessment (grades 3-8). 2023 Expected ELA Performance Level: 57.52 % of students in Grades 3-8 will meet proficiency standards in ELA measured by the WV Summative Assessment (grades 3-8). 2022 Actual Results: 42.6 % of students in Grades 3-8 achieved proficiency or above in ELA (INCLUDES WRITING) 2023 Actual Results: 41% of students in Grades 3-8 achieved proficiency or above in ELA (INCLUDES WRITING) (decrease of 1.6%) 2024 Actual Results: 41% of Students in Grades 3-8 achieved proficiency or above in ELA (INCLUDES WRITING) (no change between 2023-and 2024; 1.6% decrease from 2022 to 2024) Source: WV TIDE 2024 ELPA 21: --64% (n=42) of EL Students enrolled the FAY 2023-2024 met their target learning target in the ELPA 21 Summative Assessment and 1 of 4 SWD me their learning target on the Alternate ELPA . --24 students exited Title III services by achieving Proficiency in English.

S 2.2.1 A variety of learning opportunities will be provided for all students to increase academic achievement through various flexible, evidence-based programs and activities.

Description:

A variety of learning opportunities will be provided for all students to increase academic achievement through various flexible, evidence-based programs and activities.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Provide educational services for N & D children living in local institutions or participating in comm. day school programs
	Provide services for homeless children and youth
	If appropriate, implement process to identify students for support under Targeted Assistance Program

Implement strategies to facilitate effective transitions for students between programmatic levels

Other appropriate strategies identified by the LEA

AS 2.2.1.1 Provide a variety of options for instruction to meet the learning needs of all students. - (Also see 1.1.1.1 through 1.1.1.7, 2.1.1.8 and 2.1.3.1. through 2.1.3.10.)

Description:

Kanawha County Schools will continue to offer the following opportunities for students to complete classes during the 2024-2025 school year: (Also see 1.1.1.1 through 1.1.1.7, 2.1.1.8 and 2.1.3.1. through 2.1.3.10.) 1. Homebound Instruction for students who are unable to attend school due to illness or other situations 2. Virtual School (full time or blended) for high school, middle school, and elementary students 3. Collaborative Program at WVSV for identified students 4. Alternative School Options for K-12 through the CHANCE program (K-5) and Chandler Academy (6-12) 5. Day Report Program 6. AP and Dual Credit Courses to earn college credit while in High School 7. IB Program at SCHS 8. Special Education Support in all settings, as identified 9. English Language Support in all settings, as identified 10. Support through the McKinney-Vento Act for Homeless Students 11. Funds to support Neglected and Delinquent (N & D) students 12. STAR Academy at WSMS for 40 7th graders and 40 8th graders 13. Science of Reading Philosophy in elementary grades, K-5. 14. Screening for Dyslexia and Dyscalculia. 15. Resource Instructional Support for some SWD not in self-contained classrooms 16. PT, OT, Speech Therapy, VI, and HI Services, as needed for SWD 17. Speech Therapy for identified students 18. Gifted Student Support 19. Computer Assisted Instruction/Devices for identified SWD; other equipment, medical support as needed

Person Responsible:

Amanda Mays, George Aulenbacher, Melissa Ruddle, Melissa Wilfong, Megan McCorkle

Estimated Begin Date:

7/6/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	See 2.1.3.1 through 2.1.3.10	\$1.00
Other	Other	See 1.1.1.1 through 1.1.1.7, & 2.1.1.8	\$1.00
Total			\$2.00

AS 2.2.1.2 Work with Advantage to update databases running WVEIS data in order to move them to a more secure server. This data server handles all of the uploads to instructional programs including Clever and Schoology. MacBook Air M2 13" 5 packs (total of 430) for the 2nd half of the elementary school mobile labs. (1st half purchased out of last year's funding.)FMX - Continue implementation of new FMX work order system which provides additional support for deploying and monitoring Apple device assignments, including location and assignment of long term substitute teachers, new teachers, ECCATS, etc.

Description:

--Work with Advantage to update databases running WVEIS data (includes uploads from Clever and Schoology) in order to move them to a more secure server. --MacBook Air M2 13" 5 packs (total of 430) for the 2nd half of the elementary school mobile labs. (1st half

purchased out of last year's funding.); --FMX - Continue implementation of new FMX work order system which provides additional support for deploying and monitoring Apple device assignments, including location and assignment of long term substitute teachers, new teachers, ECCATS, etc; --5 pack MacBook Air M3 for computer programming/coding and shared student use at Sissonville High, George Washington High, and Riverside High; --ERATE hold for CAT 2 2024 requests. (For Schools: CHS, DMS, EMS, GWHS, HMS, Montrose, NHS, Pinch, SHS, SCHS, SCMS; --Capital High School Mac Lab for Visual Communication/Digital Photography/Graphic Design. Mac Studios and Mac minis with monitors; --Brenthaven protective cases for MacBooks for elementary labs; --Bretford CUBE Carts for Elementary MacBook labs; --Cases for MacBooks for Sissonville High, Riverside High and George Washington; --Bretford Cube - Charging/storage for MacBooks Sissonville High, Riverside High and George Washington High; --Mosyle Licenses to enroll the MacBooks into our MDM.

Person Responsible:

Leah Sparks

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Remaining costs Update Devices for 1:1	\$844,000.00
Tools for Schools	Tools for Schools	Brenthaven Cube Carts	\$16,999.15
	Tools for Schools	Brenthaven Protective Cases	\$19,328.50
	Tools for Schools	Cases for High Schools: SHS, RHS, GWHS	\$3,372.00
	Tools for Schools	Charging Stations	\$3,000.00
	Tools for Schools	MacBook Labs & Carts	\$427,560.00
	Tools for Schools	Portal Guard Security	\$192,328.00
	Tools for Schools	Work with Advantage: Update databases on WVEIS	\$8,000.00
	Tools for Schools - E-Rate Set Aside	Internal Connections	\$112,752.75
Other	Other	Update Devices for 1:1 Ratio Step VII b	\$2,456,000.00
Total			\$4,083,340.40

AS 2.2.1.3 All students in GRADES 3-8 will complete the computer adaptive, comprehensive interim assessment (CA-CIA) and Modules in Math, Reading/Writing at the beginning of the school year, again mid year, and prior to the GSA. The CA-CIA is a comprehensive test that mirrors the WV General Summative Assessment in content standard coverage and reporting data in order to identify gaps in achievement and plan appropriate intervention, as well as to measure student achievement. Modules provide feedback and intervention sources based on student results.

Description:

All students in GRADES 3-8 will complete the computer adaptive, comprehensive interim assessment (CA-CIA) and Modules in Math, Reading/Writing at the beginning of the school year, again mid year, and prior to the GSA. The CA-CIA is a comprehensive test that

mirrors the WV General Summative Assessment in content standard coverage and reporting data in order to identify gaps in achievement and plan appropriate intervention, as well as to measure student achievement. Modules provide feedback and intervention sources based on student results.

Person Responsible:

Jon Duffy, Principals, Teacher Leaders

Estimated Begin Date:

8/19/2024

Estimated Completion Date:

4/1/2025

Funding Application	Grant	Notes	Amount
Other	Other	Provided by WVDE - no additional cost to KCS	\$0.00

AS 2.2.1.4 Utilize spring 2024 data collected from the WV General Summative Assessment, WV Alternate Assessment, ELPA-21 Summative Assessment, and Alt ELPA to set Target Learning Goals for Spring 2025 and plan and monitor instruction.

Description:

Utilize spring 2024 data collected from the WV General Summative Assessment, WV Alternate Assessment, ELPA-21 Summative Assessment, and Alt ELPA to set Target Learning Goals for Spring 2025 and plan and monitor instruction.

Person Responsible:

Jon Duffy, Principals, Teacher Leaders

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

4/29/2025

Funding Application	Grant	Notes	Amount
Other	Other	No additional funds	\$0.00

AS 2.2.1.5 Technology Devices and online connection services will continue to be provided to all PreK-12 students in school buildings and and other KCS facilities and Virtual School.

Description:

Technology Devices and online connection services will continue to be provided to all PreK-12 students in school buildings and and other KCS facilities and Virtual School. The following are, or will be, updated and in use by students and teachers: 1. Updated Student iPad Devices (This update took place at the end of FY2023.) 2. Updated teacher devices (MacBooks and iPads (This update took place at the end of FY2023.) 3. Internet connection services and up-to-date HotSpots will be available, as needed 4. MacBooks for elementary STEM labs

Person Responsible:

Leah Sparks

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a		\$41,000.00
Tools for Schools	Tools for Schools	MacBook STEM Labs FY23 Carryover	\$500,000.00
	Tools for Schools - E-Rate Set Aside	Connection Services FY2023 Carryover	\$250,000.00
Total			\$791,000.00

AS 2.2.1.6 Utilize e-Rate funds to support instruction and Infrastructure

Description:

Utilize e-Rate funds to support instruction and Infrastructure as follows: Maintenance Laptop mobile macbook labs Carts, upgrades for shared computers

Person Responsible:

Leah Sparks

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	e-Rate	\$1.00

S 2.2.2 Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

Description:

Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

Component	Item Name
WVSIPP	Induction of beginning teachers

Support for experienced teachers

Support for other staff

Professional development

AS 2.2.2.1 Special Education Curriculum Specialists will continue to work with high school teachers and staff to provide professional development and support for a co-teaching model.

Description:

Special Education Curriculum Specialists will continue to work with high school teachers and staff to provide professional development and support for a co-teaching model.

Person Responsible:

Megan McCorkle

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

5/17/2025

Funding Application	Grant	Notes	Amount
IDEA and State Aid Entitlement	IDEA School Age	Special Education Curriculum Specialist Salary	\$5,000.00

S 2.2.3 School Improvement Funds and other funding sources will be utilized to support the following schools: Sharon Dawes Elementary, Dunbar Intermediate (3-5) School, Dunbar Middle School, and West Side Middle School.

Description:

School Improvement Funds will be utilized to support the following schools: Sharon Dawes Elementary, Dunbar Intermediate (3-5) School, Dunbar Middle School, and West Side Middle School, as follows: --Basic Skills Interventionist for Sharon Dawes Elementary; --Student support facilitator for West Side Middle School; --Parent/family involvement opportunities for all identified schools; --Supplemental Salaries for Saturday Professional Development, provided by an expert consultant, will take place at Dunbar Intermediate School; A Professional Development Academy will be conducted at Dunbar MS for all teachers and instructional staff; Supplemental salaries for teachers and staff to work on identified Saturdays to plan, develop, and begin implementation on the following School Wide initiatives: Curriculum Mapping, Data Analysis and Interpretation, Restorative Justice Practices, Book Studies, PD of Climate and Culture; School Improvement Supplies will be provided to all identified schools for PD; Travel to professional learning conferences to learn from expert presenters will be provided;

Component	Item Name
LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools

	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Support for experienced teachers
	Support for beginning administrators
	Support for experienced administrators
Third Grade Success Act	Multi-Tiered Systems of Support

AS 2.2.3.1 Star Academy will begin at WSMS for 40 7th graders and 40 8th graders.

Description:

Star Academy will begin at WSMS for 40 7th graders and 40 8th graders with the opening of the 2024-2025 school year.

Person Responsible:

Christina Young

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Funds provided by WVDE (also see 2.1.1.7)	\$1.00

AS 2.2.3.2 Basic Skills Interventionist for Sharon Dawes Elementary

Description:

Basic Skills Interventionist for Sharon Dawes Elementary

Person Responsible:

Hilary Hackney

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School	School Improvement Planning	Salary & benefits	\$75,000.00

Improvement**AS 2.2.3.3 Student Support Facilitator for WSMS**

Description:

Student Support Facilitator for WSMS

Person Responsible:

Christina Young

Estimated Begin Date:

7/2/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	Salary & Benefits	\$75,000.00

AS 2.2.3.4 Parent Involvement Opportunities will be identified for each school with educational components implemented.

Description:

Parent Involvement Opportunities will be identified for each school with educational components implemented.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$3,500.00

AS 2.2.3.5 Supplemental salaries will be paid to teachers and staff at Dunbar Intermediate School for attending professional development with an expert presenter.

Description:

Supplemental salaries will be paid to teachers and staff at Dunbar Intermediate for attending professional development with an expert presenter.

Person Responsible:
Amy Brown
Estimated Begin Date:
7/1/2024
Estimated Completion Date:
6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	Supplemental salaries, benefits, and Expert Presen	\$31,250.00

AS 2.2.3.6 Supplemental Salaries will be provided for planning and for a professional development academy to be held at Dunbar Middle School

Description:

Supplemental Salaries will be provided for planning and for a professional development academy to be held at Dunbar Middle School

Person Responsible:

Abby Stevens

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning		\$31,250.00

AS 2.2.3.7 Supplemental salaries for teachers and staff will be provided to all schools identified for school improvement to work on identified Saturdays to plan, develop, and begin implementation on the following School Wide initiatives: Curriculum Mapping, Data Analysis and Interpretation, Restorative Justice Practices, Book Studies, PD of Climate and Culture.

Description:

Supplemental salaries for teachers and staff will be provided to all schools identified for school improvement to work on identified Saturdays to plan, develop, and begin implementation on the following School Wide initiatives: Curriculum Mapping, Data Analysis and Interpretation, Restorative Justice Practices, Book Studies, PD of Climate and Culture.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning	Saturday salaries & benefits	\$25,000.00

AS 2.2.3.8 A School Transformation Specialist will continue to be assigned to each of the schools identified for Comprehensive School Improvement.

Description:

A School Transformation Specialist will continue to be assigned to each of the schools identified for Comprehensive School Improvement.

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/2/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$350,000.00

AS 2.2.3.9 Travel to professional conferences

Description:

Travel to professional conferences

Person Responsible:

Melissa Rider-Wilfong

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
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School Improvement

School Improvement Planning

\$5,000.00

AS 2.2.3.10 The Local School Improvement Councils (LSICs) of Low Performing Schools will submit required documentation to the WVBE annually Virginia Board of Education (WVBE) Policy 2322 requires county board of education members to meet at least annually with the Local School Improvement Council (LSIC) of each Comprehensive Support and Improvement (CSI) school. The board of education members must report the details from the previous school year's meetings no later than September 1 of each year, as per W. Va. Code 18-5-14(A-D) (2).

Description:

The Local School Improvement Councils (LSICs) of Low Performing Schools will submit required documentation to the WVBE annually: West Virginia Board of Education (WVBE) Policy 2322 requires county board of education members to meet at least annually with the Local School Improvement Council (LSIC) of each Comprehensive Support and Improvement (CSI) school. The board of education members must report the details from the previous school year's meetings no later than September 1 of each year, as per W. Va. Code 18-5-14(A-D) (2). Superintendents of counties with CSI schools have been provided with a link via email to upload required documentation.

Person Responsible:

Tom Williams

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Misc. Costs	\$500.00

3 All Kanawha County Teachers will analyze student performance data to plan and deliver data driven instruction to students.

Description:

All Kanawha County Teachers will analyze student performance data to plan and deliver data driven instruction to students.

PM 3.1 Students will achieve identified learning targets to show growth from the first opportunity to the 2nd opportunity and following opportunities on identified formative assessments within the 2024-25 school year and from year 1 to year 2 on summative assessments. (See 2.2 above, as well.)

Description:

Students will achieve identified learning targets to show growth from the first opportunity to the 2nd opportunity and following opportunities on identified formative assessments within the 2024-25 school year and from year 1 to year 2 on summative assessments. (See 2.2 above, as well.)

S 3.1.1 All Kanawha County Teachers will effectively analyze the data provided through a variety of formative and summative assessments to monitor student progress and plan effective intervention.

Description:

All Kanawha County Teachers will effectively analyze the data provided through a variety of formative and summative assessments to monitor student progress and plan effective intervention. Data will be compiled from, but not limited to, the following formative assessments: 1.) Classroom Walkthroughs; 2.) DIBELS 8 (K-2) BOY, MOY, EOY and the DIBELS Dyslexia Screener; 3.) iReady Reading and iReady Math (Dyscalculia Screener); 4.) CIA Benchmark Assessments (3-8), IMAs (3-8), Modules (3-8); 5.) ELPA Screener (New K-12 Students whose first language or home language is other than English - or - the student was born in another country/culture); 6.) Mindplay Reading Studio Quarterly Benchmarks (K-12, Levels 1 and 2 ESL Students); 7.) Flashlight Writing Benchmarks (K-12, Levels 1 and 2 ESL Students); 8.) ALEKS Grades 9-12; 9.) Successmaker (Grades 6-8) Data will be gathered from, but not limited to, the following summative assessments: 10.) ELPA 21 Summative and Alternate ELPA (grades K-12); 11.) WV GSA (grades 3-8); 12.) PSAT (Grades 9, 10, 11); 13.) SAT; 14.) Student Attendance, Behavioral Referrals in WVEIS, and overall data compiled in ZOOM and ABRE (replacing Performance Matters)

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Other appropriate strategies identified by the LEA
Third Grade Success Act	Assessments: Screeners, Diagnostics, Benchmarks
	Multi-Tiered Systems of Support

AS 3.1.1.1 Kanawha County Schools will begin using ABRE to compile all date sources into one user friendly platform and all Teacher Leaders will be trained to support other teachers in data analysis..

Description:

Kanawha County Schools will begin using ABRE to compile all date sources into one user friendly platform. Training/Directions will be provided to principal and/ all other users, including Teacher Leaders..

Person Responsible:

Leah Sparks

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	ABRE to replace Performance Matters	\$1.00
	Step 7a	Substitutes & benefits for Training Teacher Leader	\$175,000.00
Total			\$175,001.00

AS 3.1.1.2 Principals will gather student data monthly and complete data related assignments to be discussed at each Principals' Meeting.

Description:

Principals will gather student data monthly and complete data related assignments to be discussed at each Principals' Meeting.

Person Responsible:
Paula Potter
Estimated Begin Date:
7/1/2024
Estimated Completion Date:
6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	No additional costs	\$0.00

AS 3.1.1.3 Teacher Leaders will lead data analysis sessions on each PL Day, then plan intervention with their Professional Learning Community. members.

Description:

Teacher Leaders will lead data analysis sessions on each PL Day, then plan intervention with their Professional Learning Community. members.

Person Responsible:

Paula Potter

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	StepVII(d) Supplemental Salaries for TL's	\$400,000.00

AS 3.1.1.4 ESL Teachers of EL students will administer benchmarks three times per school year to measure growth in English proficiency in reading through Mindplay Reading Studio and to measure English Writing and Speaking Proficiency through Flashlight.

Description:

ESL Teachers of EL students will administer benchmarks three times per school year to measure growth in English proficiency in reading through Mindplay Reading Studio and to measure English Writing and Speaking Proficiency through Flashlight.

Person Responsible:

Kellie Dufault, ESL Lead

Estimated Begin Date:

9/2/2024

Estimated Completion Date:

5/9/2025

Funding Application	Grant	Notes	Amount
Other	Other	No additional cost to administer the Benchmarks	\$0.00

Kanawha County Schools (039) Public District - FY 2025 - LEA Strategic Plan - Rev 1

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Monitor students' progress in meeting the challenging State academic standards Address strategies to monitor students' progress in meeting the challenging State academic standards by:</p> <ul style="list-style-type: none"> - Developing and implementing well-rounded program of instruction - Identifying at-risk students - Providing additional educational assistance - Implementing instructional and other strategies to improve student learning <p>Explanation</p> <p><u>I. Support to increase student attendance in order to support academic achievement and graduation is provided, as follows:</u></p> <p>A.) A variety of flexible attendance opportunities for instruction continue to exist in Kanawha County Schools in order to help students master the rigorous academic standards at each instructional level. Examples for 2024-25 include the following: Traditional in-person Instruction at each school; K-12 Virtual School; The CHANCE alternative program for K-5 (by referral); Chandler Academy for grades 6-12; High School Magnet Programs to support student interests; the Collaborative Program for HS Juniors & Seniors with WV SU; The STAR Academy School Within-a-School at WSMS, and Homebound Instruction as needed for medically fragile and other identified students. Attendance is also supported for younger students through the Third Grade Success Act.</p> <p>B.) N & D students are provided the same services through Title I-D that other students are provided. Kanawha County Schools provides books, iPads, materials, counseling services, after school learning opportunities, tutoring, and transition services are provided to students enrolled in Recovery Point. Students attending the KCS Day Report Program are provided with teachers. A summer N & D program has been conducted to teach the students job search and interview skills.</p> <p>C.) Through McKinney-Vento Title I set-aside funding, attendance and instructional support are provided to students meeting the definition of Homeless, including school-age foster children in Title I Schools.</p> <p>D.) Graduation Support is provided to students through services from social workers, assistant attendance directors, credit recovery opportunities, and Guidepost to Graduation for SWD.</p> <p>E.) Identifying at-risk students: Attendance/tardy data, graduation preparation data to identify students on track to graduate, graduation rate for 4 and 5 year cohorts, midterm and report card progress, formative & summative assessment data. The new ABRE data compilation system will replace Performance Matters and pull all student data together into one platform for easy access.</p>	<input checked="" type="checkbox"/>

II. Increase Student Academic Achievement:

A.) Interventions, student groupings, and methods of instructional delivery are based on data analyzed by Title I and classroom teachers at monthly monitoring meetings. Data sources include, but are not limited to the following: performance on the WV GSA, CIA Interim benchmark assessments and modules, classroom performance, and other screening/assessment data (DIBELS8, iReady, ALEX, PSAT, ELPA Screener and ELPA 21 SUMMATIVE, etc.). All teachers were trained by Teacher Leaders (TLs) to utilize data compiled through Performance Matters (REPLACING WITH ABRE) to plan instruction and intervention. Intervention is provided by Title I teachers and interventionist, as well as classroom teachers, and focuses on the academic areas of Reading/English Language Arts and Mathematics. Reading practices are based on the *Science of Reading* at the elementary & middle school levels. Many elementary teachers, identified in pilots school throughout FY 23, were trained in LETRS practices. LETRS classes with optional graduate credit and LEXIS for MS teachers will continue through the 2024-2025 school year. Through the Third Grade Success Act, Reading/ELA emphasizes intense instruction at the primary grade levels to assist students to be able to read on grade level by third grade, which is an indicator of later school success including graduation. This includes phonemic awareness, phonics/work recognition, fluency, vocabulary, and comprehension instruction be delivered for students in grades 3-5, and appropriate intervention is also provided beyond. Teacher Leaders are in place in each elementary school to expand professional development for teachers. All new K-2 teachers are being trained the week of August 5-9, 2024, at the Beginning Teacher Academy on using screeners for Dyslexia and Dyscalculia and utilizing data from the CIAs and Modules. Intervention will follow for all students based on the results of various formative and summative assessments.

B.) During the past few school years, school-based Teacher Leaders participated in professional learning that focused on grading and assessment processes to better align assessment with instruction. Although this has been done in the past, with the number of new teachers and principals in schools it was necessary to revisit practices already in place. Small groups, led by Teacher Leaders in each school, by grade level, content area, or vertical across grade levels, designed assessments aligned with instruction to improve instructional needs based on student data. Schools were in the process of developing consistent grading practices for student assessment when buildings closed due to Covid 19. Practices will continue in place now, throughout the 2024-2025 school year.

C.) All teachers and students in grades K-12 have now been provided with iPads and use the iPads as a tool to enhance blended learning, direct instruction, and to increase student engagement in all content areas. In addition, all teachers have a MacBook used for multiple instructional purposes. When Covid 19 closed school building doors, teachers and students were able to continue instruction remotely through the LMS, Schoology, with little learning time lost. All students in grades K-12 have a county-issued iPad for a 1:1 ratio.

D.) Kanawha County Teachers have been using Schoology, a Learning Management System (LMS), for eight years. The LMS allows effective management and monitoring of continued learning and assessment. Schoology has been used effectively to engage students through blended learning in identified science, ELA, social studies, music/art, and mathematics classrooms. Additional components included to balance the instructional program include science and secondary labs, Defined STEM, and robotics.

E.) Through use of the Schoology LMS, throughout periods of remote instruction due to Covid 19, students were able to complete and submit assignments, complete formative assessments, utilize a variety of apps for learning, research, and to complete

assignments, and meet face-to-face with teachers through MS Teams or Schoology conferencing for instructional time, one-on-one support, and class demonstrations. Monitoring student time logged in to Schoology identified an opportunity for successful student engagement and regular participation. The school district worked with local Internet providers and has provided hot spots to ensure ALL students have Internet access through the 2024-2025 school year.

F.) All teachers continue to have access to the state standards that have been aligned with curriculum in Schoology.

G.) A Variety of Professional Learning is being provided on identified content and strategies through multiple delivery methods that include:

- Sustained face-to-face meetings through workshops and graduate class opportunities by a third party contract with Marshall University.

- The online WVU Master's Degree in Literacy program being provided to 50 KCS teachers at no cost to them to become interventionists and/or more effective classroom teachers.

- Online sustained classes with optional graduate credit for LETRS and LEXIA remains in place through the contract with MU.

- In-person classes offer graduate credit through the contract with MU for the following additional classes: Personalized Learning, Blended Learning, Trauma Informed Strategies for Modern Teaching, and Classroom Management.

- Training and professional learning on co-teaching for ECCATS and their teacher partners.

- Social Emotional workshops and sustained programs, such as Second Steps, remain in place.

- Math for Life, The Carnegie Math and ELA Academies, Math User Groups, and more opportunities remain in place to help them teach for all students.

- Additional Curriculum Assistant Principals, Student facilitators, Counselors, Social Workers, Specialists, and Interventionists are in place to support teachers deliver effective instruction and support student learners.

- In person and virtual presentations and conferences with expert presenters provide opportunities for educators to keep current on research, evidenced-based practices, and strategies.

H.) Additional professional learning continues in place for teachers through remote and face-to-face opportunities as follows: Early Literacy, LETRS/SCIENCE of READING, Intervention Strategies, administering the DIBELS Dyslexia Screener, a series of assessments identified for Dyscalculia, Carnegie Math Academies, Math User Groups, Technology User Groups, Robotics and STEM, ELA/Writing Process, Technology integration and Remote Teaching and Learning, Refresher AP training for teachers, Grading and Assessment Practices, and a variety of opportunities to support learning through sessions on identifying and supporting students suffering from social and emotional trauma.

I.) Teacher and student iPad devices have been in place since 2014 through the KCS Learning 20/20 initiative. This began in August 2014 with a great amount of professional development for teachers beginning with a four day PLC facilitator training and then being implemented in all schools through school-based PLC training and development sessions. All teacher and student iPads continue to be replaced with newer models alternating school years. All elementary schools now have the 1:1 ratio K-5, and , funded through Title I or fund-raising activities, and they will continue to utilize the devices.

j.) Students are identified for extra support through continuous informal formative assessments and the WVGSA. Teachers meet to discuss interventions a variety of ways. Most elementary schools conduct monthly monitoring meetings to discuss and plan

effective intervention. Middle schools have team planning time during which they can monitor and plan intervention, and high schools make time through a variety of efforts. Two high schools have been awarded waivers for Reimagining Time and use the varied schedules to meet and plan to improve student learning.

K.) EL Students are provided with instructional support by a team of seven full-time certified EL teachers who work closely with classroom teachers to identify support needs. During occasional periods of remote teaching and learning, EL teachers conducted virtual conference time with students to help and support them with classwork provided by the general education teachers and in increasing English proficiency through virtual mini lessons.

L.) Special Education students have a variety of curriculum opportunities available to meet personalized needs through personalized learning plans.

M.) A variety of CTE programs are in existence to provide students opportunities for college and career readiness. A collaborative program is held in conjunction with West Virginia State College for high school students who may not be successful in regular school programs. Through the collaborative program, eligible students earn college and high school credit at the same time. Many AP and Dual Credit classes are available in high schools through which students can also earn high school and college credit simultaneously. An alternative program is in place for middle and high school students experiencing emotional and/or behavioral problems, and the CHANCE program provides a six- week opportunity for elementary students demonstrating social, emotional, and behavioral issues. As a last resort, Homebound Instruction is provided for students unable to attend school due to illness or other problems.

N.) The same learning opportunities are provided for N & D students through a variety of settings, including KCS Day Report, Patchwork, and Recovery Point Transition. N & D students are provided to iPads and other instructional materials, learning games, and books. A psychologist, social worker, counselor, and teachers are provided to the N & D program to assist student social emotional learning needs.

O.) CSI: Additional support provided to CSI Schools and Target Schools receive additional support through School Improvement funds for curriculum and instruction support, student support for academic learning and SEL, professional development to improve instruction, assigned School Transformation Specialists, and extra time for planning and data analysis.

▪

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

§ 2.2.1 A variety of learning opportunities will be provided for all students to increase academic achievement through various flexible, evidence-based programs and activities.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

§ 2.1.2 Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

§ 2.1.5 Title III services will be provided to all identified EL students in Kanawha County Schools by certified teachers holding the ESOL endorsement.

§ 2.1.6 Title I services will be provided to students in all identified schools, School-wide.

§ 3 All Kanawha County Teachers will analyze student performance data to plan and deliver data driven instruction to students.

PM 3.1 Students will achieve identified learning targets to show growth from the first opportunity to the 2nd opportunity and following opportunities on identified formative assessments within the 2024-25 school year and from year 1 to year 2 on summative assessments. (See 2.2 above, as well.)

§ 3.1.1 All Kanawha County Teachers will effectively analyze the data provided through a variety of formative and summative assessments to monitor student progress and plan effective intervention.

2) Address equity of students taught at higher rates by ineffective or inexperienced teachers



Address strategies to address equity for students taught at higher rates by ineffective or inexperienced teachers

Explanation

--Fifty Kanawha County Teachers have been selected to participate in a *Masters Degree in Literacy Studies* program at no cost to them. This is being made possible through a partnership between Kanawha County Schools and WVU. The goal of the investment made by Kanawha County Schools is to train teachers to become better teachers of reading.

--Additional Support and intervention services are provided to all students in Title I schools by additional intervention teachers, additional counselors, curriculum specialists or sometimes curriculum principals, parent assistants, etc.

--Students in all Title I Schools are provided an opportunity for both intervention services during the school day and tutoring services conducted by qualified teachers for the extended day.

--A full-time classroom management coach has been employed and continues to work with K-12 teachers, supporting them to

develop classroom management techniques.

--All Beginning Teacher Academic Coaches are all recent master teachers who hold masters degrees and all have at least nine years of classroom experience.

--Teachers in elementary schools serving students who demonstrate low reading/ELA achievement receive instructional support and coaching from an additional Reading Coach at the early grade levels.

--Recruiting, Identifying, and retaining effective teachers has been an area in which opportunity for improvement continues to exist in some Kanawha County Schools.

--Some inner city school and rural schools have a consistent turnover of teachers each school year. To support teachers in identified inner city and rural schools, some opportunities exist that entice them to remain at the specific schools. For example, the balanced calendar at Piedmont is an incentive for both teachers and students.

--Piedmont Elementary follows the Balanced Calendar. Students and teachers are in school for nine weeks, and after each nine week grading period there is a three week break. The school begins the instructional year in early July, then ends the first quarter in September. This is followed by a three week break. The second nine week grading period ends in mid December and is followed by a three week break with subsequent breaks after the third and fourth nine weeks. This provides a three week break in the spring, and normally a six-seven week break in the summer following the end of the school year. This schedule entices some teachers to remain at the school.

--All year one and year two beginning teachers are provided with a Beginning Teacher Academic Coach (BTAC) who provides consistent support and modeling strategies and instruction in classrooms. Kanawha County Schools has seven full time BTACs and four part-time BTACs who work with new teachers all day, every day of the school year. In addition, prior to the beginning of school a five day orientation is held for beginning teachers, and they are paid a \$1000 stipend to attend. This has been a financial incentive to recruit and has been somewhat effective in retaining teachers after the first year. Throughout the school year beginning teachers are supported by the academic coach and attend monthly professional development for new teachers on a variety of topics such as content related sessions, effective delivery of instruction, technology, and classroom management.

--Kanawha County Schools has successfully trained and retained approximately 80% of over 132 new teachers hired through alternative certification in the past eight school years. In addition, Kanawha County has developed a local Teacher Performance Assessment (TPA) that was approved by the WVDE. At one time it was going to be required for alternative certification programs, and although that did not become a requirement in WVBE Policy 5901, the TPA was piloted with new teachers and is ready to utilize when needed. Instead, the TPA will also be used as a guide for teachers needing instructional support through SIPP.

--Various scheduling opportunities exist for students in Kanawha County Schools, and this has indicated some increase in both student attendance and graduation rates. Opportunities include Virtual School for all grade levels, a variety of CTE programs, Options Pathway, and magnet high schools where students may attend based on interest (IB Program at SCHS, School of Arts & Dance at CHS, AP Programs at GWHS, Trimesters at SAHS, New, state-of-the art Herbert Hoover High School, etc.) . Homeless students continue to receive consistent support and attend the schools of their choice based on ease of attendance and interest. N

& D students are provided with all opportunities students in regular schools receive. The additional opportunities require intensive training and opportunities to keep their skills current.

--Teachers participate in monthly school-based professional development led by trained Teacher Leaders in their home schools. Throughout 2024-2025, they will continue to focus on utilizing data gathered through *ABRE* to plan data driven instruction and intervention for students to overcome learning loss and exceed standards.

--Opportunities to keep students on track with the four-year cohort for graduation include Guidepost to Graduation for special education students, CTE opportunities, Virtual School, specialized programs at high schools, support for homeless students, and support for N & D students. After school tutoring is provided in all high schools and extended year programs are provided for special education and EL students, as well as for primary students.

CSI and Target Schools are as follows, and will be provided with academic support services:

CSI - Sharon Dawes Elementary, West Side Middle School

Target Schools - Dunbar Intermediate, and East Bank Middle School

Support will include, but will not be limited to:

- Meet regularly with principals to address needs and provide suggestions for improvement.
- Provide technical assistance to principals, school leadership team members and staff members with the development/revision of a school strategic plan designed to address specifically identified improvement areas for each assigned school.
- Assist principals and staff in the continuous review and discussion of overall school and student data to identify deficiencies and plan quality instruction to address improvement of student progress.
- Regularly observe classroom instruction and provide feedback to improve instructional practice.
- Analyze data and monitor instructional practices for improvement

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

§ 1.1.1 Continue to provide flexible scheduling and learning opportunities for students to best meet each child's learning and developmental needs.

§ 1.1.4 Through the Third Grade Success Act, activities to promote and celebrate attendance will be in place in all elementary schools.

☑ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

§ 2.1.1 Recruit and retain prepared certified teachers, including those eligible for alternative certification, in all classrooms.

§ 2.1.5 Title III services will be provided to all identified EL students in Kanawha County Schools by certified teachers holding the ESOL endorsement.

§ 2.1.6 Title I services will be provided to students in all identified schools, School-wide.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

§ 2.2.3 School Improvement Funds and other funding sources will be utilized to support the following schools: Sharon Dawes Elementary, Dunbar Intermediate (3-5) School, Dunbar Middle School, and West Side Middle School.

- 3) **Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools** 
Address strategies to carry out responsibilities for any Comprehensive Support Improvement and targeted Support and Improvement Schools

Explanation

Regular Support Team Observations and follow-up discussions will continue to be held to provide comprehensive support with schools targeted for improvement.

--The STAR Academy (A School Within-a-School) will begin at WSMS this 2025-26 school year with 40 7th graders and 40 8th graders attending.

-- A Basic Skills Interventionist will be placed at Sharon Dawes Elementary to provide instructional support to students needing

intervention services for Basic Reading skills.

--A Student Support Facilitator will be placed at WSMS to facilitate scheduling various intervention services to services and monitoring the outcome.

--Parent and family involvement will improve in all CSI schools through clear communication and family activities with educational components.

--Supplemental compensation will be provided for teachers to attend professional development at a Saturday Conference conducted by Dunbar Middle and Dunbar Intermediate Schools. An expert consult will present information on school improvement topics.

--Supplemental compensation will be provided for teachers to utilizing scheduled Saturday's to develop the following School-Wide Initiatives at WSMS: Curriculum Mapping, Data Analysis and Interpretation, Restorative Justice Practices, Book Studies, PD of Climate and Culture

--School Improvement Supplies will be purchased for schools, as requested and approved.

--Travel to professional conferences will be funded to support school improvement.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

2.2.3 School Improvement Funds and other funding sources will be utilized to support the following schools: Sharon Dawes Elementary, Dunbar Intermediate (3-5) School, Dunbar Middle School, and West Side Middle School.

- 4) **Provide educational services for N & D children living in local institutions or participating in comm. day school programs** ☒
Address strategies to provide educational services for neglected and delinquent children living in local institutions or participating in community day school programs

Explanation

--Kanawha County Schools has provided three, full-time certified teachers through the General Budget, tutoring services, psychological services, and instructional materials for the Day Report Center, A Kanawha County Schools program to which students attend as a result of court order.

--Both Daymark's Patchwork Program and Recovery Point Transitions have been provided with tutoring services through Title I - Part D funds, iPads, books, games, and instructional resources. A state transition specialist works with local schools to assist students in the transition process from institutions back into public schools, when appropriate. Tutoring services are available, as well.

--Kanawha County Schools provides teachers for the K-5 CHANCE program, located at Edgewood Elementary. CHANCE is an alternative program for elementary students displaying behavioral and emotional issues in regular school. Younger students may be heading toward delinquency if intervention is not provided. However, students at CHANCE do not meet the definition of delinquent or negligent.

--The Alternative School at Chandler Academy serves students in grades 6-12. It is fully staffed and also provides counseling and psychological services to students. Like CHANCE, students do not meet the definition of negligent or delinquent. Both Chandler Academy and CHANCE are proactive, preventive services to students.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.1 Continue to provide flexible scheduling and learning opportunities for students to best meet each child's learning and developmental needs.

S 1.1.3 Continue to provide social emotional and academic support to homeless children & adolescents through tutoring and mentoring services under the guidelines of Title 1/McKinney-Vento funds.

S 1.1.5 Provide intense school counseling services to address mental health and social emotional well being as per WVBOE Policy 2315.

PM 1.2 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually through evidence-based practices and programs.

S 1.2.1 Graduation support opportunities for students

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

S 2.2.1 A variety of learning opportunities will be provided for all students to increase academic achievement through various flexible, evidence-based programs and activities.

5) **Provide services for homeless children and youth**

Address strategies to provide services for homeless children and youth



Explanation

Homeless – Through McKinney-Vento funds, KCS employs three, full-time Homeless Liaisons and two contracted part-time tutors (retired teachers) to provide services to approximately 500 identified *homeless students in all KCS schools regardless, of Title I status of the school. The grade spans of students served includes pre-k, elementary, middle and high school. Documentation of the schools and number of students served for the 2024 school year may be found in the WVEIS Homeless Children and Youth Report. (*Includes Foster Children enrolled in Title I Schools)

Parent notification of their rights and the rights of their children is made available publicly through dissemination of such notice in the annual KCS Parent – Student Handbook published by Charleston Newspapers on behalf of Kanawha County Schools, through posters in all schools, public agencies, homeless shelters and food pantries, through the McKinney-Vento brochure developed by the WVDE which is also made available at all schools, public agencies, the KCS Parent & Educator Resource Center at Edison, homeless shelters and food service centers. Parents also receive a Notice of Referral Letter for students who have been referred for loss of permanent housing which provides an overview of their rights and the KCS contact information for the Homeless Facilitators. Students are identified by the school as eligible for services through the process of the Student Residency Questionnaire and by school staff members. Community members may also identify eligible students and refer the students to the Homeless Facilitator. Once the student is identified as McKinney-Vento eligible, the parent/guardian is contacted by the Homeless Facilitator, either by phone or letter, regarding the student's rights and their specific needs. Identified needs are addressed and appropriate resources are provided to the student.

KCS Attendance Policy J19 also addresses the education rights of homeless students and requires school personnel to notify parents or guardians of their children's rights regarding educational and related opportunities including immediate enrollment and transportation to the school of origin. Determination for attendance at the student's school of origin is made through a process of discussion between the students when appropriate, the parent/guardian, the Homeless Facilitator, and other key KCS personnel. Special consideration is given to students who may require such services as EL instruction, special education, or remedial education and whether or not these services are provided at the school of origin or at the school of residency.

The academic/graduation/dropout rates for identified students are reviewed and monitored by the Homeless Facilitator. Data sources include the student's performance on the WVGSA, attendance, and discipline reports. Students requiring additional instruction and interventions are referred by the Homeless Facilitator to the tutor hired by KCS to provide additional instruction and interventions. The tutor works collaboratively with the student's regular classroom teacher(s) to develop appropriate instruction and

interventions and to monitor student progress. Students with other specialized needs (special education, ELL services) are referred to appropriate school personnel, the KCS Director of Special Education, or the KCS EL Lead Teacher or Title III Director.

Lastly, Kanawha County Schools staff are required to complete an online staff development course specifically related to the federal law McKinney-Vento regarding the identification of homeless students and their rights, which include immediate enrollment and transportation to the school of origin (or choice). KCS Attendance Policy J19 also addresses the education rights of homeless students and requires school personnel to notify parents or guardians of their children's rights regarding educational and related opportunities including immediate enrollment and transportation to the school of origin.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.2 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually through evidence-based practices and programs.

S 1.2.1 Graduation support opportunities for students

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

S 1.1.3 Continue to provide social emotional and academic support to homeless children & adolescents through tutoring and mentoring services under the guidelines of Title 1/McKinney-Vento funds.

S 1.1.5 Provide intense school counseling services to address mental health and social emotional well being as per WVBOE Policy 2315.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

S 2.2.1 A variety of learning opportunities will be provided for all students to increase academic achievement through various flexible, evidence-based programs and activities.

- 6) **Provide effective parent and family engagement**
Address strategies to provide effective parent and family engagement



Explanation

Parent and family engagement is a critical component in all Title I schools. Title I principals receive information and training regarding effective strategies to promote parent and family engagement at their annual Title I budget meeting. Title I teachers receive training on effective parent and family engagement activities at their annual Title I orientation sessions. Staff in all schools receive training on how to work effectively with parents and families as partners in their child's education. Staff from the KCS Parent and Community Resource Center provide information to schools and families on how to engage and work with each other to promote student academic achievement. The KCS Superintendent of Schools conducts an annual Superintendent's Retreat where parents, families, students, and community and business leaders meet to discuss goals, successes, and issues that are subsequently addressed through the KCS strategic planning process.

Parent notification of their rights and the rights of their children are announced publicly through dissemination of such notice in the annual KCS Parent – Student Handbook published by Charleston Newspapers on behalf of Kanawha County Schools, through posters in all schools, public agencies, homeless shelters and food pantries, through the McKinney-Vento brochure developed by the WVDE which is also made available at all schools, public agencies, the KCS Parent Community Resource Center, homeless shelters and food pantries. Parents also receive a Notice of Referral Letter for students who have been referred for loss of permanent housing which provides an overview of their rights and the KCS contact information for the Homeless Facilitator. Students are identified by the school as eligible for services through the process of the Student Residency Questionnaire and by school staff members. Community members may also identify eligible students and refer the students to the Homeless Facilitator. Once the student is identified as McKinney Vento eligible, the parent/guardian is contacted by the Homeless Facilitator either by phone or letter regarding the student's rights and their specific needs. Identified needs are addressed and appropriate resources are provided to the student.

1. The SCHOOLOGY LMS has enabled parents to see students assignments and the student's scores on specific assignments after completion in addition to viewing student assignment points and letter grades. SCHOOLOGY provides greater parent involvement with detailed information on student performance. Parent training sessions on how to use Schoology are provided.
2. Title I Schools must allocate a specific amount of funds toward parent involvement and many hold fun, engaging family events that focus on academic strategies and technology to entice parents and families to attend.
3. The Parent Educator Community Resource Center is staffed with a full-time, Parent Educator/Specialist and two parent assistants, part-time, to support parents of students with IEPs. The Parent Educator Community Resource Center provides at least four speakers per year to address specific issues parents/guardians may deal with such as ADHA, Behavior Issues, Autism Awareness, Study and Homework Tips, etc. The staff is also available to visit individual schools during PTO/PTA meetings or other gatherings to provide information. In addition, national experts are often brought in to address parents, community, and educators on dealing with specific issues affecting students or students academic performance.

4. The seven full-time EL teachers visit parents to provide support and act as liaisons between family and school, directing them to interpreters when needed and community and school services. The EL program works with a local community literacy program to provide funds for parent EL classes and provides information to parents to learn English. In addition, a summer program held for ELs in grades K-8 is open to parents and siblings for breakfast when the children are brought to the program. Parts of the parent-student handbook are printed in various languages that represent the community.

5. All schools provide parent events to encourage participation in their children's education and well-being. These events range from school performances to learning events held for parents after school or during the school day, and all include an education component.

6. The EL program also provides various activities to encourage parents to improve their own English language while maintaining their first language. Research indicates students that maintain their first language and read using their first language perform better academically in English.

Parent activities at Title I elementary and/or middle schools include the following:

-Virtual K transition and in-Person meetings - Virtual transition is still available as needed, but in-person transition meetings are conducted by the Parent Educator Resource Center, as well.

-Open House is conducted at the beginning of each school year in most schools, and in all Title I schools.

-In Person, individually-scheduled Open House

-Parent Academy (Parent Educator Resource Center)

-Parent Help Desk

-Summer Backpack program

-Clay Center Family Night

-Grandparent Support Training

-LSIC/PTO meetings

-Area LSIC meetings

-Schoolology/Math Help virtual meetings

-Title I Parent Night Parade

-Strong Families Webinars

☐ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

☐ 1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.6 Title I services will be provided to students in all identified schools, School-wide.

7) **If applicable, support, coordinate, and integrate services with early childhood education programs**



Address strategies to support, coordinate, and integrate services with early childhood education programs

Explanation

- Kanawha County Schools provides support for PreK Special Needs teachers through both the KCS General Budget, and the Titles II and III Federal Grant. Title III extended day programs for EL students is now available for grades PK through 8 through the State grant. Additional Professional Learning Opportunities include PreK Special Needs, with advanced focus on Phonemic Awareness in the adopted PreK Curriculum. The federal Title III grant supports students enrolled in all Kanawha County Pre-School Programs and in all collaborative Pre-School Programs to ensure Pre K is available to all students.
- Title III Federal Funds also provide the salary and fixed costs for a .5 part-time Instructional Specialist to support the group of EL Teachers and classroom teachers serving EL students.
- In order to attract certified PreK Special Needs Teachers, Kanawha County Schools applied to the WVBE for the endorsement, PreK Special Needs, to be added to the approved Special Education Alternative Certification Program already in place in Kanawha County. The endorsement to hire and train PreK teachers through the Alternative Certification Program was approved in July 2023. Seven additional PreK Special Needs teachers have been hired through the program since the endorsement was approved by the WVBE on July 12, 2023.
- The EL program extends collaborative services to all Pre K programs, as requested, when students are identified on the Enrollment Card as having a home language other than English. The ELPA screener is officially administered when the student enters kindergarten or when new potential EL students enter Kanawha County Schools. New students are identified for EL screening on the enrollment card.
- Birth-to-three services are coordinated with Kanawha County Schools, who then serve students in Pre School as early as age 3 instead of age 4.

8) **If appropriate, implement process to identify students for support under Targeted Assistance Program**



Address strategies to identify students for support under Targeted Assistance Program, if appropriate

Explanation

KCS has no TAS programs.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

S 2.2.1 A variety of learning opportunities will be provided for all students to increase academic achievement through various flexible, evidence-based programs and activities.

- 9) **Implement strategies to facilitate effective transitions for students between programmatic levels**
Address strategies to facilitate effective transitions for students between programmatic levels



Explanation

- The Parent Educator/Community Resource Center facilitates transition meetings from PK to Kindergarten and for many special education transition meetings at all programmatic levels.
- Each school year there is a transition meeting and activity for Preschool students moving up to kindergarten.
- When students move from elementary to middle school, there is an orientation and Step Up Day in most middle schools.
- There is also an orientation for 9th graders starting high school, as well as scheduling meetings with students and parents in the spring of the 8th grade year.
Students with IEPs have transition meetings at the end of each school year.
The Parent Educator, Psychologist, and parent advocates are based at the Edison Staff Development Center.
- During summer 2021, 2022, 2023, and 2024 students participated in the ESSERF funded Summer Learning Program, supporting transition at various levels.
- Kanawha County Schools PreK students utilize all programs in all schools.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.1 Continue to provide flexible scheduling and learning opportunities for students to best meet each child's learning and developmental needs.

S 1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

S 2.2.1 A variety of learning opportunities will be provided for all students to increase academic achievement through various flexible, evidence-based programs and activities.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.5 Title III services will be provided to all identified EL students in Kanawha County Schools by certified teachers holding the ESOL endorsement.

10) **Reduce the overuse of discipline practices that remove students from the classroom**



Address strategies to reduce the overuse of discipline practices that remove students from the classroom

Explanation

--Instructional Coaches and a Classroom Management Coach are being provided to support teachers at the elementary level.
--A Classroom Management Coach was hired in 2022-2023, and continues in place for 2024-2025, for elementary schools to support teachers in developing appropriate rules, procedures, routine, and overall classroom management.
--Teachers are being provided with professional development to increase engagement in classroom instruction, including remote instruction, if ever necessary.
--Positive Behavior Support Strategies are available across three Tiers of the behavior spectrum. Through greater engagement and Tier I practices, student behavior will likely improve in approximately 80% of the student population.
--Training in Deescalation Techniques, Tier II, will be available to teachers and classroom aides throughout 2024-2025 school year. This will lead to improved behavior interactions in an additional 15% of the student population. Through Trauma Informed Strategies for Teaching, Tier III, an additional 5% of the student population is expected to be supported to increase learning and decrease behavioral infractions in classrooms and schools.
--Beginning Teachers are provided with several professional development sessions on classroom management, including proactive approaches and working together in groups through cooperative learning. All sessions focus on engaging students to have effective classroom management and stress "sending students to the office" or putting them outside the classroom is not an acceptable form of classroom management for minimal infractions.
--Beginning Teachers also need to be provided with Tier II and sometimes Tier III strategies to de-escalate behavior issues and develop behavior plans in classrooms. Effective training on classroom management will take place throughout the 2024-2025 school year.
--ECCATS are being provided with free ECCAT training through Carver CTE Center, funded through Title II, and through co-teaching professional learning opportunities together with their assigned classroom teacher

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.1 Continue to provide flexible scheduling and learning opportunities for students to best meet each child's learning and developmental needs.

S 1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

PM 1.3 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student academic instruction.

S 1.3.1 Federal Programs Specialists & Instructional Coaches, will provide professional development and support to teachers improve instruction and to improve the social/emotional health and well-being of students.

11) **If appropriate, support and coordinate CTE and work-based learning opportunities**

Address strategies to support and coordinate CTE and work-based learning opportunities, if appropriate

Explanation

1. *Guidepost to Graduation* supports special education students.
2. Credit Recovery courses are provided to help students make up lost credit through courses, summer credit recovery opportunities, and thorough the virtual school program.
3. Kanawha County Schools does not search work-based opportunities for all students enrolled CTE and Options Pathway. However, students who have demonstrated proficient skills may search for work-based opportunities with support from the school system. Students participating in work-based opportunities who have demonstrated proficiency of skills may work in the positions during the time allotted.
3. Each high school now has access to a Work Skills Teacher working to locate work-based opportunities for students through CTE. Seniors who have earned all credits may enroll in the required ELA, Math, and Social Studies courses and earn four credits for work-based experience 15 hours per week.

(See CTE data in the graduation section of the needs assessment.)

S 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.2 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually through evidence-based practices and programs.

S 1.2.1 Graduation support opportunities for students

12) **Other appropriate strategies identified by the LEA**

Address other appropriate strategies identified by the LEA

Explanation

--Provide travel funds to private schools to attend professional conferences to improve instruction; expert speakers for professional learning for private schools, supplies for professional development and tuition for private school teachers to become certified.

Through the Teacher Leader program, school-based professional development will continue to be presented to teachers on PL days with the 2023-2024 focus being on 1.) Data driven instruction utilizing data provided through the new data compilation platform, ABRE. 2.) Each PLC will identify areas in which they need more professional learning opportunities, and the TL for that group will facilitate the additional training.

Through the Learning 20/20 technology initiative, blended learning opportunities are providing increased student engagement in learning activities and remain a top priority. This is being supported through the Schoology Learning Management System.

A Secondary ELA specialist has been hired to provide ongoing professional development to secondary ELA teachers.

The Third Grade Success Act will intensify both reading and math instruction at the elementary levels.

Consistent support for the new reading and math adoptions will continue to be provided to all teachers.

Math initiatives include Math User Groups, Carnegie Math Academies, Math4Life, Professional Learning on Number Talks, and training at appropriate grade levels on Dyscalculia screening instruments.

Elementary teachers, by appropriate grade level, are actively participating in a variety of professional development sessions that include many reading support initiatives, required by the Third Grade Success Act. This includes using the DIBELS8 Dyslexia Screener, Following the Science of Reading Philosophy which stresses both word attack and comprehension skills, Intense use of Phonemic Awareness through the Heggerty program at K-1, DIBELS 8 Dynamic Indicators at grades K-3, three times per year, Vocabulary assessments, CSIs, IMAs, Modules, and iReady assessments will be utilized on a quarterly basis.

Technology use to support learning includes:

- Schoology LMS supports all instruction;
- MS Success Maker;
- iReady reading and math;
- ALEKS;
- MindPlay for EL students as well as for SWD.

G 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.1 Continue to provide flexible scheduling and learning opportunities for students to best meet each child's learning and developmental needs.

§ 1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

§ 1.1.3 Continue to provide social emotional and academic support to homeless children & adolescents through tutoring and mentoring services under the guidelines of Title 1/McKinney-Vento funds.

§ 1.1.5 Provide intense school counseling services to address mental health and social emotional well being as per WVBOE Policy 2315.

PM 1.2 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually through evidence-based practices and programs.

§ 1.2.1 Graduation support opportunities for students

PM 1.3 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student academic instruction.

§ 1.3.1 Federal Programs Specialists & Instructional Coaches, will provide professional development and support to teachers improve instruction and to improve the social/emotional health and well-being of students.

PM 1.4 100% of Kanawha County Schools Facilities and Buses will provide Safe with a Healthy Environments for students and employees.

§ 1.4.1 All schools and facilities will be Safe and Healthy Facilities.

§ 1.4.2 Safe Transportation to and from Schools and all KCS Facilities

§ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

§ 2.2.1 A variety of learning opportunities will be provided for all students to increase academic achievement through various flexible, evidence-based programs and activities.

§ 2.2.3 School Improvement Funds and other funding sources will be utilized to support the following schools: Sharon Dawes Elementary, Dunbar Intermediate (3-5) School, Dunbar Middle School, and West Side Middle School.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

§ 2.1.1 Recruit and retain prepared certified teachers, including those eligible for alternative certification, in all classrooms.

§ 2.1.2 Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

§ 2.1.3 All instructional and support services for students with an IEP will be appropriately driven by the student IEP, ages 3-21.

§ 2.1.6 Title I services will be provided to students in all identified schools, School-wide.

G 3 All Kanawha County Teachers will analyze student performance data to plan and deliver data driven instruction to students.

PM 3.1 Students will achieve identified learning targets to show growth from the first opportunity to the 2nd opportunity and following opportunities on identified formative assessments within the 2024-25 school year and from year 1 to year 2 on summative assessments. (See 2.2 above, as well.)

§ 3.1.1 All Kanawha County Teachers will effectively analyze the data provided through a variety of formative and summative assessments to monitor student progress and plan effective intervention.

Kanawha County Schools (039) Public District - FY 2025 - LEA Strategic Plan - Rev 1

Required Items [Expand All] [Collapse All]	Component Met
1) Induction of beginning teachers Address strategies to support beginning teachers	<input checked="" type="checkbox"/>
<p>Explanation KANAWHA COUNTY SCHOOLS - BEST (Beginning Teacher Support and Training)</p> <p>1. Kanawha County Schools has 7.5, full time Beginning Teacher Academic Coaches (BTACs) and three part-time BTACs who provide support to all beginning teachers (BTs), including teachers hired through the alternative certification program. The 7.5 BTACs are all recent classroom teachers who were very successful in providing instruction to students. The three part-time BTACs are successful, recently retired teachers, assigned to new teachers in the KCS alternative certification program and based on grade level and content areas. When a new teacher is hired and their name appears on the Board Personnel Enclosure for approval, the appropriate BTAC is immediately assigned to the new teacher and makes initial contact with them.</p> <p>2. A five day Beginning Teacher Academy is provided for beginning teachers. It is held the week prior to the opening of school in Kanawha County. Beginning Teachers (BTs) are compensated \$1000 to attend the five day Beginning Teacher Academy and this is paid prior to their regular pay check in order to provide an income source before the first actual paycheck is issued a month later. This is somewhat of an enticement in the recruitment of new teachers. Content presented at the five day orientation includes: 1.) Tiers 1, 2, and 3 of PBIS strategies, including Tier I Classroom Management, Tier 2 De-escalation, and Tier 3 Strategies for teaching students who have experienced trauma. 2.) Technology training and deployment of the new teacher MacBook and iPad devices with basic initial training to use the LMS, Schoology for instruction and grades. 3.) Content-Based Professional Development is conducted in small groups; Information on renewing certification; Classroom Management, Policies and Procedures (including special education policies) and time to meet with the Academic Coaches.</p> <p>3. Teachers in the Alternative Certification Program attend the week-long Beginning Teacher Academy, along with all new teachers; Complete two classes (Blended Learning and Personalized Learning), Two additional days of classroom management and engagement training (beyond the BT Academy). Professional Learning sessions on Tiers I, II, and III for Positive Behavior Support. Prep sessions for the PLT exam, and prep sessions for special education teachers hired through alternative certification on the Praxis content exam(s). A year-long residency with an assigned Beginning Teacher Academic Coach (BTAC) to provide support and guidance is one of the most important components of the program.</p> <p>4. BTACs visit new teachers weekly in their classrooms, and visit Year 2 teachers at least monthly. BTACs keep a regular schedule that identifies schools and classrooms they will be working in daily to support the BTs.</p> <p>5. Two, Title I reading and two Title I math specialists provide embedded professional development to teachers in Title I schools, and are directly involved in the Beginning Teacher Orientation conducted for all new teachers. In addition to the district orientation for BTs, Title I conducts an additional orientation for new Title I teachers in all Title I schools within days of schools opening.</p>	

6. Four-six additional professional development sessions are conducted throughout the school year with substitutes provided so the beginning teachers can attend. They are normally grouped into Elementary, Middle and High School, and Special Education groups. The sessions continue to focus on classroom management, effective content delivery, and technology integration.

7. Beginning teachers are provided with substitutes to observe experienced teachers twice per year, with the BTAC sometimes subbing in the new teacher's classroom if costs become an issue. Typically, however, the BTAC accompanies the BT to the observation and points out effective strategies observed.

8. All Beginning Teachers attend all school-based professional development, including PLCs, and district level professional development all experienced teachers are expected to attend.

9. Beginning teachers who serve English Language Learners in their general or special ed classrooms also attend a district-wide mini conference related to effective instruction to support EL students and Title III requirements. Beginning Teachers serving EL students receive additional support from the .5 EL Instructional Coach to explain policies and procedures, as well as effective instructional strategies. All Kanawha County Teachers have immediate access to the Title III Handbook which covers educational requirements, policies, procedures, and strategies.

10. All teachers seeking alternative certification are enrolled in the BEST program along with new teachers and must complete all components of the beginning teacher program in addition to two specific graduate classes and PLT prep sessions.

11. If a Year 3 teacher needs additional support, he or she remains in the BEST program for an additional year as a SIPP participant with the regular BTAC assigned.

12. All student teachers and Teachers in Residence (TIRS) will receive support from a beginning teacher academic coach and will attend all professional development for Beginning Teachers. Due to the great number of 5202 substitutes in place for the 2024-25 school year, support will also be provided to long-term 5202 substitutes.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

§ 2.1.1 Recruit and retain prepared certified teachers, including those eligible for alternative certification, in all classrooms.

§ 2.1.2 Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

§ 2.1.3 All instructional and support services for students with an IEP will be appropriately driven by the student IEP, ages 3-21.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

§ 2.2.2 Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

§ 2.2.3 School Improvement Funds and other funding sources will be utilized to support the following schools: Sharon Dawes Elementary, Dunbar Intermediate (3-5) School, Dunbar Middle School, and West Side Middle School.

2) Support for experienced teachers

Address strategies to support experienced teachers



Explanation

Research has indicated that an effective teacher is the most important factors influencing student achievement. An effective teacher not only provides successful instruction but also develops positive relationships with students, which in turn motivates students to be present at school with good attendance.

1. Based on principal and administrator evaluations, classroom walk-throughs or observations, principals may work through the Assistant Superintendent or Director of Professional Development to request a Beginning Teacher Academic Coach (BTAC) to support the experienced general education or special education teacher.
2. The BTAC visits the experienced teacher (with 3 or more years experience) weekly, or every other week, depending on the need, in his or her classroom and provides suggestions for classroom management, help with planning, models effective lessons, etc.
3. Although the experienced teachers in SIPP do not have to attend all beginning teacher professional development sessions, there are identified sessions offered through the Beginning Teacher (BT) program or elsewhere that the experienced teachers may be asked to attend.
4. Experienced Teachers in SIPP are included in the BTAC weekly schedule along with all BTs, and the BTAC offers the same support. In addition, two Title I reading and two Title I math specialists provide embedded professional development to teachers in Title I schools, with additional emphasis provided to those needing extra support. Four General Education Instructional Specialists and two special education curriculum specialists assist in both non-Title I and Title I schools.

5. Title I conducts an orientation for teachers new to the Title I program as well as to beginning teachers new to Title I. The content curriculum specialists for math, reading, ELA, science, and fine arts also work closely with all teachers, experienced as well as beginning teachers, in the assigned content areas, on a regular basis. The special education curriculum specialists provide extra support to any experienced special education teachers requiring SIPP, in addition to the BTAC for special education.
6. The Classroom Management Coach supports identified teachers or entire school staffs with strategies and processes to improve classroom management.
7. Although all teachers in the alternative certification program are identified and supported as beginning teachers, some have been long-term substitutes through Policy 5202 in the same position in which they have been hired. Although principals may consider them experienced teachers, all teachers newly hired through the alternative certification program, regardless of long-term substitute experience, must complete all components of BEST (Beginning Educator Support and Training).
8. Principals in all schools will hear a national expert present strategies to deescalate behavioral issues and WVU presenters on Safe Spaces, Tier I Classroom Management, Redefining School Culture, and Motivating the Exhausted Team. 2024 Legislative Updates will be presented to principals, as well as a session on effective strategies for teaching EL students. Principals will then share all new information and strategies with their faculties and staff.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.3 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student academic instruction.

S 1.3.1 Federal Programs Specialists & Instructional Coaches, will provide professional development and support to teachers improve instruction and to improve the social/emotional health and well-being of students.

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§ 2.1.3 All instructional and support services for students with an IEP will be appropriately driven by the student IEP, ages 3-21.

§ 2.1.4 Regular Monthly Classroom Walkthroughs will be conducted by principals and monitored by the Assistant Superintendent in all elementary classrooms to measure identified engagement strategies and strategies from professional learning opportunities. An example of the combined walkthrough data for April 2024 can be found in the Educator Effectiveness Section of the Needs Assessment in this Strategic Plan.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

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3) Support for student teachers

Address strategies to support student teachers



Explanation

CTOR (Certified Teacher of Residence) are Student Teachers who have passed the Praxis Exams and PLT and are treated as Year 1 teachers. They remain in the assigned positions following completion of their student teaching and attend all BT events. An academic coach (BTAC) is assigned to each CTOR (and TIR) when hired. Other student teachers may be hired as long-term 5202 substitutes in classroom positions until they graduate, complete the PRAXIS and PLT exams, and become full-time certified teachers. Both CTORS and long term sub student teachers receive continuous support from Beginning Teacher Academic Coaches and participate in all professional learning offered through our BT Program.

Other student teachers are invited to attend school based and district based professional development, including sessions for beginning teachers.

Kanawha County Schools provides ongoing, detailed information about the beginning teacher program to cooperating colleges and universities in order to support a funding grant they receive. Cooperating teachers for student teachers are paid a semester stipend from Step Viid, Teacher Leadership Funds.

§ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

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4) Support for beginning administrators

Address strategies to support beginning administrators

Explanation

--Experienced principals/assistant principals will serve as mentors for new school administrators.
--All new KCS administrators are invited to participate in the state principals academy, with financial reimbursement from Kanawha County Schools. .
--The Back-to-School Superintendent's Conference for all principals will be held on July 26, 2024, with a focus on behavioral intervention strategies, Components to improve school culture for all students and staff, and improve school safety to be truly and safe and inclusive for all students.
--Classroom Walk Throughs will be conducted and monitored in all elementary and middle schools.
--*Technology/Learning 20/20 Recharged, and more* will continue to keep KCS at a cutting edge level of technology implementation.
--Kanawha County Schools held its first annual Elementary Principals Academy during summer 2022 to support new and current principals.
--A KCS Leadership Series will continue to be held for all principals in September, November, January, and March. The Leadership Series will continue to cover leadership strategies and up-to-date information on effective leadership.
--A Leadership Curriculum Series will be held for all principals in October, December, February, and April.

§ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

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PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

2.2.3 School Improvement Funds and other funding sources will be utilized to support the following schools: Sharon Dawes Elementary, Dunbar Intermediate (3-5) School, Dunbar Middle School, and West Side Middle School.

5) Support for experienced administrators

Address strategies to support experienced administrators

Explanation

A KCS Leadership Series will be held for all principals in September, November, January, and March. The Leadership Series will continue to cover leadership strategies and up-to-dat information on effective leadership.

A Leadership Curriculum Series will be held for all principals in October, December, February, and April. Updates on curriculum, observations/walkthroughs, and classroom *look-fors* will continue to be topics of discussion.

Monthly sessions will be held for both Secondary CAPS (Curriculum Assistant Principals) and Secondary AAPS (Administrative Assistant Principals).

All principals will continue to be trained in utilizing Performance Matters and/or BARR for student data analysis.

All principals will be provided with professional learning opportunities in educator self-care and SEL in schools.

All principals will continue to participate in Teacher Wise training along with SEL Coordinators on September 6, 2023. This will be to help improve teacher well being and school climate.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

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of effective lesson planning, and educator evaluations.

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S 2.2.3 School Improvement Funds and other funding sources will be utilized to support the following schools: Sharon Dawes Elementary, Dunbar Intermediate (3-5) School, Dunbar Middle School, and West Side Middle School.

6) **Support for other staff**

Address strategies to support other staff



Explanation

--Three, Title I School Transformation Specialists provide support to principals and teachers in low performing schools to assist them with identified school improvement issues, such as: data analysis, forming effective school teams, developing a quality strategic plan, Title I budgeting, and professional development.

--School counselors meet monthly for relevant professional learning. All school counselors will work with their school administrators and teachers to put a supportive counseling program in place in all schools.

--A secretary/clerical mentor program is in place with experienced school secretaries mentoring new school secretaries. A variety of professional development sessions related to school books/financial understanding are provided to secretaries, as well. The secretary mentoring program is funded through service personnel staff development funds.

--Special Education support aides and ECCATS are provided with professional development designed specifically for their role in working with the classroom teacher to support students and maintain confidentiality. This is being implemented in joint summer PD with both the teacher and AIDE/ECCAT in attendance; Online classes specifically for aides/para professionals, and through Carver CTE Center.

--All service personnel (and all professional personnel) are provided with a minimum of 18 hours of relevant professional learning related to their job descriptions, including all training required through Federal Law, WVBE Policies, and WV Code, as per the form identifying topics and a timeline.

Kanawha County Schools has developed a course rotation schedule for courses required annually, every two years, and every three years.

--Training on classroom management and engagement strategies is being offered to active professional substitutes on August 13, 2024 with compensation provided for substitutes who register to attend and sign a supplemental contract for the day's learning.

§ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.3 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student academic instruction.

§ 1.3.1 Federal Programs Specialists & Instructional Coaches, will provide professional development and support to teachers improve instruction and to improve the social/emotional health and well-being of students.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

§ 1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

§ 1.1.3 Continue to provide social emotional and academic support to homeless children & adolescents through tutoring and mentoring services under the guidelines of Title 1/McKinney-Vento funds.

§ 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

§ 2.1.1 Recruit and retain prepared certified teachers, including those eligible for alternative certification, in all classrooms.

§ 2.1.2 Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

§ 2.2.2 Provide opportunities for students with disabilities to spend more time participating in the general education classroom for instruction.

7) Professional development

Address strategies and planned professional development opportunities

Explanation

I. Beginning Teachers (including CTORS/TIRS and all teachers in the alternative certification program)

A. Five-Day Summer Orientation, Beginning Teacher Academy, (week prior to start of school) and a two-day make-up session for Beginning Teachers hired after school begins will include:

1. Getting Started/Organizing the Classroom and Safety Awareness
2. PBIS: Classroom Management (Tier I), Deescalation Techniques (Tier II), and Strategies for Trauma Informed Teaching (Tier III).
3. Content Specific Sessions/Adopted Materials/Content Standards through the use of the WV Tree and the Schoology Learning Management System (LMS)
4. Technology Integration
5. IEP training for new special educators
6. Modifying Instruction for EL students and understanding Title III requirements
7. Title I components for teacher in Title I Schools

B. Online required trainings through Safe Schools Online:

*Safety, Policies, Sexual Harassment Prevention, Anti-Bullying, Cultural Diversity, and Working with EL Students

* Online training for classroom aides working with special education students

C. Sessions conducted throughout the School Year for Beginning Teachers:

1. Policies and Procedures
2. Social Media and Employee Code of Conduct
2. High Expectations for all Students
3. Blended Learning Strategies and Technology Integration
4. Lesson Planning
5. John Strebe Strategies and continued Classroom Management
6. Formative Assessment, Grading Procedures, Intervention, etc.
7. HR/Employment Related Information
8. Content Strategies & Vocabulary (Broken into small groups by grade levels, content areas, and special educators)
9. Blended Learning and Learning 20/20 Session
10. IDEA, IEP, SAT, MDET, and Other Special Education and School Support Strategies
11. Small Group Time with Academic Coaches
12. Guidance through tasks in the ACPA (Alternative Certification Performance Assessment), integrated into professional development for teachers in the alternative certification program - SEE #1 and #2, induction of new teachers and support for experienced teachers, for more details.

D. Observe experienced master teachers, as needed.

E. Embedded Professional Development with BTACs and Content Specialists modeling classroom strategies.

II. All Teachers, including Beginning Teachers:

1. Monthly, focused Professional Learning sessions, led by school Teacher Leaders (TLs) will continue on PL days.
Current instructional topics to be areas of focus include:

Elementary Teachers Reading *K-2 *3-5	9:45-10:45 Instructional Swaps to meet the requirements of the Third Grade Success Act	Your School (Schoology) *Teachers will group together at their school in grade level bands. They will project the training from one device, and if Nearpod is required, teachers can individually join.	
Elementary Teachers Math K-2 Group 3-5 Group	12:00-1:00 pm iReady training (Zoom) Numeracy Screener to meet requirements of the Third Grade Success Act	Your School ZOOM (Codes will follow)	
Elementary Number Talks K-2 (Schoology Conference) 3-5 (Schoology Conference)	1:05-1:20 pm Number Talks	Schoology Conference Number Talks (Grade Level Bands) Codes will follow *Teachers will group together at their school in grade level bands. They will project the training from one device, and if Nearpod is required, teachers can individually join.	
Elementary Teachers Reading K-3	1:30-3:00 DIBELS 8 DYSLEXIA SCREENER	Your School Training will be delivered by each schools' cadre member.	

Secondary Mathematics			
Middle School Math Teachers	9:00-9:45 am Savvas enVision 2.0 refresher	Your School ZOOM (Code will follow)	
High School Math Teachers	9:00 - 10:00 a.m. ALEKS Refresher - All high school math teachers (Zoom)	Your School ZOOM (Code will follow)	
	2:15-3:00 - Big Ideas refresher for Algebra 1 Geometry and Algebra 2 teachers	Your School Code will follow (Zoom)	
Special Education			
K-12 Special Ed. Teachers and K-12 Instructional Support Aides	7:30-3:30 OES Instructional Summit	Nitro High School	
Secondary ELA			
For Middle School ELA Teachers using LEXIA	8:00-11:30 Lexia Training	ZOOM (code will be sent out)	

High School ELA

12:00 - 4:00

St. Albans High School

Sessions

- Independent Novel Study
- Engaging Apathetic Students
- MyShakespeare
- Mining the Gap

ALL MATH

WVBE POLICY 2520.2B:Policy 2520.2B includes a new course titled, Introduction to Mathematical Applications, which addresses the requirements outlined in House Bill 3055.[Click here](#)for details. Use[this link](#)to view the standards for Introduction to Mathematical Applications.

2. Trauma Informed Schools will expand into the next phase of being trauma informed to implement effective strategies to increase achievement for student suffering from traumatic situations.

3. Safe Schools Online Sessions

4. Use of Schoology as a LMS

5. Specific, School-based Professional Development

6. All Teachers will participate in school-based PL Groups that will continue to build on using Schoology for blended learning and PBL. In addition, beginning teachers will complete all professional development to be completed by all teachers, such as Math, Monitoring

Meetings, Safe Schools Online, Science, Math User Groups, Heggerty, iReady, ESL, THE SCIENCE OF READING through LETRS Practices (elementary), and LEXIA (MS), etc.

7. Online required trainings through Safe Schools Online:

Safety, Policies, Sexual Harassment Prevention, Anti-Bullying, Cultural Diversity, and Working with EL Students

8. Inclusive Schools Training will be held in November 2024 for two representatives per school who will then take the training back to the schools. This training will include a variety of activities focusing on culturally appropriate responses, instructional modifications, and legal implications. KCS will invite representatives from the TITLE III collaborative County districts of Boone, Clay, and the WV Academy Charter School.

9. All classroom teachers serving EL students will be provided with strategies and modifications for teaching EL students, by the EL teacher, through embedded professional development, modeling strategies, and meetings.

10. A variety of special education professional development on special topics and policies/legal issues will be provided the general education teachers, as well as to special education teachers.

III. Principals

1. All Principals will participate in a monthly Leadership Series and Curriculum Series.

2. All new principals will participate in the KCS BAM program (Beginning Administrators and Mentors) with assigned mentors for new principals.

3. Online required trainings through Safe Schools Online:

Safety, Policies, Sexual Harassment Prevention, Anti-Bullying, Cultural Diversity, and Working with EL Students

4. Inclusive Schools Training will be held in November 2024 for two representatives per school who will then take the training back to the schools. This training will include a variety of activities focusing on culturally appropriate responses, instructional modifications, and legal implications. KCS will invite representatives from the TITLE III collaborative County districts of Boone and Clay.

5. EL teachers will provide a presentation on Understanding Title III Program Requirements for all Principals and for the KCS Leadership Academy.

EL Teachers:

1. New EL Teachers - will be assigned a mentor and receive continuous embedded professional development through a .5 EL Lead Teacher/Specialist and contracted EL Specialist.

2. All certified EL teachers will engage in weekly professional development on EL instruction and modifications.

3. All EL teachers will be trained on the ELPA Screener and ELPA 21 summative assessment.

4. See above for additional detail.

In addition to information related to EL students, above and in section I, EL Teachers will continue training with the .5 EL Instructional Coach.

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.2 Kanawha County Schools will increase the four year and five year graduation rates by 1% annually through evidence-based practices and programs.

§ 1.2.1 Graduation support opportunities for students

PM 1.3 Title IV funds will be used to support instruction by improving student well-being, student social/emotional health, and overall student academic instruction.

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PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

§ 1.1.2 Continue utilizing evidence-based programs and sustained professional development sessions to enhance the social/emotional well-being of both students and staff.

§ 1.1.3 Continue to provide social emotional and academic support to homeless children & adolescents through tutoring and mentoring services under the guidelines of Title 1/McKinney-Vento funds.

§ 1.1.5 Provide intense school counseling services to address mental health and social emotional well being as per WVBOE Policy 2315.

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learning opportunities. An example of the combined walkthrough data for April 2024 can be found in the Educator Effectiveness Section of the Needs Assessment in this Strategic Plan.

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Kanawha County Schools (039) Public District - FY 2025 - LEA Strategic Plan - Rev 1

* Planning

Updated July 2024:

History and Planning:

Teacher Leadership has been a priority in Kanawha County Schools since 2007, with the beginning of Professional Learning Communities led by school-based PLC Leaders.

The current planning process used to develop a new county teacher leadership framework began in 2021 and expanded on the roles of the PLC Leader.

1. The working copy of the WV Teacher Leadership Framework was shared through Google Docs with the curriculum staff and administration. While some used the shared forms to provide input, others discussed the plan at various meetings and during the Wednesday morning Superintendent's Management Team.
2. Input was gathered from PK-12 teachers, as well, to identify what they perceived as their greatest support and instructional needs. This input continued to be gathered through a shared Google Form and was compiled into the new Teacher Leadership Plan.

Three professional learning opportunities were initially designated for school-based Teacher Leaders (TLs) throughout the 2021-2022 school year, prior to the opening of school and then with substitute coverage provided.

1. After professional learning took place, TLs returned to their schools to share and plan with their colleagues in small groups or vertical teams to prepare for PL days, similar to what they did for the earlier PLC meetings.
2. TLs were trained/retrained on conducting a professional learning group and vertical teaming procedures.
3. A procedure for identifying and analyzing data, across attendance areas by content and grade level, was developed through use of *Performance Matters*.
4. Beginning with FY25, a new system to compile data will replace *Performance Matters*, and the new platform, ABRE, will provide additional methods to analyze the data.
5. New Teacher Leadership opportunities have also began implementation.

In addition to KCS School-based Teacher Leaders, 50 KCS Teachers will assume new leadership roles as members of the first cohort selected for the WVU Masters Degree in Literacy Studies. Members of the cohort will become leaders of reading instruction.

1. Approximately 110 K-12 teachers applied to be part of the cohort, funded through remaining ESSER funds and continuing through the KCS GB. Following a rigorous selection process, 50 teachers were selected.

2. The intense graduate level instruction will prepare members of the cohort to be experts in reading instruction. Some may go on to become reading interventionists and others will remain as classroom teachers with more expertise in teaching students to read.

Elementary Science of Reading Coaching Cycles were implemented beginning with the 2023-2024 school year.

1. A team of district reading specialists and academic coaches will continue to model the instructional components of the Science of Reading Philosophy (Phonemic Awareness, Phonics and Decoding, Fluency, Vocabulary, and Comprehension).
2. After effective lessons are modeled for the classroom teacher, the teacher will then teach a similar lesson implementing the strategies to teach a

reading lesson incorporating the Science f Reading Philosophy. The coach will observe the lesson and this will be followed by a coach and teacher conference.

3. By the end of the 2024-2025 school year, all K-3 teachers will have been through a coaching cycle.

4. Principals will follow up implementation of reading practices observed through the coaching cycles through classroom walkthroughs and additional methods of monitoring.

School-based goals and action plans will be reflected in the school and district strategic plans.

1. TL's also attended professional learning on grading and assessment practices, along with the use of formative assessment data to plan and implement instruction to improve student achievement.
2. A current focus area is on the *Third Grade Success Act in Reading and Math*, with screeners for Dyslexia (DIBELS) and Dyscalculia (iReady) to identify learning problems.
3. The first cohort in Literacy Studies, described above, as well as the Reading Coaching Cycles, both support the goals of the *Third Grade Success Act*.

Teacher Leaders will document professional learning and monitoring meetings in True North Logic. This will provide a description of the professional learning and monitoring time and document attendance. A school based staff development liaison will continue to be funded by the PSDC in each school to monitor and record professional learning sessions.

Professional learning opportunities continue to include Early Literacy, Carnegie Math, Math User Groups, DIBELS Dyslexia Screener Trainers, iReady Screener for Dyscalculia and to measure reading and math success, and SEL programs in each school.

BEST (Beginning Educator Support and Training) will continue as the Beginning Teacher Induction Program in Kanawha County Schools with 7 Beginning Teacher Academic Coaches (BTACS) serving as full time support coaches/mentors to all new teachers during the first two years of their teaching careers, and three part-time retired teachers will continue to serve as instructional coaches for special ed alternative certification programs. All BTACs have been recent teacher leadership roles in Kanawha County Schools and continue to serve in a teacher leadership capacity to support new teachers. BEST is a very thorough model, described in the district Strategic Plan and consolidated funding application. BEST offers professional learning and classroom support to all newly hired teachers, including those in the approved alternative certification program, student teachers (Resident Teachers), long term substitute teachers, and experienced teachers needing instructional support.

New principals will continue to be supported through **BAM (Beginning Administrators and Mentors)** and will attend sessions of the state principals' academy.

Each Teacher leader will serve as a support person for experienced teachers needing help to improve professional practice in their schools, as well.

A pilot group of TL's, as well as current reading, math, and beginning teacher coaches were trained on utilizing coaching cycles developed by Jim Knight, and modified by First Education Resources for school-based TLs.

* Vision and Goals

Updated July 2024:

Vision and Goals: What county hopes to achieve through the implementation of a local teacher leadership framework

Demographics vary among schools, from high poverty areas of attendance to affluent areas of attendance; however, even in the most affluent Kanawha County public schools, the poverty rate has shifted, with > 60% of all students now identified as economically disadvantaged. Schools once considered

affluent now experience many of the same issues as schools identified as being in areas of low socio-economic status. Covid 19 also led to other issues ranging from economic issues to mental health and social-emotional learning issues and academic issues, especially among younger students lacking the necessary foundations to be successful in school. As a result of Covid 19 and disruption to the instructional process throughout the 2020-2021 school year, a great focus was on “catching kids up” and providing continued consistency for the 2025 school year. **The Third Grade Success Act will provide the framework to continue to help students meet grade level expectations.**

As described in the Planning Section above, teachers will become **Leaders in Reading** instruction as a result of reading coaching cycles and the **cohort of 50 teachers seeking the Masters Degree in Literacy Studies.**

Becoming a fluent reader is a prerequisite for learning and life long success.

Elementary Coaching Cycles in Reading will expand . (See planning section above.)

In addition, there will continue to be a focus on social-emotional wellbeing of students and staff. This effort will be reflected through the district’s three goals:

- Improve the Social Emotional Well-Being of Students and Staff
- Good Instruction and Engaging Strategies will be evident in all classrooms.
- Instruction will be data-driven.

History of Vision and Goals: During the first part of the 2019-2020 school year, schools were focused on data analysis and grading practices and the PLC leaders, at that time, attended professional learning sessions led by Dr. Jasmine Kullar, an Assistant Superintendent in Gwinett County, GA, and other consultant for the Marzano Group and Solutions Tree publishers. Dr. Kullar conducted activities during which PLC leaders and principals examined the fairness of school-led practices as they related to student engagement, motivation, grading, and achievement.

When Covid-19 closed schools in early March 2020, the PLC process ended. **As a result of the opportunity to rebrand school-based professional learning through the use of Teacher Leaders (TLs), Kanawha County Schools continues to be committed to the practice of carefully examining data, and reviewing the consistency in grading practices at the school level to increase achievement.**

* Data Driven Measures

Data Driven Measures will be utilized by Teacher Leaders, available in ABRE (replacing Performance Matters), ZOOM, DIBELS8 Dynamic Indicators, the DIBELS Dyslexia Screener, iReady for formative reading data, iReady Math as a screener for Dyscalculia for additional referrals, Success Maker (Middle schools), SAVVAS unit assessments, PSAT, SAT, ALEKS, CIA Benchmark Assessments, Modules, the ELPA Screener to measure initial English Proficiency, ELPA 21 Summative for all identified non-proficient EL students, and Mindplay Reading Studio to be used as a benchmark system to measure growth in English Proficiency for level 1 and 2 EL students, K-12.

Elementary Schools will continue to hold monthly monitoring meetings to measure progress for all students and plan intervention, reinforcement, and enrichment, as needed.

Data will continue to be used to plan county school improvement with monitoring sessions led by Teacher Leaders in all schools on PL Days.

Demographics: Summary of Economically Disadvantaged: Greater than 60% of Kanawha County Schools’ students are now identified as economically disadvantaged. Of the > 60%, approximately 3 % are homeless students, 0.5% live in foster care, and 18% are students with disabilities. Eighty-two percent of the > 60% are white students, 10% black students, 6% multi-racial students, 1% Latino, 1% Asian, and all others < 1%. This means that approximately 82% of 60% of Kanawha's total white student population and nearly all of Kanawha's black student population are economically disadvantaged. The percentages of

all other economically disadvantaged students in comparison to the total population is also very high. This aligns with the overall rate of >60%, or more than half. 18% of all students with disabilities are also economically disadvantaged.

Because economic indicators are often consistent with decreased academic achievement, teacher leaders will focus on instructional and support strategies and intervention to support learners who sometimes have less background opportunities and opportunities for vocabulary growth than peers in the higher socioeconomic class. This relates to the majority of all Kanawha County Students, with > 60% economically disadvantaged. All practices put into place through teacher leadership will support academic growth and reduce the effects of trauma for economically disadvantaged students.

Most recent data available at the time of revision on the Teacher Leader Plan

1. WVGSA Comparison of ELA Results 2020-2021, 2021-2022, 2022-2023, and 2023-2024 WVGSA

Proficiency Comparison English Language Arts Grades 3-8 (Source WVDE GPS and ZOOM)

Total	2020-2021	2021-2022	2022-2023	2023-2024
Overall KCS	38%	42.56	41%	Not available in WV TIDE or Zoom at this time.
Grade 3	31%	35%	35%	
Grade 4	34%	42%	42%	
Grade 5	39%	38%	41%	
Grade 6	39%	44%	44%	
Grade 7	39%	43%	40%	
Grade 8	44%	41%	42%	
State-Wide Not Available	41.83%	Not available	Not available	

- SWD scored the lowest in Kanawha County Schools with 32.66% proficient in grades 3-8.
- This was followed by economically disadvantaged students in grades 3-8.
- Based on race and ethnicity, Black/African American students scored least proficient, followed by Latino students.
- Scores for both subgroups were significantly lower at the county district level than at the overall state level

2. Grades 3 - 8 ELA/Reading IMAs

- January 2023 (Most Recent IMAs) (Source: WV Tide)

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 14.6 K (Date Last Taken: 01/11/2023)

Percent	Count
36%.	5.2K Below Mastery

47%. 6.8K Mastery

17%. 2.5K Above Mastery

3. CIA Benchmarks (Source WV Tide)

- January 2023 to February 2023 Comparison

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 16.6K

- Date Last Taken: February 2, 2023 (*See explanations below.)

Percent.	Count
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44%	7.3K	Did not meet standards	Decrease of 2% since January 2023,
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13% more did not meet standards in Feb. 2023 than on May 2022 GSA.

29%	4.8K	Partially Met Standards	No percentage change since January 2023; 1% increase in the percentage of students partially meeting standards than on the May 2022 GSA.
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19%	3.2K	Met Standards	Increase of 1% since January 2023; 6% decrease in the number of students who met standards compared to the May 2022 GSA.
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8%	1.4K	Exceeded Standards	Increase of 1% since January 2023; 8% decrease in students exceeding standards on the Feb CIA Benchmark compared to the May 2022 GSA
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Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 11.4K

Date: January 11, 2023

Percent	Count
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46%.	5.2K	Did not meet standards	Increase of 15% since May 2022 GSA
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29%.	3.3K	Partially met standards	Increase of 1% since May 2022 GSA
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18%.	2K	Met Standards	Decrease of 7% since May 2022 GSA
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7%	813	Exceeded Standards	Decrease of 8% since May 2022 GSA
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4. DIBELS Comparison

1.) Kindergarten 2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY 781 kindergarten students scored Well Below Benchmark
2022-2023 EOY By the EOY, of the 781 students who started the year well below benchmark:
Well Below Benchmark 31% (n=242) remained well below benchmark.
Below Benchmark 19% (n=148) improved to Below Benchmark
At Benchmark 38% (n=297) reached the kindergarten benchmark scores
Above Benchmark 12% (n=94) scored above the kindergarten benchmark scores

2022-2023 BOY 308 Students scored Below Benchmark 2022-2023 EOY By the EOY, of the 308 students who started the year below benchmark: Well
Below Benchmark 7% (n=21) fell to well below benchmark. Below Benchmark 9% (n=28) remained at below benchmark At Benchmark 47%
(n=145) reached the

1.) kindergarten benchmark scores

Above Benchmark 37% (n=114) scored above the kindergarten benchmark scores

2022-2023 BOY 202 Students scored at the Kindergarten Benchmark

2022-2023 EOY By the EOY, of the 202 students who started the year at benchmark: Well Below Benchmark 0% (n=0) fell to well below benchmark. Below
Benchmark 5% (n=10) fell to below benchmark At Benchmark 45% (n=91) remained at the kindergarten benchmark Above Benchmark

50% (n=101) scored above the kindergarten benchmark scores

2022-2023 BOY 152 Students scored above the Kindergarten Benchmark

2022-2023 EOY By the EOY, of the 152 students who started the year at benchmark:

Well Below Benchmark 0% (n=0) fell to well below benchmark.

Below Benchmark 1% (n=1) fell to below benchmark

At Benchmark 16% (n=24) scored at the kindergarten benchmark

Above Benchmark 83% (n=127) remained above the kindergarten benchmark scores

2.) First Grade 2022-2023 Beginning of Year (BOY) to End of Year (EOY) 2022-2023 BOY 599 First Grade students scored Well Below Benchmark

2022-2023 EOY By the EOY, of the 599 students who started the year well below benchmark:

Well Below Benchmark 10% (n=354) remained well below benchmark

Below Benchmark 24% (n=143) improved to below benchmark

At Benchmark 15% (n=90) reached the 1st grade benchmark scores

Above Benchmark 2 % (n=12) scored above the 1st grade benchmark scores

2022-2023 BOY 325 First Grade students scored Below Benchmark 2022-2023

EOY By the EOY, of the 325 students who started the year below benchmark:

Well Below Benchmark 10% (n=32) fell to Well Below Benchmark

Below Benchmark

25% (n=82) remained below benchmark

At Benchmark

56% (n=182) reached the 1st grade benchmark scores

Above Benchmark

9% (n=29) scored above the 1st grade benchmark scores

2022-2023 BOY 431 First Grade students scored at grade level Benchmark

2022-2023 EOY By the EOY, of the 431 students who started the year at benchmark:

Well Below Benchmark 2% (n=9) fell to Well Below Benchmark

Below Benchmark 5% (n=21) fell to below benchmark

At Benchmark 52% (n=216) remained at 1st grade benchmark

Above Benchmark 41% (n=177) increased above the 1st grade benchmark

2022-2023 BOY 222 First Grade students scored above grade level Benchmark

2022-2023 EOY By the EOY, of the 222 students who started the year at benchmark:

Well Below Benchmark 0% (n=0) fell to well below benchmark

Below Benchmark 0% (n=0) fell to below benchmark

At Benchmark 6% (n=13) fell to 1st grade benchmark

Above Benchmark 94% (n=209) remained above the 1st grade benchmark

3.) Second Grade 2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY 561 Second Grade students scored Well Below Benchmark

2022-2023 EOY By the EOY, of the 561 students who started the year well below benchmark:

Well Below Benchmark 67% (n=376) remained well below benchmark

Below Benchmark 20% (n=112) improved to below benchmark

At Benchmark 11% (n=62) reached the 2nd grade benchmark scores

Above Benchmark 2 % (n=11) scored above the 2nd grade benchmark scores

2022-2023 BOY 221 Second Grade students scored Below Benchmark

2022-2023 EOY By the EOY, of the 221 students who started the year below benchmark:

Well Below Benchmark 5% (n=11) fell to Well Below Benchmark
Below Benchmark 37% (n=82) remained below benchmark
At Benchmark 47% (n=104) reached the 2nd grade benchmark score
Above Benchmark 11% (n=22) scored above the 2nd grade benchmark scores

2022-2023 BOY 369 Second Grade students scored at grade level benchmark

2022-2023 EOY By the EOY, of the 431 students who started the year at benchmark: Well Below Benchmark 1% (n=4) fell to Well Below Benchmark
Below Benchmark 7% (n=26) fell to below benchmark

At Benchmark

56% (n=207) remained at 2nd grade benchmark

Above Benchmark

36% (n=133) increased above the 2nd grade benchmark

2022-2023 BOY 282 Second Grade students scored above grade level benchmark 2022-2023 EOY By the EOY, of the 222 students who started the year at benchmark: Well Below Benchmark 0% (n=0) fell to well below benchmark Below Benchmark 0% (n=0) fell to below benchmark

At Benchmark 16% (n=45) fell to 2nd grade benchmark Above Benchmark 84% (n=237) remained above the 2nd grade benchmark score.

4.) Third Grade 2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY 545 Third Grade students scored Well Below Benchmark

2022-2023 EOY By the EOY, of the 545 students who started the year well below benchmark:

Well Below Benchmark 87% (n=474) remained well below benchmark

Below Benchmark 10% (n=55) improved to below benchmark

At Benchmark 3% (n=16) reached the 3rd grade benchmark scores

Above Benchmark 0% (n=0) scored above the 3rd grade benchmark score

2022-2023 BOY 239 Third Grade students scored Below Benchmark 2022-2023 EOY By the EOY, of the 239 students who started the year below benchmark: Well Below Benchmark 28% (n=67) fell to Well Below Benchmark Below Benchmark 41% (n=98) remained below benchmark At

Benchmark 18% (n=43) reached the 3rd grade benchmark score Above Benchmark 13% (n=31) scored above the 3rd grade benchmark scores

2022-2023 BOY 309 3rd Grade students scored at grade level benchmark 2022-2023 EOY By the EOY, of the 309 students who started the year at benchmark: Well Below Benchmark 3% (n=9) fell to Well Below Benchmark Below Benchmark 14% (n=43) fell to below benchmark At Benchmark

46% (n=143) remained at 3rd grade benchmark Above Benchmark 37% (n=114) increased to above the 3rd grade benchmark

2022-2023 BOY 282 Third Grade students scored above grade level benchmark 2022-2023 EOY By the EOY, of the 282 students who started the above benchmark: Well Below Benchmark 0% (n=0) fell to well below benchmark Below Benchmark 4% (n=11) fell to below benchmark At Benchmark

11% (n=31) fell to 3rd grade benchmark Above Benchmark 87% (n=240) remained above the 3rd grade benchmark score

5.) Overall Kanawha County Schools Grades K-3 2022-2023 Beginning of Year (BOY) to End of Year (EOY)

2022-2023 BOY 2,486 students in grades K-3 scored Well Below Benchmark 2022-2023 EOY By the EOY, of the 2486 students who started the year well below benchmark: Well Below Benchmark 58% (n=1441) remained well below benchmark Below Benchmark 19% (n=472) improved to below

benchmark At Benchmark 18% (n=448) reached the grade-level benchmark scores Above Benchmark 5% (n=125) scored above the grade-level

benchmark score 2022-2023 BOY 1093 students in grades K-3 scored Below Benchmark 2022-2023 EOY By the EOY, of the 1093 students in grades K-3 who started the year below benchmark: Well Below Benchmark 12% (n=131) fell to Well Below Benchmark Below Benchmark 26% (n=284) remained

below benchmark At Benchmark 44% (n=481) reached the grade-level benchmark score Above Benchmark 18% (n=197) scored above the grade-level benchmark scores

2022-2023 BOY 1311 students in grades K-3 scored at grade level benchmark 2022-2023 EOY By the EOY, of the 1,311 students in grades K-3 who started the year at grade-level benchmark: Well Below Benchmark 1% (n=13) fell to Well Below Benchmark Below Benchmark 8% (n=104) fell to below benchmark At Benchmark 51% (n=669) remained at grade-level benchmark Above Benchmark 40% (n=525) increased to above the grade-level benchmark

2022-2023 BOY 938 students in grades K-3 scored above grade level benchmark

2022-2023 EOY By the EOY, of the 938 students in grades K-3 who started the year above benchmark:

Well Below Benchmark 0% (n=0) fell to well below benchmark

Below Benchmark 1% (n=9) fell to below benchmark

At Benchmark 12% (n=113) fell to grade-level benchmark

Above Benchmark 87% (n=816) remained above the grade-level benchmark score

5. Professional Learning: 182 course locations were identified throughout the 2022-2023 year. Each Course had an average of 10 sections per course = 1820 Professional Learning Opportunities conducted in FY 2022.

Professional Learning took place in school PLCS and at the district level on a variety of instructional topics.

6. Support to Increase Student Achievement – CSI Schools and Target Schools

7. Current CSI Schools have been identified and will continue to receive support throughout the 2023-2024 school year.

CSI Schools are:

Sharon Dawes Elementary School (Grades PK-5)

West Side Middle School (Grades 6-8)

Three (ATS) High Priority Target Schools will continue to receive support throughout the 2023-2024 School Year:

East Bank Middle School Grades 6-8

George Weimer Elementary Grades PreK-5 (closing at the end of the 2024 school year)

Dunbar Intermediate Center Grades 3-5

ATS Schools with one or more subgroups below mastery for one or two years:

20 Elementary Schools

6 Middle Schools

4 High Schools

II. Students with Disabilities

Latest data available:

The Spring 22 GSA identified achievement for SWD as follows:

(Source Zoom WV)

*Autism (AU)	11.36 %	Proficient in ELA
*Emotional Behavioral Disorder (EBD) 14%		Proficient in ELA
*Hearing Impaired (HI)	19%	Proficient in ELA
*Intellectual Disability (ID) Mild	0%	Proficient in ELA (those not completing the Alternate Assessment)
*Other Health Impaired (OHI)	9%	Proficient in ELA

*Specific Learning Disability (SLD)	4%	Proficient in ELA
Speech Language Impairment	30%	Proficient in ELA

Clearly, there is work to be done in order to move SWD to higher proficiency on the GSA (regular diploma).

K-12 SWD Alternate Assessment

State Alternate Assessment – READING

(Source: Zoom WV - latest available)

GradePercent TestedProficientAdvancedApproaching TargetAt TargetEmerging

3	100%	19.90%	*	11.52%	19.37%	68.59%
4	100%	11.63%	*	26.16%	10.47%	62.21%
5	100%	32.38%	*	18.10%	28.5%	49.52%
6	100%	14.72%	5.58	35.03%	9.14 %	50.25%
7	100%	27.93%	*	30.63%	26.58%	41.43%
8	100%	18.14%	*	35.44%	18.14%	46.41%
11	100%	32.06%	*	42.11%	29.67%	25.84%

State Alternate Assessment Results by Subgroup – READING

(Source: Zoom WV)

SubgroupPercent TestedProficientAdvancedApproaching TargetAt TargetEmerging

Asian	*	*	*	*	*	*
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Black or African Am	100%	23.61	*	30.56%	18.06%	45.83%
Hispanic/Latino	100%	*	*	*	*	59.26%
Pacific Islander	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Multi-Racial	100%	22.22%	*	35.19%	20.37%	42.59%
White	100%	22.94%	1.89%	28.75%	21.05%	48.31%
Male	100%	21.79%	2.00%	29.26%	19.79%	48.95%
Female	100%	24.59%	2.25%	27.87%	23.34%	47.54%
Total	100%	22.74%	2.09%	28.79%	20.65%	48.47%
English Learner	100%	*	*	*	*	*
Homeless	100%	31.58%	*	31.58%	26.32%	36.84%
Foster	100%	31.91%	*	34.04%	27.66%	34.04%

100% of students identified to complete the Alternative Assessment did complete it.

The majority of students completing the Alternate Assessment are at the Emerging Level in all sub groups assessed.

III. HIGH SCHOOL English Language ARTS

Based on Spring 2022 SAT data for sub groups:

40% of economically disadvantaged 11th graders in Kanawha County Schools were proficient readers

33.33% of English Learners were proficient

40% of students in foster care, approximately

41% of homeless students

8.19% of SWD were proficient.

Sub Group Data - Spring 2022 SAT

Economically Disadvantaged	39.98% Proficient
English Learners	33.33% Proficient
Foster	40.00% Proficient
Homeless.	40.94% Proficient
SWD	8.19% Proficient

2022 SAT

The overall total of 11th grade students in Kanawha County proficient in Reading, based on the 2021-2022 SAT exam, was 53.7%

2022 Gr 9-11 Alternate Assessment DLM

41% at Target

HIGH SCHOOL - SAT (11th Grade) Spring 2022

Fall 2022 PSAT NMSQT 11TH GRADE

n = 1,109 TEST TAKERS

Kanawha County: 21% met both benchmarks (ERW and Math) State: 23%

Kanawha County: 55% met ERW benchmark State: 56%

Kanawha County: 23% met Math Benchmark State: 24%

Kanawha County: 43% met neither benchmark, (ERW or Math) State 43%

Other Data

All *9th-12th high school students completed the recent SAVVAS Beginning of the Year (BOY) Benchmark Assessment They will complete the MOY and EOY SAVVAS benchmark exams, as well.

Kanawha County had the following percentage of students achieving mastery by grade level on the SAVVAS BOY Benchmark exam(*Riverside High School's 9th Grade was the only school grade level not completing the benchmark exam.)

9th Grade - 48% Mastery

10th Grade - 45% Mastery

11th Grade 48% Mastery

12th Grade - 43% Mastery

Based on data for 2020-2021 available in WV Tide, in Kanawha County Schools, approximately 32%, or 3 thousand of 9.6 thousand total students, tested in grades 3-8 did not meet standards on the WV Summative Assessment in ELA; 31%, or 3 thousand of 9.6 thousand total students tested in grades 3-8 partially met standards in ELA; 25%, or 2.4 thousand of 9.6 thousand total students in grades 3-8 met standards in ELA; and 13%, or 1.2 thousand, of 9.6 thousand total students in grades 3-8 exceeded standards in ELA. This means that approximately 6.4 thousand students in grades 3-8 of 9.6 thousand students in grades 3-8 who were tested demonstrated at least some progress in ELA based on current data provided from the 2020-2021 ELA WV Summative Assessment. Still, improved instruction must continue in order to continue progress and address the needs of the 32% not meeting standards.

As a result, an ELA Specialist has been funded initially through ESSER Federal Funds and now through Title II Part A. Book Studies, LEXIA training, and other professional learning opportunities are in place for middle school and high school teachers. Teacher Leaders of Reading will provide a variety of early learning initiatives, as identified in the KCS Strategic Plan, that include professional learning on the five components of the Science of Reading Philosophy through Elementary Reading Coaching Cycles and the selected 50 teachers who are earning the Masters Degree in Literacy Studies through WVU.

3. According to recent 2020-2021 data in WV Tide, 38%, or 3.7 thousand of 9.6 thousand students who were tested in mathematics in grades 3-8, failed to meet grade level standards.

32%, or 3.1 thousand of 9.6 students tested, met at least partial standards.

17%, or 1.6 thousand of 9,600 students tested in grades 3-8, mastered grade level standards in math.

And, 13%, or 1.2 thousand of 9.6 thousand students tested in grades 3-8 exceeded grade level standards on the WV Summative Assessment. Overall, 62% met partial standards or greater in grades 3-8, but 38% failed to meet those standards.

6th, 7th, and 8th grade math showed the lowest results, according to WV TIDE, with > 40% at each grade level not meeting grade level standards.

It seems results cannot be compared to the CIA Benchmark assessments because the number of students completing the Benchmark Assessment was not consistent with the number actually tested on the summative assessment. Much fewer students completed the CIA Benchmarks at each grade level than completed the summative assessment. Results were much lower in some cases and higher in other cases with little consistency.

Kanawha County Schools will continue to conduct Carnegie Academy (summer math professional learning) for teachers and emphasize Math4Life skills through training to KCS teachers provided by the Math4Life Cadre. In addition, Kanawha County Schools is diligently recruiting certified math teachers from a

pool of recent college graduates and through alternative certification. All new math teachers will be provided with an academic coach, certified in math, to support instruction and classroom management.

4. ELPA21 Summative English Proficiency

120 identified EL students in grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 completed the ELPA 21 Summative assessment.

*3% (16 students) failed to demonstrate adequate growth in the proficiency standard. However, many of the students were new to Kanawha County or newly identified as EL students.

*69% (83 students) demonstrated growth and partial mastery of the standard.

*18% (21 students) demonstrated mastery of the English Proficiency language and will exit the program.

Seven full-time EL teachers will continue to serve students based on their proficiency level. There is a lead teacher/coach who provides professional learning opportunities for EL teachers. In addition, Kanawha County Schools and the WVDE both provide professional learning opportunities for classroom teachers serving EL students in their classrooms. There is continuous collaboration between the EL teachers and classroom teachers.

In addition, summer tutoring is being provided to EL students throughout July 2022, by certified EL teachers.

A three week summer program was held for EL students in July 2023.

* Teacher Leadership Roles

Updated July 2024:

Teacher Leadership Roles

In exchange for a \$1500 annual contracted stipend, Teacher Leaders will adhere to their job description and will be expected to carry out the following duties:

1. Exhibit the qualifications identified in the job description, including professionalism.
2. Attend and participate in all training provided to *Teacher Leaders throughout the 2024-2025 school year. This will include Elementary Reading Coaching Cycles on the Science of Reading, Continued professional learning on the components identified through LETRS and LEXIA, and attendance/participation by 50 teachers selected to earn the Masters Degree in Literacy Studies through WVU at no personal expense. (*ABRE will replace Performance Matters as the platform to compile data sources for each student into one location to generate reports.)
3. Work closely with the Assistant Superintendent of Curriculum, all Curriculum Specialists, Technology Department, and BTACS to maintain a specific and consistent focus on instructional improvement and academic achievement.
4. Plan and conduct a minimum of four-five Professional Learning Sessions for small learning groups within the school and/or vertical teaming sessions on PL Days in October, December, January, February, and April, sharing strategies and expectations from professional learning sessions as well as leading data

analysis and planning.

5. Report progress from small group sessions and student progress at school-based monitoring meetings and through progress identified from principals "homework" from principals' meetings.

6. Lead Teachers, over 300 School-based Teacher Leaders, the 50 WVU Masters Fellows, teachers participating in Reading Coaching Cycles, and all Academic Coaches and Specialists will be identified as teacher leaders.

* Teacher Leadership Selection

Updated July 2024:

Define how teacher leaders will be selected in your county including the evidence that will be used to meet the minimum requirements and competencies.

For selection of the School-Based Teacher Leaders (TLs), the following process will continue in place:

1. The number of positions needed per school will be identified.
2. The job description will be posted in each school for five days between April 2024 and August 2024.
3. The school principal will select TL's from the school-based applicants.
4. After Teacher Leaders are selected, a district informational meeting will be held to identify the expectations of the teacher leader position. Teacher Leaders will sign contracts and receive a supplemental salary of \$1500 (\$750 at the end of each semester) for the 2024-2025 school year, to carry out all duties identified in the contract and the job description/selection rubric which will be reviewed in detail.
5. 50 WVU Literacy Fellows have been selected through a rigorous selection process.
6. All elementary teachers in Grades K-3 will continue to participate in the Reading Coaching Cycles.
7. Full-day professional learning sessions will be conducted by experts for the Teacher Leaders on using ABRE as the new data compilation system. Teacher Leaders will then plan in their schools, making school-based decisions together with the principal, about how to best meet their school goals related to student achievement.
8. The Teacher Leaders will plan together at the school level prior to the PL Days and deliver consistent messages and methods to meet school goals within their small groups or vertical teams.
9. Teacher Leaders who go on leave during the school leave or leave their school-based position during the school year will be replaced and paid only on a prorated basis.

* Application and Hiring Process

Updated July 2024:

The School-Based Teacher Leader Job Description (see below) has been posted in each school, along with the number of allotted TL positions, for each individual school.

Teachers have signed a document to identify interest in the position to verify they want to apply and will follow the job description.

The principal has selected the Teacher Leaders for his or her school.

Each Teacher Leader will accept a contract outlining the duties and expectations of the job.

50 WVU fellows who will be Teacher Leaders in Reading have applied and been selected through a rigorous selection process.

Vacant Teacher Leader Positions have been posted and teacher leaders for Social Studies, secondary PE, and additional content are being selected.

Job Description: 2024-2025 School-Based Teacher Leader (TL) for Curriculum & Instruction

Post five days beginning in April 2024:

1. Post this document which includes the application, in schools, in a designated location for five days, and
2. provide to ALL Teachers within the school electronically (through KCS email) on the first day of the posting.

ALL TEACHER LEADERS will be identified no later than August 12, 2024:

Principals will submit school-based Teacher Leader names and email addresses using the Google Doc accompanying this job description.

The Teacher Leader: Duties and Responsibilities

Please read carefully when applying for this role and when accepting this role:

1. Each Teacher Leader will plan and present/facilitate one professional development session on a topic identified by the school faculty or by the individual teacher leader's groups. (For example, a group of K-1 teachers may decide they need more intense training on Phonemic Awareness; A middle school group may decide they need more help on responding to students who have experienced trauma; etc.)
 - This professional development session should be of adequate learning time (approx. 2 hours) for his or her group of teachers/staff and should be presented on Professional Learning Days in October, December, January, February, and April.
 - This professional learning session will be documented in True North Logic (TNL) as a section within the school course for 2024-2025. This Professional Learning activity will be described in TNL and participants will be enrolled and attendance will be marked by the school-based staff development liaisons. (For help registering in True North Logic, see your school staff development liaison or your school principal.)
2. Each Teacher Leader will lead his or her group in analyzing academic, behavioral, and attendance data through ~~Performance Matters~~, ABRE, ZoomWV, or an alternate source.
 - Data analysis to plan effective instruction will continue as a focus throughout the 2024-2025 school year.

- Each group session will meet monthly on PL Days and/or other dates or during team planning for approximately an hour (or as needed).
- This data analysis meeting will be documented in True North Logic as a section within the school course for 2024-2025.

3. Teacher Leaders will attend all required training sessions.

* County/Administrator Roles

Updated July 2024:

The Kanawha County Schools District Leadership Team for Teacher Leadership will continue to consist of the following individuals:

Dr. Paula Potter, Deputy Superintendent

Mrs. Melissa Ruddell, Assistant Superintendent for Curriculum and Instruction

Dr. George Aulenbacher, Assistant Superintendent for High Schools

Mrs. Amanda Mays, Assistant Superintendent for Elementary Schools

Ms. Megan McCorkle, Assistant Superintendent for Special Education

Dr. Elaine Gayton, Director of Professional Development & Instructional Support

Mrs. Leah Sparks, Executive Director of Instructional Technology

Assistant Superintendents will identify content to be included in training for Teacher Leaders. They will also look for evidence of data-based instruction and supporting professional development implementation during school and classroom walk-throughs. Training will be conducted in using ABRE, which is replacing Performance Matters.

School-Based Teacher Leaders:

The Director of Professional Development & Instructional Support will:

1. Has Determined the number of TLs each school will have for 2024-2025, based on enrollment.
2. Posted the updated job description for 2024-2025.
3. Assisted principals in posting and selecting the TLs for the school year.
4. Works with the Teacher Leadership Team to plan and schedule/facilitate the Teacher training.
5. Makes arrangements for the professional learning opportunities for school-based teacher leaders.
6. Works with the TLs and school-based staff development liaisons to document small group learning sessions conducted by the TLs and manage records of teacher attendance and participation.

7. Conduct an end-of-year evaluation to monitor the effectiveness of TLs and school-based PD.

Instructional Coaches:

8. work with BTACs to support all new teachers, including teachers in the Alternative Certification Program and hired on permit, Resident Teachers from Teacher Education Programs who have passed the PLT or other measure, students teachers placed in and long term substitute positions, and other long-term substitutes hired through WVBE Policy 5202.

Cadre members who provide professional learning and support to teachers and principals:

9. Coordinate with specialists and others to provide continuous professional learning opportunities for educators.

Support for WVSIPP:

10. Coordinate with principals and assistant superintendents to provide support for experienced teachers (>3 years) who need assistance in improving professional practice.

* Management Protocol

Updated July 2024:

Teacher Leaders will each sign/accept a contract agreeing to the job description.

A description of each professional learning session will be entered in the 2024-2025 school course in True North Logic, along with attendance marked for each session. This will be to monitor professional learning in data based instruction and supporting professional learning sessions.

Walkthroughs conducted by the principal and District TL support team will look for evidence of data based instruction and implementation of practices gained through Professional Learning Sessions in all classrooms.

At the end of each semester, the TL will be compensated for his or her duties provided as a TL.

If a teacher leaves a school, a new TL will be selected, and compensation will be prorated.

If a TL remains in his or her position, but does not follow through with described responsibilities., no compensation will be provided.

* Evaluation Procedures

The evaluation of data based instruction will take place, as follows:

- Descriptions of professional learning sessions will be described in True North Logic.
- Attendance at the professional learning sessions will be monitored and recorded in True North Logic.
- An increase in DIBELS 8 scores from BOY to MOY to EOY should take place as a result of data-based instruction.
- An increase in BOY to MOY CIA scores & modules should be evident in all schools for grades 3-8.
- ALEKS data should show an increase for all math students as a result of data driven instruction.

- Students identified as lacking growth in reading and math will be receiving through proper intervention, including proper services provided to students who show evidence of Dyslexia and Dyscalculia.
- An end of year survey will be provided to all teachers to measure their perception of support provided by Teacher Leaders

* Estimated Budget

FY 25 \$985,549.00
FY 24 \$144,109.04 Carryover
Total \$1,129,658.00

Action Step:	Source:	Description:	Cost:
	Step VII D Teacher Leadership		
School-based Teacher Leaders	Supplemental Salaries and Indirect Costs	300 lead school-based Teacher Leaders who will: 1.) Provide data monitoring meetings and professional learning sessions to teachers in their small learning groups. 2.) Describe Data Meetings and Professional Learning Sessions in True North Logic. 3.) Monitor participation and attendance for each session. 4.) Provide support to experienced teachers who need assistance to improve their professional practice in their departments or at their grade levels, as needed. 5.) Provide support to substitute teachers in like content areas and/or grade levels.	approximately 350 @ \$1500 per TL \$525,000.00 Plus Indirect Costs: \$525,000.00 X .27% \$141,750.00 Total: \$665,750.00
Supplemental Salaries for Beginning Teachers to attend week-long, Summer BT Academy	Supplemental Salaries and Indirect Costs	\$1000 per Beginning Teacher	80 Teachers X 1000.00 \$80,000.00 plus indirect costs \$21,600 Total: \$101,600.00

K-12 ELA Cadres	Supplemental salaries and \$1000 each per ELA Cadre Members Indirect costs		10 @ \$1000 = \$10,000.00 plus 2,500 for Indirect Costs Total: \$12,500
Substitute Teacher Coverage for New and Experienced Teachers to attend district level professional learning opportunities, and Teacher District Professional Leaders to attend district professional learning on data analysis and effective teaching practices. Including, substitute coverage for new teachers and experienced teachers covered under SIPP to observe master teachers.	Substitute Salaries for District Professional Learning Sessions	500 substitute Teachers throughout the year	\$156.00 x 500 substitutes \$78,000.00 plus Indirect Costs of \$11,700 Total: \$89,700.00
Temporary, Part-Time, Retired Beginning Teacher Academic Coaches (BTACS) for new Special Education Teachers (Additional Spec Ed BTAC is paid through Step VIIa.)	Two Retired BTACS at Daily Rate for 100 days	100 days per BTAC	\$37500 X 2 people Plus Indirect Costs of \$7000.00 X2 Total \$82,000.00
Beginning Teacher Academic Coaches Supplemental Salaries for an average of 10 Summer days (August 7-11 BT Academy plus prep days)	Daily Rate for 13 summer days x10 BTACS to plan and conduct Beginning Teacher Academy		\$48,750.00 plus Indirect Costs \$13163.00 Total: \$61,912.00
Stipends for cooperating teachers for CTORs	\$500 per semester	30 cooperating teachers X two semesters plus Indirect Costs	\$1000.00 x 30 \$30,000.00 plus indirect costs

	\$38,100.00
Materlals, Books, Supplies for Professional Learning	\$78,096.00
Balance	0.00

* Communication

Communication:

The initial job posting and job description were communicated for FY 2024 through a Google Sheet provided to all principals.

Principals shared the job description and posting with all teachers for five work days, August 14-18, 2023.

Principals selected the identified number of Teacher Leaders for their school.

An initial meeting will be held in Early September with all Teacher Leaders to review the job description and expectations.

Each professional learning session and data monitoring and analysis meetings will be communicated in True North Logic with session descriptions and attendance marked for all participants.


Survey results will be provided to all Teacher Leaders at the end of he year following completion.

WVSIPP Funding Details

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WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 807,641.00
Support for experienced teachers	* \$ 675,000.00
Support for student teachers	* \$ 38,000.00
Support for other staff	* \$ 65,000.00
Professional development	* \$ 450,000.00

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Required Items [Expand All] [Collapse All]	Component Met
<p>1) Science of Reading Instruction Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College- and Career-Readiness Standards.</p> <p>Explanation Preschool *Literacy Backpack program, Creative Curriculum Studies, Writing without tears, Chef Gina, Ozmo's and Growing Up Wild, Minds in Motion, Print rich environments, Teacher lending Library PreK will also begin using the Heggerty Phonemic Awareness program for the 2024-25 school year.</p> <p>K-5 Early Literacy Specialist</p> <p>K-5 --Heggerty Phonemic Awareness (K-2), iReady, SAVAS Assessments, DIBELS 8, Special Needs --Unique Curriculum, iReady, Mindplay Benchmarks, --Horizons Curriculum --EL Students (Levels 1 & 2) Mindplay Reading Studio and Benchmarks (ESSERF Carryover) --EL Students (Levels 1-2 Flashlight Writing Program) (ESSERF Carryover)</p> <p>K-5 Science of Reading Practices --LETRS Expansion to additional elementary schools Practices for Word Recognition to Build Fluency and Comprehension through vocabulary building and appropriate literature</p> <p>--Third Grade Success Act - DIBELS Dyslexia Screener and Intensive Intervention</p> <p>K-5 Assessments: --DIBELS 8 Dynamic Indicators (K-3) BOY, MOY, & EOY followed by aligned intervention --Fluency Assessments --SAVVAS Reading Assessments --iReady Reading --Mindplay and Mindplay Reading Studio & Benchmarks --CIA Benchmarks --Modules --IMAs --ELPA 21 Screener for Identification of EL students --ELPA 21 Summative Assessment --WVGSA</p>	

K-12 Instruction and Intervention:

- 50 teachers selected to be WVU Fellows (Masters Degree in Literacy Studies)
- All tuition and books paid for by KCS
- Five Year Commitment to Kanawha County Schools
- Goal is to improve reading instruction and retain qualified teachers

1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

1.1.4 Through the Third Grade Success Act, activities to promote and celebrate attendance will be in place in all elementary schools.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

2.1.2 Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

2.1.4 Regular Monthly Classroom Walkthroughs will be conducted by principals and monitored by the Assistant Superintendent in all elementary classrooms to measure identified engagement strategies and strategies from professional learning opportunities. An example of the combined walkthrough data for April 2024 can be found in the Educator Effectiveness Section of the Needs Assessment in this Strategic Plan.

2) Science of Reading and Numeracy Professional Learning Opportunities

Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and writing.

Explanation

Preschool

*PLD-Documentation (Individualization), Tier 1-Classroom management coaching, Transition to kindergarten team meetings and activities

K--5 and 6-12 Mathematics

Number Talks for Math Screener to identify Numeracy proficiency.

Numeracy Schoology course

Monthly Math User Groups
Carnegie Learning K-2, 3-5, 6-8, and HS Academies (week-long),
Mathematical Habits of Mind posters displayed and incorporated into all classrooms
New Mathematics Textbook and materials adoption implementation 2024-2025 School Year

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

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2.1.2 Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

3) **Assessments: Screeners, Diagnostics, Benchmarks**

Goal: Utilizing a state-approved English Language Arts and Mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics or benchmarks should include subtest reporting for dyslexia indicators.

Explanation

Preschool-

*ELRS assessments, Brigance screener, Pre K speech clinic, Individual child observations

K-5

*DIBELS8 Dynamic Indicators (K-3)

DIBELS Dyslexia Screener (K-3)

Number Talks and additional numeracy screeners are being identified (Grades K-8)

CIA Benchmarks (Grades 3-8)

Modules (Grades 3-8)

SAVVAS (Grades K-5, 9-12)

ALEKS (Grades 9-12)

PSAT Benchmarks (Grads 9 and 10)

SAT Exam (Grade 11)

ELPA Screener

ELPA 21 Summative

Mindplay Reading Studio Benchmarks for EL students

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.2 Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

G 3 All Kanawha County Teachers will analyze student performance data to plan and deliver data driven instruction to students.

PM 3.1 Students will achieve identified learning targets to show growth from the first opportunity to the 2nd opportunity and following opportunities on identified formative assessments within the 2024-25 school year and from year 1 to year 2 on summative assessments. (See 2.2 above, as well.)

S 3.1.1 All Kanawha County Teachers will effectively analyze the data provided through a variety of formative and summative assessments to monitor student progress and plan effective intervention.

4) Multi-Tiered Systems of Support



Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics.

This section should include a schedule for providing intervention/enrichment time to students.

Explanation

K-5

Tier I - Instruction for all students with support

Tier II - Support through appropriate interventions. KCS has both reading and math interventionists in elementary schools and in Title I Middle Schools.

Tier III Documentation initiated through SAT following modifications/recommendations from 504's and IEP's.

Administrators will create individual schedules for their school that provides time to address the needs of Tier III students.

G 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.1 Recruit and retain prepared certified teachers, including those eligible for alternative certification, in all classrooms.

S 2.1.2 Provide a variety of sustained professional learning opportunities, related to current curriculum, standards, instructional practices, and academic support, to all teachers, ECCATS, and school administrators.

§ 2.1.3 All instructional and support services for students with an IEP will be appropriately driven by the student IEP, ages 3-21.

PM 2.2 Increased Student Achievement will be measured by a variety of formative and summative assessments throughout the 2030 school year as well as by student achievement on the WV General Summative Assessments.

§ 2.2.3 School Improvement Funds and other funding sources will be utilized to support the following schools: Sharon Dawes Elementary, Dunbar Intermediate (3-5) School, Dunbar Middle School, and West Side Middle School.

§ 3 All Kanawha County Teachers will analyze student performance data to plan and deliver data driven instruction to students.

PM 3.1 Students will achieve identified learning targets to show growth from the first opportunity to the 2nd opportunity and following opportunities on identified formative assessments within the 2024-25 school year and from year 1 to year 2 on summative assessments. (See 2.2 above, as well.)

§ 3.1.1 All Kanawha County Teachers will effectively analyze the data provided through a variety of formative and summative assessments to monitor student progress and plan effective intervention.

5) Family Notification and Involvement

Goal: Providing families with notifications of the creation and implementation of individualized reading improvement plan, regular updates of child's reading progress, and reading strategies to help their child at home.

Explanation

Preschool

*Parent celebrations (monthly), Literacy Backpack Program, Parent involvement, Policy Council meetings, monthly parent meeting, goal setting with social workers, schoology, SAT Process, and Grand families Newsletters

K-5

*Dibels 8 Family Letters/Home Connection, and Dolly Parton Imagination Library
*Powerful Partners sent home monthly with suggestions for home math and reading ideas
*Numeracy Schoology group provides resources for teachers to send home to parents/guardians.
*Teachers encouraged to send reports home to parents at mid-terms and end of nine-week grading periods.
*Reading and Math family nights
*Clay Center family nights (if applicable)
*Kcs ParentCall out system
*Texty mmessages
*KCS Social Media and Web page

§ 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.4 Through the Third Grade Success Act, activities to promote and celebrate attendance will be in place in all elementary schools.

6) **Extended Learning Opportunities**

Goal: Providing high-quality extended day and extended year programs incorporating the five pillars of the Science of Reading, writing and mathematics for K-3 students who have not met certain literacy criteria.

HB 3035 requires students performing at a minimal level and not showing improvement to receive extended learning opportunities (i.e., after school and summer school)

Explanation

Preschool

*Field trips, Camp Virgil Tate Field Day, Schoology, WV Extension Office, Summer transition to kindergarten program, Extended School Year, Summer Academy, Waterford (iPads), Summer Transition to kindergarten kits, and Lending Library for teachers.

K-5

*Second and Third grade Summer School/July 2024 (ESSERF funding)

*After-school tutoring available in high-need schools.

Grades K-12 Special Education Extended Year

EL Students

Grades K-8 Summer Program to increase English Proficiency

Grades 9-12 Individual or small group tutoring in addition to Tiered service levels

G 1 Improve the Social/Emotional Health and Well-Being of Students and Staff.

PM 1.1 Student attendance in Kanawha County Schools will increase by an average of 1% annually.

S 1.1.4 Through the Third Grade Success Act, activities to promote and celebrate attendance will be in place in all elementary schools.

G 2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.5 Title III services will be provided to all identified EL students in Kanawha County Schools by certified teachers holding the ESOL endorsement.

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☐ Not Applicable

Required Items [Expand All] [Collapse All]

Component
Met1) **P – 12 Mathematics Content Knowledge**

Activities related to expanding educators' content knowledge (Ex: action steps related to training and implementation for new instructional materials, Boaler's mathematical mindsets, number talks, etc.)

Explanation

Kanawha County Schools participates in the following programs and initiatives to improve knowledge in mathematics:

1. Math4Life - WVDE initiative to support students and teachers in making math meaningful.
2. Carnegie Math Professional Development Academies for teachers. There are four academies with 100 teachers participating in a week long intensive math collaboration training.
3. Math User Groups - Monthly professional development groups for K-12 teachers.
4. Number Talks & Numeracy - K-5 initiative to encourage all teachers to incorporate number sense into their daily routine.
5. Materials to support instruction and professional development - Materials are incorporated into many of the professional development sessions for teachers in all schools. All K-5 teachers have the original Number Talks book and all 3-5 teachers have the Number Talks book on Fractions and Decimals.
6. Implementation of new mathematics program adoption and professional learning

2) **P – 12 Mathematics Pedagogy/Thinking Skills**

Activities related to expanding educators' pedagogical practices used in teaching mathematics (Ex: Cash's differentiation, thinking skills, number talks, etc.)

Explanation

Kanawha County Schools participates in the following programs and initiatives to improve mathematics instruction:

Math4Life helps parents understand what is happening in classrooms and how they can help their children be successful.

Mathematical Habits of Mind are incorporated into classroom instruction to promote critical thinking skills.

Carnegie Math Professional Development Academies are intensive collaborative sessions that provide educators with manipulatives that they are trained on and can utilize in their classrooms to promote mathematical discourse.

Math User Groups meet monthly to provide professional development on relative mathematical topics.

Number Talks build number sense in elementary classrooms.

Materials to support instruction and professional development are provided to teachers who participate in these professional learning opportunities.

School-based Teacher Leaders provide professional development to all colleagues on utilizing **ABRE (replacing Performance Matters)** to analyze student data to improve math instruction.

3) **Leadership Development**

Activities related to expanding administrators' and teacher-leaders' role as instructional leaders (Ex: resource allocation, planning and monitoring for success, facilitators of change related to student engagement, output and empowerment, etc.)

Explanation

- Each School in Kanawha County has 3-7 teacher leaders who are trained to assume leadership roles within their schools and serve as professional learning facilitators for using Performance Matters (**being replaced by ABRE in 2024-2025**) to analyze data and plan data driven instruction and intervention.
- All elementary schools have literacy team leaders who assume leadership roles and provide professional development in literacy.
- 50 KCS teachers selected to be WVU fellows to become leaders of reading
- Instructional Coaches for Beginning Teachers, Reading and ESL teacher support
- Science of Reading Coaching Cycles in elementary schools
- New administrators participate in the Beginning Administrator and Mentor Program (BAM).
- All principals participate in a bi-monthly Leadership Series and a bi-monthly professional learning session on curriculum.
- All Curriculum Assistant Principals (CAPS) and Administrative Assistant Principals (AAPS) meet monthly for professional learning and collaboration.
- Superintendent's Back to School Conference for all administrators

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.1 Recruit and retain prepared certified teachers, including those eligible for alternative certification, in all classrooms.

4) Student Engagement

Activities related to expanding educators' and administrators' understanding and use of research-based student engagement processes (Ex: Kieschnick's blended learning, Boaler's mathematical mindsets, technology supports, etc.)

Explanation

- Kanawha County Schools is providing data driven instruction and intervention based on individual student data compiled through ABRE. ABRE replaces Performance Matters to compile all academic data and early warn indicators such as attendance, classes failed, etc into one platform making it easy for teachers to identify individual student needs, small groups of students by need, and needs across grade levels and by school.
- Teacher Leaders in all schools are providing professional learning session to all building teachers and monitoring implementation of data-driven instruction by school.
- Engagement processes include: Technology Initiative to help students incorporate technology as a relevant learning tool; The Carnegie Math Academies Professional Learning and materials to implement meaningful mathematics instruction; Number Talks to build number sense and number fluency in K-5 classrooms; The Science of Reading Components in all elementary classrooms; Elementary Reading Coaching Cycles; 50 teachers selected as WVU fellows to become Leaders in Reading.

2 Good Teaching and Student Engagement will be evident in 100% of Kanawha County Schools classrooms, measured by samples of principal/specialist's classroom walkthrough comments and next steps (recorded in Schoology), grades that reflect the implementation of effective lesson planning, and educator evaluations.

PM 2.1 Active teacher and student engagement will be evident in all classrooms.

S 2.1.1 Recruit and retain prepared certified teachers, including those eligible for alternative certification, in all classrooms.

5) **Mathematics Coaching/Facilitating**



Activities related to developing the academic and interpersonal skills (Ex: effective coaching skills, training skills, facilitating skills, peer mentoring, etc.)

Explanation

- All beginning math teachers, including new math teachers hired through alternative certification, have an assigned Beginning Teacher Academic Coach (BTAC) with a math background/certification to serve as both a mentor and coach.
- Each middle and high school has a teacher leader from the math department in their schools.
- Math teachers participate in Math for Life, Carnegie Math Academies, and Math User Groups to develop leadership skills.
- Identified Math teachers attend AP training annually.
- Implementation and Training in the newly adopted Mathematics program and philosophy
- Math for Life Training Cadre
- A full-time beginning teacher academic coach/mentor works with all new math teachers.
- Classes are conducted in blended learning and student personalized learning for math teachers in alternative certification.
- Math teachers being hired consistently through the KCS alternative certification program and SREB alternative certification program

6) **Parent Involvement/Public Relations**



Activities related to developing and expanding parent and community involvement in mathematics (Ex: creating a heightened awareness of mathematics through community involvement, active public relations activities, math nights, student-led conferences, district/school website linked to math4life website, etc.)

Explanation

- Schools host family math nights throughout the school year.
- Many additional opportunities to involve parents and community are part of the Math4Life initiative and include:
- Zoom WV for parents to view their child's data and overall school data
- Access to the WV Standards to become familiar with learning content
- Course and grade level overviews
- Parent Toolkits
- Community Resources and Parent Educator Resource Center for parents of students with IEPs
- Free Math Apps to use at home
- Tips for parents to help their children with math

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Required Documents

This page is currently not accepting Related Documents.