

School Strategic Plan History Log

**Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0**

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
6/25/2024 8:51:42 AM	Elisabeth Samples	Status changed to 'School Strategic Plan Approved by County'.	S
6/25/2024 8:51:35 AM	Elisabeth Samples	Status changed to 'School Strategic Plan Completed'.	S
2/26/2024 9:33:00 AM	Steve Boggs	Status changed to 'School Strategic Plan Started'.	S
12/26/2023 2:03:29 PM	Elizabeth Younis	Status changed to 'School Strategic Plan Not Started'.	S

**Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0**

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

Anthony Boggs, Principal  
Anita Stephenson, Communities in Schools (CIS)  
Dustin Vaughan, General Ed. Teacher (5th grade)  
Julie Gross, Sp. Ed. Teacher  
Cassie Titus, Title I Teacher  
? School Counselor

**Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0**

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

1. We will promote lifelong learning.
2. We will recognize that everyone is unique and learns in different ways.
3. We will create and maintain a supportive educational environment that will nurture individual students.
4. We will strengthen partnerships among students, families, school staff, business partners, and members of the community to positively impact the learning process.
5. We will embrace the fact that everyone has the right to be challenged with the highest standards.
6. We will strive to enhance learning through collaboration and promote teaming to stimulate creativeness and relationships that foster quality work.
7. We will prepare students to be responsible citizens in the 21st century.

Mission Statement: Big Otter Elementary School is **B**uilding **O**pportunities for education by way of promoting and **E**xpecting **S**uccess for all students.  
(Building Opportunities Expecting Success)

School Strategic Plan - Demographic Data

Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Demographic Data

Student Groups	State (2023-24)	County (2023-24)	School (2023-24)
	% of Students	% of Students	% of Students
<b>All</b>	100.00	100.00	100.00
<b>Status</b>			
Economically Disadvantaged	54.23	71.06	69.94
English Learners	0.97	--	--
Foster Care	2.36	4.24	3.68
Homeless	5.04	32.78	29.45
Military Connected	0.35	0.53	1.84
Students with Disabilities	19.71	20.99	19.63
<b>Race</b>			
American Indian or Alaska Native	0.09	0.07	--
Asian	0.68	0.20	--
Black or African American	4.16	0.20	--
Hispanic or Latino Native	2.41	0.66	1.23
Multi-Racial	4.51	0.86	1.23
Native Hawaiian or Other Pacific Islander	0.05	0.13	--
White	87.95	97.88	97.55
<b>Gender</b>			
Female	48.34	47.09	52.15
Male	51.65	52.91	47.85

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

**\* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,**

EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Big Otter Elementary School has an enrollment of students that are high poverty and that come from economically disadvantaged families. These students are usually below grade level. Big Otter Elementary School meets these students' needs through interventions using SPL and Tiered instruction. SWD class size has shown an increase over the past couple of years., due to more students who are qualifying with learning and intellectual disabilities, as well as speech services.

Data collected for all subgroups are: WVGSA results, CIA and Benchmark (reading and math), i-Ready, and STAR. This data is analyzed and used to group students for intervention / enrichment. Data is used to drive instruction.

Homeless data is collected by our CIS and County Homeless Coordinator. This data is used to help assist identifying students who need help with basic needs.

Parent trainings are offered to inform families on how they can help their child be successful in school.

Family engagement opportunities are offered throughout the school year. Agendas and sign-in sheets are used to review the results of family engagement activities.

PD trainings are offered to staff annually.

Data is shared with all stakeholders (staff, parents, community members) during annual LSIC meetings, staff meetings, family engagement activities, and school leadership meetings.

#### **Demographic Needs Assessment Summary:**

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

Big Otter Elementary will continue to use best practices and strategies to help meet and maintain the needs and wellbeing of all students socially, emotionally, physically, and academically.

The data collected through these reports will be used in the decision-making process on how Big Otter Elementary School can improve student performance and wellbeing.

School Strategic Plan - Academic Data

Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Academic Data

Color Reference Guide

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

2036 Annual English Language Arts (ELA) Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
<b>Target</b>	38.55	40.60	42.65	44.70	46.75	48.80	50.84	52.89	54.94	56.99	59.04	61.08	63.13	65.18	67.23	69.28

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

ELA Proficiency

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	38.55	38.75	48.48		39.92	43.59
<b>Status</b>						
Economically Disadvantaged	34.78	32.00	39.58		35.55	33.30
English Learners	--	--	--		--	14.06
Foster Care	0.00	100.00	--		--	--
Homeless	25.00	8.33	26.09		33.33	27.49
Military Connected	--	--	--		63.16	54.31
Students with Disabilities	0.00	0.00	6.67		9.47	13.46
<b>Race</b>						

American Indian or Alaska Native	--	--	--		0.00	36.67
Asian	--	--	--		100.00	69.52
Black or African American	--	--	--		50.00	27.17
Hispanic or Latino Native	--	--	0.00		0.00	37.14
Multi-Racial	--	0.00	100.00		62.50	39.05
Native Hawaiian or Other Pacific Islander	--	--	--		--	51.85
White	38.55	39.24	46.77		39.70	44.51
<b>Gender</b>						
Female	38.46	47.37	60.00		47.53	48.20
Male	38.64	30.95	41.46		34.25	39.21

**ELA Academic Progress**

Student Groups	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students		% of Students	% of Students
<b>All</b>	58.54		53.85	46.28
<b>Status</b>				
Economically Disadvantaged	53.33		54.57	42.76
English Learners	--		--	39.59
Foster Care	--		45.01	47.06
Homeless	50.00		56.98	43.12
Students with Disabilities	37.50		46.49	37.12
<b>Race</b>				
American Indian or Alaska Native	--		100.00	56.90
Asian	--		100.00	61.51
Black or African American	--		--	42.26
Hispanic or Latino Native	--		0.00	42.54
Multi-Racial	100.00		60.00	45.43
Native Hawaiian or Other Pacific Islander	--		--	51.72
White	57.50		53.73	46.48
<b>Gender</b>				

Female	66.67		58.78	48.63
Male	52.17		49.83	44.04

**Reading Lexile Distribution - School (2022-23)**

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

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

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

Big Otter Elementary School will collect CIA and Benchmark data, i-Ready (reading and math) data, and STAR data. Data will be analyzed and used in decision making when grouping students for intervention / enrichment.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Students will receive 30 minutes of intervention / enrichment daily.	Extra intervention times daily, helps close the achievement gaps in ELA and improve student success.

**ELA Needs Assessment Summary:**

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

Progress monitoring every ten days to review i-Ready and STAR data. We use this data to determine students' individual needs. Lessons are data driven and aligned with the WVCCRS. We group students in intervention groups based on needs. This process is repeated every ten days.



**2036 Annual Mathematics Goal Targets**

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
<b>Target</b>	24.10	26.63	29.16	31.69	34.22	36.75	39.28	41.81	44.34	46.87	49.40	51.93	54.46	56.99	59.52	62.05

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

**Mathematics Proficiency**

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	24.10	37.50	50.00		28.23	35.15
<b>Status</b>						
Economically Disadvantaged	13.04	26.00	39.58		23.05	25.46
English Learners	--	--	--		--	19.23
Foster Care	0.00	100.00	--		--	--
Homeless	5.00	8.33	30.43		21.69	20.37
Military Connected	--	--	--		42.11	48.48
Students with Disabilities	0.00	0.00	6.67		5.33	12.74
<b>Race</b>						
American Indian or Alaska Native	--	--	--		0.00	27.78
Asian	--	--	--		100.00	68.85
Black or African American	--	--	--		50.00	18.02
Hispanic or Latino Native	--	--	0.00		0.00	25.85
Multi-Racial	--	0.00	66.67		50.00	30.44
Native Hawaiian or Other Pacific Islander	--	--	--		--	48.87
White	24.10	37.97	50.00		27.90	36.12
<b>Gender</b>						
Female	20.51	36.84	60.00		31.17	33.27
Male	27.27	38.10	43.90		26.04	36.93

**Math Academic Progress**

Student Groups	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students		% of Students	% of Students
<b>All</b>	56.10		42.83	42.03
<b>Status</b>				
Economically Disadvantaged	50.00		40.94	36.65
English Learners	--		--	38.25
Foster Care	--		34.94	35.29
Homeless	42.86		39.89	35.26
Students with Disabilities	37.50		34.21	31.87
<b>Race</b>				
American Indian or Alaska Native	--		100.00	51.72
Asian	--		50.00	69.25
Black or African American	--		--	34.42
Hispanic or Latino Native	--		50.00	38.23
Multi-Racial	0.00		40.00	37.99
Native Hawaiian or Other Pacific Islander	--		--	53.57
White	57.50		42.70	42.46
<b>Gender</b>				
Female	61.11		43.85	40.81
Male	52.17		42.00	43.18

**Mathematics Performance Distribution - School (2022-23)**

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	663	--	--	--	--
4	787	--	--	--	--
5	724	--	--	--	--
6					
7					
8					
11					

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

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

Big Otter Elementary School will collect CIA and Benchmark data, i-Ready (reading and math) data, and STAR data. Data will be analyzed and used in decision making when grouping students for intervention / enrichment.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Students will receive 30 minutes of intervention / enrichment daily.	Extra intervention times daily, helps close the achievement gaps in ELA and improve student success.

**Mathematics Needs Assessment Summary:**

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

Progress monitoring every ten days to review i-Ready and STAR data. We use this data to determine students' individual needs. Lessons are data driven and aligned with the WVCCRS. We group students in intervention groups based on needs. This process is repeated every ten days.

English Language Proficiency Assessment Results (ELPA22)

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

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

English Language Proficiency Assessment Results for the Reading Domain

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

<b>Level 4</b>	--	--	--	--	240
<b>Level 5</b>	--	--	--	--	228

English Language Proficiency Assessment Results for the Writing Domain

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

English Language Proficiency Assessment Results for the Speaking Domain

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

English Language Proficiency Assessment Results for the Listening Domain

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

Not Applicable if EL cell size is 0

<b>EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)</b>	<b>Brief Description of Success</b>

N/A

N/A

**EL Needs Assessment Summary:**


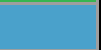


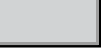
\* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This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

N/A

Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0

School Strategic Plan - High School Graduation and Student Success Data

**Color Reference Guide**

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

Not Applicable (Elementary and Middle Schools)

**On Track**

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

Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
<b>Gender</b>						
Female						
Male						

**10th Graders with Twelve Earned Credits**

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

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

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

**2036 4-Year Cohort Graduation Rate Goal Targets**

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

**Graduation 4-Year Cohort**

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



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

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

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

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

Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
<b>Gender</b>						
Female						
Male						

**College Readiness (AP/IB)**

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

**College Readiness (Dual Credit)**

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

**Career Readiness (CTE Completer and Advanced Courses)**

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

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

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

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

N/A

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
N/A	N/A

**High School Graduation and Student Success Needs Assessment Summary:**

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






N/A

School Strategic Plan - Attendance and Behavior Data








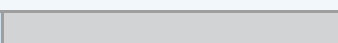
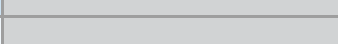
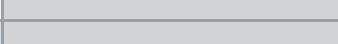
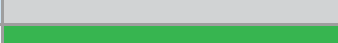

Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Attendance and Behavior Data

**Color Reference Guide**

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

**Attendance - Percent of students chronically absent**

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	3.23	18.71	27.33		27.24	27.55
<b>Status</b>						
Economically Disadvantaged	5.26	25.49	31.13		32.31	36.19
English Learners	--	--	--		--	23.69
Foster Care	0.00	50.00	0.00		26.53	30.59
Homeless	3.23	23.81	30.00		35.34	40.10
Military Connected	--	33.33	0.00		0.00	16.74
Students with Disabilities	3.45	23.33	22.58		24.75	32.91
<b>Race</b>						
American Indian or Alaska Native	--	--	--		100.00	31.45
Asian	--	--	--		0.00	12.69
Black or African American	--	--	--		0.00	26.95
Hispanic or Latino Native	--	0.00	0.00		0.00	27.47
Multi-Racial	--	0.00	33.33		30.00	29.63

Native Hawaiian or Other Pacific Islander	--	--	--		--	23.53
White	3.23	19.08	27.40		27.35	27.60
<b>Gender</b>						
Female	4.05	16.22	22.06		27.78	28.36
Male	2.47	20.99	31.71		26.79	26.79

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

Student Groups	School (2020-21)	School (2021-22)	School (2022-23)	2022-23 Scorecard Rating	County (2022-23)	State (2022-23)
	% of Students	% of Students	% of Students		% of Students	% of Students
<b>All</b>	98.06	97.42	96.67		94.93	95.44
<b>Status</b>						
Economically Disadvantaged	97.89	96.08	95.28		94.14	93.94
English Learners	--	--	--		--	96.30
Foster Care	100.00	100.00	75.00		87.10	91.86
Homeless	100.00	95.24	92.50		91.35	92.78
Military Connected	--	100.00	100.00		100.00	98.15
Students with Disabilities	100.00	96.67	93.55		93.15	93.02
<b>Race</b>						
American Indian or Alaska Native	--	--	--		100.00	95.65
Asian	--	--	--		100.00	99.32
Black or African American	--	--	--		100.00	90.10
Hispanic or Latino Native	--	100.00	0.00		0.00	95.29
Multi-Racial	--	100.00	100.00		100.00	93.30
Native Hawaiian or Other Pacific Islander	--	--	--		--	96.83
White	98.06	97.37	97.26		95.16	95.75
<b>Gender</b>						
Female	98.65	98.65	98.53		97.12	97.48
Male	97.53	96.30	95.12		93.09	93.52

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

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

Big Otter Elementary School's attendance rate has changed very little over the last two years. According to this data our attendance is very good. The reason for our attendance rate being high, is due to our classroom and schoolwide attendance incentives. Big Otter Elementary School works very closely with our attendance director and our CIS to ensure our attendance rate improves and remains high. Professional development on attendance is held before the start of the school year. By increasing attendance rates, this will help increase academics.

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

**Attendance and Behavior Needs Assessment Summary:**

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

Big Otter Elementary School has good attendance rates as well as behavior. Both of these play a major factor in student achievement.



**Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0**

**School Strategic Plan - Educator Effectiveness Data**

**Evaluation Data**

	<b>School (2022-23)</b>	<b>County (2022-23)</b>	<b>State (2022-23)</b>
<b>Performance Level</b>	<b>% of Teachers</b>	<b>% of Teachers</b>	<b>% of Teachers</b>
Distinguished	25	9.65	14.94
Accomplished	75	85.96	81.5
Emerging	-	4.39	3.52
Unsatisfactory	-	-	0.04

**Additional Data Sources, including results:**

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

Big Otter Elementary has a fully certified staff in place across all grade levels. Educator effectiveness is evaluated using the WVDE evaluating system. Classroom walkthroughs are performed daily, and data collected is used to help strengthen teaching practices as well as to identify areas of weakness.

School Climate survey data is used to review student, staff, and parent input as to how we can improve our school and better serve our students, staff, and parents.

**Educator Effectiveness Needs Assessment Summary:**

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

Big Otter Elementary School will meet the needs of both students and staff, by providing quality professional development throughout the school year.

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

Big Otter Elementary School will offer a wide range of professional learning throughout the year. PAX, Minds in Motion, i-Ready, Reading and Mathematical support.

**Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0**

**Plan Items )**

**1 Academic Achievement**

Description:

Big Otter Elementary School after reviewing reading and math data determined the following goals. Students in grades K-5 is to improve proficiency by 5% on the end of the year i-Ready ELA Diagnostic and improve proficiency by 5% on the end of the year i-Ready Math Diagnostic. Students in grades 3-5 is to improve by 5% in proficiency (Meets and Exceeds Standards) in English Language Arts and 5% in Mathematics on the West Virginia General Summative Assessment. After reviewing Attendance data Big Otter Elementary School determined the following goal to address continuous improvement. The attendance goal for Big Otter Elementary is to decrease the percentage of chronically absent students by 2%.

**PM 1.1 Increase instructional intensity in reading/language arts**

Description:

Differentiate reading/language arts instruction using a variety of research based instructional strategies. Those that strengthen core academic programs by using small group instruction, computer-assisted instruction, College and Career Readiness Standards, and technology integration. Use formative assessment data to monitor each student's progress and adjust instruction accordingly.

**S 1.1.1 Small group instruction (intervention / enrichment)**

Description:

Students will be grouped according to their academic level in reading/ language arts (i-Ready). Students will then be assigned to an intervention / enrichment group, which focuses on a certain skill area that students are weak in. Intervention / enrichment groups last 30 minutes a day for 10 days. After the 10th day students are progressed monitored and then regrouped. This process repeats after every ten days. Teachers will focus on the needs of all students through differentiated instruction during small group time in reading blocks. Reading intervention will be offered by our Title I teacher by using the SPL model through tiered instruction.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

**AS 1.1.1.1 Increase instructional intensity in reading/language arts**

Description:

Teachers will run monthly Data Reports from i-Ready and turn them in to the school principal. The principal will meet with teachers during their planning and go over data reports. This will help monitor student achievement and help in closing the achievement gap. i-Ready,

STAR, and Interims (grades: 3, 4, 5) will be used to progress monitor student achievement throughout the school year. This data will be used to group students in intervention / enrichment groups. Teachers will also collaborate with each other and go over student data during instructional intervention team meetings (IIT meetings), weekly team meetings, and county PLCs.

Person Responsible:

Steve Boggs

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

6/1/2024

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

**PM** 1.2 Increase instructional intensity in mathematics

Description:

Differentiate mathematics instruction using a variety of research based instructional strategies that strengthen core academic programs with small group instruction, computer-assisted instruction, College and Career Readiness Standards, and technology integration. Use formative assessment data to monitor each students progress and adjust instruction.

**S** 1.2.1 Student intervention/enrichment through small group instruction

Description:

Students will be grouped according to their academic level in Mathematics according to i-Ready and formative assessments. Students will then be assigned to a intervention / enrichment group, which focuses on a certain skill area that students are weak in. Intervention / enrichment groups last 30 minutes a day for 10 days. After the 10th day students are progressed monitored and then regrouped. This process repeats after every ten days. Teachers will focus on the needs of all students through differentiated instruction during small group time in math blocks. Math intervention will also be utilized by using the SPL model through tiered instruction.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

**AS** 1.2.1.1 Students will, at a minimum, achieve proficient or above in mathematics, as measured by the WV Summative Assessment.

**Description:**

Teachers will run monthly Data Reports from i-Ready and turn them in to the school principal. Principal will meet with teachers during their planning and go over data reports. This will help monitor student achievement and help in closing the achievement gap. i-Ready, STAR, and Interims (grades: 3, 4, 5) will be used to run weekly and monthly data reports to monitor student achievement and to group students in intervention / enrichment groups. Teachers will collaborate to review student data during, instructional intervention team meetings (IIT meetings), weekly team meetings, and county PLCs.

**Person Responsible:**

Steve Boggs

**Estimated Begin Date:**

8/17/2023

**Estimated Completion Date:**

6/1/2024

**PM** 1.3 Increase students ability in writing a quality essay.

**Description:**

Provide opportunities for all students to meet and exceed proficiency, especially those students of historically underserved populations who are low achieving and at risk of not meeting the standards. Provide ongoing, high quality, job-embedded research based professional development. Use effective teaching strategies and resources to deliver instruction. Use WVDE writing rubric as a tool to assess student growth in the writing process.

**S** 1.3.1 Using writing resources to improve essay writing.

**Description:**

Teachers will use the "Ready Writing" program to teach the writing process. Teachers will use the writing rubric from WVDE to base student scoring and success.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

**AS** 1.3.1.1 Students will be able to write a good quality essay.

**Description:**

Teachers will work closely with the writing program, "Ready Writing." Teachers will use the writing rubric from the WVDE and base their scoring of writing samples using this rubric. Teachers are required to submit writing samples of student work to the school principal for reviewing.

Person Responsible:  
 Steve Boggs  
 Estimated Begin Date:  
 8/17/2023  
 Estimated Completion Date:  
 6/1/2024

**PM** 1.4 Increase the use of technology to enhance student learning

Description:

One hundred percent of teachers and students will have access to technology equipment/infrastructure that support the acquisition of twenty- first century skills and to provide connections between parents, community, and other organizations to support student learning measure digital divide, technology surveys, teacher observations, and teacher evaluation base 80% target 100%.

**S** 1.4.1 Using technology to support student achievement.

Description:

Teachers will utilize the computer lab, laptops, and iPads to assist in delivering high quality instruction. Teachers will use these resources to assist students in everyday learning.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

**AS** 1.4.1.1 Utilize technology to enhance teacher capacity to deliver 21st century content.

Description:

Teachers will incorporate technology in their lessons by using the computer lab, laptops, and iPads.

Person Responsible:  
 Steve Boggs  
 Estimated Begin Date:  
 8/17/2023  
 Estimated Completion Date:  
 6/1/2024

**PM** 1.5 Promote family and community involvement

Description:

Establish and maintain two-way communication with parents. Engage parents in improving student achievement in reading/language arts/mathematics. Elect parents to LSIC and hold meetings.

**S** 1.5.1 Family and community involvement

Description:

Families will be informed about school activities and events through newsletters, school messenger, and the school website. They will be encouraged to serve on the PTO and LSIC committees. Through these committees, parents and community members will be involved in the decision making process. BOES attendance goal for the 2023-2024 school year is to improve by 1 percent. We will accomplish this by classroom incentives (daily, weekly, and monthly). Parents will be informed about attendance through newsletters, school website, communications with CIS facilitator, and during family nights.

Component	Item Name
Title I Schoolwide	Parent and family engagement

**AS** 1.5.1.1 Promote family and community involvement

Description:

Families and community will have opportunities to volunteer within the school. Classroom teachers will have a classroom "Mom and Dad" to assist throughout the school year and help organize classroom events. Parents will be involved in the decision-making processes by serving on committees such as: LSIC and PTO.

Person Responsible:

Steve Boggs

Estimated Begin Date:

8/17/2023

Estimated Completion Date:

6/1/2024

**C** 2 Student Attendance

Description:

After analyzing data sources. Big Otter Elementary School has an attendance goal to address continuous improvement. The attendance goal for Big Otter Elementary School is decrease the percentage of chronically absent students by 1%.

**C** 3 Student Behavior

Description:

After analyzing various data sources that provide evidence of progress toward student behavior expectations. Big Otter Elementary School determined the following goal to address continuous improvement. Big Otter Elementary School will utilize the School Wide Positive Behavior Support Program - "PAX." Our goal is to have 0% of student suspensions for the 2024-2025 school year.

Not Applicable

**Required Items** [Expand All] [Collapse All]

**Component Met**

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



Address strategies to create opportunities for all children including subgroups

**Explanation**

To address strategies to create opportunities for all students including subgroups, Big Otter Elementary will invest in sustained, ongoing job-embedded professional learning on the strategies identified in this plan - small group instruction (intervention and enrichment) in reading/language arts and mathematics, using writing resources to improve essay writing, and using technology to support student achievement.

**1 Academic Achievement**

**PM** 1.1 Increase instructional intensity in reading/language arts

**S** 1.1.1 Small group instruction (intervention / enrichment)

**PM** 1.2 Increase instructional intensity in mathematics

**S** 1.2.1 Student intervention/enrichment through small group instruction

**PM** 1.3 Increase students ability in writing a quality essay.

**S** 1.3.1 Using writing resources to improve essay writing.

**PM** 1.4 Increase the use of technology to enhance student learning

**S** 1.4.1 Using technology to support student achievement.

2) **Activities that strengthen a well-rounded educational program**





Address strategies that strengthen a well-rounded educational program

**Explanation**

Data books: teachers keep data books on each student's progress in reading / language arts/mathematics. These reports are from i-Ready (reading and math), formal assessments, writing samples, and Interims.  
Intervention and Enrichment groups: are intervention / enrichment where students are grouped on their academic level in reading and math. Students get this extra help on a skill during a 30 minute class that lasts 10 days. After the tenth day students are progressed monitored using i-Ready. Students are then regrouped for the next intervention / enrichment group.

**1 Academic Achievement**

**PM 1.1 Increase instructional intensity in reading/language arts**

**S 1.1.1 Small group instruction (intervention / enrichment)**

**PM 1.2 Increase instructional intensity in mathematics**

**S 1.2.1 Student intervention/enrichment through small group instruction**

**PM 1.3 Increase students ability in writing a quality essay.**

**S 1.3.1 Using writing resources to improve essay writing.**

**PM 1.4 Increase the use of technology to enhance student learning**

**S 1.4.1 Using technology to support student achievement.**

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

Address strategies that increase the quality and amount of learning time



**Explanation**

Big Otter Elementary, will increase the quality and amount of learning time by designing the master schedule to create a learning environment conducive to student learning. By keeping time on task, incorporating intervention / enrichment groups, and high quality classroom instruction. Teachers will participate in professional learning that will improve the quality of student learning.

**1 Academic Achievement**

**PM** 1.1 Increase instructional intensity in reading/language arts

**S** 1.1.1 Small group instruction (intervention / enrichment)

**PM** 1.2 Increase instructional intensity in mathematics

**S** 1.2.1 Student intervention/enrichment through small group instruction

**PM** 1.3 Increase students ability in writing a quality essay.

**S** 1.3.1 Using writing resources to improve essay writing.

**PM** 1.4 Increase the use of technology to enhance student learning

**S** 1.4.1 Using technology to support student achievement.

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



Address strategies that provide an enriched and accelerated curriculum

**Explanation**

Big Otter Elementary will use a variety of instructional assessments such as: i-Ready, STAR reading and math, and formative assessments. Students are grouped by academic levels to promote the acceleration of learning.

**G** 1 Academic Achievement

**PM** 1.1 Increase instructional intensity in reading/language arts

**S** 1.1.1 Small group instruction (intervention / enrichment)

**PM** 1.2 Increase instructional intensity in mathematics

**S** 1.2.1 Student intervention/enrichment through small group instruction

**PM** 1.3 Increase students ability in writing a quality essay.

§ 1.3.1 Using writing resources to improve essay writing.

PM 1.4 Increase the use of technology to enhance student learning

§ 1.4.1 Using technology to support student achievement.

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



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

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

**Explanation**

Big Otter Elementary will support students through the use of school teams such as: School Assistance Team (SAT), Individualized Educational Planning committee (IEP), and Instructional Intervention Team (IIT). Teachers will have opportunities to participate in professional development that will help them to address the needs of all students including at-risk learners. Preschool and Kindergarten teachers participate in a transition meeting annually to discuss student data. Big Otter Elementary will incorporate PBIS and PAX Good Behavior Game to improve student behavior. Big Otter Elementary will utilize the Clay AfterSchool Program (CAP) to improve student academics as well as their social and emotional well-being. Fifth grade students transition to the sixth grade (Middle School) by having Middle school staff members come in and talk to the students about the Middle School (expectations and a question answer session).

§ 1 Academic Achievement

PM 1.1 Increase instructional intensity in reading/language arts

§ 1.1.1 Small group instruction (intervention / enrichment)

PM 1.2 Increase instructional intensity in mathematics

§ 1.2.1 Student intervention/enrichment through small group instruction

PM 1.3 Increase students ability in writing a quality essay.

§ 1.3.1 Using writing resources to improve essay writing.

**PM** 1.4 Increase the use of technology to enhance student learning

**S** 1.4.1 Using technology to support student achievement.

6) **Parent and family engagement**



Address strategies that increase the parent and family engagement

**Explanation**

Big Otter Elementary will promote family and community engagement by: using school newsletters, school messenger, and the school website. Parents will be encouraged to serve on the PTO and LSIC committees. Through these committees, family and community members will be involved in the decision making process. Big Otter Elementary will also involve our Communities in Schools Facilitator to enhance parent involvement.

**G** 1 Academic Achievement

**PM** 1.5 Promote family and community involvement

**S** 1.5.1 Family and community involvement

Clay County Schools (016) Public District - FY 2025 - Big Otter Elementary School (016-209) Public School - School Strategic Plan - Rev 0

Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
1) <b>Identify students to be served</b> Address strategies to identify students to be served  <b>Explanation</b>	<input type="checkbox"/>
2) <b>Opportunities for all children including subgroups</b> Address strategies to create opportunities for all children including subgroups  <b>Explanation</b>	<input type="checkbox"/>
3) <b>Activities that strengthen a well-rounded educational program</b> Address strategies that strengthen a well-rounded educational program  <b>Explanation</b>	<input type="checkbox"/>
4) <b>Increase the quality and amount of learning time</b> Address strategies that increase the quality and amount of learning time  <b>Explanation</b>	<input type="checkbox"/>
5) <b>Provide an enriched and accelerated curriculum</b> Address strategies that provide an enriched and accelerated curriculum  <b>Explanation</b>	<input type="checkbox"/>
6) <b>Address the needs of at-risk learners</b> Address strategies that address the needs of at-risk learners that may include the following: - Student support services - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment) - PBIS - Professional development and teacher recruitment - Preschool transition  <b>Explanation</b>	<input type="checkbox"/>

7) **Parent and family engagement**   
Address strategies that increase the parent and family engagement

**Explanation**

8) **Coordination of program**   
Address strategies that coordinate program services

**Explanation**

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

**Explanation**

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

**Explanation**

**Required Documents**

This page is currently not accepting Related Documents.

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