

School Strategic Plan History Log

Clay County Schools (016) Public District - FY 2025 - Clay Elementary School (016-202) Public School - School Strategic Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
6/25/2024 8:54:50 AM	Elisabeth Samples	Status changed to 'School Strategic Plan Approved by County'.	S
6/25/2024 8:54:46 AM	Elisabeth Samples	Status changed to 'School Strategic Plan Completed'.	S
2/28/2024 11:43:00 AM	Mary Ann Triplett	Status changed to 'School Strategic Plan Started'.	S
12/26/2023 2:02:45 PM	Elizabeth Younis	Status changed to 'School Strategic Plan Not Started'.	S

Clay County Schools (016) Public District - FY 2025 - Clay Elementary School (016-202) Public School - School Strategic Plan - Rev 0

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

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

Clay Elementary School believes that each student is valuable and that all learners deserve a quality and supportive education. Clay Elementary provides a safe and supportive environment with a well-designed curriculum and positive behavior support. We believe that all students can be prosperous and aim to help students gain the life skills needed to be successful. We are committed to providing students with a balanced and rigorous curriculum that is data-driven in order for students to acquire the skills, knowledge, and values necessary for success. Clay Elementary School's mission is to promote lifelong learning through the motto of Come to School, Excel, Show Respect. "Come to School" represents the promotion of good attendance through awards incentives, which also supports the county initiative of Attend Today, Achieve Tomorrow. "Excel" represents the belief of students and staff continually performing to their best ability and striving to always improve both behaviorally and academically. We also believe that students and staff should set high expectations for themselves and each other. "Show Respect" represents the creation of a positive, safe, and supportive school environment, and encourages parent engagement, community involvement, and teamwork which are necessary for a high-quality educational system.

School Strategic Plan - Demographic Data

Clay County Schools (016) Public District - FY 2025 - Clay Elementary School (016-202) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Demographic Data

Student Groups	State (2023-24)	County (2023-24)	School (2023-24)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	54.23	71.06	75.86
English Learners	0.97	--	--
Foster Care	2.36	4.24	5.75
Homeless	5.04	32.78	30.75
Military Connected	0.35	0.53	--
Students with Disabilities	19.71	20.99	27.01
Race			
American Indian or Alaska Native	0.09	0.07	--
Asian	0.68	0.20	--
Black or African American	4.16	0.20	--
Hispanic or Latino Native	2.41	0.66	--
Multi-Racial	4.51	0.86	1.44
Native Hawaiian or Other Pacific Islander	0.05	0.13	0.29
White	87.95	97.88	98.28
Gender			
Female	48.34	47.09	51.44
Male	51.65	52.91	48.56

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.

Clay Elementary School is a Title I School located in Clay, WV with an enrollment of 365 in-person students during the 2023-24 school year. Of our student population, 98 students with IEPs and 3 students with 504 Plans. Clay Elementary has a Parent Teacher Organization that meets monthly and a LSIC Organization that meets quarterly throughout each school year to develop plans and activities to support the students. Clay Elementary has received and utilizes grants from Communities in Schools and Save the Children. With Communities in Schools, we employ two staff members who provide service and support to at-risk children and subgroups that are not proficient. With the Save the Children Program and our Literacy Program, we are able to provide Reading Interventions, After School, and Summer School opportunities for our students. CES also utilizes the support of Project Aware to meet student needs. Parents in the community are proud and supportive of the school system and know that our county motto: Caring, Commitment, and Success is at the forefront of our priorities and concerns for Clay County children. On average, Clay County retains a low-income level and one of the highest unemployment rates in the state. In addition, a growing number of students now live with and are reared by guardians other than their biological parents. Many students are now members of foster care families as well as extended families in which grandparents are providing parental care. All Clay County Schools are recipients of the Universal Free Breakfast and Lunch Program that provides free meals to students. In an effort to eliminate student learning deficiencies and improve overall student achievement, we are focusing on intensive, ongoing professional learning opportunities for educators. In recent years, enrollment has continued to drop due to an increasing decline in WV's coal industry. Clay County communities were affected by a major flood during the summer of 2016 which also added to the decline in our student population and an increase in homelessness.

Methods of stakeholder communication include the following: Open House with a focus on how to help your child succeed in school; Parent/Teacher conferences each semester; Parent/guardian luncheons; Paws the School Messenger calls; CIS attendance calls; weekly newsletters; monthly calendars; school website; Lights on Afterschool; pumpkin decorating; PAX training; Science of Reading Parent Training; Bouncy Program for students and parents; Live Grades, Dojo; SAT meetings; IEP meetings, PTO, LSIC, PAC, and CIS.

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.

Clay County is a rural county with an approximate population of 7,814. Our county population has decreased by 16.7% over the last 12 years. Due to our rural location and low population, employment opportunities are limited. Lack of employment opportunities greatly impacts our number of economically disadvantaged families. Struggles in our county with opioid addiction has impacted families greatly and has increased our number of homeless students, as well as our number of students in foster care. We will continue to utilize Communities in Schools, Project Aware and Save the Children to aid our students who are economically disadvantaged. Clay Elementary students will also continue to receive the Universal Free Breakfast and Lunch Program. PTO and LSIC will continue to meet periodically in order to provide support for students and families.

School Strategic Plan - Academic Data

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School Strategic Plan - Academic Data

Color Reference Guide

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

2036 Annual English Language Arts (ELA) Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	35.37	37.53	39.68	41.84	43.99	46.15	48.30	50.45	52.61	54.76	56.92	59.07	61.22	63.38	65.53	67.69

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

ELA Proficiency

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	35.37	25.50	38.79		39.92	43.59
Status						
Economically Disadvantaged	30.53	20.69	34.12		35.55	33.30
English Learners	--	--	--		--	14.06
Foster Care	0.00	0.00	--		--	--
Homeless	31.58	23.40	38.78		33.33	27.49
Military Connected	66.67	100.00	--		63.16	54.31
Students with Disabilities	12.90	9.52	11.11		9.47	13.46
Race						

American Indian or Alaska Native	--	--	--		0.00	36.67
Asian	--	--	--		100.00	69.52
Black or African American	--	--	--		50.00	27.17
Hispanic or Latino Native	--	0.00	0.00		0.00	37.14
Multi-Racial	0.00	66.67	100.00		62.50	39.05
Native Hawaiian or Other Pacific Islander	--	--	--		--	51.85
White	35.62	24.83	38.60		39.70	44.51
Gender						
Female	48.53	32.20	43.64		47.53	48.20
Male	24.05	21.11	34.43		34.25	39.21

ELA Academic Progress

Student Groups	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students		% of Students	% of Students
All	67.07		53.85	46.28
Status				
Economically Disadvantaged	66.67		54.57	42.76
English Learners	--		--	39.59
Foster Care	50.00		45.01	47.06
Homeless	71.79		56.98	43.12
Students with Disabilities	55.00		46.49	37.12
Race				
American Indian or Alaska Native	--		100.00	56.90
Asian	--		100.00	61.51
Black or African American	--		--	42.26
Hispanic or Latino Native	0.00		0.00	42.54
Multi-Racial	0.00		60.00	45.43
Native Hawaiian or Other Pacific Islander	--		--	51.72
White	68.75		53.73	46.48
Gender				

Female	75.00		58.78	48.63
Male	60.87		49.83	44.04

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

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.

For the 2022-2023 school year, Clay Elementary's ELA proficiency level was 38.79% and academic progress of all students was 39.92% for the county. Proficiency of those who are labeled economically disadvantaged was 34.12%, homeless students were 38.78%, or labeled students with disabilities (11.11%) The percentage of all students and all subgroups meeting standards has increased from the previous year.

Our Kindergarten-5th Grade students took iReady Diagnostic Assessments throughout the 2023-2024 school year. The iReady ELA Assessment results are as follows:

Beginning of Year: (273 students assessed) 5% Mid or Above Gr Level, 11% Early On Gr Level, 49% One Gr Level Below, 18% Two Gr Levels Below, 16% Three or More Gr Levels Below

Middle of Year: (278 students assessed) 18% Mid or Above Gr Level, 25% Early On Gr Level, 33% One Gr Level Below, 13% Two Gr Levels Below, 11% Three or More Gr Levels Below

End of Year: (279 students assessed) 33% Mid or Above Gr Level, 25% Early On Gr Level, 23% One Gr Level Below, 10% Two Gr Levels Below, 10% Three or More Gr Levels Below

Our 3rd-5th Grade students took the WVGSAs ELA Benchmark Assessment and scored as follows:

Beginning of Year ELA: 12% exceeded standards, 16% meet standards, 19% partially met standards, and 55% did not meet standards

Middle of Year ELA: 12% exceeded standards, 21% meet standards, 20% partially met standards, and 47% did not meet standards

End of Year ELA: WVGSAs EOY scores will tentatively be reported June 2024.

To improve learner outcomes in English Language Arts, Clay Elementary will continue to provide opportunities for engagement, as well as tiered instruction with interventions and support for students. As a district, Clay County Schools has implemented Community in Schools Coordinators in attempts to prevent

truancy issues and to assist with the needs of students. We are concerned about the high number of transient students at CES, as well as the growing number of students with special needs at CES. Our population demographics have not changed much, and we are concerned that the high number of students living in poverty limits their opportunities outside of school. As previously stated, we are part of the Universal Free Breakfast and Lunch Program, but over 90% of our students would qualify for free or reduced priced meals if the program was not in place. Poverty, opioid addiction, drug abuse, tobacco usage and teenage pregnancy are all significant social issues in Clay County, which greatly impact the population of students at Clay Elementary.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>First improvement strategy: Focus on providing standard-driven ELA instruction with engaging, rigorous, and relevant lessons and activities for all students including subgroups of economically disadvantaged, homeless, and students with disabilities. Subgroups will be targeted through tiered interventions, special education, and literacy programs.</p>	<p>As a result of providing rigorous, relevant, and engaging instruction, our core ELA instruction has been improved.</p>
<p>Second improvement strategy: To provide differentiated ELA instruction within classrooms for all students including subgroups of economically disadvantaged, homeless, and students with disabilities. Subgroups will be targeted through tiered interventions, special education, and literacy programs.</p>	<p>As a result of providing differentiated instruction within the general education classrooms, students have been able to remain with their peers and classroom teachers, which has increased time within the core subjects and improved Math core instruction.</p>
<p>Third improvement strategy: Students who need additional support will receive ELA pull-out intervention services where they are provided small-group instruction targeted at enhancing specific skills and deficiencies for all students including subgroups of economically disadvantaged, homeless, and students with disabilities.</p>	<p>As a result of providing pull-out intervention services and small-group instruction, students received lessons targeted at their specific skill levels, which has improved Math instruction.</p>

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.

ELA scores and ELA proficiency has significantly increased from 2021-22 25.50% to 2022-23 38.79%. In one year, Clay Elementary showed a gain of 13.29% gain in ELA scores.

To continue to improve learner outcomes in English Language Arts, Clay Elementary will continue to provide opportunities for engagement, as well as tiered instruction with interventions and support for students. Clay County Schools implemented an online program, iReady, that enriches student ELA instruction As a district, Clay County Schools has implemented a Community in Schools Coordinator in attempts to prevent truancy issues and to assist with the needs of students. We are concerned about the high number of transient students at CES, as well as the growing number of students with special needs at CES. Our population demographics have not changed much, and we are concerned that the high number of students living in poverty limits their opportunities outside of school. As previously stated, we are part of the Universal Free Breakfast and Lunch Program, but over 90% of our students would qualify for free or reduced

priced meals if the program was not in place. Poverty, opioid addiction, drug abuse, tobacco usage and teenage pregnancy are all significant social issues in Clay County, which greatly impact the population of students at Clay Elementary. The Student Assistance Team has been used to determine intervention effectiveness and monitor individual student progress toward goals.

2036 Annual Mathematics Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	23.45	26.00	28.55	31.10	33.66	36.21	38.76	41.31	43.86	46.41	48.97	51.52	54.07	56.62	59.17	61.72

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

Mathematics Proficiency

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	23.45	20.13	37.93		28.23	35.15
Status						
Economically Disadvantaged	19.35	16.38	32.94		23.05	25.46
English Learners	--	--	--		--	19.23
Foster Care	0.00	0.00	--		--	--
Homeless	10.81	19.15	36.73		21.69	20.37
Military Connected	66.67	100.00	--		42.11	48.48
Students with Disabilities	6.67	9.52	11.11		5.33	12.74
Race						
American Indian or Alaska Native	--	--	--		0.00	27.78
Asian	--	--	--		100.00	68.85
Black or African American	--	--	--		50.00	18.02
Hispanic or Latino Native	--	0.00	0.00		0.00	25.85
Multi-Racial	100.00	66.67	100.00		50.00	30.44
Native Hawaiian or Other Pacific Islander	--	--	--		--	48.87
White	22.92	19.31	37.72		27.90	36.12
Gender						

Female	29.85	18.64	41.82		31.17	33.27
Male	17.95	21.11	34.43		26.04	36.93

Math Academic Progress

Student Groups	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students		% of Students	% of Students
All	57.32		42.83	42.03
Status				
Economically Disadvantaged	56.06		40.94	36.65
English Learners	--		--	38.25
Foster Care	25.00		34.94	35.29
Homeless	66.67		39.89	35.26
Students with Disabilities	45.00		34.21	31.87
Race				
American Indian or Alaska Native	--		100.00	51.72
Asian	--		50.00	69.25
Black or African American	--		--	34.42
Hispanic or Latino Native	100.00		50.00	38.23
Multi-Racial	0.00		40.00	37.99
Native Hawaiian or Other Pacific Islander	--		--	53.57
White	57.50		42.70	42.46
Gender				
Female	55.56		43.85	40.81
Male	58.70		42.00	43.18

Mathematics Performance Distribution - School (2022-23)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	704	--	--	--	--
4	625	--	--	--	--

5	677	--	--	--	--
6					
7					
8					
11					

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.

For the 2022-2023 school year, Clay Elementary's Math proficiency level was 37.93% and academic progress of all students was 28.23% for the county. Proficiency of those who are labeled economically disadvantaged was 32.94%, homeless students were 36.73%, or labeled students with disabilities (11.11%) The percentage of all students and all subgroups meeting standards has increased from the previous year.

Our Kindergarten-5th Grade students took iReady Diagnostic Assessments throughout the 2023-2024 school year. The iReady Math Assessment results are as follows:
 Beginning of Year: (271 students assessed): 3% Mid or Above Gr Level, 6% Early On Gr Level, 58% One Gr Level Below, 21% Two Gr Levels Below, 13% Three or More Gr Levels Below
 Middle of Year: (278 students assessed): 15% Mid or Above Gr Level, 15% Early On Gr Level, 52% One Gr Level Below, 12% Two Gr Levels Below, 6% Three or More Gr Levels Below
 End of Year: (279 students assessed): 32% Mid or Above Gr Level, 20% Early On Gr Level, 37% One Gr Level Below, 5% Two Gr Levels Below, 6% Three or More Gr Levels Below

Our 3rd-5th Grade students took the Math WVGSA Benchmark Assessment and scored as follows:
 Beginning of Year Math: 3% exceeded standards, 8% meet standards, 24% partially met standards, and 65% did not meet standards
 Middle of Year Math: 6% exceeded standards, 14% meet standards, 29% partially met standards, and 51% did not meet standard
 End of Year Math: WVGSA EOY scores are currently embargoed.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
First improvement strategy: Focus on providing standard-driven Math instruction with engaging, rigorous, and relevant lessons and activities for all students including subgroups of economically disadvantaged, homeless, and students with disabilities. Subgroups will be targeted through tiered interventions, special education, and literacy programs.	As a result of providing rigorous, relevant, and engaging instruction, our core Math instruction has been improved.

Second improvement strategy: To provide differentiated Math instruction within classrooms for all students including subgroups of economically disadvantaged, homeless, and students with disabilities. Subgroups will be targeted through tiered interventions, special education, and literacy programs.

As a result of providing differentiated instruction within the general education classrooms, students have been able to remain with their peers and classroom teachers, which has increased time within the core subjects and improved Math core instruction.

Third improvement strategy: Students who need additional support will receive Math pull-out intervention services where they are provided small-group instruction targeted at enhancing specific skills and deficiencies for all students including subgroups of economically disadvantaged, homeless, and students with disabilities.

As a result of providing pull-out intervention services and small-group instruction, students received lessons targeted at their specific skill levels, which has improved Math instruction.

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.

Math scores and Math proficiency has significantly increased from 2021-22 20.13% to 2022-23 37.93%. In one year, Clay Elementary showed a gain of 17.8% gain in Math scores. Looking at Clay Elementary's recent WVGSA scores, student achievement in Mathematics has greatly increased in one year. To improve learner outcomes in Mathematics, Clay Elementary will continue to provide opportunities for engagement, as well as tiered instruction with interventions and support for students. We use co-teaching in many of our classrooms, and our special educators and Title I staff assist students and tailor instruction. Clay County Schools has implemented an online program, iReady, that enriches student math instruction. As a district, Clay County Schools has implemented Community in Schools Coordinators in attempts to prevent truancy issues and to assist with the needs of students. We are concerned about the high number of transient students at CES, as well as the growing number of students with special needs at CES. Our population demographics have not changed much, and we are concerned that the high number of students living in poverty limits their opportunities outside of school. As previously stated, we are part of the Universal Free Breakfast and Lunch Program, but over 90% of our students would qualify for free or reduced priced meals if the program was not in place. Poverty, opioid addiction, drug abuse, tobacco usage and teenage pregnancy are all significant social issues in Clay County, which greatly impact the population of students at Clay Elementary.

English Language Proficiency Assessment Results (ELPA22)

	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	--	--	--	--	39.75

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	--	--	358
Level 2	--	--	--	--	362
Level 3	--	--	--	--	629
Level 4	--	--	--	--	240
Level 5	--	--	--	--	228

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	--	--	372
Level 2	--	--	--	--	339
Level 3	--	--	--	--	778
Level 4	--	--	--	--	151
Level 5	--	--	--	--	177

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	--	--	258
Level 2	--	--	--	--	268
Level 3	--	--	--	--	518
Level 4	--	--	--	--	330
Level 5	--	--	--	--	443

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	School 2020-21	School 2021-22	School 2022-23	County 2022-23	State 2022-23
Level 1	--	--	--	--	131
Level 2	--	--	--	--	151
Level 3	--	--	--	--	563
Level 4	--	--	--	--	491
Level 5	--	--	--	--	481

Not Applicable if EL cell size is 0

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


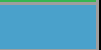


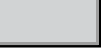
EL Needs Assessment Summary:

* After review of all identified 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.

Clay County Schools (016) Public District - FY 2025 - Clay Elementary School (016-202) Public School - School Strategic Plan - Rev 0

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

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

Not Applicable (Elementary and Middle Schools)

On Track

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

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

10th Graders with Twelve Earned Credits

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

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

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

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

Graduation 4-Year Cohort

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

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

Graduation 5-Year Cohort						
Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						

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

Post-Secondary Achievement Data						
Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						

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

College Readiness (AP/IB)

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

College Readiness (Dual Credit)

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

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					
Economically Disadvantaged					
English Learners					

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

Additional Data Sources, 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.

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<input type="text"/>	<input type="text"/>

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.

School Strategic Plan - Attendance and Behavior Data

Clay County Schools (016) Public District - FY 2025 - Clay Elementary School (016-202) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

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

Attendance - Percent of students chronically absent

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	3.66	25.00	32.44		27.24	27.55
Status						
Economically Disadvantaged	5.59	28.14	36.36		32.31	36.19
English Learners	--	--	--		--	23.69
Foster Care	0.00	37.50	25.00		26.53	30.59
Homeless	6.56	25.35	38.95		35.34	40.10
Military Connected	0.00	0.00	--		0.00	16.74
Students with Disabilities	1.69	20.29	30.16		24.75	32.91
Race						
American Indian or Alaska Native	--	--	--		100.00	31.45
Asian	--	--	--		0.00	12.69
Black or African American	--	--	--		0.00	26.95
Hispanic or Latino Native	--	0.00	0.00		0.00	27.47
Multi-Racial	0.00	40.00	33.33		30.00	29.63

Native Hawaiian or Other Pacific Islander	--	--	--		--	23.53
White	3.68	24.80	32.58		27.35	27.60
Gender						
Female	3.10	24.19	35.14		27.78	28.36
Male	4.17	25.74	29.82		26.79	26.79

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

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	97.44	98.46	96.89		94.93	95.44
Status						
Economically Disadvantaged	96.65	98.99	96.59		94.14	93.94
English Learners	--	--	--		--	96.30
Foster Care	90.91	100.00	100.00		87.10	91.86
Homeless	96.72	100.00	95.79		91.35	92.78
Military Connected	100.00	100.00	--		100.00	98.15
Students with Disabilities	94.92	98.55	95.24		93.15	93.02
Race						
American Indian or Alaska Native	--	--	--		100.00	95.65
Asian	--	--	--		100.00	99.32
Black or African American	--	--	--		100.00	90.10
Hispanic or Latino Native	--	0.00	0.00		0.00	95.29
Multi-Racial	100.00	100.00	100.00		100.00	93.30
Native Hawaiian or Other Pacific Islander	--	--	--		--	96.83
White	97.43	98.82	97.29		95.16	95.75
Gender						
Female	98.45	100.00	100.00		97.12	97.48
Male	96.53	97.06	93.86		93.09	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.

After analyzing the Attendance Data, there is an increasing trend in attendance for the 2023-24 school year 91.54% overall attendance rate compared to the 2022-23 school year 91.3% and the 2021-22 school year 90.9%. Clay County retains a low-income level and one of the highest unemployment rates in the state. In addition, a growing number of students now live with and are reared by guardians other than their biological parents. Many students are members of foster care and/or extended families with grandparents providing parental care. There is little change in demographics for Clay Elementary School. However, there is still great concern regarding the high percentage of students living within the poverty limits which decreases their ability to engage in opportunities out of the school environment. Support programs have been implemented within Clay Elementary School. Support programs include the PAX Program, Positive Behavior Program, and classroom incentives for attendance and positive behavior. Students are given the opportunity to earn such things as golden tickets, additional incentives, and awards related to attendance, behavior, and academics. Clay Elementary School will continue to use caregiver surveys, student surveys, and staff surveys to collect data regarding school climate which has been linked to increases in attendance and behavior. Developmental Guidance is also provided to all students during both in-person and virtual instruction. Developmental Guidance is aimed at sharing knowledge about issue within our community, positive behaviors, and the importance of attendance. Individual and group counseling services are provided to students who exhibit above average WVEIS discipline referrals. The Student Assistance Team will continue to monitor students with academic, behavioral, or attendance concerns. They will meet regularly to discuss interventions and determine student needs. As a district, Clay County Schools has adopted the slogan "Attend Today, Achieve Tomorrow" to promote faithful/perfect attendance. In addition, Community in Schools Coordinators will work with individual students one on one and small groups of students to provide services and resources to help meet their needs.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
<p>Positive Behavior Program Initiatives</p> <p>Clay Elementary uses Positive Behavioral Interventions and Supports (PBIS) as a means to promote good behavior and school safety. Clay Elementary has a PBIS Team that creates a yearly PBIS Handbook that provides weekly skill lessons aimed at increasing positive behaviors and creating lifelong learners</p>	<p>As a result of using PBIS at Clay Elementary, student behavior has improved. In 2022-2023 total discipline referrals year to date was 514. In 2023-2024 total discipline referrals year to date is 430. In comparison of 2022-2023 and 2023-2024 school years Clay Elementary is decreasing in the total number of office referrals.</p>

PAX Good Behavior Game

PAX is a school-wide positive behavior program that provides teachers and students with positive and calm approaches to managing behavior. As a part of the PAX Good Behavior Game, students practice self-regulation skills and have the opportunity to earn Golden Tickets, classroom incentives, and Granny's Whacky Prizes. Each classroom creates a PAX Vision Board so that students can clearly see expectations. The PAX Vision is created by both teachers and students and it shows students what they should SEE, DO, HEAR, and FEEL in their classroom. PAX Visions are also posted in common areas throughout the building and school grounds, such as in the office, hallway, stairwell, cafeteria, gym, and playgrounds.

As a result of implementing the PAX Good Behavior Game, student behavioral issues have significantly decreased. In 2022-2023 total discipline referrals year to date was 514. In 2023-2024 total discipline referrals year to date is 430. In comparison of 2022-2023 and 2023-2024 school years Clay Elementary is decreasing in the total number of office referrals.

Attend Today, Achieve Tomorrow

Clay Elementary implements daily, monthly, quarterly, and yearly attendance incentives that encourage students to attend school every day. Our attendance incentives are created at the classroom level and grade level by classroom teachers, and our Community in Schools liaisons and administrators create school-wide attendance incentives to promote student attendance.

As a result of implementing attendance incentives, student attendance will improve. In 2022-2023 school year Clay Elementary had 34.0% in chronic absences. In 2023-2024 school year Clay Elementary has 31.02% in chronic absences. In comparison as per Balanced Score Card Clay Elementary's chronic absences are trending down.

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.

Student success is directly correlated to student attendance. Programs that have previously been successful will continue in an effort to increase overall attendance. Clay Elementary will continue to provide incentives at a classroom and individual level. As a district, Clay County Schools will continue to use the slogan "Attend Today, Achieve Tomorrow" to promote faithful/perfect attendance. The Community in Schools Coordinators will continue to work with students on a small-group and individual student basis to collaboratively work with students to assist with issues and needs. Clay Elementary School will continue the Positive Behavior Program initiatives such as golden tickets, classroom incentives, and PAX rewards. The PAX Good Behavior Program will continue to provide additional support for students at the classroom level.

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School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2022-23)	County (2022-23)	State (2022-23)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished	3.85	9.65	14.94
Accomplished	88.46	85.96	81.5
Emerging	7.69	4.39	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.

During the 2023-2024 school year, 93.3% of Clay Elementary teachers were fully certified and 90.0% of our classroom teachers had taught for more than 3 years. Clay Elementary School exceeded Clay County Schools overall performance with 88.46% of teachers being classified as Accomplished in 2022-2023 and 85.96% of teachers being classified as Accomplished in 2022-2023 for the county. In 2022-2023, 3.85% of teachers were classified as distinguished and 7.69% were emerging. All Clay Elementary teachers deliver standard-based instruction based on the standards provided by the West Virginia Department of Education. Each classroom teacher provides differentiated instruction targeting individual student strengths and weaknesses. Technology has been incorporated into daily instructional through the use of iPads, Smartboards, Projectors, and other technology equipment. All students are provided with a laptop or iPad depending on grade level. Teachers provided virtual instruction and support through TEAMS during remote learning days. Staff is encouraged to reflect their own skill sets to determine what types of professional development will be beneficial to advance classroom performance. Walk-through and evaluations will continue in order to correct any issues that may exist as well as to provide positive feedback. In 2023-2024 school year, 501 walk-throughs were conducted. The results of the 501 walk-throughs are as follows: 7% Higher Order Learning-Student Active Engaged Learning; 7.8% Higher Order Learning-Student Learning Conversations; 39.7% Teacher Lead Instruction; 45.1% Working with Teacher Engaged; 0.4% Working with Teacher Not Engaged; and 0% Disengagement. The level of Bloom's Taxonomy observed during the walk-throughs are as follows: 12.5% Creating; 7.8% Evaluating; 16.8% Analyzing; 49.5% Applying; 10.7% Understanding; and 2.7% Remembering. New teachers are provided with a veteran teacher as a mentor. New teachers and mentors meet on a regular basis throughout the year.

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.

Educator effectiveness is determined through individual evaluations and walk-throughs. Mentors are also able to provide direct observations. These measures are used to assess performance levels of individual teachers. Teachers also complete yearly reflections and self-evaluations to become self-aware of individual strengths and weaknesses. Results are also used to determine which types of professional development is needed to advance individual teacher performance. For the 2023-2024 school year, Clay Elementary employed a majority of certified teachers, with only two working towards certification. Staff experience levels will positively affect staff evaluation and performance levels. Teachers participated in weekly Curriculum Team Meetings and Grade Level Team Leaders participated in weekly Leadership Meetings. Each week, staff members are given a weekly agenda which outlines activities and schedules for the week, and includes weekly professional development opportunities, as well as helpful classroom tips and learning strategies. Staff walkthroughs are conducted weekly and staff observations are conducted each semester, depending on teacher experience levels. IPI walkthroughs are conducted quarterly by fellow teachers.

* 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 and the strategic plan activities.

For the 2023-2024 school year, we provided additional training and support for our implemented behavior program, the PAX Good Behavior Game. This program is an evidence-based approach to behavior and academic success. We will also provide learning opportunities that will provide teachers with evidence-based learning strategies for both Mathematics and ELA instruction. Professional Development will include support for our education platforms; iReady and Reading Horizons. Learning opportunities will be provided that will allow educators to reflect on their teaching methods and further develop their craft. Teachers have weekly Leadership Team Meetings, Curriculum Meetings, as well as monthly Teacher Leader Meetings. Meetings will cover various topics throughout the school year. Meeting topics will include analyzing student data, reviewing classroom management strategies, introducing academic strategies and techniques, as well as other topics.

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Plan Items)

☐ 1 Improve Academic Achievement, Student Attendance, and Student Behavior

Description:

Academic Achievement: By the third iReady Diagnostic Benchmark at the end of the 2024-25 school year, Clay Elementary students in grades Kindergarten through 5th grade will increase ELA/Math proficiency scores in the Mid or Above Grade Level by 3%. Student Attendance: Clay Elementary's attendance goal for the 2024-25 school year is to meet or exceed the state required average of 90% or better by the end of the school year. Student Behavior: Clay Elementary's school-wide positive behavior support goal is to decrease the overall number of office referrals by 1% by the end of the school year.

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

Description:

Students take the Non-Summative Assessment Benchmarks in Grades 3-5 at the Beginning of the Year and in the Middle of the Year. The Non-Summative Assessment is aligned in conjunction with the West Virginia Measures of Academic Progress Assessment. The Non-Summative Assessment is comprised of individual modules that teachers assign weekly throughout the school year. Teachers will use data from the Non-Summative Assessment and individual modules to assess student knowledge and growth. The Non-Summative Assessment and modules provide detailed reports that outline students' strengths and weaknesses on individual College and Career Readiness Standards and Standard Clusters. Teachers share Non-Summative Assessment and module data with students, and students set monthly and quarterly goals. Kindergarten-Fifth Grade Students take the iReady Diagnostic Assessment at BOY, MOY, and EOY during each school year (Beginning of the Year, Middle of the Year, and End of the Year). iReady is aligned with WV College and Career Readiness Math and ELA Standards. Title I teachers administer the iReady Benchmark Assessment at three points during the year as well. The results of the Diagnostic and Benchmark Assessments are used to guide instruction. Classroom teachers and Title I teachers use the aligned iReady intervention resources to provide targeted and tiered instruction to meet all students' needs.

☐ 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

Description:

We will collect and use data to make informed decisions about our students' academic needs. By using multiple data sources, we will be able to address the needs of both our staff and students and provide intervention for differentiated instruction that will directly improve academic achievement. Clay Elementary uses several programs and assessments to help determine student learning levels, which helps to guide teachers and best meet our learners' needs. Teachers share data with students and families, and students input the data into their data notebooks to set goals and reflect. The data also guides tiered learning through Title I and interventionists to ensure students are receiving the proper lessons and supports to improve their learning. SAT referrals and interventions and walk-through data will also be used to monitor student achievement. The programs and assessment used and their timelines are as follows: In Grades PreK-5: Early Learning Rating Scale (ELRS) (PreK-K) will be administered three times per year. STAR Early Literacy Assessment (K-1) will be administered three times per year to determine their reading level and to measure growth. STAR (2-5) will be administered three times per year to determine reading levels, measure growth, and adjust zone of proximal development levels and to determine math levels and to measure growth. iReady Diagnostic Assessment in ELA and Mathematics (K-5) will be administered three times per year to identify which students are below level in order to provide targeted instruction. iReady Benchmark Assessments are administered by Title I teachers three times per year iReady Growth Checks are administered every 9 weeks to ensure students are making progress towards their individualized goals iReady Diagnostics, Module Assessments, and Non-Summative Assessment (3-5) will be administered throughout the year. Non-Summative Assessment will be administered twice a year.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Address the needs of at-risk learners
	Parent and family engagement
Title I TAS	Identify students to be served
	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners
	Parent and family engagement
	Coordination of program
	Minimize pull-out instruction
	Review progress of children served under the program

AS 1.1.1.1 Increase Instruction intensity

Description:

To accomplish our goal to increase student math and ELA proficiency, we will increase instructional intensity. We will encourage students to attend school each day by creating a positive school environment, and increasing student engagement through the use of higher order thinking skills. We will provide explicit, comprehensive standards-based instruction and assessment, provide differentiated instruction using small group, computer-assisted programs, and technology integration, peer tutoring and collaborative learning for both student and educator growth. Staff will focus on effective and efficient management, and provide extra time and support through Title I interventions, after-school programs and extended school year programs. Teachers and students will incorporate iReady into daily instruction, with a focus on individualized learning. Staff will use weekly WVGSA Modules to monitor student progress towards the goal of increasing proficiency.

Person Responsible:

Michelle Paxton

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/30/2025

AS 1.1.1.2 Improve student attendance

Description:

Clay Elementary's Mission is "Come to School, Excel, and Show Respect." To accomplish the "C" in "Come to School," we have a school-wide Attendance Plan which includes year-long incentives within each classroom. Attendance incentives occur daily, weekly, monthly, quarterly, and yearly and are implemented by classroom teachers, special education teachers, Title I teachers, and Administration. Daily Attendance Incentives: Daily attendance competition- Each grade level will compete against classes within the same grade level for the least amount of absences and late sign-ins. The winning class will be awarded for good attendance by earning the privilege to go to lunch first. The class with the best attendance within each grade level will also display the "winning" banner on their classroom door daily. Banners display the slogan: Attend Today, Achieve Tomorrow. In the event of a tie, the winning classes go first together for lunch and get to choose their place in line. Panther Pride Club- Students may earn Panther Pride stickers to wear throughout the day. Stickers display the student's name and behavior which may include good attendance. Student's names are displayed in the hallway on a "bingo" board. When student's get ten names in a row, they bingo earning a prize. Monthly Attendance Incentives: Monthly attendance is displayed for staff and students on main hallway bulletin board. (Board also displays slogan, Attend Today, Achieve Tomorrow.) Project Aware Pet - "NOODLE" - Students can earn a pasta noodle in a bowl if their classroom attendance is 100% for the day . If students earn 20 noodles they get 20 minutes with Clay Elementary's Emotional Support Dog, Noodle the Doodle. Student of the Month Program- Students must have good attendance to be considered for Student of the Month. Quarterly Attendance Incentives: Students with perfect attendance earn a Matchbox car race. Students race cars to determine winners. Winners are awarded prizes. All racers receive an attendance pencil, certificate and ice cream social. Yearly Attendance Incentives: Perfect Attendance Field Trip for students that have perfect attendance for the school year. Perfect attendance trophies; Perfect attendance certificates; Faithful attendance certificates; Attendance assembly.

Person Responsible:

Michelle Paxton

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/30/2025

AS 1.1.1.3 Reduce the number of student discipline referrals.

Description:

Clay Elementary will reduce the number of student discipline referrals by implementing the PAX Positive Behavior Game and implementing a tiered Positive Behavior Intervention System. Students with multiple office referrals will be referred to the Student Assistance Team to determine appropriate behavior interventions in the classroom through collaboration with parents and guardians, as well as teachers and mental health professionals. Project Aware will also implement weekly social/emotional learning opportunities so that students can have increased social emotional awareness and skills. Small group counseling sessions will be provided to students who demonstrate an increased need for social skills.

Person Responsible:

Michelle Paxton

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/30/2025

AS 1.1.1.4 Increase family and community engagement.

Description:

Clay Elementary will increase family and community engagement this school year. Families and community members are invited to Clay Elementary's Open House in the fall where school resources and mini presentations are presented to increase awareness and engagement. Classroom teachers will provide weekly updates and information to families via classroom newsletters. The robotic call system will also be utilized to share important information with families and community members. Clay Elementary has a school website that is updated weekly with important events and student shout-outs. "Lunch and Learns" will be scheduled quarterly; during these events families and community members are invited into the school to have lunch and watch a small presentation about the programs and services available at the school. Clay Elementary School will have quarterly LSIC meetings and bi-annual PAC meetings.

Person Responsible:

Michelle Paxton

Estimated Begin Date:

8/23/2024

Estimated Completion Date:

5/30/2025

PM 1.2 iReady Diagnostic Results

Description:

iReady Reading Beginning of Year Diagnostic Results: Mid or Above Grade Level: 5% (15 students) Early On Grade Level: 10% (29 students) One Grade Level Below: 51% (145 students) Two Grade Levels Below: 18% (51 students) Three or More Grade Levels Below: 16% (47 students)
iReady Math Beginning of Year Diagnostic Results: Mid or Above Grade Level: 2% (6 students) Early On Grade Level: 6% (16 students) One Grade Level Below: 58% (166 students) Two Grade Levels Below: 20% (57 students) Three or More Grade Levels Below: 14% (41 students)

PM 1.3 Non-Summative Benchmark Results

Description:

Non-Summative ELA Benchmark Results for 3rd, 4th, and 5th Grades: 55% Below Mastery, 20% At/Near Proficiency, 15% Proficient, 10% Above Grade Level
Non-Summative Math Benchmark Results for 3rd, 4th, and 5th Grades: 66% Below Mastery, 24% At/Near Proficiency, 7% Proficient, 3% Above Grade Level
Non-Summative Science Benchmark Results for 5th Grade: 51% Below Mastery, 27% At/Near Proficiency, 10% Proficient, 12% Above Grade Level

PM 1.4 Reading/Math i-Ready Diagnostic Results

Description:

Ninety-nine percent of student completed the Reading MOY i-Ready Diagnostic. School-wide results are as follows: 18% (50 students) are at Mid or Above Grade Level; 25% (71 students) are at Early On Grade Level; 33% (93 students) are at One Grade Level Below; 13% (37 students) are Two Grade Levels Below; 11% (32 students) are at Three or More Grade Levels Below. Ninety-nine percent of students completed the Math MOY i-Ready Diagnostic. School-wide results are as follows: 14% (41 students) are at Mid or Above Grade Level; 16% (44 students) are Early On Grade Level; 52% (146 students) are One Grade Level Below; 11% (32 students) are Two Grade Levels Below; 7% (20 students) are Three or More Grade Levels Below.

PM 1.5 School-wide data for MOY STAR Reading/Math

Description:

One Hundred Eighty-nine students in grades second through fifth completed the MOY STAR Reading Benchmark. Second through fifth grade results are as follows: 33% (63 students) are at Urgent Intervention; 12.5% (24 students) are at Intervention; 14% (26 students) are at On Watch; 40.5% (76 students) are At/Above Benchmark. One Hundred Eight-one students in grades second through fifth completed the MOY STAR Math Benchmark. Second through fifth grade results are as follows: 20% (35 students) are at Urgent Intervention; 20% (37 students) are at Intervention; 10% (19 students) are at On Watch; 50% (90 students) are At/Above Benchmark.

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Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups</p> <p>Explanation At Clay Elementary School, we provide all students with learning opportunities that personalize instruction based on individual learning needs. We provide student centered learning environments that enable students to participate in leadership roles within the school and classroom. Opportunities for direct instruction, technology assisted instruction, high quality research based instruction and standards based instruction that focus on higher order thinking skills are implemented daily to promote student engagement and student learning. CES provides opportunities for all students to participate in after school learning activities as well as afterschool, extended year and summer school learning activities.</p> <p>At CES we provide all students with opportunities to promote and maintain a healthy and happy lifestyle. CES provides each student daily with a healthy breakfast, lunch and snack free of charge. Nutrition values on the food served meet Federal and State recommended standards. CES, as well as the entire school district, qualify to provide all students with free breakfast and lunch through the Universal Free Breakfast and Lunch Program. CES gives opportunities for all students to participate in physical education classes 3 days a week. We also provide opportunities for all students to participate in a 30 minute recess daily.</p> <div style="border: 1px solid black; padding: 5px;"><p>S 1 Improve Academic Achievement, Student Attendance, and Student Behavior</p><div style="border: 1px solid black; padding: 5px;"><p>PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics</p><div style="border: 1px solid black; padding: 5px;"><p>S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.</p></div></div></div>	

Clay Elementary School implements activities that strengthen a well-rounded educational program by providing ongoing job embedded professional learning that promotes student achievement and healthy living. We also implement personalized instruction through interventions and differentiated instruction as well as high quality research based teaching practices that promote student learning. To further personalize instruction for students, CES implements technology integration and co-teaching practices as well as data driven instruction.

To promote healthy lifestyles, CES provides students with free breakfast, lunch and healthy snacks daily. We also provide opportunities for daily physical activity. To promote parent and community engagement, CES provides opportunities for parents and community members to participate in school activities by providing school climate surveys to complete on school safety, communication needs, and school culture. We also provide in-school activities that parents and community members can participate in such as Lunch and Learn, Open House, Parent Teacher Conferences, School Dances, Student of the Month Luncheons and Holiday Luncheons.

G 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

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

Address strategies that increase the quality and amount of learning time

Explanation

To increase the quality and amount of learning time, Clay Elementary School implements learning activities based on student performance data, known skill gaps and skill deficiencies. Teachers focus lesson objectives based on skills that need addressed as opposed to skills that have already been mastered by students. CES minimizes the number of announcements and messages sent to classrooms to avoid interruptions in instruction. In the master school schedule, we provide sufficient transitional time between classes for teachers and students. CES sends monthly calendars home to parents to ensure that parents have the opportunity to provide ongoing support to students with learning activities after school hours. To increase quality learning time, CES provides after school opportunities as well as extended year and summer school services. During weekly Professional Learning Communities teachers focus on best practices for effective practices in transitioning between lessons and between classes as well as best practices for time on task.

G 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

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



Address strategies that provide an enriched and accelerated curriculum

Explanation

To provide an enriched and accelerated curriculum, Clay Elementary School implements learning activities based on student performance data, known skill gaps and known skill deficiencies. Teachers focus lesson objectives based on skills that need addressed as opposed to skills that have already been mastered by students. Teachers also implement formative assessment practices and daily teacher observation to monitor progress toward the implementation of the action steps developed by the CES team. We closely monitor continuous improvement efforts in attempts to decrease achievement gaps in learning. CES teachers utilize weekly Professional Learning Community Meetings to share high quality teaching practices and discuss necessary adjustments needed for continuous improvements in learning. Student performance is measured not only by formative assessments but also by summative assessments when compared to student performance from previous results on the WVGSA. Instruction is driven by student performance data as well. Teachers at CES are evaluated by a summative assessment process as well. The educator evaluation enables administrators to review documentation and provide feedback to teachers on performance practices in the classroom.

CES minimizes the number of announcements and messages sent to classrooms to avoid interruptions of instruction. We provide sufficient transitional time between classes for teachers and students. CES sends monthly calendars home to parents to ensure that parents provide ongoing support for learning activities after school hours. To increase quality learning time, CES provides after school opportunities as well as extended year and summer school services. During weekly Professional Learning Communities teachers focus on best practices for transitioning as well as time on task.

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



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

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

Explanation

To address the needs of at-risk learners, Clay Elementary School will provide the following student support services: School-wide Positive Behavior and Support Program for students, ongoing job embedded professional development on research based high quality teaching practices in all subject areas for staff, implementation of co-teaching to provide support to at risk students in the regular classroom and the actions identified in this plan. CES will increase instructional intensity, technology integration, increase parent/community involvement, and invest in quality teacher recruitment practices.

CES provides opportunities for students to transition between grade levels and between teachers. In the spring of

each school year, students step up to the grade for the next school year, meet their new teacher and their new classmates. Accordingly, our staff at CES participates in professional learning meetings to ensure that the transitional experiences for students are effective and beneficial. Also, CES engages staff in high quality research based professional learning to ensure that instruction is driven by student performance data.

To further address the academic needs of at-risk students, CES implements high quality classroom management practices into our Professional Learning Communities. We also engage in high quality, research based professional learning on topics selected from analysis of student performance data and needs assessment included in this plan. Information from Educator Evaluations, Self-Reflections and the School Monitoring Report will also be used. The CES master schedule is developed to optimize instructional time as well as provide opportunities for ongoing job embedded professional learning. Our school district utilizes best practices to recruit and retain high quality staff members at CES. To ensure the hiring of highly qualified teachers, CES administrators closely communicate with the central office on certification procedures and processes for all candidates. CES administrators utilize newly certified teachers in substitute positions in attempts to observe practices and personalities in relation to CES students and staff. CES administrators attend colleges and job fairs when recruiting for high quality prospective teachers. CES administrators strive to provide all staff members with a supportive environment and unlimited resources needed to promote student learning.

For at-risk students displaying behavioral or academic concerns, a referral is made to the CES Student Assistance Team (SAT) for review and possible plan of action. For some at-risk students, the plan of action includes connecting with outside agencies to provide additional support.

In addition to our counseling and psychological services, CES offers intervention programs like A.B.E (Alternative Behavior Educator). This enables students to identify specific social interaction patterns for inappropriate behavior. The program models and promotes positive behaviors for students to display when interacting with peers and adults. To address the physical needs of at-risk students, CES provides free breakfast, lunch and healthy snacks daily. For students attending after school, dinner is also provided. Bus services are provided to ensure transportation for students attending after school. Activities offered in after school include academic tutoring, computer assisted learning and extra curricular activities.

To further meet the physical needs of at-risk learners, CES provides health services from an in house wellness center and school nurse. Periodically, local businesses and churches provide assistance to student needs by donating such items as coats, shoes, boots, gloves, backpacks, school supplies and weekend snacks.

1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

Address strategies that increase the parent and family engagement

Explanation

To increase parent and family engagement, Clay Elementary School invests in ongoing, job-embedded professional learning that focuses on increasing parent/family and community involvement. Stronger, positive communication and connections created between CES and parent/family members promote student success and improvement in student learning.

To further increase parent and family engagement, CES provides parent/family trainings on helping students succeed in school as well as helping students maintain a healthy lifestyle. CES will continue to provide opportunities for positive communication between school and parent/families by inviting family members to participate in school activities like Open House, Parent Teacher Conferences, Local School Improvement meetings, Parent Teacher Organizational meetings. Lunch and Learn opportunities, Kindergarten Orientation Day, Student of the Month Luncheons, holiday school performances as well as school holiday luncheons. For parents/family members not attending school activities, positive school communication is available from CES in the form of monthly school calendars, automated phone messages, the district online website and local newspaper articles.

1 Improve Academic Achievement, Student Attendance, and Student Behavior

1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

Clay County Schools (016) Public District - FY 2025 - Clay Elementary School (016-202) Public School - School Strategic Plan - Rev 0

Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

1) **Identify students to be served**

Address strategies to identify students to be served



Explanation

To identify and address the needs of at-risk learners, Clay Elementary School will provide the following student support services: School-wide Positive Behavior and Support Program for students, ongoing job embedded professional development on research based high quality teaching practices in all subject areas for staff, implementation of co-teaching to provide support to at risk students in the regular classroom and the actions identified in this plan, and the PAX behavior game. The PAX behavior game will be implemented to assist teachers with classroom management and to increase attendance and academic success. . CES will increase instructional intensity, technology integration, increase parent/community involvement, and invest in quality teacher recruitment practices.

CES provides opportunities for students to transition between grade levels and between teachers. In the spring of each school year, students step up to the grade for the next school year, meet their new teacher and their new classmates. Accordingly, our staff at CES participates in professional learning meetings to ensure that the transitional experiences for students are effective and beneficial. Also, CES engages staff in high quality research based professional learning to ensure that instruction is driven by student performance data.

1 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

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

Address strategies to create opportunities for all children including subgroups



Explanation

To further address the academic needs of at-risk students, Clay Elementary School implements high quality classroom management practices into our Professional Learning Communities. We also engage in high quality, research based professional learning on topics selected from analysis of student performance data and needs assessment included in this plan. Information from Educator Evaluations, Self-Reflections and eWalks will also be used. The CES master schedule is developed to optimize instructional time as well as provide opportunities for ongoing job embedded

professional learning. Our school district utilizes best practices to recruit and retain high quality staff members at CES. To ensure the hiring of highly qualified teachers, CES administrators closely communicate with central office on certification procedures and processes for all candidates. CES administrators utilize newly certified teachers in substitute positions in attempts to observe practices and personalities in relation to CES students and staff. CES administrators strive to provide all staff members with a supportive environment and unlimited resources needed to promote student learning.

G 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

- 3) **Activities that strengthen a well-rounded educational program**
Address strategies that strengthen a well-rounded educational program

Explanation

At Clay Elementary School, we provide all students with opportunities to promote and maintain a healthy and happy lifestyle. CES provides each student daily with a free healthy breakfast, lunch and snack. Nutrition values on the food served meet Federal and State recommended standards. CES as well as the entire school district qualify to provide all students with free breakfast and lunch through the Universal Free Breakfast and Lunch Program. Clay Elementary implements Positive Behavior Interventions and Supports (PBIS) into our daily routine, which promotes a positive culture and provides individualized behavior supports to students. Clay Elementary also has an in-house school psychologist and counselor who addresses and assists students with their academic, behavioral, and emotional needs.

G 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

- 4) **Increase the quality and amount of learning time**
Address strategies that increase the quality and amount of learning time

Explanation

At Clay Elementary School, we provide all students with learning opportunities that personalize instruction based on individual learning needs. We provide student centered learning environments that enable students to participate in leadership roles within the school and classroom. Opportunities for direct instruction, technology assisted instruction, high quality research based instruction and standards based instruction that

focus on higher order thinking skills are implemented daily to promote student engagement and student learning. CES provides opportunities for all students to participate in after school learning activities as well as extended year and summer school learning activities.

G 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

- 5) **Provide an enriched and accelerated curriculum**
Address strategies that provide an enriched and accelerated curriculum

Explanation

Clay Elementary School students participate and place in various county competitions throughout the year and we are proud to have students place in state competitions. At CES, we provide all students with learning opportunities that personalize instruction based on individual learning needs. We provide student centered learning environments that enable students to participate in leadership roles within the school and classroom. Opportunities for direct instruction, technology assisted instruction, high quality research based instruction and standards based instruction that focus on higher order thinking skills are implemented daily to promote student engagement and student learning. CES provides opportunities for all students to participate in the gifted program and after school learning activities as well as extended year and summer school learning activities.

G 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

- 6) **Address the needs of at-risk learners**
Address strategies that address the needs of at-risk learners that may include the following:
- Student support services
 - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
 - PBIS
 - Professional development and teacher recruitment
 - Preschool transition

Explanation

To address the needs of at-risk learners, Clay Elementary School will provide the following student support services: School-wide Positive Behavior and Support Program for students, ongoing job embedded professional development on research based high quality teaching practices in all subject areas for staff, implementation of co-teaching to provide support to at risk students in the regular classroom and the actions identified in this plan. CES will increase instructional intensity, technology integration, increase parent/community involvement, and invest in quality teacher recruitment practices. The PAX behavior game will be implemented to assist teachers with classroom management and to increase attendance and academic success.

1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

7) **Parent and family engagement**

Address strategies that increase the parent and family engagement

Explanation

To further increase parent and family engagement, Clay Elementary School provides parent/family trainings on helping students succeed in school as well as helping students maintain a healthy lifestyle. CES will continue to provide opportunities for positive communication between school and parent/families by inviting family members to participate in school activities like Open House, Parent Teacher Conferences, Local School Improvement meetings, Parent Teacher Organizational meetings. Lunch and Learn opportunities, Kindergarten Orientation Day, Student of the Month Luncheons, holiday school performances as well as school holiday luncheons. For parents/family members not attending school activities, positive school communication is available from CES in the form of monthly school calendars, automated phone messages, the district online website and local newspaper articles.

1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

8) **Coordination of program**

Address strategies that coordinate program services

Explanation

Clay Elementary School provides after school opportunities as well as extended year and summer school services. These services are provided by collaboration and funding from various programs to offer additional opportunities for all students.

G 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

9) **Minimize pull-out instruction**
Address strategies that minimize pull-out instruction

Explanation

To further personalize instruction for students and minimize pull out we use the co-teaching model, Clay Elementary School implements technology integration and co-teaching practices as well as data driven instruction to keep students on track academically and socially.

G 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

S 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

10) **Review progress of children served under the program**
Address strategies to review the progress of children served under the program

Explanation

At Clay Elementary School we closely monitor continuous improvement efforts in attempts to decrease achievement gaps in learning. CES teachers utilize weekly Professional Learning Community Meetings to share high quality teaching practices and discuss necessary adjustments needed for continuous improvements in learning. Student performance is measured not only by formative assessments but also by summative assessments when compared to student performance from previous results on the WVGSA. Instruction is driven by student performance data as well.

G 1 Improve Academic Achievement, Student Attendance, and Student Behavior

PM 1.1 Non-Summative Assessment Benchmarks and iReady Diagnostics

§ 1.1.1 We will use data-informed decision making to increase academic achievement of all students in both ELA and Math.

Required Documents

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