

LEA Strategic Plan History Log

Mercer County Schools (051) Public District - FY 2019 - LEA Strategic Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
9/5/2018 3:06:02 PM	Elizabeth McCoy	Status changed to 'LEA Strategic Plan Approved by Office of Student and School Support'.	S
9/5/2018 11:21:11 AM	Michelle Moore	<p>Hello everyone,</p> <p>The Office of Federal Programs has begun the process of reviewing <i>County Strategic Plans/WVSIPP</i> and <i>Consolidated applications</i> for 2018-2019. To view the status of your county's plan/application sections and any provided feedback for revisions, please:</p> <ol style="list-style-type: none"> 1) Log back into the GPS platform. 2) Review the <u>LEA Strategic Plan Checklist</u> (bottom of the sections page in the Strategic Planning tool) 3) Then go to the <u>Consolidated Application Checklist</u> (bottom of the sections page in the consolidated application). <p>Once the application and/or strategic plan return to the county, from WVDE, you will be able to log back into the plans to make corrections, if any are needed.</p> <p>We hope the school year is starting great for all of you. If you have any questions or concerns, please do not hesitate to call or email me. Thank you very much for your time and effort.</p> <p>Yours truly, Michelle Moore, Coordinator Office of Federal Programs 304.558.7805 ext. 53527</p>	C
8/24/2018 11:05:02 AM	Teresa Russell	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S
8/14/2018			

2:03:40 PM	Rick Ball	Status changed to 'LEA Strategic Plan Completed'.	S
8/14/2018 10:48:21 AM	Elizabeth McCoy	Status changed to 'LEA Strategic Plan Returned Not Approved by Office of Student and School Support'.	S
7/31/2018 4:47:19 PM	Teresa Russell	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S
7/31/2018 4:46:55 PM	Teresa Russell	Status changed to 'LEA Strategic Plan Completed'.	S
6/12/2018 12:19:15 PM	Teresa Russell	Status changed to 'LEA Strategic Plan Started'.	S
3/7/2018 10:42:56 AM	GPS Administrator	Status changed to 'LEA Strategic Plan Not Started'.	S

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*** 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.**

Deborah Akers, Superintendent, dsakers@k12.wv.us

Rick Ball, Assistant Superintendent,

rmball@k12.wv.us

Todd Browning, Assistant Superintendent, tbrowning@k12.wv.us

Teresa Russell, Data and Information Specialist, trussell@k12.wv.us

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

Mercer County personnel and Board of Education members believe in respecting the worth and individuality of all students. They demonstrate that core belief by providing opportunities for problem-solving and decision making; individualizing instruction; fostering love of learning; promoting the dignity of work; promoting good mental, emotional, and physical health; developing appreciation for aesthetics; teaching students to be responsible; teaching and promoting the democratic process; delivering lessons that engage students in questioning, thinking, collaborating and communicating.

LEA Strategic Plan - Demographic Data

Mercer County Schools (051) Public District - FY 2019 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Demographic Data

Student Groups		State (2017-18)	County (2017-18)
		% of Students	% of Students
All			
Economically Disadvantaged			
Low SES		48.98	58.52
SWD		16.73	16.6
EL		0.75	0.54
Race			
American Indian or Alaska Native		0.09	0.08
Asian		0.67	0.45
Black or African American		4.28	9.39
Hispanic or Latino		1.77	0.95
Multi-Racial		3.07	4.62
Native Hawaiian or Other Pacific Islander		0.04	0.03
White		90.07	84.49
Gender			
Female		48.26	48.11

Male	51.74	51.89
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- Demographic Data: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroups' numbers and how it impacts planning for learning.

Mercer County Schools has approximately ten (10) percent more Low SES students than the state average. The state average of EL students is slightly higher than MCS. Demographically, the American Indian or the Alaskan Native and the Asian population is less than one (1) percent for the state and the county. The state only averages a little over four (4) percent Black or African American students while MCS averages a little over nine (9) percent. MCS is almost one (1) percent lower than the state in the Hispanic or Latino cell, but the county is higher (a little over one percent) than the state in the Multi-Racial cell. The Native Hawaiian or Other Pacific Islander cells are fairly equivalent while the White cell is about six (6) percent lower for MCS than for the state. The number of males and females are approximately the same for the county and state.

The number of students in each subgroup fluctuated slightly each year; however, planning for the subgroups is included in annual staff development considerations and schedules.

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LEA Strategic Plan - Academic Data

Academic Data - Reading Proficiency

Student Groups		State (2016-17)	County (2016-17)
		% of Students	% of Students
All		47.51	47.28
Economically Disadvantaged			
	Low SES	41.37	45.89
SWD		13.86	9.7
EL		40.06	43.33
Race			
	American Indian or Alaska Native	44.44	75
	Asian	73.78	68
	Black or African American	33.44	32.13
	Hispanic or Latino	44.38	54.35
	Multi-Racial	42.58	39.18
	Native Hawaiian or Other Pacific Islander	61.67	0
	White	48.16	48.9
Gender			

Female	54.19	53.2
Male	41.22	41.89

- Reading: After analyzing the data, provide a summary of findings related to subgroups' ELA proficiency including impacts on planning for learning and root causes as it relates to upward and downward trends.

Proficiency for the county and state differ less than one (1) percent with the state being slightly higher; however, the Low SES group was approximately four (4) percent higher in reading proficiency for the county than for the state. MCS was slightly lower (a little over four percent) in proficiency for the SWD cell but a little over three (3) higher in the EL subgroup than the state. With the low number of students (less than one percent) in the American Indian or Alaska Native and Asian population, the percentages of proficiency relate to only a very small population of students, although the data appears to show a significant gap with the county achieving higher proficiency scores in the category containing Natives and the state holding higher scores in the Asian cell. The state holds a slight edge in the Black or African American group, but the county has a slight edge in the Hispanic or Latino group. For the Multi-Racial group, the county is about three (3) percent lower than the state. Another low subgroup, Native Hawaiian or Other Pacific Islander also appears to show a significant difference; however, this too is a group with a very small population. The reading proficiency for the state and county for the white population are fairly equal. The gender populations also appear to be fairly equal for the state and the county.

To increase reading proficiency in all cells, planning for reading will continue during the 2018-2019 school year through staff development sessions, individual school planning groups, PLCs, and vertical teaming.

Academic Data - Reading Performance Distribution

Reading - District (2016-2017)					
Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	592.1	52.14	7.24	25.26	15.36
4	778.08	26.27	23.81	29.19	20.74

5	880.03	22.89	28.86	24.54	23.71
6	925.47	36.5	15.11	24.28	24.11
7	1070.45	17.05	33.11	8.61	41.23
8	1116.08	15.9	42.46	3.93	37.7
11	1210.77	26.85	19.64	31.53	21.98

- Reading Performance Distribution: After analyzing the data, provide a summary of findings and the impact it has on planning for learning within the grade levels as well as across the grade spans.

In examining current Lexile scores, each grade has between forty (40) and fifty-two (52) percent of students who are proficient or above in the CCR Band with the students in the eleventh grade having the highest proficiency scores and students in the third grade having the lowest proficiency scores.

Recent trainings have been implemented for teachers to help identify grade level appropriate reading materials. Continuation of these trainings and monitoring of teacher selected reading materials will continue throughout the 2018 - 2019 school year.

Academic Data - Mathematics Proficiency

Student Groups	State (2016-17)	County (2016-17)
	% of Students	% of Students
All	34.83	35.77
Economically Disadvantaged		
Low SES	29.48	35.43
SWD	10.85	7.2
EL	34.41	33.33
Race		

American Indian or Alaska Native	33.33	75
Asian	69.8	64
Black or African American	20.77	19.17
Hispanic or Latino	28.84	32.61
Multi-Racial	31.02	26.9
Native Hawaiian or Other Pacific Islander	50	0
White	35.43	37.63
Gender		
Female	35.01	35.85
Male	34.65	35.71

- Mathematics: After analyzing the data, provide a summary of findings related to subgroups' Mathematics proficiency including impacts on planning for learning and root causes as it relates to upward and downward trends.

Proficiency scores in math were about one (1) percent higher in the county than in the state with the county proficiency rates being almost six (6) percent higher for SES than the state. In the SWD and EL groups, the county was slightly lower than the state. The proficiency rates for the American Indian or Alaskan Native, the Asian group and the Native Hawaiian or Other Pacific Islander cells relate to a very small population; however the edge goes to the state in the Asian and Native Hawaiian and Asian groupings but to the county in the American Indian or Alaska Native group. The county is slightly lower than the state in the Black or African American group and the Multi-Racial group. MCS is two (2) percent higher than the state in the White cell. In the gender category, males and females in the county and state are fairly equal.

To address all styles of learning, MCS is returning to a balanced math curriculum which offers courses in Algebra I, Algebra II, Geometry, and progresses to Trigonometry, Pre-Calc, and Calculus. Additionally, math training sessions have been incorporated into the end of year training for 2018 and the beginning of the year sessions for 2019.

Math - District (2016-2017)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	542.3	8.71	50.81	14.92	25.55
4	650.23	13.82	46.08	15.36	24.73
5	733.15	24.54	43.12	6.14	26.2
6	831.79	27.16	37.18	0.17	35.48
7	895	35.7	28.1	6.28	29.92
8	1010.62	24.26	37.38	7.87	30.49
11	1083.72	53.89	20.61	19.71	5.79

- **Mathematics Performance Distribution:** After analyzing the data, provide a summary of findings and the impact it has on planning for learning within the grade levels as well as across the grade spans.

Unlike reading, the highest math proficiency scores were obtained in the third (3rd) and the fourth (4th) grades with the lowest scores in the eleventh (11th) grade. MCS is hoping to alleviate this trend by returning to a traditional math curriculum.

As stated above, training sessions in math have been implemented and will continue to be planned and implemented during the 2019 school term.

LEA Strategic Plan - Post-Secondary Achievement Data

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LEA Strategic Plan - Post-Secondary Achievement Data

Graduation 4-Year Cohort

Student Groups		State (2016-17)	County (2016-17)
		% of Students	% of Students
All		89.4	89.45
Economically Disadvantaged			
	Low SES	87.3	89.45
SWD		75.64	77.03
EL		100	0
Race			
	American Indian or Alaska Native	91.3	0
	Asian	94.85	100
	Black or African American	87	90
	Hispanic or Latino	92.28	100
	Multi-Racial	82.97	83.33
	Native Hawaiian or Other Pacific Islander	90	100
	White	89.54	89.35
Gender			

Female	91.32	89.76
Male	87.61	89.16

- Graduation Rate: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroup numbers and how it impacts support to improve graduation rates.

Population subgroups in Mercer County fluctuate slightly each year, but to date, major shifts have not materialized. The average graduation rate for the county and state are almost equal with the county having a very slight advantage. Additionally, the male and female population groups are also fairly equal in the county with state having slightly more females graduate than males. The only Race category which has over five (5) percent of the total population is the Black or African American group. In that cell, the county has a three (3) percent graduation edge.

College and Career standards will continue to be implemented with opportunities for students to complete credits on-line and earn embedded credits. Additionally, students will be given the opportunity to earn credits through AP courses, dual credit classes, Internships, etc.

Graduation 5-Year Cohort

Student Groups	State (2016-17)	County (2016-17)
	% of Students	% of Students
All	90.37	90.84
Economically Disadvantaged		
Low SES	86.2	88.84
SWD	77.83	80.9
EL	92.79	100
Race		
American Indian or Alaska Native	88	0

	Asian	94.97	83.33
	Black or African American	87.92	87.93
	Hispanic or Latino	89.04	100
	Multi-Racial	85.45	100
	Native Hawaiian or Other Pacific Islander	100	0
	White	90.52	91.01
Gender			
	Female	92.6	93.02
	Male	88.19	88.75

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• Graduation Rate: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroup numbers and how it impacts support to improve graduation rates.

Again the five (5) year graduation cohort numbers are fairly equal for the county and the state. More variances appear to occur in the Race categories which include a small sample of the student population. The female and male gender population cells are fairly equal for the state and the county.

MCS makes every effort, including close monitoring of low performing students, to ensure that all students in each cell have an opportunity to graduate.

College Readiness (AP/IB and Dual Credit)

Student Groups		State (2016-17)	County (2016-17)
		% of Students	% of Students
All		27.67	29
Economically Disadvantaged			
	Low SES	1.16	1.24

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SWD		0.06	-
EL		0.07	-
Race			
	American Indian or Alaska Native	0.02	-
	Asian	0.47	0.18
	Black or African American	0.95	3
	Hispanic or Latino	0.27	0.18
	Multi-Racial	0.3	0.18
	Native Hawaiian or Other Pacific Islander	0.02	-
	White	25.64	25.44
Gender			
	Female	16.83	14.49
	Male	10.85	14.49

- College Readiness: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroups' numbers and how it impacts support to increase successful participation in AP/IB/Dual credit courses.

About one (1) percent of more of students in Mercer County enroll in AP and Dual Credit courses than in the state. All of the subgroups are fairly equal in number except for the Black or African American group where MCS has about two (2) percent more students in this cell taking AP or Dual Credit Courses than in the state; however, the county has almost five percent more students in this cell than the state.

Efforts to increase the number of students taking AP Courses and Dual Credit Courses will continue at the county and the school level.

Career Readiness (CTE Completer and Advanced Courses)

Student Groups		State (2016-17)	County (2016-17)
		% of Students	% of Students
All		38.83	64.13
Economically Disadvantaged			
Low SES		4.18	1.59
SWD		0.99	-
EL		0.15	0.18
Race			
American Indian or Alaska Native		0.01	-
Asian		0.1	0.18
Black or African American		1.19	3.89
Hispanic or Latino		0.28	0.18
Multi-Racial		0.28	0.88
Native Hawaiian or Other Pacific Islander		0.01	0.18
White		36.97	58.83
Gender			
Female		15.63	27.03
Male		23.19	37.1

• Career Readiness: After analyzing the data, provide a summary of findings related to decreases and increases in the subgroups' numbers and how it impacts support to increase successful completers in CTE programs of study and advanced courses.

MCS is significantly higher in the number of students who demonstrate CTE Completer status than the state with the

county being over twenty-five (25) percent higher than the state. While most subgroups are fairly equal in percentages, the gender groups as well as the white groups show the most significant differences in percentages with the county being higher in completion rates.

Efforts to continue to increase the number of CTE completers will continue at the county and the school level.

Both College and Career Readiness

Student Groups		State (2016-17)	County (2016-17)
		% of Students	% of Students
All		60.12	78.09
Economically Disadvantaged			
Low SES		5.09	2.47
SWD		1.05	-
EL		0.22	0.18
Race			
American Indian or Alaska Native		0.03	-
Asian		0.52	0.18
Black or African American		1.95	5.65
Hispanic or Latino		0.53	0.35
Multi-Racial		0.53	1.06
Native Hawaiian or Other Pacific Islander		0.03	0.18
White		56.54	70.67
Gender			

Female	28.99	35.51
Male	31.13	42.58

- Both College and Career Readiness: Utilizing the side by side comparison, provide a summary of findings related to decreases and increases in subgroups' numbers and how it impacts planning and support for college and career readiness.

The county has almost an eighteen (18) percent edge over the state in the number of students who are both college and career ready. The only major group where the state percentages are higher than the county is the Low SES identified student with the state having a little over two (2) percentage points higher than the county. The White cell shows a significant advantage for the county and the Black or African American cell also shows the county attaining a higher percentage of students who are college and career ready.

Efforts will continue to enroll students in college and career coursework.

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LEA Strategic Plan - Student and School Success

Attendance

Students with Attendance over 90%

		State (2016-17)	County (2016-17)
Student Groups		% of Students	% of Students
All		82.17	81.29
Economically Disadvantaged			
	Low SES	71.82	74.82
SWD		77.56	74.54
EL		91.08	92.73
Race			
	American Indian or Alaska Native	79.49	87.5
	Asian	94.94	92.86
	Black or African American	84.19	85.99
	Hispanic or Latino	84.75	77.63
	Multi-Racial	82.63	84.04
	Native Hawaiian or Other Pacific Islander	86.92	66.67
	White	81.93	80.64

Gender			
	Female	81.44	81
	Male	82.87	81.55

• Attendance Data: After analyzing attendance data, provide a summary of findings related to decreases and increases in subgroups' numbers and how it impacts planning for learning and support. Include possible root cause analysis and other related causes to your findings.

Only slight variances in attendance date is demonstrated between the state and Mercer County. While only affecting a small population, the cell with the largest percentage gap is the Native Hawaiian or Other Pacific Islander group.

Efforts to increase student achievement continue in MCS.

Behavior Data

Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)			
Student Groups		State (2016-17)	County (2016-17)
		% of Students	% of Students
All		94.44	88.63
Economically Disadvantaged			
	Low SES	90.93	84.11
SWD		90.45	81.3
EL		97.56	96.36
Race			
	American Indian or Alaska Native	93.16	62.5
	Asian	98.63	95.24

	Black or African American	86.98	76.33
	Hispanic or Latino	95.34	93.42
	Multi-Racial	93.56	87.62
	Native Hawaiian or Other Pacific Islander	98.13	100
	White	94.76	89.89
Gender			
	Female	96.94	92.68
	Male	92.08	84.87

- Behavior Data: After analyzing behavior data as it relates to suspensions, provide a summary of findings related to decreases and increases in subgroups' numbers and how it impacts planning for learning and support services. Include possible root cause analysis and other related causes to your findings.

Students without any school suspensions are lower in Mercer County than they are state-wide. The largest groups with more county out of suspensions than the state are the Low SES group, the Black or African American group, and the Male gender group. The other categories are somewhat closer for the state and the county,

Suspension rates in the categories may be elevated due to the fact that MCS has a higher population of Low SES students and a higher population of Black or African Americans.

Administrators at the school and the county level closely monitor Behavioral data. This practice will continue throughout the 2018-2019 school year.

Mercer County Schools (051) Public District - FY 2019 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Educator Equity and Effectiveness Data

Evaluation Data

	State (2016-17)	County (2016-17)
Performance Level	% of Teachers	% of Teachers
Distinguished	6.51	6.47
Accomplished	81.25	82.26
Emerging	9.32	9.78
Unsatisfactory	0.31	0.17

- Educator Evaluation Data: After analyzing the data, provide a summary of findings including trends, root causes, and challenges to improve educator equity and effectiveness. This analysis should lead to the development of professional learning opportunities illuminated in the WVSIPP.

The county and the state are fairly equal in the percentage of teachers in each category.

Evaluations, walk-throughs, observations, and staff development sessions are incorporated into each schools plan in order to increase the number of educators who meet the standards for and accomplished and/or distinguished teacher.

LEA Strategic Plan - Homeless Data

Mercer County Schools (051) Public District - FY 2019 - LEA Strategic Plan - Rev 0

LEA Strategic Plan - Homeless Data

Student Groups	State (2016-17 EOY)	County (2016-17 EOY)
	% of Students	% of Students
Grades		
PK	0.14	0.25
K	0.26	0.5
1	0.25	0.48
2	0.24	0.48
3	0.25	0.46
4	0.23	0.39
5	0.21	0.48
6	0.17	0.1
7	0.15	0.07
8	0.14	0.07
9	0.15	0.07
10	0.12	0.06
11	0.13	0.01
12	0.18	0.08

Student Groups			
	Unaccompanied Homeless Youth	0.08	0
	SWD	0.59	0.93
	EL	0.03	0
Nighttime Residence			
	Code S = Shelters	0.32	0.67
	Code D = Doubled-up	2.16	2.79
	Code U = Unsheltered	0.1	0.03
	Code H = Hotels/Motels	0.06	0.02

- Homeless Data: After analyzing the data, provide a summary of findings related to the homeless population and the impact it has on planning for learning.

Significant differences in the homeless data for the county and the state are not apparent; however, MCS has increased the number of social workers in the schools to assist students who may be included in this category.

Mercer County Schools (051) Public District - FY 2019 - LEA Strategic Plan - Rev 0

Plan Items

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

Description:

During the 2018-2019 school year, require and demonstrate improvement in academic performance in English and Language Arts as demonstrated by a three percent gain in academic achievement.

PM 1.1 Reading Language Arts Support

Description:

Results of ELA assessment including the general summative assessment, STAR assessments, and interim assessments will be analyzed and evaluated to monitor progress in reading and language arts.

S 1.1.1 Mastery of Content Standards

Description:

All schools will administer interim and STAR assessments as scheduled to monitor progress in reading and language arts.

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
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	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
	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education programs
	If appropriate, implement process to identify students for support under Targeted Assistance Program
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom
	If appropriate, support and coordinate CTE and work-based learning opportunities
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Address support for experienced teachers
	Support for student teachers
	Support for other staff
	Professional development
Early Literacy	School Readiness

AS 1.1.1.1 Best Practices

Description:

Attend and provide professional development of LDC Module Writing in order to implement and utilize LDC best practices to ensure all students graduate with literacy skills to provide success in college and careers.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 1.1.1.2 Identifying Strengths and Weaknesses in RLA

Description:

Using assessment scores for RLA, identify individual student strengths and weaknesses. Once strengths and weaknesses are identified, provide support for students who are experiencing difficulties including a summer program for grades K-2 which utilizes state early literacy initiatives.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$80,000.00

AS 1.1.1.3 Writing

Description:

Use all modes of writing (narrative, expository, persuasive, argumentative, synthesis, etc.) across all disciplines to complete documented research papers including CAPSTONE EXPERIENCE,

CTE Portfolios, and elementary writing projects/portfolios.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$50,000.00

AS 1.1.1.4 Multi-Media

Description:

Ensure usage of multi-media materials, including technology (T-books), for reading, writing, and research to help increase and enhance individual literacy acquisition and research skills.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$80,000.00

Title IV Part A

\$10,858.00

Total \$90,858.00

AS 1.1.1.5 Vertical Alignment of RLA

Description:

Provide staff opportunities to vertically align reading, writing, and language arts materials to mesh with state (CCR) standards and to ensure students are prepared for next level CCR standards.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$50,000.00
	Title II Part A		\$50,000.00
IDEA and State Aid Entitlement	IDEA School Age		\$45,000.00
Total			\$145,000.00

AS 1.1.1.6 Reading Support

Description:

Continue implementation of "Journeys" reading series - and finalize the development of the RLA

Curriculum Prioritization Guides to assist teachers in effectively addressing instructional needs of elementary students.

Person Responsible:

Rick Ball

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$75,000.00

AS 1.1.1.7 Instructional Strategies

Description:

Develop and use instructional strategies including reading logs, character maps, and annotation of text to increase student reading comprehension and to assist students in developing higher level thinking skills.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2017

Estimated Completion Date:

6/30/2000

Funding Application	Grant	Notes	Amount
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Consolidated	Title I Part A		\$0.00
	Title I Part A	Title I	\$50,000.00
	State EL Funds		\$1,901.00
Total			\$51,901.00

AS 1.1.1.8 Differentiated Instruction

Description:

Provide students with opportunities for higher levels of rigor to include differentiated instruction to allow students the opportunity for college credit while still in high school (AP, dual credit classes, college visits, virtual classes, etc.)

Person Responsible:

Todd Browning

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 1.1.1.9 Lesson Plan Review

Description:

Periodic monthly review of teacher lesson plans to ensure usage of assessments and assessment data.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

2 Program Support

Description:

During the 2018-2019 school year, all schools and all classrooms will show evidence of a school climate and culture that promotes the mental and emotional health of students and staff as well as an environment where all students and staff feel safe as evidenced by a one (1) percent increases in attendance for students and staff, a one (1) percent increase in graduation rates and a two (2) percent decrease in out of school suspensions.

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

Description:

School and county graduation, attendance, and suspension rates will be analyzed and evaluated to target potential dropouts utilizing WVEIS data.

S 2.1.1 Differentiated Programming

Description:

Provide various programs of support in order to increase attendance, class participation, out of school suspensions, and graduation rates.

Component	Item Name
LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards
	Provide services for homeless children and youth
	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education 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
WVSIPP	Induction of beginning teachers
	Address support for experienced teachers
	Support for student teachers
	Support for other staff
	Professional development

AS 2.1.1.1 Standards Implementation

Description:

Allow for county and school collaborations/meetings to increase knowledge and understanding of College and Career Readiness Standards and strategies and to provide appropriate staff development sessions to ensure implementation of standards.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$150,000.00
	Title II Part A		\$75,000.00

AS 2.1.1.2 Early Warning

Description:

Use WVEIS EWS to target potential dropouts and truant students, to identify students at risk, and to offer focused instruction for bottom twenty-five (25) students.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.3 Transition Plans

Description:

Develop transition plans for elementary, middle, and high schools in order to increase attendance and decrease dropouts.

Person Responsible:

Rick Ball

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.4 Credit Recovery

Description:

Continue county-wide credit recovery program during the school day to increase attendance and graduation rates.

Person Responsible:

Todd Browning

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.5 Job Shadowing

Description:

Continue to increase the number of students county-wide who participate in the student job shadowing and internship programs in order to increase attendance and graduation rates.

Person Responsible:

Todd Browning

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.6 Academic Coaches

Description:

Provide assistance to teachers through embedded academic coaches and Double Shot teachers to identify and support staff development needs, to increase attendance, and to work with at-risk students to ensure they graduate with their perspective classes.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.7 Classroom Size/Multi-Grade Classrooms

Description:

Reduce class size and/or number of multi-grade classes in elementary schools where two grades would be served in order to increase participation.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00
	Title II Part A		\$0.00
	Title V Part B, RLIS		\$187,765.00
Total			\$187,765.00

AS 2.1.1.8 Individualized Learning

Description:

Continue to purchase individual technology devices for use by students to implement individualized

learning support of College and Career Standards.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$150,000.00
	Title II Part A		\$150,000.00
	Title IV Part A		\$0.00
IDEA and State Aid Entitlement	IDEA School Age		\$28,000.00
	IDEA Preschool		\$27,000.00
Total			\$355,000.00

AS 2.1.1.9 College and Career Awareness

Description:

Increase college and career awareness in elementary grades by offering daily career moments.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.10 Graduation 20/20

Description:

Offer and attend trainings on Graduation 20/20 as part of the WVDE systemic improvement plan to increase high school graduation for all students including students with disabilities.

Person Responsible:

Todd Browning

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.11 Pre-K Education Assistance

Description:

Provide review and training on Policy 2525 and WV Healthy and Safety Checklist for Pre-K educators in order to increase student participation and attendance.

Person Responsible:

Rick Ball

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
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AS 2.1.1.12 Pre-K Requirements

Description:

Offer trainings for Pre-K educators in CPR, First Aid, CPI, Autism, and Technology to provide support for all personnel.

Person Responsible:

Rick Ball

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.13 Alternative Education

Description:

Assist Alternative Education students in using computer software to earn credits for graduation.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.14 Establishing Rules and Expectations

Description:

Acknowledge receipt and signature of County Code of Conduct Forms in order to monitor receipt of

rules and expectations to assist in reduction of out-of-school suspensions.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.15 Family Support

Description:

Hold parent/teacher/administrator/student conferences in order to update parents and students about student progress, to review class expectations, and to review students' PEP plans in order to increase attendance and graduation rates.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$75,000.00

AS 2.1.1.16 Behavior Support

Description:

Offer positive behavior support activities including guest speakers to increase attendance and prevent students from dropping out of school, and offer professional development for teachers in areas of behavior support and creating a safe and healthy environment.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$50,000.00
	Title V Part B, RLIS		\$0.00
Total			\$50,000.00

AS 2.1.1.17 Student Progress Communications

Description:

Communicate with students weekly concerning individual progress in order to increase attendance and graduation rates and to decrease out-of-school suspensions.

Person Responsible:

Deborah Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.18 Extra Curricular Activities

Description:

Provide extra-curricular activities to promote good attendance, positive behavior, and academic achievement.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.19 Visual Aids

Description:

Stress the importance of positive classroom climate and the use of visual aids to enhance student thinking skills and to increase class participation and attendance.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.20 Tutoring

Description:

Increase the number of low income students who are prepared to enter post-secondary education through parent and student trainings, test preparation, mentoring and tutoring.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.21 Goal Setting

Description:

Provide regularly scheduled, school-wide, data analysis, curriculum planning and academic goal setting by targeted school principals and instructional staff (including Title I and Special Education) to increase attendance, graduation rates, and to decrease out-of-school- suspensions.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$0.00
IDEA and State Aid Entitlement	IDEA School Age		\$5,000.00
Total			\$5,000.00

AS 2.1.1.22 College and Career Readiness

Description:

Incorporate professional development sessions and teacher collaboration sessions to train teachers on skills necessary for college and career readiness to prepare students for college and career.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$30,000.00

AS 2.1.1.23 Technology

Description:

Use technology to assist with mastering research strategies and techniques and to increase technological awareness in the classroom to increase participation and attendance, and provide technical support and training for teachers in the use of technology through Technology Integration Specialists. Build a technology infrastructure capacity as well as purchase technology for student use to assist with individualized instruction.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$1,000,000.00
	Title II Part A		\$100,000.00
	Title IV Part A		\$10,000.00
IDEA and State Aid Entitlement	State Aid for Special Education		\$40,000.00
Total			\$1,150,000.00

AS 2.1.1.24 Instructional Strategies to Assist with Low Performing Classrooms

Description:

Identify consistently low performing classrooms in order to propose focused supervision and professional development opportunities to support individual needs. Once weaknesses are identified, implement specific instructional strategies to assist under-performing educators in order to improve teacher and student attendance and to increase student participation.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$500,000.00
	Title V Part B, RLIS		\$0.00
IDEA and State Aid Entitlement	IDEA School Age		\$10,000.00
Total			\$510,000.00

AS 2.1.1.25 Local School Improvement Council

Description:

Utilize LSIC meetings with BOE to provide necessary trainings for remediation and enrichment related to attendance, graduation, and discipline.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.26 Parent Teacher Organizations

Description:

Meet with PTO in order to update expectations of students, faculty, and staff in order to increase student participation, attendance, and graduation.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.27 Block and Grade Level Meetings

Description:

Provide opportunity for communication with faculty and staff to relate updates and expectations through block and grade level meetings, during Faculty Senate meetings, and during Administrator with Faculty meetings in order to increase teacher and student participation and participation.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.28 New Teacher Seminar

Description:

Continue implementation of beginning and new teacher seminars in order to increase communication of teacher expectations and to discuss student skill needs.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$75,000.00
	Title V Part B, RLIS		\$0.00
Total			\$75,000.00

AS 2.1.1.29 Monitoring Tools

Description:

Increase usage of monitoring tools used by central office staff and principals by providing a "common" walk-through template in order to increase student engagement, participation, attendance, and graduation.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 2.1.1.30 Student Support

Description:

Provide instructional materials for STEM activities, training and materials for teachers and students for project based learning activities; training for teachers in programs designed to develop student leadership, student initiatives, and student behavior; and provide professional development in the areas of school climate and safe school environment.

Person Responsible:

Deborah Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$0.00

AS 2.1.1.31 Professional Support

Description:

Provide professional development for administrators, new teachers and AP teachers.

Person Responsible:

Deborah Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$0.00

Description:

During the 2018-2019 school year, require and demonstrate improvement in academic performance in Math as demonstrated by a three percent gain in academic achievement.

PM 3.1 Math Support

Description:

Results of Math assessment including the general summative assessment, STAR assessments, and interim assessments will be analyzed and evaluated to monitor progress in mastery of CCR standards.

S 3.1.1 Mastery of Content Standards

Description:

All schools will administer interim and STAR assessments as scheduled to monitor progress in math.

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
	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools
	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
	Provide effective parent and family engagement
	If applicable, support, coordinate, and integrate services with early childhood education programs
	If appropriate, implement process to identify students for support under Targeted

	Assistance Program
	Implement strategies to facilitate effective transitions for students between programmatic levels
	Reduce the overuse of discipline practices that remove students from the classroom
	If appropriate, support and coordinate CTE and work-based learning opportunities
	Other appropriate strategies identified by the LEA
WVSIPP	Induction of beginning teachers
	Address support for experienced teachers
	Support for student teachers
	Support for other staff
	Professional development

AS 3.1.1.1 Differentiated Instruction			
Description:			
Provide students with opportunities for higher levels of rigor to include differentiated instruction to allow students the opportunity for college credit while still in high school (AP, dual credit classes, college visits, virtual classes, etc.)			
Person Responsible:			
Todd Browning			
Estimated Begin Date:			
7/1/2018			
Estimated Completion Date:			
6/30/2019			
Funding			

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

AS 3.1.1.2 Identifying Strengths and Weaknesses in Math

Description:

Purchase software licenses for formative assessments, individual skill assessments, and monitoring of individualized remediation progress (FastForward, Stride Academy, PALS)

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$100,000.00

AS 3.1.1.3 Vertical Alignment

Description:

Provide staff opportunities to vertically align math materials to mesh with state (CCR) standards and to ensure students are prepared for next level CCR standards.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$50,000.00

AS 3.1.1.4 Lesson Plan Review

Description:

Periodic monthly review of teacher lesson plans to ensure usage of assessments and assessment data.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 3.1.1.5 Best Practices

Description:

Monitor implementation of MDC to ensure all students graduate with CCR math skills necessary for success in college and career.

Person Responsible:

Todd Browning

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

AS 3.1.1.6 Math Support

Description:

Assess implementation of Carnegie Math in order to increase student acquisition of math skills necessary for college and career and purchase software license to continue implementation of program.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		\$50,000.00

AS 3.1.1.7 Technology

Description:

Ensure student use of individual technology devices for use by students to implement individualized learning and support implementation of WV CCR Math Standards.

Person Responsible:

Debra Akers

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$150,000.00
	Title II Part A		\$150,000.00
Total			\$300,000.00

AS 3.1.1.8 Math Strategies

Description:

Implement standards based math practices and strategies at the elementary level in order to provide students skills for success in college and career.

Person Responsible:

Rick Ball

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$75,000.00

AS 3.1.1.9 Targeted Assistance

Description:

Ensure full implementation of Eureka Math county-wide in all elementary schools.

Person Responsible:

Rick Ball

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$250,000.00

AS 3.1.1.10 Curriculum Planning

Description:

Provide opportunities for vertical teaming/collaboration, data analysis, and curriculum planning sessions by targeted and feeder schools (D-Schools).

Person Responsible:

Rick Ball

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding			
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Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$30,000.00

AS 3.1.1.11 Prioritized Curriculum

Description:

Foster the development of the Math Curriculum Prioritization Guide to assure teachers "effectively" address the instructional needs of elementary students.

Person Responsible:

Rick Ball

Estimated Begin Date:

7/1/2018

Estimated Completion Date:

6/30/2019

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$25,000.00

4 Early Literacy

Description:

As demonstrated by School Readiness initiatives such as Ready Freddy and Imagination Library along with Extended Year Opportunities like the Summer Learning Academy Mercer County's goal is to have all students reading by grade three.

PM 4.1 Imagination Library

Description:

Enroll 3 and 4 year olds in the Imagination Library Project to increase the amount of reading in the home.

S 4.1.1 Program Enrollment

Description:

As a means of increasing the level of school readiness, 3 and 4 year olds across Mercer County will be enrolled in the Imagination Library project.

Component	Item Name
Early Literacy	School Readiness

AS 4.1.1.1 Dissemination of Registration Materials

Description:

Recruit parents to register for the Imagination Library Initiative

Person Responsible:

Stefanie Kopp

Estimated Begin Date:

8/9/2018

Estimated Completion Date:

6/7/2019

Funding Application	Grant	Notes	Amount
Early Literacy	Early Literacy	Books to supplement Imagination Library in PK/K	\$50,000.00

PM 4.2 Ready Freddy

Description:

Countywide Ready Freddy School Readiness Event

S 4.2.1 ReadyFreddyEvent

Description:

Conduct a Ready Freddy orientation for 3 and 4 year olds at Mercer Mall in the spring as a strategy to increase the number of preschoolers who come to school ready to learn.

Component	Item Name
Early Literacy	School Readiness

AS 4.2.1.1 Plan and Execute Third Annual "Ready Freddy" Event

Description:

All day event for 3 and 4 year olds at Mercer Mall to help improve the transition from home/day care to Pre K and K

Person Responsible:

Stefanie Kopp

Estimated Begin Date:

3/9/2019

Estimated Completion Date:

3/9/2019

Funding Application	Grant	Notes	Amount
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**Early
Literacy**

Early Literacy

Materials and supplies for Mercer Mall event

\$22,006.00

PM 4.3 Summer Learning Academy

Description:

Provide an extended year learning opportunity for students who are struggling readers. The Summer Learning Academy is a three week intensive reading intervention aimed to reduce the impact of summer learning loss.

S 4.3.1 Assess K-2 students who are struggling in foundational reading skills and enroll them in the Summer Learning Academy

Description:

SLA offered at 6 sites as a means of offering an intensive three week dose of reading skill intervention for struggling K-2 students.

Component	Item Name
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Early Literacy	Extended Learning Opportunities
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AS 4.3.1.1 Assess and Identify K-2 students who would benefit from the Summer Learning Academy

Description:

Target the lowest scoring students on the foundational skill assessment and enroll them in a three week Intensive Reading Intervention at one of six sites.

Person Responsible:

Rick Ball

Estimated Begin Date:

3/1/2019

Estimated Completion Date:

7/31/2018

Funding Application	Grant	Notes	Amount
Early Literacy	Early Literacy	Conduct summer learning academy at six locations	\$94,850.00

Mercer County Schools (051) Public District - FY 2019 - LEA Strategic Plan - Rev 0

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 Mercer County Schools has developed and implemented a well-rounded program of instruction which uses attendance date, WEVIS, the Early Warning System, etc. to assist in identifying at-risk students. In order to meet these students' needs and to improve student learning additional assistance is offered in the classroom, during after-school tutoring sessions, during summer literacy programs, and through credit recovery courses.</p> <div style="border: 1px solid black; padding: 5px;"><p>1 Academic Performance, Resources and Outcomes in Reading and Language Arts</p><div style="border: 1px solid black; padding: 5px;"><p>PM 1.1 Reading Language Arts Support</p><div style="border: 1px solid black; padding: 5px;"><p>S 1.1.1 Mastery of Content Standards</p></div></div></div>	<p style="text-align: center;">☐</p>

2 Program Support

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

S 2.1.1 Differentiated Programming

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

- 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

Mercer County Schools has implemented a New Teacher Academy as well as a mentor program to assist beginning teachers.

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

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

N/A

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

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

N/A

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

5) Provide services for homeless children and youth
Address strategies to provide services for homeless children and youth



Explanation

All staff are trained in the identification of children who may be classified as homeless. Children who

meet the definition are provided support in the form of clothing, personal care items and school supplies via Title I funds.

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

2 Program Support

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

S 2.1.1 Differentiated Programming

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

- 6) Provide effective parent and family engagement**
Address strategies to provide effective parent and family engagement

Explanation

All Title I schools are provided training in how best to involve parents and family in their child's education. Each Title I school is responsible for the development and implementation of an effective parent/family engagement activities a minimum of two times per year. All Title I parent and/or family engagement activity is held in conjunction with the LEA Parent Advisory Council.

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

2 Program Support

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

S 2.1.1 Differentiated Programming

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

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

Through the West Virginia Leaders of Literacy: Campaign for Grade Level Reading, early childhood is supported by:

Year 4 of Mercer County's Ready Freddy Campaign, which addresses School Readiness K-2 students who require intensive, prescriptive instruction in Reading are eligible for the Extended School Year component of the Campaign.

Mercer County partners with the Reaching Everyone to Assist in Creating Healthier Homes (REACHH) to assist families from ages birth to age five with: learning activities, parenting concerns, well child care, information about child.

Continuing in the 2018-2019 school year, Mercer County Schools will be launching Imagination Library and VROOM to provide free books and school readiness information to our families.

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

2 Program Support

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

S 2.1.1 Differentiated Programming

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

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

N/A

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

9) Implement strategies to facilitate effective transitions for students between programmatic levels

Address strategies to facilitate effective transitions for students between programmatic levels

Explanation

Schools will develop and implement transition activities for students and parents between Mercer County Programmatic Levels: PK - 1, K-1, 2-3, 5-6, 8-9, and grade 12 to post graduation.

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

2 Program Support

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

S 2.1.1 Differentiated Programming

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

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

Schools will continue to develop and implement strategies aimed at reducing the amount of instructional time lost due to suspension. Strategies include but are not limited to the following: Alternatives to Suspension, Lunch-time Detention, Before and After School Activities, and a deviated version of in-school suspension.

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

2 Program Support

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

S 2.1.1 Differentiated Programming

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support



S 3.1.1 Mastery of Content Standards

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

Mercer County Schools offers work-based learning opportunities at the Career and Technical Center. Additionally, Internships are available for rising Seniors, Virtual workplace experiences are also available to all CTE students and Job Shadowing experiences are scheduled for all high school students.

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

3 Academic Performance, Resources and Outcomes for Math

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12) Other appropriate strategies identified by the LEA



Address other appropriate strategies identified by the LEA

Explanation

Other appropriate strategies have been addressed in the strategic plan.

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Mercer County Schools (051) Public District - FY 2019 - LEA Strategic Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Induction of beginning teachers Address strategies to support beginning teachers</p> <p>Explanation Mercer County Schools will provide embedded support to model best practices and strategies within the classroom including but not limited to classroom management techniques, effective questioning, instructional and comprehension strategies, differentiation, and small group instructional activities. Additionally, technology support will be available to assist and support usage of enhanced technology instruction and instructional planning (Online I.E.P. development and implementation, interim and diagnostic assessments, professional learning communities etc.). MCS will also provide staff development to inform and educate special education teachers on required instructional practices, policies and updates (CPI, extended learning standards, Universal Design, and Marzano Classroom Instruction). Additionally, New Teacher Seminars will be offered to model best practices and strategies including but not limited to sessions dealing with certification, classroom management, dealing with difficult situations, National Board Certification, Behavior management, LDC, MDC, and SPL.</p> <div style="border: 1px solid black; padding: 5px;"><p>1 Academic Performance, Resources and Outcomes in Reading and Language Arts</p><div style="border: 1px solid black; padding: 5px;"><p>PM 1.1 Reading Language Arts Support</p><div style="border: 1px solid black; padding: 5px;"><p>S 1.1.1 Mastery of Content Standards</p></div></div></div>	<p style="text-align: center;">☐</p>

2 Program Support

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

S 2.1.1 Differentiated Programming

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

2) Address support for experienced teachers

Address strategies to support experienced teachers

Explanation

Opportunities to collaborate and vertically align curriculum will be available monthly. Embedded professional development through Technology Integration Specialists will also be available. Additionally ongoing trainer-led continuing education opportunities and professional development sessions utilizing county personnel, state personnel, hired consultants, regional and national education conferences will be used to support educational growth opportunities (LDC, MDC, PLCs, School Improvement, Best Practices, Summative and Formative Assessments, Data Analysis, and Comprehension Strategies).

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

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3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

3) Support for student teachers

Address strategies to support student teachers

Explanation

Mercer County Schools will collaborate with co-operating universities to provide strategic placement with supervising teachers (Bluefield State, Concord University, Bluefield College, WVU, Liberty, Marshall, Radford, Grand Canyon, etc.) Opportunities for continuing education sessions and professional development sessions with co-operating teachers will also be offered.

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

2 Program Support

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

S 2.1.1 Differentiated Programming

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

4) Support for other staff

Address strategies to support other staff

Explanation

MCS will provide professional development sessions and collaboration session to offer updates on building operations (topics that center or relate to standards for principals, school finance, WVEIS WOW, ZOOM WV, Early Warning System, etc.) Additionally specialized training and on-going staff development opportunities led by county, regional, and state leaders to prepare counselors and paraprofessionals for state and federal requirements and changes (Jumpstart for Wellness, ASHA, Early Warning System, WVEIS etc.) will be provided.

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

PM 1.1 Reading Language Arts Support

S 1.1.1 Mastery of Content Standards

2 Program Support

PM 2.1 Monitor Graduation, Attendance, and Suspension Rates

S 2.1.1 Differentiated Programming

3 Academic Performance, Resources and Outcomes for Math

PM 3.1 Math Support

S 3.1.1 Mastery of Content Standards

5) Professional development

Address strategies for professional development

Explanation

Mercer County Schools will provide Diastat, Suctioning, First Aid, and Behavior Intervention Strategies led by county, regional, and state leaders. Trainings on Standardized Procedures, Invoicing, Food

Safety and Equipment Maintenance will also be offered. MCS will offer continuing education sessions on purchasing, accounts payable, attendance and reporting, PEIA insurance requirements, Office 365, Excel, and Microsoft Word, etc. Ongoing sessions will also be provided for Service Employees on BRIM and Commercial insurance. Additionally, collaborative and professional development sessions on railroad crossings, COR, and First Aid distribution of Forms and Confidentiality will be offered and well as training opportunities for broad based learning activities and planning opportunities for all courses of study (Physical Education, Art, Music Collaborations and Planning, and Multiple Trainings on newly adopted textbooks) **With a growing number of ELL students, professional development will be provided to classroom teachers who teach students who have limited English proficiency; sessions will be led by current ELL teachers.**

1 Academic Performance, Resources and Outcomes in Reading and Language Arts

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s 3.1.1 Mastery of Content Standards

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Required Items [Expand All] [Collapse All]	Component Met
<p>1) School Readiness Ensuring all children have ample opportunities to engage in high-quality early learning experiences, and have supportive transitions into and out of early childhood programs, before and leading into first grade.</p> <p>Explanation Mercer County Schools follows the state curriculum for Pre-K. To ensure children in Mercer County have ample opportunity for Pre-K, we are providing strategies, resources, and books to families with young children. We have Pre-K programs at six of our elementary schools as well as Head Start and Collaborative sites. Engagement is available through a variety of events which include Roll and Read, Ready Freddy, Imagination Library, and VROOM. Additionally, move-up day events are scheduled for Pre-K and Kindergarten students to allow them an opportunity to visit their school at the next level.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"><p>1 Academic Performance, Resources and Outcomes in Reading and Language Arts</p><div style="border: 1px solid black; padding: 5px; margin: 5px 0;"><p>PM 1.1 Reading Language Arts Support</p><div style="border: 1px solid black; padding: 5px; margin: 5px 0;"><p>S 1.1.1 Mastery of Content Standards</p></div></div></div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"><p>4 Early Literacy</p><div style="border: 1px solid black; padding: 5px; margin: 5px 0;"><p>PM 4.1 Imagination Library</p></div></div>	<p>☐</p>

S 4.1.1 Program Enrollment

PM 4.2 Ready Freddy

S 4.2.1 Ready Freddy Event

2) School Attendance

Stressing the importance of regular attendance patterns and dispositions to attending school early on.

Explanation

State and county attendance policies are followed. To promote the importance of "good" attendance, students can participate in the "Attendance Matters" video contest and ceremony. During the month of September, schools participate in Attendance Matters campaign. Banners and awards have been provided for schools to use as motivators. Throughout the school year, students compete within their classes for the weekly attendance trophy.

□ Additionally, to address potential attendance issues, social workers are being utilized in the schools to work with families. One major area of focus for the social workers is student attendance.

□ A countywide "Ready Freddy" school readiness campaign is in it's third year.

3) Extended Learning Opportunities

Providing high-quality extended day and extended year programs to ensure children don't lose ground during the school year and summer.

Explanation

MCS conducts Summer Learning Academies for Kindergarten through second grade students who have been identified through teacher recommendation and assessment data. Additionally, extended school year programs are available to the Special Needs population.

4 Early Literacy

PM 4.3 Summer Learning Academy

S 4.3.1 Assess K-2 students who are struggling in foundational reading skills and enroll them in the Summer Learning Academy

4) High Quality Early Literacy Instruction

While schools cannot do it alone, there is an obligation to support increased teacher expertise, which is a factor closely related to student achievement.

Explanation

Trainings for teachers on various topics including reading strategies begin before and during the school year. MCS offers Title I Second Saturdays for teachers to allow time to focus on strategies and techniques. Title I Parent night. is scheduled periodically throughout the year to help parents focus on ways to assist their child(ren). STAR and/or PALS data is taken from the Benchmark assessments and analyzed by teachers, principals, and supervisors.

Mercer County Schools (051) Public District - FY 2019 - LEA Strategic Plan - Rev 0

Required Documents

This page is currently not accepting Related Documents.





LEA Strategic Plan Checklist

Mercer County Schools (051) Public District - FY 2019 - LEA Strategic Plan - Rev 0

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/> 1. Core Beliefs	<input type="text" value="Approved"/>	Michelle Moore	9/5/2018 11:19:50 AM
1. Core Beliefs and Mission reflect high expectations for all. 2. West Virginia High Quality Standards for Schools are evident in the Core Beliefs. 3. The Core Beliefs reflect the importance of improving stakeholder engagement with parents, families and community members to become partners in education.			
<input type="checkbox"/> 2. Goals	<input type="text" value="Approved"/>	Michelle Moore	9/5/2018 11:19:50 AM
1. Goals address continuous improvement focused on improving teaching and learning. 2. Goals are determined from the analysis of various data source providing evidence of progress towards goals.			
<input type="checkbox"/> 3. Strategies	<input type="text" value="Approved"/>	Michelle Moore	9/5/2018 11:19:50 AM
1. Strategies address support of goals related to improved teaching and learning. 2. Strategies are aligned with goals and data sources providing evidence of progress toward goals.			
<input type="checkbox"/> 4. Action Steps	<input type="text" value="Approved"/>	Michelle Moore	9/5/2018 11:19:50 AM

1. Action steps describe how the goals will be accomplished.
2. Action steps are appropriate, specific and sequenced to meet the anticipated outcomes of the goals.
3. Action steps detail person responsible and timeframe.

<input type="checkbox"/> 5. Professional Learning	Approved 	Michelle Moore	9/5/2018 11:19:50 AM
1. Professional Learning activities correlate to the goals, strategies, and action steps.			
2. Professional Learning activities are sustained and on-going, based on student and teacher needs.			
3. Professional Learning activities reflect a variety of delivery methods including professional learning communities and blended learning.			
4. Professional learning goals for adults need to be directly correlated to the goal(s) for increased student learning and should have some accountability for change in teacher practice and confidence in delivery of content.			
<input type="checkbox"/> 6. Plan Component	Approved 	Rebecca Derenge	8/27/2018 11:38:08 AM
1. LEA ESEA Consolidated Plan including Homeless Students and N&D			
<input type="checkbox"/> 7. Plan Component (Federal Programs)	Approved 	Mami Itamochi	9/5/2018 2:16:10 PM
1. Title III Components			
<input type="checkbox"/> 8. Plan Component	Approved 	Michelle Moore	9/5/2018 11:19:50 AM
1. WVSIPP			