

Gilmer County Strategic Plan

DATE PUB: 10/25/2016

SECTION I - MISSION STATEMENT - What are the core beliefs that guide improvement? What does the district want to accomplish for students?

CORE BELIEFS:

CORE BELIEFS: Providing Community Unity so that: 1. Children are always First. 2. All children can learn. 3. A safe, welcoming environment fosters learning. 4. Effective leadership and accountability are keys to success. 5. Students, families, communities, and schools are valuable partners. 6. High expectations yield better results.

MISSION STATEMENT:

DISTRICT MISSION: Learning, Leading, and Life Skills

SECTION II - GOALS - What are the district's improvement goals? What evidence will be used to judge success in accomplishing these goals?

GOALS:

Goal1. Gilmer County Schools will meet 50% Proficiency Rate for student performance at mastery or above in Reading and 50% Proficiency Rate for student performance at mastery or above in Math based on STAR RLA, STAR MATH, and the General Summative Assessment, when applicable, in grades 1-12 by then end of the 4th nine weeks. WVDE HIGH QUALITY STANDARD ADDRESSED: Standard 3: Standards Focused Curriculum, Instruction and Assessments In high quality schools, the staff delivers standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain essential knowledge, skills and dispositions necessary in the global, digital age.

Goal2. Working to elevate the teaching profession at each school location, principals and district leaders will provide teachers the opportunity to acquire new knowledge, provide leadership in professional learning, and understand the student needs, issues, and interests while promoting and supporting continuous improvement through the implementation of a specialized Professional Development Plan for each Gilmer County school with 75% completion rate. WVDE HIGH QUALITY STANDARD ADDRESSED: Standard 5: Educator Growth and Development In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning. All schools will have a working professional development plan that is a shared document on the One Drive through Office 365.

Goal3. Gilmer County Schools will meet the Gilmer County Technology Plan locally defined goals for 2016-2017 with 100% accuracy as measured and evidenced within execution of action steps and technology planning meeting notes.

EVIDENCE (EV):

EV1. All schools will implement STAR benchmarking 3 times per year (BOY, MOY, EOY) to assess students as a process for improvement with curriculum and instruction. Assessments results will be communicated to parents and students will have opportunities to reflect on their own data. Classroom teachers, support staff and administrators will use STAR benchmark results, classroom assessments, WVGSA data from 2015-2016 and other formative and summative results to design long term and short term instructional plans to reach proficiency goals in Reading and Math. Support staff will actively monitor the implementation of interventions at the elementary level and high school level to meet the needs of students through the Support for Personalized Learning model. School and District administrators will monitor progress toward trajectories and ensure alignment of efforts within each school and grade band as a district.

EV2. At the end of the year, each principal will indicate all items completed on the professional development plan as a means of evidence.

EV3. Evidence used will be technology inventories for all schools, technology planning meeting notes, training documents/agendas/sign ins, device management system reports, and other measures of accountability as applicable with the strategic plan technology plan.

NOTE: Red background for goal indicates no action items recorded for that goal.

SECTION IIIA - ACTION PLAN - What core actions or processes will be implemented to accomplish the goals?

ACTION PLAN:

Goal 1: Gilmer County Schools will meet 50% Proficiency Rate for student performance at mastery or above in Reading and 50% Proficiency Rate for student performance at mastery or above in Math based on STAR RLA, STAR MATH, and the General Summative Assessment, when applicable, in grades 1-12 by then end of the 4th nine weeks. WVDE HIGH QUALITY STANDARD ADDRESSED: Standard 3: Standards Focused Curriculum, Instruction and Assessments In high quality schools, the staff delivers standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain essential knowledge, skills and dispositions necessary in the global, digital age.

Action Step	Date(s) or Time Span	Person(s) Responsible	Funding Source(s)	Progress Monitoring
Throughout all four nine weeks and within 15% of the instructional day, Gilmer County Elementary School's Instructional Interventionists, Academic coaching staff, and Title I teachers will implement specifically designed remedial or enrichment lessons to students in grades K-8 based on the Support for Personalized Learning model, constructed from STAR Early Literacy, STAR Reading, and STAR Math monthly benchmarking results.	all four nine weeks	Interventionists and Title I	Step 7	Intervention Logs
With a minimum of four times per year, all Gilmer County teachers, grades PreK-12, will participate in grade level collaboration/vertical team meetings to construct school and district improvement efforts within instructional practices and standards-focused curriculum founded upon teacher input, educator evaluation results, benchmark scores, and specific needs of the student population to impact student learning.	all four nine weeks	Teachers and School and District Administrators	LIREC Grant and Policy 2512 Funding	Agendas and Surveys
A Student Assistance Team Coordinator will regularly identify and engage community agencies and organizations to provide students and families with a variety of resources and supports to enhance student success and well-being in every aspect of the SAT process and parent involvement policy, monitored by SAT meetings as needed 100% of the year.	all nine weeks	SAT Coordinators	Step 7	SAT Plans/Meetings
All Gilmer County Teachers will be given a direct training on Support for Personalized Learning, Thinking Maps, STAR Assessments/Programs, and other evidence based strategies and programs throughout the 2016-2017 school year aligning with data driven Instructional Design techniques within the Learnin school Model (TOT, modeling, co-teaching, and sharing best practices.)	All Four Nine Weeks	District and School Administrators	Step 7 and Title II	Sign in Sheet and Agenda
Schools will focus on intentional interventions based on STAR Early Learning Assessment in Grades K-2nd to promote grade level proficiency.	all four nine weeks	School Personnel	Step 7	Intervention Logs
After School tutoring will be held in accordance to the SAT referral process for extended or remedial learning opportunities for students in grade K-12.	26 weeks from Oct 17th through April 1st	Building level Principals	Campaign for Grade Level Reading -Extended Learning budget	tutoring Logs and Intervention forms for students within SAT process
Enact all goals and action steps within the 2016-2017 Campaign for Grade Level Reading Plan (attendance, extended learning, high quality instruction, family engagement, and school readiness)	2016-2017 School Year	CGLR Team and School and district staff	WVDE Policy 2512	CGLD Mid Year Progress Report and Team meeting notes

Goal 2: Working to elevate the teaching profession at each school location, principals and district leaders will provide teachers the opportunity to acquire new knowledge, provide leadership in professional learning, and understand the student needs, issues, and interests while promoting and supporting continuous improvement through the implementation of a specialized Professional Development Plan for each Gilmer County school with 75% completion rate. WVDE HIGH QUALITY STANDARD ADDRESSED: Standard 5: Educator Growth and Development In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning. All schools will have a working professional development plan that is a shared document on the One Drive through Office 365.

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Survey School Staff on Professional Developments.	Fall 2016 and Spring 2017	Principals	County	Survey Results
Survey Grade level and Vertical Collaboration Groups on PD	Initial Collaborations	TIS and Academic Coach	Levy	Survey Results
Maintain a PD plan through the One Drive for each school.	2016-2017 school year	Principals, TIS, and District Administrators	Levy	Completion on PD plan through monitoring
Provide professional development for county PreK, day cares, and headstart staff members in the areas of social and emotional well being.	2016-2017 school year	Director of Curriculum	PreK	signins, agendas, and module assignments
Implement LIREC Rural Innovations in Literacy Grant in grades PreK-6th	Spring 2015-Summer 2017	Superintendent	Grant	Grant Facilitation and Monitoring
Implement Graduation 20/20 Initiatives and Provide Trainings	2016-2017 School Year	Director of Special Education	State and RESA 7	Sign ins Agendas and PD Plans via RESA 7

Goal 3: Gilmer County Schools will meet the Gilmer County Technology Plan locally defined goals for 2016-2017 with 100% accuracy as measured and evidenced within execution of action steps and technology planning meeting notes.

Action Step	Date(s) or Time Span	Person(s) Responsible	Funding Source(s)	Progress Monitoring
Evaluation of one-to-one ratio in all schools and grade levels.	August/September 2016	TIS and RESA Tech	Title	Technology Inventory
Meetings with GCHS and GCES Technology Committees as well as County Wide Technology Plan meetings.	September 19, 2016	Technology Director and Committee	N/A	Meeting Minutes
Utilize Tools for Schools and other funding to provide two classrooms at GCHS one-to-one student computer ratio in 3rd through 12th as needed within analysis of technology inventory.	2016-2017	Technology Committee	Tools for Schools and STEP 7	Technology Budget
Evaluation of and enacting peripheral updates in all core content areas in all schools and grade levels.	Fall 2016	Technology Committee and School Administrators	N/A	GCHS and GCES inventory shared in OneDrive

Provide User Friendly Platform to Deliver Instruction and to Access District and State Level Technology Resources (Teacher and Student Symbaloo)	Fall 2016	TIS and School and District Administration	Title II	School Websites and Platform Launching and Usage
Provide Teacher Training on Schoology and Blended Instructional Delivery	2015-2017 School Years	TIS and Director of Curriculum	Title II	Teacher PD Evaluations and Surveys

SECTION IIIB - PROFESSIONAL DEVELOPMENT NEEDS - What skills or knowledge are needed to accomplish your goals?

PROFESSIONAL DEVELOPMENT:

What skills enhancements/developments needs to occur to accomplish your goals? (Professional Development should be aligned with your beliefs, your mission, the self-study analysis, goals, action plan and any other local/state/federal compliance considerations).

Identify strengths and weaknesses as determined by the educator evaluations system and explain how these findings guide your professional development.

Gilmer County Schools are working diligently to address the needs of all students on an individual basis and to implement both the Support for Personalized Learning and Learning School models in various ways over the course of the 2016-2017 school year. Our local approach to this is referred to as the Gilmer County Coaching Model and is a coaching model for students, teachers, and parents enabling all entities to take on leadership roles and seek improvements in relative areas of need to reach high expectations in educational and social endeavors. Each school will be administering the STAR Reading, STAR Math, and STAR Early Literacy assessment tools as deemed appropriate for each child in grades K-12; these programs will be the framework of our comprehensive assessment plan. Specifically, these tools will be used in three phases: an initial universal screening tool, a progress monitoring tool (for the SAT process and for SPL intervention/enrichment groups), and a diagnostic and summative assessment tool to provide information and allow all teachers to be reflective and responsive practitioners. Furthermore, in order to provide the staffing resources to implement the interventions, the district utilized Step 7 funds to hire part time Instructional Interventionists at each elementary school 12 hours a week through RESA 7. The Title I teachers and academic coaching staff are leaders within the SPL process and will work collaboratively with the Instructional Interventionists and all other staff members to target the needs of each class and promote effective instructional practices to increase student achievement and work toward the WVDE Math and ELA trajectories at each school location. Live Data Walls are enacted in grades K-6th to track student progress. Each PREK-6th grade student has a unique data folder to communicate these and other measures that affect performance to parents. All of the core subject area teachers have been trained on the College and Career Readiness Standards content standards performance descriptors, SPL process, and the STAR Comprehensive Assessment Plan. As described and documented within our measurable objectives enclosed by this plan, the district will promote the high quality standards 3, 4, and 5 by hiring a SAT Coordinator, holding regular SAT meetings, providing specifically designed remedial or enrichment lessons to students in grades K-6, implementing a specialized professional development plan per school, and enacting a collaborative model for leading professional development and growth. Support for Improving Professional Practice (WVSSIP Plan) plan for Gilmer County schools includes the school level and collaborative model for addressing professional development needs within our district. Highly Qualified status is held in high regard, and all staff members who are not highly qualified are placed in a permit status cycle in which we seek to make all efforts to rectify highly qualified shortage areas. The TIS along with coaching staff/personnel will also develop and implement the professional development as every collaboration ends with an instructional practice survey for technology integration and that data is used to establish specific support for each collaboration group. IPI (Instructional Practices in Inventory) is also utilized at the high school as part of professional improvement, and may be an avenue to assess and address student engagement in all schools by the end of the year. Gilmer County Schools also received a Literacy Innovation in Rural Education through Collaboration (LIREC) grant this school year which will provide funding for a Literacy Coach and parent involvement activities that integrate literacy exposure and enrichment. The two main areas of need based on the action research thus far within professional development and support are foundational literacy instructional techniques and delivering engaging instructional experiences through WRITING that enhance individual student progress on mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets. Each of our school level professional development plans align with the weakest standards indicated from Educator Evaluation System results from 2015-2016. Overall, the district has noted the need to develop Standard 1 - Element 1.2 (The teacher designs

standards-driven instruction) as the data indicates that this is one of the element with the largest amount of emerging evaluations. The Gilmer County Coaching Model along with the STAR Assessments have provided an opportunity to support teachers in this emerging area for our district. All aspects of this plan have been driven by WVDE seven Standards for High Quality Schools and the Support for Personalized Learning guidance for West Virginia schools and districts. This plan was approved by the local Staff Development Council on 10-24-16.

Beginning Teachers (Years 0-2)

Action Step	Timeline	Target Audience	Desired Method	Funding Source
Mentorship Training September 22, 2016	September 22, 2016	All Initial teachers and Mentors	Face to Face Blended Study	N/A
Beginning Teacher Academy	Fall 2016 and Spring 2017	Initial teacher recommended via Principal and Ment	Face to Face	Step 7 and Title II
Beginning Teacher Tea	October 2015	Initial Teachers (0-3)	Blended Study	Title II
Mentorship Check-UP	February 2017	Current Mentor/Mentee Teams	Face to Face	Title I
The Great Teacher Swap	May 2017	Beginning Teachers to swap places and reflect	Face to Face	Title II

Experienced Teachers (3+ Years)

Action Step	Timeline	Target Audience	Desired Method	Funding Source
18 Hours of CE Credit	2016-2017 School Year (see employee packet)	All teachers	Face to Face	County
See Professional Development Plans for Each School - Various trainings for each staff based on surveys	2016-2017 School Year	All staff	On-line Study Face to Face Blended Study	County, School Levy, and STEP 7
Co-Teaching with best practice examples from staff (Marilyn Friend and Ann Benninghof supported strategies)	Fall-Winter 2016	SPED Teachers and General Educators	Face to Face Blended Study	Step 7 and Title II
LIREC Grant Read Aloud PLC Meetings (4)	Fall-Winter-Spring 2016-2017 (GCES)	PREK-6th	Blended Study	LIREC Grant

LIREC Grant Writing PLC Meetings - Summer School 2017 Prep	Fall-Summer 2017	PREK-6th	Blended Study	LIREC Grant
Math Textbook Caravan	January 2017	Reps from each discipline	Face to Face	Title II

Student Teachers

Action Step	Timeline	Target Audience	Desired Method	Funding Source
GSC 411/412 Seminar on Teacher Evaluations and WVDE High Quality Standards	Fall-Summer 2017	GSC Student Teachers	Face to Face	N/A
Participation in Vertical or Grade Level Collaborations	As available per placement	All student teachers	On-line Study Face to Face Blended Study	County
IEP Training via WVEIS WOW	August 10, 2016	GSC Student Teachers, interns, Gilmer SPED Tchrs	On-line Study Blended Study	Step 7
Hold Seminar GSC Seminar Support from Various Staff	2016-2017 School Year	ALL GSC and Gilmer prosepctive Student Teachers	Blended Study	n/a

Other Staff (administrators, counselors, paraprofessionals, academic coaches, etc)

Action Step	Timeline	Target Audience	Desired Method	Funding Source
18 hours of CE Credit	2016-2017 School Year	All staff	Face to Face	County
Policy 2419 Training	August 10, 2016	Directors and SPED Teachers	Face to Face	County
Mental Health First Aide Training	Summer 2017	Counselors and School Psychologist, GCHS Teachers	Face to Face	Title II
SAT Coordinator Training Sessions	Fall 2016	SAT Coordinators	Face to Face	STEP 7 and Policy 2512

Meeting Highly Qualified Teachers Compliance

Action Step	Timeline	Target Audience	Desired Method	Funding Source
Grade Level Collaborations for all Elementary Staff 4 times per year	See PD Plan (GCES)	K-6 teachers	Face to Face Blended Study	LIREC GRANT and Step 7
Vertical Collaborations, Grade Level and School wide for Core Subjects High School Staff 4 times per year	See PD plan per school (GCHS)	7-12 RLA, Math, SS, and Sci teachers	Face to Face Blended Study	Title II and Step 7
Special Education Teacher Collaboration - monthly collaboration after school	8/10, 9/14, 10/26, 11/14 and future TBA	SPED Teachers	Blended Study	Step 7
Mentorship Training via WVCPD	Fall 2016 and Spring 2017	Mentor Teachers	Face to Face	Title II

Professional Development

Action Step	Timeline	Target Audience	Desired Method	Funding Source
All Schools have Individualized Professional Development Plans	2016-2017	All schools	Face to Face Blended Study	County
Tech Device Trainings (SMART, iPad, laptops and associated gear)	On-going and as needed based on survey results	All Teachers	Face to Face Blended Study	Step 7
STAR Assessment Training for each school	On-going and as needed 2016-2017	All Professional Staff	On-line Study Face to Face	County
Literacy Strategies Trainings at School Sites	Fall 2016-Spring 2017	PREK-6th Teachers	Face to Face	LIREC Grant
Digital Citizenship - Josh Ratliff -WVDE	August 8 and 9, 2016	All School Staff and Central Office Staff	Face to Face	County
		Δ II	On-line Study	

Schoology and Blended Learning - Lori Whitt WVDE	August 8 and 9, 2016	All Professional Staff	Face to Face Blended Study	Step 7
A-F Accountability Training at RESA 7	November 18, 2016	Superintendent appointed district staff	Face to Face	County
Provide professional development for county PreK, day cares, and headstart staff members in the areas of social and emotional well being.	On-going invitation (9-23-16)	PreK Teachers in all schools	Face to Face	PreK and County
Schoology Training-Traci DeWall and Lori Whitt	2015-2016	3rd-12th grade teachers	Blended Study	County
Digital Tools for Gilmer Schools - 6 hour clinic of various sessions on local and state technology platofrms	August 8 and 9, 2016	PREK-12th	Face to Face Blended Study	County-CE
Office Mix-Mark Moore-WVDE	August 8 and 9, 2016	All School Staff	Face to Face	County-CE
OdysseyWare Training (Credit Recovery Platform)	10/21/16	PREK-12th	On-line Study Face to Face	County
SPED Accommodations- Dr. Taylor GSC	Fall 2016	GCHS Staff	Face to Face	County-CE
LIREC and NCTE Literacy Strategies with Jennifer Adams	Spring 2016 and Fall 2016	PREK-6th Staff and GSC Students	Face to Face	LIREC Grant
Graduation 20/20 Training	2015-2016 School Year	7th-12th Staff	Face to Face	Title II and County
WVEIS WOW - Mike Harker	August 8, 2016	Office Staff and Teachers	Blended Study	RESA7
Accelerated Math and Math Facts in a Flash Trainings	October 13, 2016	K-12th	Blended Study	Step 7
One Drive Training - Traci DeWall	on-going and as needed based on survey results	PREK-12th	Face to Face Blended Study	N/A
Technology Platform Trainings (Digital Textbooks, Purchased Platforms such as Brainpop and Discovery, Thinking Maps, Symbaloo resources and others)	On-going and as needed based on survey results	All Professional Staff	Face to Face Blended Study	Title II
Differentiated Learning Resources for Exceptional Students - Valerie Wilson-WVDE	August 8 and 9, 2016	All Professional Staff	Face to Face On-line Study	Step 7

			Blended Study	
O365 email, AUP, and Gilmer Orientation Training via TIS	2016-2017 as needed	Beginning or new Gilmer Teachers	Face to Face Blended Study	General
HB2939, Mandatory Reporting, and AUP - Howard Seufer	August 10, 2016	All GCS Staff	Face to Face	General
McKinney Vento Act and Protocols for reporting - Judy Stalnaker - GCS	August 10, 2016	All GCS Staff	Face to Face	General
Title III ESL Trainings via RESA 7	2016-2017 School Year	ESL Teacher (Mrs. Campbell)	Blended Study Face to Face	Title II
Teacher Leadership PD Opportunitites as evidenced in school level PD Plans	2016-2017 School year	All staff per school location and discipline	On-line Study Face to Face Blended Study	Title II