



# Harrison County Schools

*Where all are Leaders and all are Learners!*

## **GOAL 1**

### **INCREASE ACHIEVEMENT IN ENGLISH/LANGUAGE ARTS AND MATHEMATICS TO MEET STATE ACCOUNTABILITY.**

In support of meeting state accountability in all academic indicators, 1) improve academic achievement by increasing ELA and math proficiency in grades 3-8 and 11 as assessed by the state's general summative assessment system; 2) demonstrate academic progress through growth on successive summative assessments 3-8 as reported by Lexile and Quantile scale score equivalent ranges; 3) exhibit progress towards college and career readiness as measured by 12 credits (at least 2 in each of the four primary content areas) earned by the end of 10th grade, state-approved CTE completers, Advanced Placement, college-credit bearing or advanced career coursework or 4 CTE courses; 4) achieve 90 percent graduation rate for the 4 year and 5 year cohort separately; 5) attain 85 percent of students making progress to English proficiency as measured by the state's English proficiency assessment.

#### **1.1 BENCHMARK MEASURES**

Benchmark proficiency and growth will be measured using results from guided reading running records with preference to complete them for Early Literacy and Energy Express Pre and Post, IREADY 1-8, PSAT grades 9-10, and practice SAT grade 11, Pre-C for Kindergarten, CBAs for grades 3-8, Kahn Academy 9-12, and common assessments.

##### **1.1.1 MAXIMIZE STUDENT ACHIEVEMENT**

Harrison County schools will use various action steps to improve student achievement as measured on benchmark assessments, SAT and the WVGSA.

**1.1.1.1** Analyze trend data, develop action steps and plan professional development opportunities and provide resources necessary to address school improvement in a tiered approach with the assistance of instructional specialists, county liaisons, celebrations of school best practices with "statistical neighbors". The district will meet regularly for focus on the data.

**1.1.1.2** Develop, maintain and provide support for collaborative school practices. Examples: PLC meetings, School Curriculum Teams, common assessments, and support for collaborative teaming

**1.1.1.3** Direct, support, and monitor school responsibilities and progress. This includes: Staying abreast of the changes in the accountability and accreditation process; Establishing local direction; Supporting analysis of ongoing (common and formative), benchmark, and summative assessment data; and Monitoring school responsibilities such as

completion, review, and modification of the school strategic plan.

**1.1.1.4** Continue to provide support to schools identified at-risk in 2019 -2020 identified by state as additional targeted support or district for support status to: determine root causes, determine needed improvements and PD, modify their strategic plans, monitor progress of these plans, and evaluate results. Provide contracted services in a tiered approach. The five schools that attended Model Schools Conference will continue with School Transformation through Instructional Leadership with ICLE that includes WE Surveys, training on Rigorous and relevant classrooms. Job-embedded leadership coaching and Bold School Book study support. Embedded coaching support for one Title I school with Martin Consulting.

**1.1.1.5** Fulfill all requested needs with an increase of designated funds of identified homeless students as required by the McKinney-Vento Act, by providing allowable Title I services (tutoring, clothing, personal care, and supplies) as documented in annual Federal Programs report. This includes comparable services in non-Title I schools, annual mandatory training for service and certified personnel to improve identification and provide services. Public notifications include flyers. The Homeless Liaison works collaboratively to determine the school determination in the best interest of the student. Transportation is provided through county if necessary. See LEA ESEA Consolidated Plan Compliance 5. Social workers will make contact with identified emphasis on middle school with counselors, Clarksburg Mission and Healthy Grandfamilies initiatives.

**1.1.1.6** The percentage of limited English proficient students in Harrison County will improve their end of year reading proficiency from 44% to 50% on or at above grade level as measured by IREADY Reading in grades K-8 by May 2020. Students in grades K-5 will increase their EOY writing proficiency 65.7 to 70% as measured by the Core of Writing Benchmark by May 2020. County will provide WRITE TIME Writing Program Level 6 and Leveled Text Kits/Libraries to support the middle school EL services.

**1.1.1.7** Supplement the educational needs of all identified neglected and delinquent students as provided by graduation coaches, Pre-Options through truancy diversion, credit recovery, IMPACT at RCB, tutoring at the

Day Report Program and truancy diversion specialist at NFP.

- 1.1.1.8** Provide ongoing and embedded professional development as measured by the number of, and participation in, high quality sessions in My Learning Plan to include but not be limited to BOY, MOY and EOY data analysis; IREADY; Apple Training; Schoology; Grad 20/20; Elementary Best Practices; WVDE Math4Life Speaker Series; Bold School Book Study; Mathematical Mindsets; Enhancing Our Toolbox for Gen. Ed. and Spec. Ed.; STEAM for Gen Ed. and Spec. Ed.; Middle School Gen. Ed and Spec. Ed. to be the Math Coach Within the Classroom; Administer training that includes blended learning with Eric Sheninger, "statistical neighbors", and poverty; differentiated instruction, and instructional rigor Additional listings are in WVSIPP. The Early Childhood Curriculum Specialist will work with kindergarten teachers on formative assessment and integration of literacy and math skills across the curriculum as well as provide daily-embedded support to teachers in pre-k and K. This support includes documentation, best practice strategies, and ECPBIS strategies. Expand the Building on Collaboration Cohort designed to provide pre-k and k teachers hands-on activities for centers and differentiated instruction. They will learn how to create an inviting, real-world environment that will stimulate learning of all kids. This will be based on project approach and centered around documentation with monthly afterschool meetings.
- 1.1.1.9** Recruit, retain and retrain fully certified teachers during the 2019-2020 school year to increase the effectiveness of teachers and principals to meet the needs for all student populations.
- 1.1.1.10** Increase the number of Career and Technical Education (CTE) programs of study to be offered in the 6 high schools by adding Advanced Careers Aerospace Engineering Program of Study at Bridgeport High School and Pro-Start Program of Study at Liberty High School. Continue to provide supplemental support to all county Career and Technical Education (CTE) teachers by providing materials and supplies, technology, and professional development to increase the number of CTE completers.
- 1.1.1.11** Increase graduation rate by continuation of Option Pathway Program, credit recovery programs, Phoenix program, Graduation Support/LEA Collaborative with

WVDE, and use of virtual school courses. Explore ways to increase student interest in CTE programs beginning in middle school. Utilize the graduation coach at RCB to target the 5-year cohort and/or at-risk students. Implement APEX as the learning platform for credit recovery.

**1.1.1.12** Provide literacy and math tutoring for students at-risk for truancy and drop out at RCB

**1.1.1.13** Continue to implement STEM or STEAM into the curriculum or extended learning programs. These programs focus on building critical and creative thinking combined with analytical skills by providing a foundation in science, technology, engineering, arts, and math with project-based learning activities applicable to the real-world. Add Robotics materials/equipment for the STEAM Center. Provide a dual credit STEAM Course through Fairmont State University. Provide Pre-K and K teachers with an allocation to purchase the STEAM Materials for the classrooms. STEAM Center classroom visits and professional development for teachers. Teachers register to bring their students for a day of exploring serving as an out of school hands on learning environment for students. This provides an ongoing teacher STEAM center learning environment for professional development. Provide mini-grants to classrooms/students through Title IV. The center will be upgraded with projection capabilities for training purposes.

**1.1.1.14** To decrease the number of students K-5 who experience reading loss: 1. Tittle I schools will continue extended learning programs. 2. Collaborate with Energy Express to provide academic support to those working the four sites this summer. Harrison County hired reading specialists (one for each site) to assessing students, model lessons, and provide leveled text intervention. Energy Express will continue to have four sites for the 2019 summer program. Support Site Coordinator training with professional leave.

**1.1.2 ADVANCE INNOVATIVE TECHNOLOGIES**

Harrison County Schools will use various technology to enhance student achievement and ensure access to technology both for teachers and students.

**1.1.2.1** Provide access to the most modern and advanced computer technologies, services, and applications as measured by the student-to-computer ratio in the 2017-

2018 Digital Divide Survey (DDS), District Asset Management tools, and financial records. Focus: replace aging devices (elementary and Title I); infrastructure upgrades; systems automation. Improve incident response time as measured in OZ work order system.

Implementation of Learning Management, 1:1 initiative, elementary class sets of iPads, and single sign-on system.

**1.1.2.2** Integrate NewsELA articles on various Lexile Levels into the curriculum that additionally include social emotional learning lessons

**1.1.3 SCHOOL READINESS**

To have a higher percentage of Pre-K and K children entering school prepared as evidenced by the ELRS.

**1.1.3.1** Harrison County will provide future preschool and Kindergarten children with books and at home instructional materials for both Pre-K and K Registration. Parents will be provided an informational pamphlet on early learning reading strategies. Partner with United Way through Literacy and Numeracy Equal Graduation Grant and Marshall University to initiate Dolly Parton's Imagination Library for Salem, Big Elm and Lumberport areas.

**1.1.3.2** The Harrison County Literacy Leaders which is comprised of central office and teaching staff in our system have adopted projects to get books into the hands of children in our county. The Read and Feed program collects donated books and redistributes them to area food pantries to give to families upon visiting the pantries. The Literacy Leaders will be providing packets of reading information with a new children's books and bookbag to each new mother at United Hospital Center for the months of June, and July.

**1.1.3.3** Harrison County Schools will partner with Meadowbrook Mall and Toddler Tuesdays to encourage communication and literacy in the home. Parents will be given resources such as books and learning activities.

**1.1.3.4** During the school year, each pre-K classroom will do a parent involvement activity that integrates literacy, math, science, and social studies. Events must include parent take home activities.

**1.1.3.5** Provide a "STEAM Powered Toddler" event. Families and children will use hands on resources to complete various learning stations set up in our STEAM Center. We will

provide a bagged lunch for all participants. The event will be open to all children ages Birth to 3.

## **GOAL 2**

### **CREATING HEALTHY, SAFE AND COLLABORATIVE ENVIRONMENTS FOR ALL STUDENTS TO LEARN.**

In support of meeting state accountability in the School Quality/Student Success indicator, 1) demonstrate student attendance for 90 percent of the instructional days; exhibit 90 percent of students with no out of school suspensions; 2) demonstrate growth in areas identified on a school culture/climate survey or parent survey; 3) reduce Worker's Comp claims by 10 percent and reduce student accident reports by 10 percent; 4) increase meal participation at each school by 10 percent to move toward state average percentage; 5) maintain collaborative opportunities with families.

#### **2.1 SAFE SCHOOLS DATA**

Reduce from baseline data (2019 - 2020) employee workplace accidents from by 50% with school recognition and further awareness with emphasis Return to Work Protocol; student accident reports from by 10%; student Out-of-School Suspensions from 825 in 2018 - 2019 by 10%; increase meal participation at each school by 10% (County Breakfast 44.65% and Lunch 67.06%); and maintain collaborative opportunities with families.

##### **2.1.1 CREATE POSITIVE LEARNING ENVIRONMENTS**

Harrison County schools will use various strategies to create positive learning environments.

**2.1.1.1** Reduce the total number of OSS days in each school by 15%, Monitor the district's progress by examining disaggregated data by school. Support building level professional development. Allocate resources to support and implement positive alternative discipline programs. Continued focus on WVEIS behavior coding. Yearlong implementation of Back2Basics Program for elementary as Tier 3 intervention with necessary resources.

**2.1.1.2** Continue county-level Safety Committee to identify and address safety concerns that might lead to employee or student accidents. Update county-level and school-level Crisis Response and Emergency Operations Plans. Continue improvement of current safety measures including Keri door/badge system including STEAM Center; security window film; security cameras; and Raptor System. Continue collaboration with local law enforcement and regulatory agencies.

**2.1.1.3** Continue suicide awareness program for employees including Mental Health First Aid and Peer Helpers, continue use and monitoring of Safe School Helpline Suicide Prevention App; and provide school health services

using HC employed RNs and LPNs as well as partnership with Community Care of WV's school-based health clinics.

**2.1.1.4** Continue implementation of the Mental Health Support Plan that includes programs, training and piloting school-based mental health clinics through Community Care at 5 schools as well as the Back2Basics Program with expansion as staffing is available. A county-based team will be trained in Trauma-Informed Care Practitioner Certificate: 3-Day Program to provide training and support. The August elementary CE day will be a mental health focus for all elementary staff working with students that address the caregiver's mental health as well as strategies to support students.

**2.1.1.5** To increase actual attendance with the ultimate goal of each student attend school for a least 90% of the instructional days. Provide drawstring bag and books for Family Day at the mall with the slogan "Every Student, Every Day-Attendance Matters".

**2.1.2 PROMOTE FAMILY, COMMUNITY, AND SCHOOL PARTNERSHIPS**

Harrison County schools will promote family, community, and school partnerships to increase student achievement.

**2.1.2.1** Create opportunities for parent involvement and increase community engagement in all schools including Family Day in August (Title I and Early Literacy), Music at the Mall in December (Title I), PAC meetings (Title I), Healthy Grandfamilies (Title I, county, and collaborative with United Way and Family Services), and Guided Reading Parent Handbooks in English and Spanish in August (Title and Early Literacy). Harrison County will also provide online resources for families including website and mobile APP. Title III/United Way Grant will host Back to School Tea, Newcomers Night, PAC Writing and Bingo for Books for Read Aloud and English Learner (EL) Parent Committee meetings. Interpreter and translation services are necessary to communicate with EL parents. Provide 2 "STEAM Powered Families" in Oct. and May. (Early Literacy Grant). Families will use hands on resources to complete various learning stations set up in the STEAM Center. There will be a picnic in the courtyard to kick off the event. Provide kindergarten (and also new to the school parents) with an Elementary Family Handbook for Guided Reading. Family Literature Nights K-2 as each school will be trained on the family activity from the RISE Program. All

elementary schools will have a family night where an adult from each family works with their children on reading strategies in January through May (Early Literacy). The Literacy and Numeracy Equal Graduation grant will provide books and/or materials for all elementary and middle schools to host Family Child Literacy/Numeracy Nights.

**2.1.2.2**

Expand quality child nutrition program to include more Community Eligibility Provision sites and extended day/year programs