PUTNAM COUNTY SCHOOLS

2026-2027 **STRATEGIC PLAN** HIGHLIGHTS

1

ONE. EACH SCHOOL IN PUTNAM COUNTY WILL MEET OR EXCEED ITS ANNUAL ELA GROWTH TARGET AS MEASURED ON THE WV BALANCED SCORECARD.

- School grade-level and departmental teams will continue to build common formative assessments, with collaborative meetings focused on analyzing student outcomes and improving instruction. Teachers will analyze WVGSA writing performance, focusing on student evaluation of writing and understanding of the rubrics used to score it.
- Teachers will analyze SWDs and other subgroup performance and research appropriate evidence-based strategies. Several PCS Principals will continue to work with a Solution Tree mentor for one year, guiding them individually through PLC work in their buildings.
- The MTSS team will continue to work with principals and curriculum teams to develop academic support models that address skill gaps and identify needs prior to the assessment process. The C&I team and school administrators will analyze i-Ready diagnostic data for each SWD to monitor growth and develop supports where needed.
- Teachers will be afforded high-quality, evidence-based professional development to aid with instruction of SWDs in the general education environment and additional professional learning community time.
- Science of Reading focus and emphasis; use of resources and Bridge to Practice activities. The SoR team will continue to explore the expansion of support for teachers.
- Elementary teachers new to PCS will enroll in the WVDE LETRS Science of Reading program, with stipends provided for completion of online modules, readings, and live sessions.
- Computer Curriculum Specialists will provide embedded professional development for teachers and administrators focused on implementing technology and curriculum initiatives that increase teacher capacity to improve student outcomes.
- The District Guiding Coalition will continue ongoing review of student outcomes from a variety of sources to improve services to schools.

2

TWO. EACH SCHOOL IN PUTNAM COUNTY WILL MEET OR EXCEED ITS ANNUAL MATH GROWTH TARGET AS MEASURED ON THE WV BALANCED SCORECARD.

- School grade-level teams will continue to use the essential standards to develop and analyze common formative assessments in collaborative team meetings. The use of module assessments and test authoring will be recommended.
- After collaborative teams have analyzed the individual student data, interventions will be provided utilizing supports, Title I & ESL teachers, tutoring, and extended day/year. Students participating in intervention will be monitored more frequently for appropriate placement.
- Teachers will attend various professional development opportunities to improve their math instruction through the Unite with Numeracy initiative, i-Ready trainings for grades K-8, AP training, the state NCTM conference, Learning Beyond Paper, continued PL for content area teachers of ELL students, SAIL, essential standards, Building Thinking Classrooms PD, Number Talks, and use of math manipulatives. Math educators will be encouraged to join the WV Leaders of Numeracy Educator Network.
- High school math teachers will participate in Building Thinking Classrooms PD and DESMOS calculator training. Math teachers will receive school-based PD on SAT Skills Insight (high school) and Cambium supports (elementary and middle).
- High school students will be supported through a Mastery Prep Boot Camp aligned to the SAT School Day.

3

THREE. BY THE END OF THE 2026-2027 SCHOOL YEAR, EACH PUTNAM COUNTY SCHOOL WILL MEET THE ATTENDANCE MEASURE ON THE WV BALANCED SCORECARD.

- Identify and monitor chronically absent students using ZoomWVe.
- Teachers will analyze SWDs and other subgroup outcomes and research appropriate strategies to support each relevant subgroup.
- Recognize improved attendance for chronically absent students during leadership assemblies, on social media, and in school communications. Family engagement events, including Back to School Blast, Family Fun Nights, Grandfamilies, and EL parent involvement activities, will support attendance.

- Principals and counselors are trained on McKinney-Vento definitions and processes so students experiencing homelessness are identified and connected with tutoring, credit recovery, and the supports needed to attend school.
- Student support programs, including WEB and Link Crew, will be evaluated for further implementation to encourage good attendance practices.
- PCS will fund 1/3 FTE of itinerant school psychologist with Title IV Safe and Supportive Funding.
- The school psychologist will work with students on S/E support interventions, educate teachers and parents on best S/E support practices, administer risk assessments as needed, and provide other supports related to Safe and Supportive Schools.
- PCS has continued working with the Truancy Diversion program, Magistrate Court, and Circuit Court to provide services and support for families struggling with truancy and other issues.
- PCS has continued collaboration with the Bureau of Juvenile Services to facilitate Community Education/Homebound Services to students involved in the court system at our local YRC site.
- PCS Social Workers and Attendance Director continue to make home visits to families to address truancy concerns related to chronically absent students.
- Services and supports are offered to families to improve attendance prior to pursuing judicial remediation.

4

FOUR. PCS WILL IMPROVE SOCIAL, EMOTIONAL, AND BEHAVIOR OUTCOMES FOR STUDENTS.

- PCS will implement a multi-tiered system of support that will focus on Tier I and Tier II interventions and strategies that will improve outcomes for students.
- The MTSS Core Team members will use universal screening results and meet with grade-level collaborative teams to identify students in need of Tier 2 academic and social/emotional supports, establish intervention plans, support interventions, monitor progress, and coordinate movement through the tiers. As members of the Student Assistance Team, they will provide continuity when a student moves to Tier 3.
- A Communities In Schools site coordinator is placed at BES to coordinate community services and supports in response to data review, social-emotional needs, and an increase in students qualifying as economically disadvantaged.
- PCS has created an Elementary Alternative Program in response to Senate Bill 199 to support students with significant behavioral concerns.
- Student social, emotional, and behavior outcomes will be assessed throughout the year using the Early Learning Reporting System (ELRS).

5

FIVE. PCS WILL INCREASE EDUCATOR EFFECTIVENESS AS MEASURED BY STUDENT OUTCOMES IN THE 2026-27 SCHOOL YEAR.

- Professional development offerings will be provided based on data, needs assessment, and school leadership team input.
- PCS will provide school-level administrative leadership development through book studies, sharing collaborative team data and strategies, conferences, programmatic breakouts, and central office visits and walkthroughs.
- New teachers to the PCS system will engage in an orientation prior to the opening of schools to learn about current practice and procedures to include the professional learning community process.
- New teachers will participate in a mentoring program as defined by the WVDE.
- PCS will collaborate with Marshall University to continue offering the Putnam Teacher Preparation Program (GYO).
- PCS will support teachers with tuition reimbursement for areas of identified high need.
- PCS teachers and administrators will participate in PLC professional learning through Solution Tree, administrator coaching, a focus on special and regular education subgroups, and continued embedded support with collaborative teams.
- PCS will continue to build, develop, and implement practices to recruit and retain certified, professional educators, monitored through applicant tracking, employee retention data, and teacher evaluation outcomes.