

May 9, 2023
Tuesday, May 9, 2023 6:00 PM Eastern

Buckhannon-Upshur High School
270 B-U Drive
Buckhannon, WV 26201

Jan Craig: Present
Sherry Dean: Present
Dr. Tammy Samples: Present
Roy Wager: Present
Daya Wright: Present
Present: 5.

- I. Call to Order
- II. Pledge of Allegiance & Mission Statement
- III. Roll Call
- IV. Approval of Agenda and/or Agenda Adjustments
The superintendent respectfully requests approval of the agenda as presented.
This motion, made by Jan Craig and seconded by Roy Wager, Carried.
Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea,
Daya Wright: Yea
Yea: 5, Nay: 0
- V. Approval of Minutes
The superintendent respectfully requests approval of the minutes as presented.
This motion, made by Daya Wright and seconded by Roy Wager, Carried.
Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea,
Daya Wright: Yea
Yea: 5, Nay: 0
- VI. Superintendent Discussion
The Board of Education respectfully requests the approval of hiring a
Superintendent for a 2-year contract. This motion, made by Jan Craig and
seconded by Roy Wager, Carried.
Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea,
Daya Wright: Yea
Yea: 5, Nay: 0
- VII. Acknowledgements and/or Upshur Highlights
- VIII. Delegations/Public Comments
- IX. Buckhannon-Upshur Middle School Library Discussion
- X. Financials
The superintendent respectfully requests approval of financials as presented. This
motion, made by Jan Craig and seconded by Sherry Dean, Carried.
Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea,
Daya Wright: Yea
Yea: 5, Nay: 0
- XI. Memorandum of Understanding Communities in Schools

The superintendent respectfully requests approval of the Memorandum of Agreement as presented. This motion, made by Roy Wager and seconded by Daya Wright, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea
Yea: 5, Nay: 0

XII. Consent Agenda

XIII. Personnel

The superintendent respectfully requests approval of the personnel as presented. This motion, made by Jan Craig and seconded by Daya Wright, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea
Yea: 5, Nay: 0

XIV. Superintendent Update / Accountability / Correspondence

XV. Board Member Comments

XVI. Next Board Meeting Date

XVII. Adjournment

Upon a motion duly made to adjourn the meeting, all members concurring therein, the meeting was adjourned. This motion, made by Roy Wager and seconded by Daya Wright, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea
Yea: 5, Nay: 0

March 28, 2023
Tuesday, March 28, 2023 6:00 PM Eastern

Buckhannon-Upshur High School
270 B-U Drive
Buckhannon, WV 26201

I. Call to Order

The meeting was called to order at 6:00 pm.

II. Pledge of Allegiance & Mission Statement

Mr. Roy Wager read the mission statement." The mission of Upshur County Schools is to provide academic preparation; social responsibility; employability; and the desire of lifelong learning."

III. Roll Call

Board members in attendance were 1. Dr. Tammy Samples, President;2, Mrs. Jan Craig. Vice President: 3. Mrs. Sherry Dean; 4.Mr. Roy Wager; 5. Mrs. Daya Wright.

Among the others in attendance were 1. Dr. Debra Harrison, Interim Superintendent; 2. Ms. Melinda Stewart, Interim Assistant Superintendent; 3, Mrs. Pamela Slaughter, Executive Secretary to the Superintendent; 4. Mr. Jeffrey Perkins, Treasurer; 5. Mrs. Jody Johnson, Director of Elementary Curriculum and Federal Programs; 6. Mrs. Jodie Akers, Director of Transportation and Attendance; 7. Mr. Tim Derico, Director of Facilities; 8. Mr. Eddie Vincent, Director of Wellness and Child Nutrition; 9. Mr. Matthew Sisk, Director of Safety and Emergency; 10. Mrs. Stephanie Bennett, Supervisor of Transportation; 11. Mr. Jim Trivolette, Technology Support Specialist.

IV. Approval of Agenda and/or Agenda Adjustments

The superintendent respectfully requests approval of the agenda as presented with adjustments to personnel. This motion, made by Roy Wager and seconded by Sherry Dean, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

V. Approval of Minutes

VI. Acknowledgements and/or Upshur Highlights

Jeremiah Smallridge introduced one of his students and she presented her poem that she recited at th4e State Poetry Out Loud competition. She was awarded an Upshur Star. Next group, high schoolers representing the choir. The ten students also performed. The Director of Bands at Buckhannon-Upshur High School introduced some of her band students. They attended a band festival and brought home one of the highest ratings possible. Band students were introduced for their achievements. Mr. Smallridge talked about the orchestra at the high school. He also

recognized the volunteers that help with the programs. Middle school and elementary students were introduced and recognized for their accomplishments.

VII. Upshur County Public Library Budget Presentation

Mr. Paul Norko, Director of the Upshur County Public Library Board, talked about the budget for the library for next year. He would like to see an increase in the money provided by the Board of Education to help them with needed books and programs for the community. He talked about many of the programs they have for students.

VIII. Upshur County Extension Office

Mr. Craig Presar and Mrs. Tasha Harris gave an update on the Upshur County Extension Office budget. The student Ambassador spoke about what they do with the 4-H program for students. There are numerous programs that are involved including, the archery program, youth livestock, adopt a chick and summer camp.

IX. Delegations/Public Comments

Motion made to enter into an executive session at 7:21 pm. This motion, made by Jan Craig and seconded by Sherry Dean, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

Motion made to enter back into regular session at 7:35 pm. This motion, made by Roy Wager and seconded by Sherry Dean, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

We have five delegates this evening. Dr. Tammy Samples explained the guidelines and allowed seven minutes per speaker.

Debbie Shapiro said that teachers, parents and students come to her to speak. Talked about the upcoming levy.

Susan King talked about special education, expulsions and the PALS program.

Buffy Johnson asked for an executive session. This will be granted after Mr. Nestor speaks.

Don Nestor spoke about how important it is to have great teachers. We all need to work together for the students and the school system.

X. Superintendent Discussion

Motion was made to go into executive session for superintendent discussion with Mr. Jim Brown at 8:43 pm. This motion, made by Jan Craig and seconded by Roy Wager, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

Motion to enter back into regular session at 9:43 pm. This motion, made by Jan Craig and seconded by Roy Wager, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

The board met in executive session with Mr. Jim Brown from the West Virginia State Board Association, who will be working on a posting for a superintendent. Posting will be out by Monday, April 3, 2023, open for five days with an option to extend if need be.

XI. Update on Special Education Review by WVDE

Mrs. Kasey Baisden introduced Jeremy Brunty, of Special Education from the WVDE. Upshur County is on a four-year monitoring cycle. He is pleased with the paper work he has received from Mrs. Baisden.

XII. Update on NARCAN

Mr. Matt Sisk gave an update on the Narcan, Opioid, and Fentanyl in our community. Community Care of West Virginia would like to do training in the schools for free and get Narcan in the schools. Mr. Eddie Vincent agrees. New field test kits for THC in vapes are available. Mr. Matt Sisk showed an example of how it works.

XIII. Approval of Out of State Bus Trips

Motion to approve out of state bus field trips as presented. This motion, made by Sherry Dean and seconded by Daya Wright, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

XIV. Financials

Motion to accept financials. This motion, made by Daya Wright and seconded by Sherry Dean, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

Mr. Jeff Perkins updated the financials for the month.

XV. 2021-2022 Upshur County Schools. Unqualified Audit

Mr. Jeff Perkins presented the audit for 2022. It is an unqualified audit, which means there were no findings or observations.

XVI. Policy 2024 -- Second Reading

Third reading and approval at next board meeting.

XVII. Consent Agenda

XVIII. Personnel

The superintendent respectfully requests approval of the personnel as presented. This motion, made by Roy Wager and seconded by Sherry Dean, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

XIX. Correspondence/Accountability

Dr. Harrison talked about the walk through completions for each school. She participated in honoring the Inaugural class of the Grow Your Own program in Charleston. We have 17 students enrolled in the program.

XX. Student Discipline

Motion to move into executive session for student discipline at 9:35 pm. This motion, made by Jan Craig and seconded by Daya Wright, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

Motion made to return back in regular session. This motion, made by Roy Wager and seconded by Daya Wright, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

Motion to expel student LKHS2223. This motion, made by Roy Wager and seconded by Sherry Dean, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

Motion to expel student MBHS2223. This motion, made by Jan Craig and seconded by Daya Wright, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

XXI. Board Member Comments

Mr. Roy Wager asked about the PALS program. He also asked about transitional and alternative school. Mrs. Jan Craig requested a review for the 504 policy.

XXII. Next Board Meeting Date

The next regular meeting of the Board of Education will be held Tuesday, April 11, 2023 at 6:00 pm at Buckhannon-Upshur High School

XXIII. Adjournment

Motion to adjourn meeting. Adjourned at 9:50 pm. This motion, made by Jan Craig and seconded by Sherry Dean, Carried.

Jan Craig: Yea, Sherry Dean: Yea, Dr. Tammy Samples: Yea, Roy Wager: Yea, Daya Wright: Yea

Yea: 5, Nay: 0

DRAFT

Upshur County Schools

AP Check Register
Bank - Chase
4/25/2023

Check No.	Name	Purpose	Amount	Funding Source
7446	MY BUCKHANNON	Advertising (BOE, FETC)	950.00	G/GF
			950.00	
7451	SCHOOL NUTRITION ASSOCIATION	Child Nutrition-Due/Registration Fees	436.00	M
7433	GORDON FOOD SERVICE, INC.	Child Nutrition-Food/Supplies	166,852.22	M
7461	A F WENDLING INC	Child Nutrition-Food/Supplies	3,269.48	M
7460	WEBSTAIRANT STORE, INC.	Child Nutrition-Parts	29.73	M
			170,587.43	
7412	AMAZON CAPITAL SERVICES, INC.	Classroom Supplies (BAES)	766.54	Levy
7449	SAM'S CLUB	Classroom Supplies (BAES)	237.44	Title
7463	NATIONAL ASSOCIATION OF	Classroom Supplies (BAES)	315.54	Title
7420	CERTIPORT	Classroom Supplies (BUHS CTE)	2,312.30	G
7431	FOLLETT HIGHER EDUCATION GROUP	Classroom Supplies (BUHS)	80.24	Levy
7440	LOWE'S HOME CENTERS, INC.	Classroom Supplies (BUHS)	161.54	Title
7450	SCHOLASTIC INC	Classroom Supplies (TES)	351.39	Title
7437	KAPCO	Classroom Supplies (UES)	116.85	Step 7
7426	DOLLAR TREE	Classroom Supplies (WDES)	30.00	Levy
7459	WAL-MART STORES, INC.	Classroom Supplies (WDES)	110.62	Levy
			4,482.46	
7421	CHARLESTON MARRIOTT	Conference Lodging (BOE)	730.02	GF
7428	EMBASSY SUITES CHARLESTON	Conference Lodging (BOE, WDES)	1,563.35	GF
7417	CANAAN VALLEY RESORT PARK	Conference Lodging (BUHS CTE)	412.00	G
7452	SCHOOL SAFETY ADVOCACY COUNCIL	Conference Registration (Safety)	550.00	GF
7462	WVASBO	Conference Registrations (BOE)	560.00	GF
			3,815.37	
7444	MOUNTAIN MAMA MARKET +	Extracurricular (WDES)	800.00	G
7411	AKA FESTIVALS OF MUSIC/MUSIC	Extracurricular-BUMS Band Trip	4,344.00	Levy
7418	CARNEGIE SCIENCE CENTER	Extracurricular-BUMS PBL	1,964.00	GF
			7,108.00	
7441	MASON & BARRY INC	Maintenance-Contracted Services	9,223.00	Levy
7454	SCHINDLER ELEVATOR CORPORATION	Maintenance-Elevator Contract	1,162.23	Levy
7419	CENTRAL SUPPLY COMPANY	Maintenance-Supplies	6,334.24	Levy
7427	EASYKEYS.COM, INC	Maintenance-Supplies	17.74	Levy
7430	EQUIPARTS CORP.	Maintenance-Supplies	1,818.78	Levy
7432	FRIED BROTHERS, INC.	Maintenance-Supplies	4,379.17	Levy
7434	GRAINGER	Maintenance-Supplies	1,109.70	Levy
7439	LIBERTY DISTRIBUTORS, INC.	Maintenance-Supplies	12,642.87	Levy
7453	SHERWIN-WILLIAMS	Maintenance-Supplies	449.17	Levy
7456	UNITED LABORATORIES	Maintenance-Supplies	1,737.17	Levy
7457	US BANK NATIONAL ASSOCIATION	Maintenance-Supplies	9.64	Levy
			38,883.71	
7425	DINSMORE AND SHOHL LLP	Office-Legal Expenses	12,433.12	GF
7448	PITNEY BOWES INC	Office-Postage Meter/Folding Machine Lease	3,976.74	Levy/GF
			16,409.86	
7415	BELLEVUE SCHOOL DISTRICT #405	Professional Development (BUHS AP Certification)	700.00	Levy
			700.00	
7447	OFFICE DEPOT	Supplies (Copy Paper)	4,663.20	Levy
7438	KROGER COMPANY	Supplies (Prostart, Child Nutrition)	2,035.56	G/M
7414	BANDLAND, LLC	Supplies-Band/Music/Choir (BUHS, BUMS)	430.45	Levy
			7,129.21	
7443	MOSYLE CORPORATION	Technology-Apple Licenses	870.61	GF
			870.61	
7435	JENKINS FORD MERCURY, INC.	Transportation-Parts	89.77	GF
7436	JOHNNY'S RADIATOR REPAIR INC.	Transportation-Parts	828.63	GF
7442	MATHENY MOTOR TRUCK CO (LLC)	Transportation-Parts	17,987.04	GF
7455	TRANSPORTATION ACCESSORIES CO	Transportation-Parts	168.69	GF
7410	ACE HARDWARE OF BUCKHANNON,LLC	Transportation-Parts/Supplies	276.83	GF
7413	AMTOWER AUTO SUPPLY INC	Transportation-Parts/Supplies	1,650.57	GF
7423	COLE TRUCK PARTS	Transportation-Parts/Supplies	209.46	GF
7424	CUMMINS SALES AND SERVICE	Transportation-Software	770.00	GF
7416	BEST ONE TIRE	Transportation-Tires	9,579.72	GF
			31,560.71	
7422	CINTAS	Uniform Service/First Aid Service (Maint., Transp, FETC, Chi	6,847.52	Levy/GF/G/Essef
			6,847.52	
7445	MOUNTAIN STATE WASTE	Utility-Garbage (RCES)	492.44	GF
7458	UTILITY BOARDS	Utility-Water/Sewage/Garbage (Buckhannon Locations)	19,706.22	GF
			20,198.66	
7429	ENTERPRISE RENT-A-CAR, INC.	Vehicle Rental (BUHS CTE)	519.18	G
			519.18	

Check Register Total

\$ 310,062.72

Upshur County Schools

AP Check Register
Bank - Chase
4/28/2023

Check No.	Name	Purpose	Amount	Funding Source
95209	CDC, LLC	Capital Construction-WDES HVAC	163,285.53	Esserf
95217	EASTERN AIR BALANCE CORP.	Capital Construction-WDES HVAC	17,550.00	Esserf
			180,835.53	
95202	AT&T MOBILITY	Cell Phone Service (Admins)	520.58	GF
			520.58	
95274	WV DEPT OF AGRICULTURE	Child Nutrition-Commodities	4,403.70	M
95266	UNITED DAIRY, INC.	Child Nutrition-Milk	11,397.04	M
			15,800.74	
95251	RALPH'S FURNITURE, INC.	Classroom Furniture (BAES)	586.05	Step 7
95272	WAL-MART STORES, INC.	Classroom Supplies (BUHS, Title)	1,235.30	Title
95198	ANCORA PUBLISHING AND SAFE &	Classroom Supplies (BUMS)	642.00	Title
			2,463.35	
95273	WVCTM - COUNCIL OF MATHEMATICS	Conference Registration	1,080.00	G
			1,080.00	
95191	ABSOLUTE ASSURANCE DRUG	Drug Testing (FETC, Transportation)	1,510.97	G/GF
			1,510.97	
95253	REBEL ATHLETIC INC	Extracurricular (BUMS Cheer Uniforms)	11,394.89	GF
95243	PAINT YOUR HEART OUT	Extracurricular (WDES)	555.00	G
			11,949.89	
95280	XEROX FINANCIAL SERVICES LLC	Facilities-Copier Lease (County)	8,338.95	Levy
			8,338.95	
95219	EZ TO USE.COM	FETC-Advertising	565.50	G
95241	NAT'L TECHNICAL HONOR SOCIETY	FETC-Membership	700.00	G
95197	AMTOWER AUTO SUPPLY INC	FETC-Supplies	1,157.43	G
95208	CARD SERVICES	FETC-Supplies	193.00	G
95225	HARPER LUMBER & BUILDING	FETC-Supplies	183.75	G
95226	HEALTHSTREAM, INC.	FETC-Supplies	1,224.50	G
95233	LOWE'S HOME CENTERS, INC.	FETC-Supplies	181.21	G
95262	STAR WELD	FETC-Supplies	3,102.84	G
95278	WOODCRAFT SUPPLY, LLC	FETC-Supplies	9,200.98	G
			16,509.21	
95192	ACC BUSINESS	Long Distance Phone Service (BOE)	153.25	GF
			153.25	
95258	STANTON LAWN SERVICE	Maintenance-Contracted Mowing	3,160.00	Levy
95220	FILTECH INC.	Maintenance-Contracted Services	1,006.00	Levy
95230	JEFFERDS CORPORATION	Maintenance-Contracted Services	1,654.22	Levy
95231	LEGGETT REFRIGERATION	Maintenance-Contracted Services	9,374.00	Levy
95240	MTR TREE SERVICE, LLC	Maintenance-Contracted Services	1,075.00	Levy
95244	GREG PHILLIPS, JR	Maintenance-Contracted Services	3,600.00	Levy
95261	SUPERIOR ENVIRONMENTAL SVC,LLC	Maintenance-Contracted Services	12,885.00	Levy
95263	TENNANT SALES & SERVICE CO,INC	Maintenance-Contracted Services	673.82	Levy
95216	JEFFREY DEAN	Maintenance-License Reimbursement	51.00	Levy
95200	ASHCO-A-CORPORATION	Maintenance-Supplies	693.40	Levy
95201	ATCO INTERNATIONAL	Maintenance-Supplies	771.00	Levy
95213	CRITES ELECTRICAL SUPPLY INC	Maintenance-Supplies	0.52	Levy
95221	FREEDOM AG & ENERGY	Maintenance-Supplies	27.78	Levy
95254	RITE-WAY HEATING & PLUMBING	Maintenance-Supplies	31.58	Levy
95259	STATE ELECTRIC SUPPLY CO INC	Maintenance-Supplies	3,603.74	Levy
			38,607.06	
95275	WV NEWS	Office-Advertising	145.79	GF
95260	RACHEL STUMP	Office-Background Check	34.00	GF
95291	MOORE, DEANNA J.	Office-Background Check	34.00	GF
95292	HEATER, TESLA J.	Office-Background Check	34.00	GF
95248	SCOTT M. PRESTON	Office-Clerk of the Works	2,363.81	Esserf
95252	THE RECORD - DELTA	Office-Legal Ad	536.54	GF
95207	BUCKHANNON-UPSHUR HIGH SCHOOL	Office-Levy Distribution	2,965.00	Levy
95268	UPSHUR COUNTY PUBLIC LIBRARY	Office-Levy Distribution	23,425.00	Levy
95269	UPSHUR HUMAN RESOURCES, INC.	Office-Meals Claimed/Reimbursement	4,489.82	M/Title
95257	PAULA SNYDER	Office-Praxis Reimbursement	68.48	Levy
95210	CHILD DEVELOPMENT CENTER	Office-PreK Tuition/Meals Claimed	12,430.83	GF/M
95237	MOUNTAIN CAP OF WV, INC.	Office-PreK Tuition/Meals Claimed	2,087.31	GF/M
95246	PIERPONT COMMUNITY & TECHNICAL	Office-Tuition (BUHS AP Classes)	6,200.00	Levy
95276	WEST VIRGINIA UNIVERSITY	Office-Tuition (BUHS AP Classes)	525.00	Levy
95222	FUEL EDUCATION LLC	Office-Virtual Curriculum	48,670.00	Esserf
95267	UPSHUR COUNTY BOARD OF EDUC	Office-Vision/Dental Registers	31,779.96	GF
			135,789.54	
95242	OPTIMUM	Phone Service (BUHS, BUMS, FETC, RCES)	661.49	GF
			661.49	
95215	CURRICULUM ASSOCIATES LLC	Professional Development	1,750.00	Title

			1,750.00	
95235	MICROLOGIC INC.	Safety/Security-Monitoring, iPhone	1,770.00	GF
95250	QBS LLC	Safety/Security-Training	8,750.00	Step 7
			10,520.00	
95247	PLAY TO GROW OCCUPATIONAL	SPED-Contracted Services	213.33	SPED
95255	SIGNGLASSES, LLC	SPED-Contracted Services	151.20	SPED
95277	WESTFALL, ANDREA	SPED-Contracted Services	857.50	SPED
			1,222.03	
95196	AMAZON CAPITAL SERVICES, INC.	Supplies (BUMS, SPED, Transp., FETC, Child Nutrition, Main	9,226.09	Levy/SPED/GF/G/M
95193	ACE HARDWARE OF BUCKHANNON,LLC	Supplies (Maintenance, FETC)	2,451.44	Levy/G
			11,677.53	
95199	APPLE, INC.	Technology-Laptop (HiSET Training)	948.00	G
			948.00	
95227	DIANE B. HILL	Title-Contracted Services	2,380.00	Title
95234	MARSHALL UNIVERSITY	Title-Contracted Services	2,900.00	Title
			5,280.00	
95203	EAST PENN MANUFACTURING CO	Transportation-Batteries	938.52	GF
95290	LOUDIN, KIMBERLY	Transportation-CDL Reimbursement	164.75	GF
95224	CATHY L. GRILL	Transportation-CDL Reimbursement/DOT Physical	135.75	GF
95279	WOODFORD OIL COMPANY	Transportation-Diesel	24,830.00	GF
95223	BOBBY FURR	Transportation-DOT Physical	80.00	GF
95232	KYLE R LINGER	Transportation-DOT Physical	80.00	GF
95256	NOLAN SMALLRIDGE	Transportation-DOT Physical	80.00	GF
			26,309.02	
95204	STEPHANIE BENNETT	Travel Reimbursement	226.89	GF
95205	CARRIE BOWERS	Travel Reimbursement	212.02	SPED
95206	KAYLA YOCUM	Travel Reimbursement	62.16	Technology
95211	JUDY CLEVINGER	Travel Reimbursement	199.78	SPED
95214	RANDALL CUNNINGHAM	Travel Reimbursement	151.30	G
95236	LORI JESTICE	Travel Reimbursement	203.34	GF
95245	BETH PICKENS	Travel Reimbursement	407.76	Title
95249	D. ELAINE PUGH	Travel Reimbursement	187.58	M
95264	STEVE TIERNEY	Travel Reimbursement	121.18	SPED
95265	JAMES TRIVOLETTE	Travel Reimbursement	47.16	Technology
95270	US BANK NATIONAL ASSOCIATION	Travel Reimbursement	436.00	GF
95271	C. EDWARD VINCENT	Travel Reimbursement	131.92	GF
95281	PAM SLAUGHTER	Travel Reimbursement	9.96	GF
95282	CLAY, CAROL	Travel Reimbursement	156.65	SPED
95283	MOSS, MORGAN	Travel Reimbursement	186.02	Title
95284	SISK, MATTHEW	Travel Reimbursement	40.61	GF
95285	CAYNOR, MICHELLE	Travel Reimbursement	286.54	G
95286	THOMPSON, CYRUS	Travel Reimbursement	20.96	Technology
95287	LYNCH, MEGAN	Travel Reimbursement	194.58	Title
95288	CAMPBELL, MELIAH	Travel Reimbursement	315.95	Title
95289	STUMP, CARRIE BETH	Travel Reimbursement	125.76	SPED
			3,724.12	
95195	MON POWER	Utility-Electric (BUHS, BUMS, Rental)	29,156.16	GF
95238	MOUNTAINEER GAS COMPANY	Utility-Natural Gas	5,675.79	GF
95239	MOUNTAINEER GAS COMPANY	Utility-Natural Gas	1,409.28	GF
95212	CONSTELLATION NEWENERGY	Utility-Natural Gas (BAES, BUMS, BUHS, FETC)	17,539.47	GF
95229	HOPE GAS INC.	Utility-Natural Gas (FCES, RCES)	584.47	GF
95194	ADRIAN PSD	Utility-Water (FCES, RCES)	956.70	GF
95228	HODGESVILLE PSD	Utility-Water (HES)	310.97	GF
95218	ELKINS ROAD PSD	Utility-Water (UES)	497.77	GF
			56,130.61	

Check Register Total

\$ 531,781.87

Upshur County Schools

Payroll Check Register
Bank - Chase
4/28/2023

Check No.	Name	Purpose	Amount	Funding Source
1760	AMERICAN FIDELITY COMPANY	Payroll Deductions	930.00	M
1761	AXA EQUITABLE	Payroll Deductions	2,344.00	M
1762	FORESTERS FINAN. SERVICE INC	Payroll Deductions	1,020.00	M
1763	HORACE MANN LIFE INSURANCE CO	Payroll Deductions	650.00	M
1764	AMERIPRISE FINANCIAL SERVICES	Payroll Deductions	3,090.00	M
1765	JEFFERSON NATIONAL LIFE INS CO	Payroll Deductions	50.00	M
1766	RELIASTAR LIFE INSURANCE CO.	Payroll Deductions	200.00	M
1767	MIDLAND NATIONAL ANNUITY DIV	Payroll Deductions	30.00	M
1768	AIG VALIC	Payroll Deductions	70.00	M
1769	OPPENHEIMER FUNDS SERVICES	Payroll Deductions	550.00	M
95293	CHILD SUPPORT SERVICES	Payroll Deductions	190.52	M
95294	PUBLIC EMPLOYEES INS AGENCY	Payroll Deductions	6,653.36	M
95295	ST. JOSEPH'S HOSPITAL	Payroll Deductions	776.42	M
95296	BANK ONE	Payroll Deductions	254,841.40	M
95297	STATE TAX COMMISSIONER	Payroll Deductions	69,312.39	M
95298	WV CONSOL PUBL RETIREMENT	Payroll Deductions	57,116.91	M
95299	WV TEACHERS' DEFINED	Payroll Deductions	4,374.01	M
95300	WV TEACHERS DEFINED BENEFITS	Payroll Deductions	898.75	M
95301	PUBLIC EMPLOYEES INS AGENCY	Payroll Deductions	83,592.90	M
95302	WASHINGTON NATIONAL LIFE INS.	Payroll Deductions	332.86	M
95303	WVU HEALTH SYSTEM, INC	Payroll Deductions	336.00	M
95304	CHILD SUPPORT ENFORCEMENT	Payroll Deductions	252.50	M

Check Register Total

\$ 487,612.02



District Memorandum of Agreement

About Communities In Schools

Communities In Schools (CIS) is the nation's leading dropout prevention organization, helping kids stay in school and achieve in life through the evidence-based CIS Model. Communities In Schools West Virginia surrounds students with a community of support, empowering them to stay in school and achieve in life. Our evidence-based approach, adapted to meet each community's unique needs, is the key to our success.

In partnership with superintendents, principals and key school staff, CIS places a site coordinator in schools to oversee CIS Model implementation (integrated student supports, site and partnership coordination, and case management).

West Virginia Department of Education will:

- Provide \$270,000.00 as a grant to Upshur County Schools to support the implementation of the CIS Model of Integrated Student Supports at the following schools:
 1. Buckhannon Academy Elementary
 2. Buckhannon-Upshur Middle School
 3. Buckhannon-Upshur High School
 4. Tennerton Elementary School
 5. Rock Cave Elementary School
 6. French Creek Elementary School
 7. Union Elementary School
 8. Washington District Elementary School
 9. Hodgesville Elementary School
- Designate two staff members to oversee program implementation and provide training and technical assistance
- Manage an advisory council dedicated to program sustainability and resource/program development
- Provide annual in-person training for district and school leadership and site coordinators
- Provide a calendar of virtual trainings and support calls to improve the implementation of the CIS Model
- Deploy and align WVDE resources and technical assistance where appropriate
- Conduct periodic visits to CIS school sites to provide technical assistance
- Provide a budget template and sample for the school districts to complete
- Provide sample site coordinator job descriptions
- Provide dashboard and required reporting templates – including to advisory council, WVDE, and the Legislature
- Provide the Communities In Schools Data Management System (CISDM) to support fidelity to the CIS Model

School District will:

- Secure a full-time site coordinator for each school to oversee CIS Model implementation (partnership coordination, site coordination, delivery of integrated student supports and case management) with fidelity to the CIS Model, including use of CISDM
 1. With WVDE approval, the full-time site coordinator requirement may be waived on a case-by-case basis when:
 - Two small elementary schools, within close proximity, can be served by one site coordinator
 - A co-located middle/high school can be served by one site coordinator
 2. Consult with school principals on the selection of the site coordinator
- Submit a budget using the allowable categories identified in the template provided, subject to approval of the WVDE
 1. Plan for future sustainability by considering other funding sources to support CIS.
- Assign staff from the central office (e.g. assistant superintendent) to supervise site coordinators and oversee CIS Model implementation as outlined in the “County Contact Functions” document
 1. Monthly, county contacts will convene site coordinators to enter data and provide support
- Send designated CIS County Contact and site coordinators to attend CIS WV Conference and regional trainings and participate in periodic meetings and virtual trainings with WVDE staff
 1. Designated CIS County Contact will complete CIS University training module (2 hours)
 - Module 7: Data Tracking and Reporting (1hr)
 - Creating a Positive Data Culture (1hr)
- Provide feedback and maintain regular communication by submitting quarterly reports (template to be provided) to the WVDE
 1. Reports to include documentation of quarterly check-in with each principal
- Provide access to data as permitted by “Access to Student Data Agreement between West Virginia Department of Education and Communities In Schools National Office” (Data Agreement)
- Provide WVEIS 2.0 Access to assigned CIS Regional Specialist

Principals at each school will:

- Consult with school leadership team in selecting site coordinator
- Provide leadership and work with site coordinator to implement all components of the CIS Model (needs assessment, planning, coordinating, and brokering services, monitoring, and evaluation)
- Ensure CIS school support plan helps achieve the overall school strategic plan goals
- Create new or designate existing school support team that includes the site coordinator to provide input and oversee the implementation of the CIS Model
- Provide site coordinator with workspace appropriate to working with individual students, families, and groups
- Provide each site coordinator with a phone, internet access, and a laptop
- Provide feedback and maintain regular communication by submitting any required reports (template to be provided) to the WVDE

- Provide access to data as permitted by the Data Agreement
- Attend initial onboarding training at WVDE and participate in periodic meetings and trainings with WVDE staff
 1. Principal will complete CIS University training module (2 hours)
 - Module 1: Communities In Schools and Me for the Site Coordinator (1hr)
 - Module 3: Engaging Your School Support Team (1hr)
- Release site coordinators to attend both county and WVDE meetings/trainings.

Signature Lines

Name
 Title
 West Virginia Department of Education

Name
 Superintendent
 Upshur County Schools

Name
 Principal
 Buckhannon-Upshur High School

Name
 Principal
 Buckhannon Academy Elementary School

Name
 Principal
 Tennerton Elementary School

Name
 Principal
 Hodgesville Elementary School

Name
 Principal
 Rock Cave Elementary School

Name
 Principal
 Union Elementary School

Name
 Principal
 Washington District Elementary School

Name
 Principal
 French Creek Elementary School

Name

Principal

Buckhannon-Upshur Middle School

Name

County Contact

Upshur County Schools

COUNTY BUDGET FOR COMMUNITIES IN SCHOOLS

5 Digit Program Function Code	3 Digit Object Code	Description	Current Year Funds Budget
		INSTRUCTION K-12	
11111	111	Professional Personnel	
		Enter the number of FTE professionals ()	
11111	112	Professional Supplemental Salaries	
11111	121	Service Personnel <i>Regular</i>	
		Enter the number of FTE paraprofessionals and aides ()	
11111	131	Professional Personnel <i>Substitutes Regular</i>	
11111	141	Service Personnel <i>Substitutes Regular</i>	
11111	151	Temporary Part-time Professional Staff	
11111	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
11111	212	Fixed Charges/Employee Benefits: Dental	
11111	213	Fixed Charges/Employee Benefits: Optical	
11111	214	Fixed Charges/Employee Benefits: Income Protection	
11111	218	Fixed Charges/OPEB expense	
11111	221	Fixed Charges/Employee Benefits: Social Security Contributions	
11111	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
11111	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
11111	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
11111	251	Fixed Charges/Employee Benefits: Unemployment	
11111	261	Fixed Charges/Employee Benefits: Workers Compensation	
11111	321	Purchased Professional Educator Services Instruction	
11111	431	Repair /Maintenance Services: Non-Technology Related	
11111	442	Equipment Rentals	
11111	533	Data Communication Services	
11111	551	Printing/Binding	
11111	581	Staff Travel/In County	
11111	582	Staff Travel/Out of County	
11111	611	Supplies/General	
11111	643	Supplemental Books	
11111	645	Movies, Videos	
11111	646	Newspapers	
11111	647	Periodicals	
11111	651	Technology Supplies (e.g., flash drives; parallel cables; ink cartridges)	

5 Digit Program Function Code	3 Digit Object Code	Description	Current Year Funds Budget
11111	652/694	Technology Hardware	
11111	653/695	Software	
11111	656/696	Technology Hardware	
11111	657/697	Software	
11111	693/733	Technology Equipment	
11119	122	Service Personnel Supplemental Salaries	
11119	112	Professional Personnel Supplemental Salaries	
11119	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
11119	212	Fixed Charges/Employee Benefits: Dental	
11119	213	Fixed Charges/Employee Benefits: Optical	
11119	214	Fixed Charges/Employee Benefits: Income Protection	
11119	221	Fixed Charges/Employee Benefits: Social Security Contributions	
11119	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
11119	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
11119	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
11119	251	Fixed Charges/Employee Benefits: Unemployment	
11119	261	Fixed Charges/Employee Benefits: Workers Compensation	
Sub Total Instruction K-12			\$0.00
5 Digit Program Function Code	3 Digit Object Code	Description	Current Year Funds Budget
SUPPORT SERVICES - ATTENDANCE AND SOCIAL SERVICES			
12110	111	Professional Personnel <i>Regular Salaries</i>	
		Enter the number of FTE professionals ()	
12110	112	Professional Personnel <i>Supplemental Salaries</i>	
12110	114	Professional Personnel <i>Stipends</i>	
12110	121	Service Personnel <i>Regular Salaries</i>	
		Enter the number of FTE service personnel ()	
12110	122	Service Personnel <i>Supplemental Salaries</i>	
12110	124	Service Personnel <i>Stipends</i>	
12110	131	Professional Personnel <i>Substitutes Regular</i>	
12110	151	Temporary Part-time Professional Personnel	
12110	161	Temporary Part-time Service Personnel	
12110	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
12110	212	Fixed Charges/Employee Benefits: Dental	

12110	213	Fixed Charges/Employee Benefits: Optical	
12110	214	Fixed Charges/Employee Benefits: Income Protection	
12110	218	Fixed Charges/OPEB expense	
12110	221	Fixed Charges/Employee Benefits: Social Security Contributions	
12110	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
12110	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
12110	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
12110	251	Fixed Charges/Employee Benefits: Unemployment	
12110	261	Fixed Charges/Employee Benefits: Workers Compensation	
12110	321	Professional Educator Services	
12110	341	Other Professional Services	
12110	581	Staff Travel/In County	
12110	582	Staff Travel/Out of County	
12110	583	Staff Travel/Out of State	
12110	611	Supplies	
12110	515	Public Carriers Payments	
Sub Total Attendance			\$0.00
		SUPPORT SERVICE - GUIDANCE COUNSELING	
12122	111	Professional Personnel <i>Regular Salaries (Guidance Counselor)</i>	
		Enter the number of FTE professionals ()	
12122	112	Professional Personnel <i>Supplemental Salaries</i>	
12122	114	Professional Personnel <i>Stipends</i>	
12122	122	Service Personnel <i>Supplemental Salaries</i>	
12122	124	Service Personnel <i>Stipends</i>	
12122	131	Professional Personnel <i>Substitutes Regular</i>	
12122	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
12122	212	Fixed Charges/Employee Benefits: Dental	
12122	213	Fixed Charges/Employee Benefits: Optical	
12122	214	Fixed Charges/Employee Benefits: Income Protection	
12122	218	Fixed Charges/OPEB expense	
12122	221	Fixed Charges/Employee Benefits: Social Security Contributions	
12122	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
12122	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
12122	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
12122	251	Fixed Charges/Employee Benefits: Unemployment	
12122	261	Fixed Charges/Employee Benefits: Workers Compensation	
12122	341	Other Professional Services	
12122			
Sub Total Guidance Counseling			\$0.00
		SUPPORT SERVICE - PSYCHOLOGY-GENERAL	
12140	111	Professional Personnel <i>Regular Salaries (Psychologist)</i>	
		Enter the number of FTE professionals ()	
12140	112	Professional Personnel <i>Supplemental Salaries</i>	

12140	114	Professional Personnel Stipends	
12140	122	Service Personnel <i>Supplemental Salaries</i>	
12140	124	Service Personnel <i>Stipends</i>	
12140	131	Professional Personnel <i>Substitutes Regular</i>	
12140	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
12140	212	Fixed Charges/Employee Benefits: Dental	
12140	213	Fixed Charges/Employee Benefits: Optical	
12140	214	Fixed Charges/Employee Benefits: Income Protection	
12140	218	Fixed Charges/OPEB expense	
12140	221	Fixed Charges/Employee Benefits: Social Security Contributions	
12140	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
12140	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
12140	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
12140	251	Fixed Charges/Employee Benefits: Unemployments	
12140	261	Fixed Charges/Employee Benefits: Workers Compensation	
12140	341	Other Professional Services	
12140			
12140			
12140			
Sub Total Psychology			\$0.00
5 Digit Program Function Code	3 Digit Object Code	Description	Current Year Funds Budget
		SUPPORT SERVICE - PARENT INVOLVEMENT	
12170	111	Professional Personnel <i>Regular Salaries</i>	
		Enter the number of FTE professionals ()	
12170	112	Professional Personnel <i>Supplemental Salaries</i>	
12170	114	Professional Personnel <i>Stipends</i>	
12170	121	Service Personnel <i>Regular Salaries</i>	
		Enter the number of FTE service personnel ()	
12170	122	Service Personnel <i>Supplemental Salaries</i>	
12170	124	Service Personnel <i>Stipends</i>	
12170	131	Professional Personnel <i>Substitutes Regular</i>	
12170	151	Temporary Part Time Professional Personnel Salaries	
12170	161	Temporary Part Time Service Salaries	
12170	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
12170	212	Fixed Charges/Employee Benefits: Dental	
12170	213	Fixed Charges/Employee Benefits: Optical	
12170	214	Fixed Charges/Employee Benefits: Income Protection	
12170	218	Fixed Charges/OPEB expense	
12170	221	Fixed Charges/Employee Benefits: Social Security Contributions	
12170	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
12170	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	

12170	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
12170	251	Fixed Charges/Employee Benefits: Unemployment	
12170	261	Fixed Charges/Employee Benefits: Workers Compensation	
12170	321	Purchased Professional Educator Services	
12170	341	Other Professional Services	
12170	441	Rentals Land & Building Space	
12170	514	Payment in Lieu of Transportation	
12170	531	Postage	
12170	551	Printing/Binding	
12170	571	Contracted Food Service	
12170	581	Staff Travel/In County	
12170	582	Staff Travel/Out of County	
12170	583	Staff Travel/Out of State	
12170	611	Supplies/General	
12170	643	Supplemental Books	
12170	645	Movies, Filmstrips, and Videos	
12170	647	Periodicals	
12170	651/652/653	Technology Supplies	
12170	693	Equipment/Furniture & Fixtures	
12170			
Sub Total Parent Involvement			\$0.00
5 Digit Program Function Code	3 Digit Object Code	Description	Current Year Funds Budget
		PROFESSIONAL DEVELOPMENT** a few more codes are at the bottom of this worksheet for this section	
11115/12213	111	Professional Personnel <i>Regular Salaries</i>	
12213	112	Professional Personnel <i>Supplemental Salaries</i>	
12213	114	Professional Personnel <i>Stipends</i>	
12213	131	Professional Personnel <i>Substitute Cost</i>	
12213	141	Service Personnel <i>Substitute Cost</i>	
11115/12213	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
11115/12213	212	Fixed Charges/Employee Benefits: Dental	
11115/12213	213	Fixed Charges/Employee Benefits: Optical	
11115/12213	214	Fixed Charges/Employee Benefits: Income Protection	
11115/12213	218	Fixed Charges/OPEB expense	
11115/12213	221	Fixed Charges/Employee Benefits: Social Security Contributions	
11115/12213	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
11115/12213	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
11115/12213	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
11115/12213	251	Fixed Charges/Employee Benefits: Unemployment	
11115/12213	261	Fixed Charges/Employee Benefits: Workers Compensation	
12213	241	Tuition Reimbursement (Based On County Policy)	

12213	321	Purchased Professional Educator Services	
12213	331	Employee Training & Development Services (<i>Registration fees for conferences</i>)	
12213	341	Other Professional Services	
12213	441	Rentals Land & Building Space	
12213	531	Postage	
12213	551	Printing/Binding	
12213	581	Staff Travel/In County	
12213	582	Staff Travel/Out of County	
12213	583	Staff Travel/Out of State	
12213	611	Supplies/General	
12213	642	Books	
12213	645	Movies, filmstrips, and videos	
12213	647	Periodicals	
12213	651	Technology Supplies	
12213	652	Technology Hardware	
12213	656/696	Technology Hardware (Teacher Computers)	
12213	657/697	Software (Staff)	
12213	693/733	Equipment/Furniture & Fixtures	
12213	735	Technology Software (\$5000 or more)	
12213	819	Other Fees & Dues	
12574	123	Service Overtime for PD	
12574	141	Service Substitute for PD	
12574	221	Social Security	
12574	231	Retirement	
12574	261	Worker's Compensation	
Sub Total Professional Development			\$0.00
5 Digit Program Function Code	3 Digit Object Code	Description	Current Year Funds Budget
		SUPPORT SERVICE-ADMINISTRATION - SCHOOL LEVEL	
12211	111	Professional Personnel	
12211	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
12211	212	Fixed Charges /Employee Benefits: Dental	
12211	213	Fixed Charges /Employee Benefits: Optical	
12211	214	Fixed Charges/Employee Benefits: Income Protection	
12211	218	Fixed Charges/OPEB expense	
12211	221	Fixed Charges/Employee Benefits: Social Security Contributions	
12211	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
12211	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
12211	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	

12211	251	Fixed Charges/Employee Benefits: Unemployment	
12211	261	Fixed Charges/Employee Benefits: Workers Compensation	
12211			
Support Service-School Administration			\$0.00
		SUPPORT SERVICE - MAINTENANCE OF BUILDINGS	
12621	122	Service Personnel Regular Salaries	
12621	141	Service Personnel Substitutes Regular	
12621	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
12621	212	Fixed Charges /Employee Benefits: Dental	
12621	213	Fixed Charges /Employee Benefits: Optical	
12621	214	Fixed Charges/Employee Benefits: Income Protection	
12621	218	Fixed Charges/OPEB expense	
12621	221	Fixed Charges/Employee Benefits: Social Security Contributions	
12621	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
12621	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
12621	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
12621	251	Fixed Charges/Employee Benefits: Unemployment	
12621	261	Fixed Charges/Employee Benefits: Workers Compensation	
12621			
Support Service - Maintenance of Buildings			\$0.00
		SUPPORT SERVICE - TRANSPORTATION	
12711	122	Service Personnel Supplemental Salaries (Bus Drivers for SC)	
12711	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
12711	212	Fixed Charges /Employee Benefits: Dental	
12711	213	Fixed Charges /Employee Benefits: Optical	
12711	214	Fixed Charges/Employee Benefits: Income Protection	
12711	218	Fixed Charges/OPEB expense	
12711	221	Fixed Charges/Employee Benefits: Social Security Contributions	
12711	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
12711	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
12711	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
12711	251	Fixed Charges/Employee Benefits: Unemployment	
12711	261	Fixed Charges/Employee Benefits: Workers Compensation	
12711	442	Rental Equipment & Vehicles	
12711	514	Payment in Lieu of Transportation	
12711	515	Public Carriers Payments	
12711	661	Fuel	
12711			
Total Support Service-Transportation			\$0.00
		SUPPORT SERVICE - FOOD SERVICE OPERATIONS	
13121	122	Service Personnel Supplemental Salaries (Cooks for summer school)	
13121	211	Fixed Charges/Employee Benefits: Health/Accident/Life	
13121	212	Fixed Charges /Employee Benefits: Dental	

13121	213	Fixed Charges /Employee Benefits: Optical	
13121	214	Fixed Charges/Employee Benefits: Income Protection	
13121	218	Fixed Charges/OPEB expense	
13121	221	Fixed Charges/Employee Benefits: Social Security Contributions	
13121	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
13121	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
13121	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
13121	251	Fixed Charges/Employee Benefits: Unemployment	
13121	261	Fixed Charges/Employee Benefits: Workers Compensation	
ub Total Support Service-Food Service			\$0.00
5 Digit Program Function Code	3 Digit Object Code	Description	Current Year Funds Budget
		ADMINISTRATION - LEA LEVEL	
12211	111	Professional Personnel Regular	
12211	112	Professional Personnel <i>Supplemental Administrative Salaries</i>	
12211	121	Service Personnel <i>Regular Salaries</i>	
12211	122	Service Personnel <i>Supplemental Salaries</i>	
12212	123	Service Personnel <i>Overtime</i>	
12211	151	Temporary/Part-time Professional Personnel	
12211	161	Temporary/Part-time Service Personnel	
12211	211	Fixed Charges/Employee Benefits: Health/Accident Life	
12211	212	Fixed Charges/Employee Benefits: Dental	
12211	213	Fixed Charges/Employee Benefits: Optical	
12211	214	Fixed Charges/Employee Benefits: Income Protection	
12211	218	Fixed Charges/OPEB expense	
12211	221	Fixed Charges/Employee Benefits: Social Security Contributions	
12211	231	Fixed Charges/Employee Benefits: Defined Benefit Plan (I)	
12211	232	Fixed Charges/Employee Benefits: Defined Contribution Plan (II)	
12211	233	Fixed Charges/Employee Benefits: Defined Contribution Plan (IV)	
12211	251	Fixed Charges/Employee Benefits: Unemployment	
12211	261	Fixed Charges/Employee Benefits: Workers Compensation	
12211	341	Other Professional Services	
12211	351	Data Processing and Coding Services	
12211	431	Repair/Maintenance: Non-Technology Related	
12211	432	Repair/Maintenance: Technology Related	
12211	441	Rentals: Land & Building Space	
12211	442	Rentals: Equipment	
12211	531	Postage	
12211	551	Printing/Binding	
12211	581	Staff Travel, In County	
12211	582	Staff Travel, Out of County	
12211	583	Staff Travel, Out of State	
12211	611	Supplies General	

12211	651	Technology Supplies	
12211	656/696	Technology Hardware Supplies	
12211	657/697	Technology Software	
12211	693	Equipment/Furniture & Fixtures	
12211	734	Technology Related Hardware (\$5000 or more)	
12211	735	Software (\$5000 or more)	
12211	819	Other Fees & Dues	
Sub Total Administration			\$0.00
		INTERFUND TRANSFERS	
		PROFESSIONAL DEVELOPMENT**	
11115/12213	121	Service personnel regular salaries	
1115/12213	151	Temporary Part-time Professional Personnel	
		TOTAL ANNUAL PROGRAM BUDGET	#REF!

TOTAL GRANT



PERSONNEL:

All employees will be expected to begin employment no later than two weeks after the hire date unless prior approval has been granted.

May 9, 2023

A. Resignations, Approval of

Name	Job ID: Position	Location	Effective Date
PROFESSIONAL			
SERVICE			
SUBSTITUTE PROFESSIONAL			
Abigail Anderson	Student/Substitute Teacher	UCS	May 5, 2023
SUBSTITUTE SERVICE			
Tina Blake	Substitute Cook	UCS	April 28, 2023
COACH			

B. Retirement

C. Employment, Approval of (Pending Appropriate Certification(s) and Background Check)

Name	Job ID: Position	Location	Effective Date
PROFESSIONAL			
Johnna Dunham	P240411: First Grade	FCES	2023-2024
Hattie Phillips	P240409: Third Grade Teacher	TES	2023-2024 School Year
	P240403: Social Studies Teacher 6-8— Anticipated	B-UMS	4/28/23
	P240412: Director of Wellness and Child Nutrition	UCS	4/28/23
	ESY240401: Extended School Year Special Education Teacher	UCS	4/28/23
	P240501: School Counselor/Social Emotional Support Specialist	B-UHS	5/8/23

	P240502: Community in Schools Site Facilitator	HES/TES	5/8/23
Morgan Bowman	P240410: Fifth Grade Teacher	RCES	2023-2024
	P240304: Itinerant Special Education Teacher Multi-categorical w/Autism	HES	5/3/22
	P230816: Speech Language Pathologist—2 Positions	UCS	5/3/23
	P240106: Itinerant Gifted/Special Education Teacher	UCS	5/3/23
	P230721: School Psychologist	UCS	5/3/23
	P240416: Itinerant PreK/Special Education Teacher	UCS	5/3/23
Tyler Perske	P240407: Director of Bands	B-UHS	2023-2024
Jessica Snyder	P240102: Agricultural Education Teacher	B-UHS	2023-2024
SERVICE			
Larry “Keith” Zickefoose	S240404: Custodian III	B-UHS	May 8, 2023
	Secretary III: Child Nutrition	UCS	5/3/23
Tammy Kelley	SuS240403 Cafeteria Manager	B-UMS	June 8- July14
Cynthia Reed	SuS240401 Cook II	B-UMS	June 8- July14
Nancy Sears	SuS240404 Cafeteria Manager	B-UHS	June 8- July14
Lori Smith	SuS240402 Cook II	B-UHS	June 8- July14
ECXTRAURRICULAR PROFESSIONAL			
	EP240402: National Honor Society Advisor	RCES	4/24/23
	EP240403: Student Council Advisor	RCES	4/24/23
SUBSTITUTE PROFESSIONAL			
Carmen Zirkle	Substitute Teacher	UCS	May 1, 2023
William “Todd” Queen	Substitute Teacher	UCS	May 8, 2023
SUBSTITUTE SERVICE			
Kaley McKisic	Substitute Aide	UCS	April 27, 2023
Paula Hinzman	Substitute Secretary	UCS	May10, 2023
Sasha Harris	Substitute Secretary	UCS	May 10, 2023
Cathy Grill	Substitute Aide	UCS	Mary 9, 2023
COACH			

	C240402: Assistant Swimming Coach— Anticipated	B-UHS	4/28/23
	C240403: Assistant Football Coach— Anticipated	B-UMS	4/28/23

D. Transfers

Name	Job ID: Position	Location	Effective Date
PROFESSIONAL			
Serina Hovis from UES	P240408: Third Grade Teacher	TES	2023-2024 School Year
Meliah Campbell From Mathematic T BUHS	P240402: Science Teacher	B-UHS	2023-2024 School Year
Elizabeth Terry from Science at B-UMS	P240401: Science Teacher	B-UHS	2023-2024 School Year
SERVICE			
Kimberly Mitchell Aide	S240403 Supervisory Aide/ ECCAT Pre-K	BAES	2023-2024 School Year
Tara Perry from Secretary at B-UMS	S240405 Secretary III: Child Nutrition	UCS	2023-2024 School Year

E. Leave Without Pay

- a. Tina Eddy 6 days
- b. Delana Golden 5 days
- c. Thelma Hamner 6.5 days
- d. Taylor High 3 days
- e. Laura James 0.5 day
- f. Autumn Knight 1 day
- g. Michele Michael 0.5 day
- h. Whitney Mulholland 2.5 days
- i. Christine Rebelo 0.5 day
- j. Christina Riley 2.5 days
- k. Isabella Rivera 0.5 day
- l. Jacklyn Shelley 1.5 days
- m. Kristy Spencer 1 day
- n. Madison Stout 1 day
- o. Bridgette Tenney 2 days
- p. Heather Wright 1 day
- q. Lori Zirkle 1 day

F. Requested Leave

- a. Crystal Jones, FMLA, Paid, April 19, 2023 through June 6, 2023.
- b. Elaine Ashman, FMLA, Unpaid, Intermittent, April 26, 2023 through May 31, 2023.
- c. **Delana Golden, Extended FMLA, Unpaid, through June 5, 2023.**
- d. Donna Critchfield, Leave Without Pay, May 4, 2023, **May 5, 2023 one-half day**, and May 30, 2023.

- e. Christina Riley, Leave Without Pay, May 22, 2023 - May 26, 2023.
- G. Rescinded Reduction in Force/Transfers for 2023-2024 School Year**
 - a. Sara Collins, Pre-K Aide at Rock Cave Elementary School
 - b. Joni Roby, Special Education Aide at Rock Cave Elementary School
- H. Chaperones Through the End of the 2022-2023 School Year**
 - a. French Creek Elementary School
 - i. Brittany Thorpe
 - ii. Bryan Tharpe
 - iii. Kayla Blankenship
 - iv. Atina Jones
 - v. MiKayla Holley
- I. Union Elementary School Chaperones, Fourth Grade Field Trip to Charleston, WV, May 10, 2023**
 - a. Brittney Russell
 - b. John Snyder
 - c. Sarah McCartney
 - d. Leslie Landis
 - e. Amanda Daines
- J. Persons to accompany Kim Loudin, bus operator, on extracurricular trips**
 - a. Chad Loudin
 - b. Hannah Loudin

Buckhannon Academy Elementary School

Administrators: Susanne Britton, Adam White

**Goals and action steps have not been submitted as Mrs. Britton has been out on medical leave.

	How many walkthroughs were completed this week in your building?	How many lesson plan checks were completed this week in your building?	How many attendance meetings were held this week in your building?	What was the average iReady usage this week?	What was the average passage rate for iReady this week?
11/28	8	8	6	34 mins	86%
12/5	9	7	1	39 mins	84%
12/12	5 (plus 2-30min observations)	7	16	38 min ELA 32 min Math	85% ELA 93% Math
12/19	6	7	6	ELA 41 min. Math 39 min	ELA 84%. Math 94
1/3					
1/9					
1/16	4	10	2	(Reading-19%) (Math-19%)	(Reading-77%) (Math-90%)
1/23					
1/30	0	0	10	Reading 51% Math 53%	Reading 80% Math 89%
2/6	5	10	6	Reading 76% Math 74%	Reading 77% Math 90%
2/13	10	10	3	Reading 93% Math 90%	Reading 81% Math 92%
2/20	2	2	9	Reading 85%. Math-89%	Reading 81%. Math 92%
2/27	4	4	0	Reading 87% Math 83%	Reading 82% Math 93%
3/6	0	3	6	Reading 88% Math 83%	Reading 80% Math 91%
3/13	9	9	6	Reading -88 Math -80	Reading - 82 Math - 91
3/20	0	5	11	Reading 85% Math - 81%	Reading -80% Math-90%
3/27	10	10	11 attendance meeting and 7 magistrate referrals	Reading 94% Math 89%	Reading 82% Math 91%
4/3					
4/10					

4/17	4	5	4	Reading 87% Math 85%	Reading 80% Math 91%
4/24					
5/1					
5/8					

7. Please share any analysis information related to the iReady data you have reviewed.

11/28 - We look at weekly usage and passage rates to monitor activity, but we also utilize the grouping tools to help setup small groups in each classroom.

12/5 - 3,4 and 5th grade failure rate is much higher than K, 1 and 2.

12/12 - I noticed we were low on average minutes this last week. We did have Santa come visit one day that could have hurt our average.

12/19 - Realized 1st grade has highest passing rates.

1/3 -

1/9 -

1/16 - Walkthrouhs- I only worked 4 days and my new assistant hasn't been trained nor has access to the site. IReady passage use is low due to the fact that the Diagnostic had to be completed before students could access their learning pathways.

1/23 -

1/30 - Some students were still taking the diagnostic and it was a short week to get in the required minutes.

2/6 - School averages are brought down by the enrolled virtual students that do not participate in IReady. Some classrooms have fairly low usage percents that bring down the school.

2/13 - Kids have been getting minutes by letting the program run and then logging into something else. We are now also looking at the number of lessons completed. The expectation is at least 2 lessons completed as well as making their minutes.

2/20 - 5th grade is not making progress that we are expecting. We will discuss this in PLC this week.

2/27 - The usage and passage rate of the school, grade level and individual teachers. Sub group data in IReady

3/6 - Kindergarten usage was down significantly this week. I will discuss these concerns with K teachers. Fifth grade has the highest usage rate consistently. Kudos to the!

3/13 - Some teachers are not managing student usage weekly

3/20 - Some continuing weak spots with usage. I will have a conversation with these teachers.

3/27 - I added the spreadsheet that I have started using to track weekly usage and passing rates.

4/3 -

4/10 -

4/17 - Looking forward to getting the Benchmark/Diagnostic data

4/24 -

5/1 -

5/8 -

8. What action steps are being taken/planned, based on your data?

11/28 - We come up with incentives to increase student activity and passage rates.

12/5 - Incentivizing the winning classes, discussions during PLC about failure rate with 3,4, and 5th grade.

12/12 - Reminding teachers to get their classroom minutes in each week.

12/19 - Compare and see how iReady is being used (time of day, amount of time each day, are they always used in rotations, how many in each rotation, etc.) to see if it benefiting the students.

1/3 -

1/9 -

1/16 - Training Adam on new attendance meeting protocol and procedures. Once the Diagnostic is completed analysis of growth will occur.

1/23 -

1/30 - Mr. White is in the process of getting a leadered.com username and password. I will show him the dashboard and teach him how to use the rubrics for walkthroughs.

2/6 - Sent out IReady Highfliers by listing closes that have high usage and passage percentages. Reminded staff to look at their data on IReady and to help get our school percentages on track.

2/13 - Stated above.

2/20 - Discussion of progress during PLC this week

2/27 - Discuss with a few teachers not making expectations in usage and shout outs to 9 classrooms for having 100% of students using the program for the required minutes.

3/6 - Shout outs on announcements for classes meeting expectations!

3/13 - Share school, grade and class usage each week starting next week

3/20 - Continue student incentives! I love that students stop me to tell me about their progress.

3/27 - Continue to monitor and reward student accomplishments weekly. I was thinking about sharing the spreadsheet with staff each week. This may offend those not meeting the expectations but I think it will encourage those that are. It will also show teachers that we are really looking at this. What are your thoughts?

4/3 -

4/10 -

4/17 - None this week

4/24 -

5/1 -

5/8 -

9. Any additional information you would like to share.

11/28 - N/A

12/5 - N/A

12/12 - N/A

12/19 - N/A

1/3 -

1/9 -

1/16 - N/A

1/23 -

1/30 – None

2/6 – N/A

2/13 - The PALS classrooms take a chunk out of available time in classrooms. We are spending too much time on student behavior and discipline within our school as well.

2/20 - None

2/27 - N/A

3/6 - This week I have scheduled time each day to be in classrooms for walkthroughs. I do not intend to respond to behavioral issues unless the infraction necessitates immediate intervention.

3/13 - None

3/20 – None

3/27 – Reading Usage Pass Rate Math Usage Pass Rate
School 94 82 School 87 91

K 92 81 K 64 93

Hepler 100 80 Hepler 86 99

Howes 94 77 Howes 94 90

Materne 80 86 Materne 29 91

McKisic 82 86 McKisic 40 98

1st Grade 89 89 1st Grade 89 94

Egress 96 94 Egress 86 99

Squires 95 91 Squires 95 97

Tracy 82 93 Tracy 89 93

Hamme 82 89 Hamme 88 90

2nd 100 87 2nd 94 94

Hackett 100 86 Hackett 94 89

Lipscomb 100 94 Lipscomb 88 98

Moore` 100 87 Moore 100 97

Radabau 100 85 Radabau 94 93

3rd 93 80 3rd 88 87

Bailey 89 87 Bailey 79 95

Carr 90 73 Carr 88 80

Tenney 100 81 Tenney 95 85

4th Grade 94 78 4th Grade 88 91

Hines 92 75 Hines 78 99

Lindstrom 100 85 Lindstrom 88 80

Gibo/Lantz 92 75 Gibo/Lantz 85 84

5th 94 77 5th 97 85

Baron 89 90 Baron 100 93

Bennett 100 74 Bennett 100 85

Strawde 91 69 Strawde 90 76

4/3 –
4/10 –
4/17 – N/A
4/24 –
5/1 –
5/8 –

10. If you did not meet the quota for walkthroughs, please provide an explanation.

1/23 –

1/30 – It was a 4-day week, and I was out sick 2 of them. When I returned on Friday, I was booked with meetings.

2/6 – Erica will be with us to support Adam in implementation next week.

2/13 - Met

2/20 - We only had a 4- day school week, there was a principal meeting on another, and I was out 3 day (1 dr appointment and 2 personal)

2/27 - Discipline and PALS in addition to many meetings (IEP, 504 and SAT)

3/6 - We have been overwhelmed with the support that PALS has needed this week. In addition, I was out 3 days with strep and the stomach bug and Adam had appointment and was also absent.

3/13 - Many meeting

3/20 – PALS, discipline, snow day, delay, author visit, parent meetings, observations

3/27 – All were completed

4/3 –

4/10 –

4/17 – IEP's, parent meetings, PALS and a 4 day week for students

4/24 –

5/1 –

5/8 –

11. Describe the best feedback conference that you had this week following a walkthrough.

1/23 –

1/30 – NA

2/6 – discuss n with a kindergarten teacher about the types of reading materials that are in the classroom library for them during stations.

2/13 - How to set up classroom stations to provide student choice and interest but still connect to standards

2/20 -N/A

2/27 - A morning meeting that was student ran. Discussed at my Focus meeting

3/6 - N/A

3/13 - Changes in instruction that have been observed.

3/20 – N/A

3/27 - Just that teachers are appreciative to receive feedback in person rather than in an email.

4/3 –

4/10 –

4/17 – The relationship connection of morning meetings and their power

4/24 –

5/1 –

5/8 –

Buckhannon-Upshur High School

Administrators: Randolph West, Zach Davis, Mike Donato, Rick Reynolds, Brandon Williams

ELA: To increase student academic achievement by 5% using I-Ready, IXL, and SAT test data.

- Step 1: Complete walkthroughs and lesson plan checks to monitor instruction.
 - o Complete 5 walkthroughs a week per administrator
 - o Each administrator will check plans for their department.
 - o Carry Lesson plan to the classroom while doing observation.
- Step 2: Maintain at least monthly PLC meetings to review data and instruction related to I-Ready and RCD.
 - o Agenda and minutes collected
 - o Focus on data and instruction

Math: To increase student academic performance by 5% using I-Ready, IXL, and SAT test data.

- Step 1: Complete walkthroughs and lesson plan checks to monitor instruction.
 - o Complete 5 walkthroughs a week per administrator
 - o Each administrator will check plans for their department.
 - o Carry Lesson plan to the classroom while doing observation.
- Step 2: Maintain at least monthly PLC meetings to review data and instruction related to I-Ready and RCD.
 - o Agenda and minutes collected
 - o Focus on data and instruction

Attendance: Maintain reporting for truancy and parent calls for students who have 3 unexcused absences.

- Step 1: Send 5-day letters twice a month to students with 5 or more unexcused absences.
 - o Students with 10 or more will be referred to Jodie Akers
- Step 2: Call families with a student with 3 or less unexcused absences offering support to get to school.
 - o Schedule attendance meetings as needed

	How many walkthroughs were completed this week in your building?	How many lesson plan checks were completed this week in your building?	How many attendance meetings were held this week in your building?	What was the average iReady usage this week?	What was the average passage rate for iReady this week?
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11/28	27	6	0	ELA 10-29 78%; Math 10- 29 73%	ELA 56% Math 72%
12/5					
12/12	39	23	8	Changing to IXL	Changing to IXL
12/19	31	16	1 meeting; 10 letters	IXL average 21 questions per student. Goal is 15 question per week.	gained .5 skills per student .1 at proficient level and .4 at mastery level.
1/3	23	13	10	Students completed 5 questions per week this week.	.1 skills gained .1 mastery rate
1/9	19	10	6	15 questions per student	.3 mastery
1/16	29	14	27	41 questions a week	1 skill per student .8 mastery
1/23	23	2	30	21 questions a week IXL (3 days)	.5 skills at .4 mastery
1/30	48	5	31	31 questions a week	1.6 skills this week .9 prof rate
2/6	34	22	502 letters and meetings	66 questions per student	1.6 skills per student 1.6 mastery
2/13	21	12	25	1.8 skills	1.4 mastery
2/20	3	5	5	41 questions	1 skill per student .2 proficient .8 mastery
2/27	23	19	28	45 questions per week	1 skill .8 mastery
3/6	39	19	33	70 questions per week	1.8 skills / 1.8 mastery
3/13	17	10	261 sent letters	50 questions	1.2 skills/.9 mastery
3/20	28	37	25	45 questions	1 skill/ .8 mastery
3/27	25	16	49	49	1 skill/ .8 mastery
4/3	18	16	13	44	1 skill/ .8 mastery

4/10					
4/17	5	5	10	26 questions a week	.5 skills .4 mastered
4/24	20	1	25	38 questions	.9 skills/ .7 mastery
5/1					
5/8					

7. Please share any analysis information related to the iReady data you have reviewed.

11/28 - Looking at 12th grade for number of student taking assessments.

Low number students using

12/5 -

12/12 - I-Ready not working well for the high school switching to IXL and reports will be shared.

12/19 - We use the data during PLC time to improve instruction. Look for strategies that work. Also look at RCD and see what can be improved.

1/3 - We are starting our diagnostic testing on 1/5 for ELA and Math and will be updating this weekly and reporting data each week.

1/9 - We are working in IXL and completing our diagnostic. We will have more growth data to share soon.

1/16 - Students are still completing the diagnostic more data will be available soon.

1/23 - Data shows students are almost finished with the diagnostic and are working on lesson designed to improve identified skills.

1/30 - We talked about use and way to reach and maintain our goal of 30 questions per week and 2 skills a week.

2/6 - Looked a student growth and working on finding the best reports for our staff, students, and accountability.

2/13 - We are using the data in PLC to improve instruction.

2/20 - Looked at diagnostic data and how students are progressing.

2/27 - We are using the data to build groups to support filling gaps.

3/6 - Looked at use and mastery.

3/13 -RCD was the focus this week looking at tests and units to improve the quality and align with standards.

3/20 - Looking to provide training to staff to support student use and the tools in the program.

3/27 - Need to increase usage and skills gained

4/3 - Still not seeing an increase in skill mastery.

4/10 -

4/17 - We have been focused on scheduling and testing this week.

4/24 - We had more use this week, but not at the level recommended by IXL. Students are still filling gaps.

5/1 -

5/8 -

8. What action steps are being taken/planned, based on your data?

11/28 - Get more students using I-ready personalized instruction.

12/5 -

12/12 - Use IXL to progress monitor.

PLC meetings to adjust instruction.

12/19 - Review lesson plans looking for relevance and student engagement.

1/3 - Lessons will be assigned to students based on their pinpoint location in each strand.

1/9 - Looking at AP data to support course offering for next year. Shift to IXL to support students.

1/16 - We are using IXL to fill in identified gaps in student mastery of content. Teachers will be creating groups and working to build skills.

1/23 - Teachers are using IXL as a tool to improve student mastery of content standards.

1/30 - We monitor use of IXL through the web site and walkthrough data.

2/6 - Looking to provide more support to teachers to provide student do activities and less teacher do.

2/13 - Adjusting the process for the PLC to support learning.

2/20 - Going to ask about students who are decreasing and who do not have any numbers.

2/27 - Additional instructional support is being provided with ICLE coach to support group work and instruction, to support student growth.

3/6 - Planning some professional development to support teachers and admin in the use of IXL and the resources available.

3/13 - Working on RCD for all areas and continuing to build new units.

3/20 - Provide additional training.

3/27 - Encourage teachers to use the program more.

4/3 - PD scheduled on 4/14 to support teacher use of IXL.

4/10 -

4/17 - completed a training in IXL to improve teacher knowledge of the program and trained on PEP plans and scheduling.

4/24 - Monitor teacher use and student growth.

5/1 -

5/8. -

9. Any additional information you would like to share.

11/28 - Also using IXL and will provide more data in coming weeks.

12/5 -

12/12 - More details about IXL will be shared when we get more details from the company and the reports we will be using.

12/19 - We are transitioning to IXL and are still looking for the best reports to share.

1/3 - We are starting to look at the master schedule for next year and are looking at data from AP testing, other school schedules, and comparing single periods to the block schedule.

1/9 - Still working to find a report to share data. Will share a print out.

1/16 - This data is from 1/13. We have seen an increase in the use of IXL and with our ICLE coach coming next week we look forward to additional plan to improve student engagement, relevance, and outcomes.

1/23 – The next round of department meetings will include a review of data and planning to meet students where they are and move them forward. We also will be working on master schedule questions and plans to support our students.

1/30 – PALS students are taking the diagnostic and we will continue to use and have maintenance Monday's on 2/6 after the diagnostic is complete.

2/6 – We are working on the master schedule and feel good about some of the proposed changes and the support that will be offered to staff and students.

2/13 - We are increasing opportunities for teacher leadership through PLC, curriculum team, and school improvement.

2/20 - Had two good trainings on 2.17 for engagement in the classroom and SAT data analysis.

2/27 - not at this time

3/6 - Not today

3/13 - We are having some growing pains with RCD and are working a plan for our school.

3/20 – Nothing at this time.

3/27 – none

4/3 – none

4/10 –

4/17 – We are working hard to implement Dual credit in our master schedule and are working through many challenges.

4/24 – Scheduling has started and students are turning in their course requests with parent signatures.

5/1 –

5/8 –

10. If you did not meet the quota for walkthroughs, please provide an explanation.

1/16 – I was one short of my 4 for the week as I was not in school Friday. Other things happening in the building and meetings got in the way this week.

1/23- We should have 3 this week and I met the expectation.

1/30 – I met my quota

2/6 – Quota was met.

2/13 - Quota was met

2/20 - We had several administrators out this week and were not in school to be in classrooms plus it was a four day week for students.

2/27 - I was out of the building and working on focus meeting reports.

3/6 – Quota was met.

3/13 - I met my quota I was off one day.

3/20 – The quota was met.

3/27 – Quota met

4/3 – I was out 2.5 days so I did not get 5 in this week.

4/10 –

4/17 – We did not have classes two days this week and many students acting out prevented us from getting into classrooms.

4/24 – My quota was met, I was out of the building one day.

5/1 –

5/8 –

11. Describe the best feedback conference that you had this week following a walkthrough.

1/16 - I spoke to a teacher about the class. She thought she did a bad job. the class was loud and a bit hard to keep on task. She made every effort to get/keep them on track. I told her she may need to raise her voice to get their attention and hold them accountable.

1/23 – My walkthroughs were late in the week and did not get to have a conference with the teachers.

1/30 – A teacher thanked me for my feedback. Said it was the first time she had feed back 2020.

2/6 – I had a conference where we learned that a teacher is doing some things we did not see the day we were in the classroom. He was a bit defensive and we need to practice with our staff to make these conversations less confrontational.

2/13 - I spoke with Ms. Taylor High about the band lesson I observed. She did a nice job and appreciated the conversation we had regarding the observation.

2/20 - Only had one walkthrough this week and did not conference with the teacher yet. Have several conferences scheduled this week.

2/27 - Several conferences with teachers about what I saw in class. Several have contacted the SIS for additional support.

3/6 - Had positive conversations with teachers about the activities in the classroom.

3/13 - Spoke to history teacher about a end of unit performance task they did to demonstrate mastery.

3/20 – Had a good conversation with the band teachers and how they worked together with the band I students.

3/27 – Spoke with special education teacher about relevance and engagement. The teacher had a nice lesson.

4/3 - ELA conference about the relevance of sustained silent reading and some potential strategies that would be more relevant to the lesson of the day.

4/10 –

4/17 – Teacher reflected with me about a student who has seen much improvement in her over the last couple of years.

4/24 – Spoke with a math teacher about the progress we have seen, but also the need to see students do more in the class to show what they have learned.

5/1 –

5/8 –

Buckhannon-Upshur Middle School

Administrators: Samantha Leput, Amy Cale, Megan Gray, George Haskins

ELA & Math

Step 1: Tutoring started on 11/28/22

Step 2: Begin Student Achievement PBL

Attendance

Step 1: School House Rocks incentive trip Dec. 9th. More incentive based rewards for attending school (talent show, in house rewards) (changing code for students with COVID or Flu to Virtual/Elsewhere per Jodie Akers).

Step 2: CIS is making calls, more phone calls, use secretaries to help track down excuse notes, use PRO for more home visits is contact cannot be made by other means

	How many walkthroughs were completed this week in your building?	How many lesson plan checks were completed this week in your building?	How many attendance meetings were held this week in your building?	What was the average iReady usage this week?	What was the average passage rate for iReady this week?
11/28	19	8	55 letters sent home; 2 families had court hearings	32 mins – shortened week	74%
12/5	46	41	7	47 mins Math 43 mins ELA	75% Math 70% ELA
12/12	45	34	34	Math 40 min ELA 36 min	Math 77% ELA 72%
12/19	63	56	60	Math 41, Reading 38 Minutes	math 78%, Reading 70%
1/3					
1/9	91. note: week of 12/19 and 1/3/23	86 Note: week of 12/19 and 1/3/23	42 Note: week of 12/19 and 1/3/23	This week the iReady Diagnostic window opened. When this window is open, students are unable to work on their individual pathways until the diagnostic test has been	As students are completing their testing, we have been able to start looking forward at which students will benefit from Intervention and which students would be good candidates for after-school

				<p>completed. This being the case, we don't have data to show. Reading: 21% of our students are "In Progress" with their diagnostic test and 39% have completed testing. Math: 13% are "In Progress" and 46% have completed testing.</p>	<p>tutoring. We are very happy to report that our iReady scores have been increasing-- Reading: 38% have met their "Annual Typical Growth" and 12% met "Annual Stretch Growth." Overall, 36% have shown improved placement. Math: 33% have met their "Annual Typical Growth" and 6% have met "Annual Stretch Growth." Overall, 44% have shown improved placement. The data represented here only shows those who are hitting the pre-determined levels of growth; in both subjects, we have had a higher percentage of students show growth.</p>
1/16	66	63	15	Reading-28 Minutes Math-37 Minutes	74% lesson passed Reading 81% Lesson passed Math
1/23	54	51	1-Email, 15 calls, 7 letters, 2 in person	Reading 23 minutes Math 24 minutes	Reading 68% Math 79%
1/30	78	73	20 Phone Calls, 20 letters, 3	Math-43 ELA-44	Math 77, ELA-70

			submitted to court		
2/6	63	57	23 calls, 24 letters, 3 cert. letters, 2 reported for court	Reading-35 mins, Math-36 mins	Reading 71%, Math 76%
2/13	72	59	2 cert. letters, 28 letters, 2 emails, 7 calls, 2 recommended for court, 8 meetings scheduled	math 47 mins, reading 41 minutes	77% math, 69% reading
2/20	46	41	11 Letters, 1 Cert, 22 Calls, Waiting on return letters from parents from week before	Math 37, Reading 33,	Math 78, Reading 71
2/27	60	58	6 letters, 3 certified letters, 1 in person, 2 emails 39 calls	Math 38, Reading, 33	Math 78%, Reading 72%
3/6	74	69	23 Calls, 2 emails, 11 Certified Letters, 10 mail, 2 in person	Math 48 min, Reading 38 Min	Math 79%, Reading 71%
3/13	60	56	28 Calls, 21 mailed, 1 certified letter, 2 in person parent meetings	56-math, 33-reading	78% math, 71 reading
3/20	67	63	4 Certified Letters, 9 mailed, 2 emails, 1 in person, 23 phone calls	33 Math, 28 reading	78 math, 70 reading
3/27					

4/3					
4/10					
4/17					
4/24					
5/1					
5/8					

7. Please share any analysis information related to the iReady data you have reviewed.

11/28 - Teachers have noticed that students are not taking the lessons seriously and are just clicking through or letting it run to pile up minutes. This being the case, teams have switched to monitoring lessons passed to determine whether or not students get an extra recess for the week.

12/5 – We had a full, uninterrupted week of school after Thanksgiving break. This time allowed students to more easily meet their required minutes. I also notice that the passage rate is improving. Most teams have been looking at passage rate as well as minutes completed.

12/12 - Students are taking iReady more seriously. Growth monitoring will be happening next week.

12/19 - Growth Monitoring week--GM does not add minutes to students' totals. Minutes are lower this week as a result.

1/3 -

1/9 - Students are progressing through the diagnostic. They seem to be taking in more seriously now that they understand it's something that is not going away and is being monitored regularly.

1/16 –Diagnostic Completion:

lesson completion (low numbers because of open diagnostic window):

Reading:

10% not started

11% in progress

79% complete

Math:

9% not started

10% in progress

81% complete

1/23 – Growth in Math

Green in

Fall 8 %

January 16%

Yellow in

Fall 6%

January 24%

Red

Fall 68%

January 60%

Growth in Reading

Green in
Fall 9%
January 19%

Yellow in
Fall 10%
January 21%

Red in
Fall 65%
January 60%

1/30 – We had excellent sessions with the iReady representative this week. She reviewed our data, showed places to find useful reports, and talked a good bit about best practices for students using the program. Teachers are asking for more.

2/6 – Teachers love the iReady training, and they are asking for more! Arrangements are being made to allow for more iReady data training. This is allowing teachers to dive into what exactly our students need more of.

2/13 - students are back in the groove, and understand the expectations of iReady

2/20 - Holding steady on minutes and %

2/27 - Minutes are still trending low.

We are working on creating a rewards system for iReady growth. We are pretty excited about it.

3/6 - Passing rate for lessons remains significantly higher for math compared to reading. I'm very curious how this will impact EOY Diagnostic testing--will students show greater growth in math as opposed to reading?

3/13 - High usage numbers in Math, students dread using the ELA iReady.

3/20 – Math scores are much higher than reading, with not the same rate of more minutes. ELA lessons are taking longer than math.

3/27 –

4/3 –

4/10 –

4/17 –

4/24 –

5/1 –

5/8 –

8. What action steps are being taken/planned, based on your data?

11/28 - Going forward we are going to work on administering progress monitoring checks in iReady to monitor student progress and compare that against grades and RCD assessments. These PMs will occur once a month ahead of data meetings so that we can have fresh data for analysis and comparison.

We have also noticed that students are not taking testing seriously. This has led to a lot of “random clicking” and apathy on students’ behalf. We have an idea for getting student buy-in. We are a Project Based Learning School, and what do we solve? Real world Problems. We have a real world problem right here at B-UMS. We are going to create a PBL for increasing student achievement. Introduction to this PBL will be before Christmas break, work will begin in January. We think that this will urge teachers to have data talks with students, put

students in the position of active monitoring of their own data and scores, and will create a greater sense of urgency for students. These conversations will be carefully done so that students are not “labeled” and left feeling defeated right away—example: students will work on improving their scaled score...not told that they are on a 3rd grade level. This also supports our school-wide strategic plan goal of an increase of 5% of scaled score by the end of year. Students can use these “data talk” times/class time to figure out how much growth they need to show by each benchmarking period or progress monitoring period in order to hit 5% growth (or greater) by the end of the year.

12/5 – Since we have a large percentage of students in “Red,” we are starting intervention groups this week. Students pulled for intervention were determined based on their iReady status: we focused on pulling “Yellow” students to work on moving them to “Green.” We are also implementing monthly Growth Monitoring to track student growth and keep intervention groups fluid.

12/12 - Empowerment teachers are tutoring students 30 minutes, 3 days a week for 6th grade. 7th and 8th grade 2 groups 30 minutes 3 days a week. Students are being pulled by the iReady data and what skills are missing. Students are grouped by the same missing skill and tutored for 2 weeks, then a new group of students will be pulled with a new skill that the group needs help with.

12/19 - Tutoring continues; some groups were adjusted based on students' scores increasing and becoming "Green."

1/3 -

1/9 - Attendance -Many families are turning in absence excuses!

1/16 – iReady Data training for 1/27. Will be used to help teachers move the needle and what next steps are. Diagnostic results are looking good so far. Students are proud to see their scores go up.

1/23 – Shorten week and completing Diagnostic. Student are showing improvements, look at that data above!

1/30 – Based on what we learned from the data visit with the iReady rep, we will be implementing data folders for each student so they can track their own progress with iReady. We also have started to take a harder look at what our Interventions look like. Conversations about Intervention practices are on-going. Finally, we were able to have great conversations about what students will be completing in their personalized instructional path. One 6th grade team decided to assess students' reading skills if they were placed as "red" in iReady. Then they adjusted those students' pathways to better reflect their reading abilities according to that assessment. All 6th grade students have been Jerry Johns, compared to their I ready diagnostic, and a plan put into place to help get the students up to an acceptable level, and to see why we are getting 6th graders sent to us with a K level with no SATS, 504 or IEPs in place to help.

2/6 – We are working towards creating data folders with students, students will be tracking their own data progress, this folder will carry with them for the entire middle school years. It's going to create accountability at the student level, and let them see where they really are themselves.

2/13 - Planning to have Data folders for each student

2/20 - With scheduling conflicts, IReady was not able to attend 2/17/23 but is attending in person 2/24/23. ICLE training on 2/17/23 was well received and staff are diving deeper into the rigor of their work, they each brought a lesson to the training and worked collaboratively to make the lessons better.

2/27 - Teams met with our iReady trainer on Friday and discussed students' decreasing willingness/interest in completing iReady. They are going to try some new strategies that the trainer shared. When we meet during team meetings this week, we will finalize those plans/ideas.

3/6 - Classes have been completing Growth Monitoring this week.

3/13 - Data notebooks are being set up for student usage

3/20 – Grade level competitions have been started on lessons passed

3/27 –
4/3 –
4/10 –
4/17 –
4/24 –
5/1 –
5/8 –

9. Any additional information you would like to share.

11/28 - 11/29/22 we are started after-school tutoring for students identified as needing support. These students were pulled from a D/F list from first quarter, iReady scores, and are students who are in good attendance and behavior standing. They just need a little extra boost to improve their academics in either ELA or math. Tutoring is offered 4 days a week 3:30-5:30pm Dinner is provided and students can ride the after school activities bus home.

We will also be starting school-day tutoring using our Project Managers. The lists of students in need will be pulled from iReady and will target those students who are “on the bubble” of reaching “Early On Grade Level.” These groups will be fluid and adjusted as needed following progress monitoring or benchmarking.

SIS has started RCD Planning Meetings with teachers during lunches. At this time, she has meet weekly with: 6th math, 7th ELA, 8th ELA, and will begin meeting with 8th Math this week. During these meetings, we work through RCD performance tasks, rework pre- and post-tests if needed (mostly ELA—and we are working to align them with Interim tests). Once we get through the immediate needs, we have moved to planning what will occur daily. These meetings have been great opportunities for teachers to share materials with one another, brainstorm about what/how to teach, and a time to share in thinking and planning. Those who are participating have shared great feedback about this time!

12/5 – Leadered.com website has been down.

12/12 - School wide curriculum trip on Friday – to qualify for the trip good attendance, grades and behaviors were required. Average use down slightly. But still within the green.

12/19 - Student and Staff illness are hitting us hard. Students and staff are looking forward to Christmas Break.

1/3 -

1/9 - 12/19/22 Walk through numbers are for week 12/19 and 1/3/23.

12/19 Week Shortened, with the holiday. Many students worked on catching up missing assignments as it was end of the Quarter. Student earned attending the B-UMS talent Show, by completing assignments, attendance and iReady completion. Several students and staff performed wonderful acts. There are clips on our Facebook back it you would like to see it.

1/3/23-It was a great first week back to school of the New Year. 6th grade have started the Friday Feature Buccaneer-see it on Facebook on Fridays!

1/16 – Virtual students are in our numbers, those make up the majority of the "not Started" percentages.

1/23 – A Note from a teacher to the Administrators:

I just wanted to reach out and say thank you for all your hard work keeping this school running. I know with student craziness and all the fires y'all have to put out day in and day out, it may seem like what you do goes unnoticed, but it doesn't. Personally, this is the best work environment I've had and I don't think I have ever

felt more supported by the people I work for and with. So thank you all for everything you do. You're appreciated!

1/30 – A parent report: Mom stated the following: "I don't know what you guys are doing differently this year but my daughter is having a wonderful year compared to last year. It is a completely different year. Thank you"

2/6 – Uptick of students not keeping their hands to themselves, waiting for an opportunity in the halls out of sight to horse around.

2/13 - Behaviors continue to uptick, as well as vandalism. Zickefoose and I working on presentation and will present to one team at a time in the library soon.

Positive feed back from students after the Recognition assembly.

a teacher said—comments one of his students made about the iReady acknowledgements. He was so excited to be recognized! He went into great detail telling Russ about his brand new chapter book (he doesn't think he has ever read such a big book) and he couldn't wait to get home to tell his parents!

2/20 - WV STEAM TAC has been in the building last week and this week, the students love the project with the group. PBL is going strong.

2/27 - The start of Creating data folders that students will keep with them their 3 years at Middle School has began. Teachers are liking the idea of it, and we are working out the logistics of making it work.

3/6 - Career Fair planned for 3/9/23.

3/13 - Career extravaganza Was a huge success about 40 careers were represented, students went to booths spoke with the careers they wanted to. We were on 12 news!

3/20 – Students and staff are knee deep into their project's as part of PBL.

3/27 –

4/3 –

4/10 –

4/17 –

4/24 –

5/1 –

5/8 –

10. If you did not meet the quota for walkthroughs, please provide an explanation.

1/16 – Leput-LSIC Planning meeting, 3 hour delay, interim testing, PALS, Monitoring police situation on school property (Not Student involvement), scheduling for 1/13/23 activities, Report Card Distribution, 2 student accidents

1/23 – n/A

1/30 – Leput- sick 2 days, out of building another 1/2 day for Iready training at BOE

2/6 – n/a

2/13 - n/a

2/20 - Leput-3 meetings prevented the 4th.

2/27 - Leput-meetings, with staff, and students took up much of my time this week.

Haskins-Spent the week doing 504's, IEPs and SATS. Conferenced with about 12 students for discipline issues, and academic success. Met with two parents about students behaviors, attendance, academics. Spent time in classrooms but only to interact with students, not to do walk throughs. Started the process of a

threat assessment and investigation of student with xacto knife. Monitored halls for hallway and bathroom vandalism.

3/6 - Leput-School Business, Staff and Parent meetings,

3/13 - Leput-parent/staff meetings. I am in classrooms daily although not always for an official walkthrough; Haskins-Threat assessment, 1 manifestation, two parent meetings, 5 student conferences

3/20 - Leput-Manifest meeting, parent meeting, meetings with staff,

3/27 -

4/3 -

4/10 -

4/17 -

4/24 -

5/1 -

5/8 -

11. Describe the best feedback conference that you had this week following a walkthrough.

1/16 - Will ask this question of all admin for next week.

1/23 - I conferenced with Mrs. Spangenberg and told her what an excellent job she does assisting EVERY student. EVERY student gets individual assistance and the students really excel. She was very appreciative of going in her classroom and the positive comment.

Convo-bingo-this is an activity that teacher uses to review novel --requires students to develop discussion questions--students loved

Providing an idea for a teacher when a student completes work before everyone else. (As a way to keep students all together and not having students all in different spots in the work lecture class so you need to keep everyone together.) To have the students work on iReady while they are waiting for other students to finish up.

Ms. Webb, talked about the varied lessons and how they reach each student differently, and how if one thing works today, it may not work tomorrow.

1/30 - Spoke with a teacher teaching Central Idea: discussed the students being the ones responsible for the ones providing the material to discuss central theme that relates to them currently. After using the article that she provided and they identify their piece---they relate to their life.

Mr. Mouser was playing Jeopardy with his classes. Students were in teams. I told him that I have never seen a class so involved in a math class. Every student was participating and trying to make their team win. Mr. Proudfoot. We talked in length about his takeover of the Ag program, and how to try strategies for students to get involved with their learning, presenting, reinforcing their skill sets with other peers, etc.

2/6 - Teacher provided a topic and guidelines for research regarding the information that needed to be included in the final product: discussed with teacher having the students determine the important information to include based upon relating the material to their everyday life

Mrs. Smith had great presentations last week with her classes where they had to present about body systems.

Talked with Special education teacher, he was concerned that the observation would not be good because I was

in there while they were watching a science video. I advised him that the video was appropriate, it was short, only five minutes, and prompted interests and class discussion, and those things are a win, tying in relevance and engagement. Not every observation is going to be quad 4, not every observation will be a distinguished, especially only catching 15 minutes of a lesson.

Working with a teacher an assuring them the lesson they are teaching is relevant to the real world, building the confidence of the teacher.

2/13 - Spoke with a teacher regarding other options for students demonstrating knowledge learned as opposed to giving tests.

Mr Stemple, science, talking about how the projects keep the students engaged, behaviors down. Every week he has a project.

2/20 - with a teacher having a successful PBL lesson amd how they are adjusting to their classroom being student lead while they support and facilitate.

Mrs. Stout completed her first socratic seminar and it went really well. I told Mrs. Stout how impressed I was. Ms Webb, continued to talk about relating the lessons to standards

Reflecting on a 6th grade classroom working with 8th, to vertically build the expectations in Social Students for example writing papers, introducing writing papers in 6th grade-and building the expectation as they grow and learn.

2/27 - Spoke with a teacher regarding an alternative to showing a movie after reading a novel.

Mrs. Manzo is doing a really cool project with students about products they use and how they can be reused or if they have to be thrown away and the effects. She has helped students research and create a powerpoint. Students really have to think about items they use and their environmental consequences.

3/6 - Mr. Proudfoot provided a problem to his students and stood back while they researched, brainstormed, developed and built a solution. Our new chicks needed a new home and they succeeded and also built toys for the chicks.

Mrs. Smith was doing a great activity with students with aluminum foil. They made boats and had to count quarters as they were put in to see how many it would take to sink.

Talked with Webb on the importance of even the smallest PBL to link the relevance to lessons, Webb does an excellent job with students, giving them opportunites to excell

3/13 - Ms. Moats was doing a great activity about Roman leaders. Students had to make campaign posters for them like in a real election.

3/20 - Talked with Proudfoot about Fridays..he said that sometimes they just have free time, I explained that Free time should be used for content fun, so that they are still engaged, but something enjoyable..

It was great to see that the PALS students all made it to level 1 and that they got rewarded.

3/27 -

4/3 -

4/10 -

4/17 -

4/24 -

5/1 -

5/8 -

French Creek Elementary School

Administrator: Sloan Baisden

*Mr. Oldaker finished with Upshur County Schools on 12/9 which is why no data is available for the 12/12 date.

ELA:

1. Mrs. Louk will start the next round of Impact Cycle with teachers.
2. RCD meetings/ PLC's for ELA will continue to be held at least once a month for teachers to work together, plan, grade assessments, etc. We will include RCES in this as much as possible.

Math:

1. Mrs. Louk will start the next round of Impact Cycle with teachers.
2. RCD meetings/ PLC's for Math will continue to be held at least once a month for teachers to work together, plan, grade assessments, etc. We will include RCES in this as much as possible.

Attendance:

1. Continue to monitor and work with families BEFORE they get to 5 unexcused absences.
2. Mrs. Blake will continue to make phone calls/ meetings with families to see if there are any needs that need met. Example: we have provided 4 alarm clocks to families thus far.

	How many walkthroughs were completed this week in your building?	How many lesson plan checks were completed this week in your building?	How many attendance meetings were held this week in your building?	What was the average iReady usage this week?	What was the average passage rate for iReady this week?
11/28	4	7 (informal)	4	35 mins. (whole school)	82.8%
12/5	3	5	1	30-49 minutes	76% ELA 92% Math
12/12					
12/19					
1/3					
1/9	4	4	0	Math - 19 min. Reading - 27 min	Math - 92%. Reading - 82%
1/16	4	4	9	Reading - 32 min. Math - 35 min	Reading 81% Math 92%
1/23	4	4	4	Reading - 23 min. Math - 21 min	Reading - 81%. Math - 93%
1/30	5	5	15	Reading 36 min. Math 33 min	Reading 83%. Math 93%
2/6	4	4	5	Math - 31. Reading - 36	Math - 93%. Reading - 81%

2/13	5	5	14	Reading - 40 min. Math - 38	Reading - 82% Math - 93%
2/20	4	4	0	Reading - 35 minutes Math 30	Reading - 85%. Math - 93%
2/27	4	4	3	Reading - 39 min. Math - 35 min	Reading - 83%. Math - 95%
3/6	5	5	3	Math - 42 min. Reading - 42 min	Math - 95%. Reading - 82%
3/13	5	5	0	Reading 37 Min/ Math 36 min	Reading 83%/ Math 94%
3/20	4	5	0	Reading - 39 min. Math - 38 min	Reading - 84%. Math - 96%
3/27	5	4	16	Reading - 45 Min. Math - 43 Min	Reading - 85%. Math - 96%
4/3	5	4	0	Reading - 41 / Math - 38	Reading - 84% / Math - 95%
4/10					
4/17					
4/24					
5/1					
5/8					

7. Please share any analysis information related to the iReady data you have reviewed.

11/28 - Mrs. Louk and I discussed ways to increase QUALITY i-Ready usage, and how to decrease the use as a babysitting tool.

12/5 – Realizing that we need a Growth Monitoring school-wide. ELA will be Monday/ Tuesday, Math will be Wednesday/ Thursday.

12/12 -

12/19 -

1/3 -

1/9 - Suggestions on IEPs are being pulled from diagnostic results to set goals for upcoming years.

1/16 – Average number is down due to taking the diagnostic. First grade numbers will be down again this coming week because of taking the diagnostic.

1/23 – Minutes are down this week because we only school 3 days for this week. Minutes were too far down in K - 3.

1/30 – Time and passage rate is lower in K than almost every other grade (Passage rate in 5th Reading is lower)

2/6 – Having a snow day lowered our weekly usage average minutes. We also have had issues with several iPads in one of our 4th grade classrooms (we updated them toward the end of the week).

2/13 - I found several kids that are at 0 minutes and/or haven't passed lessons.

2/20 - First grade says iReady isn't counting active minutes. They witness more than one student was actively answering questions on her learning pathway and they didn't count her minutes.

I still have a few students who are struggling to get access to iReady, Tech Dept is aware and helping with the situation.

2/27 - Minutes are getting better. Working with teachers to utilize iReady as a whole group activity instead of a station.

3/6 - Numbers are up and teachers awareness of student completion is up. We are having more in depth discussions about what level of work the students are working on in iReady.

3/13 - We had growth monitoring last week which gives us an idea of where are kids are and if they're on target to hit Diagnostic #3 goals.

3/20 – Why is math passed at a higher rate than reading? I'm going to look at time of day these are taking place and/or any other factors that could be leading to this number.

3/27 – Still having some kids without minutes.

4/3 – N/A

4/10 –

4/17 –

4/24 –

5/1 –

5/8 –

8. What action steps are being taken/planned, based on your data?

11/28 - Complete a whole school Growth Monitoring report for additional data points.

12/5 – Ensuring students are meeting the benchmark for time needed.

12/12 -

12/19 -

1/3 -

1/9 - Reminder to our teachers of the goals for each category.

1/16 –Plan to meet with teachers during PLC's and discuss usage

1/23 –A reminder email will be sent to the K - 3 teachers to make sure minutes are being met on iReady every week. (1st grade was using this week to complete Math diagnostic)

1/30 – Dive deeper into the data and see if absent students is negatively impacting the average number. Both K teachers have their iReady minutes worked into their stations.

2/6 – Sending a reminder for all teachers to update all iPads.

As for instruction usage: Most will continue as is. We will give 5th grade a little more attention due to their lack of growth as a group.

2/13 - Having teachers go through EACH student's activity on their Personalized Instruction Summary to see what lessons are being completed and how long each one is taking them.

2/20 - Have teachers be aware of tech issues, have them reported ASAP.

Remind teachers to keep a close eye on time on task for each students.

Planning first iReady incentive, hoping to have it this week or next.

2/27 - Classrooms that are struggling to get minutes will need to do iReady as whole group. This helps monitor actual progress and help when needed.

3/6 - Still suggesting using iReady as a whole group activity

3/13 - PLCs are taking place looking at this data to help better plan out interventions.

3/20 - Continue pushing whole group iReady sessions.

3/27 - Discuss with teachers on creating a gameplan for those kids who are getting zero minutes.

4/3 - Cross referencing attendance with lack of minutes within the grade levels to see why students aren't hitting their goals.

4/10 -

4/17 -

4/24 -

5/1 -

5/8 -

9. Any additional information you would like to share.

11/28 - We have received a \$3,000 Weyerhaeuser grant to start cooking classes (with embedded science, ELA, and math) for all grade levels that will partner with our Fresh Fruit and Vegetable grant.

12/5 - 🤔

12/12 -

12/19 -

1/3 -

1/9 - N/A

1/16 - N/A

1/23 - N/A

1/30 - N/A

2/6 - N/A

2/13 - N/A

2/20 - N/A

2/27 - N/A

3/6 - N/A

3/13 - N/A

3/20 - N/A

3/27 - N/A

4/3 - N/A

4/10 -

4/17 -

4/24 –
5/1 –
5/8 –

10. If you did not meet the quota for walkthroughs, please provide an explanation.

1/23 – N/A

1/30 – N/A

2/6 – N/A

2/13 - N/A

2/20 - N/A, 4 days with students this week.

2/27 - N/A

3/6 - N/A

3/13 – N/A

3/20 – N/A

3/27 – N/A

4/3 – N/A

4/10 –

4/17 –

4/24 –

5/1 –

5/8 –

11. Describe the best feedback conference that you had this week following a walkthrough.

1/23 – One of my teachers had a student sitting by her during one of rotations. We had a discussion about how she has the student near her to help her monitor him and keep him focused on the task at hand.

1/30 – Meeting with Ms. Johnson describing how she uses our 5th grade mentors. We have a particular situation where a teacher needs coverage by our classroom aide in this room, so we utilize our high-level 5th grade students to come down and be a mentor during this time.

2/6 - Meeting with Mrs. Walton about how she handles her children that aren't interested in the topic of the day. She was wonderful with them in getting them to participate and doing it without making it obvious.

2/13 - With Ms. Gaunt about her graphic organizer and how it ties the Cinderellas together.

2/20 - 3rd Grade, we discussed seating arrangements with the students and why they were sitting where they were. One student caught my attention, one in the middle of the U shape that her desks created. This student is a very energetic child and struggles to be right beside another student, this helps her focus and be engaged without bothering others.

2/27 - The use of a book within a station with the teacher with Ms. Goff.

3/6 - Kindergarten (Mouser) Collaboration with Rock Cave and their Arctic Animals presentation. Students enjoyed the process and loved working/celebrating with the other school.

3/13 - Conversation with PreK and her Aide. Both really lit up with positive reinforcement.

3/20 – Conference with Mrs. Rebelo about how she has the students pick insects at the house. She uses those for her display up front and their daily questions about if it is an insect or not an insect.

3/27 – Met with both K teachers and their positive environment and how much the kids love being in those two classes.

4/3 – Preparation was the topic of this conference. One of my teachers wasn't completely prepared for a review session and it negatively impacted her lesson.

4/10 –

4/17 –

4/24 –

5/1 –

5/8 –

Hodgesville Elementary School

Administrator: Shannon Lewis

ELA Goal:

Increase on level percentage in iReady to 18% (10% increase)

Step 1: Increase iReady time to the full 50 minutes a week – monitored weekly

Step 2: Progress monitoring SAT kids every 3 weeks

Step 3: Complete walkthroughs during specific times (whole group and small group)

Math Goal:

Increase on level percentage in iReady to 16% (10% increase)

Step 1: Increase iReady time to the full 50 minutes a week – monitored weekly

Step 2: Progress monitoring SAT kids every 3 weeks

Step 3: Complete walkthroughs during specific times (whole group and small group)

Attendance Goal:

Increase daily attendance percentage to 96% for each grade level

Step 1: Implement attendance incentives (see attached) and go to each classroom to share/promote

Step 2: Weekly monitoring of attendance for 3 day/5 day calls and letters using CIS and principal

Step 3: Random activity days/fun days that only happen on that day

	How many walkthroughs were completed this week in your building?	How many lesson plan checks were completed this week in your building?	How many attendance meetings were held this week in your building?	What was the average iReady usage this week?	What was the average passage rate for iReady this week?
11/28	2	2	2	10-29 min. of Rdg and Math	76% Rdg 88% Math
12/5	5	11	0	30-49 minutes for ELA and Math	82.5% ELA 91% Math
12/12	3	1	0	30-49 mins	84% ELA 91% Math
12/19	8	2	0	30-49 minutes math and era	ela 78%. math 88%
1/3	1	0	0	10-29 minutes for math and elastic	math 72% ela 87%
1/9	6	2	0	math 50+ minutes and ela 10-29	math 68% and ela 84%
1/16	4	11	0, there are several next week	Math 30-49 minutes and ELA was 30-49 minutes	Math was 77% and ELA was 93%

1/23	2	2	10 meetings	10-29 minutes for ELA. 50+ minutes for math (several diagnostic assessments completed)	96% ELA. 77% Math
1/30	5	2	15 3 day letters sent	30-49 for both Math and ELA	81% for ELA and 89% for Math
2/6	4	1	7 3 day calls/letters	30-49 minutes for both ELA and Math	Math 94. ELA 76
2/13	8	3	7	30-49 for both Math and Reading	83% for Reading and 90% for math
2/20	4	3	0 this week	30-49 minutes	75% for ELA and 91% for Math
2/27	4	3	16 3day letters and 2 5 day letters	30-49 minutes for both	math 87% and REading 82%
3/6	4	3	6 3day letters and 2 5day meeting letters send	30-49 minutes for both	83% for Reading and 85% Math
3/13	6	3	1, the other parent wrote notes and meeting was cancelled	30-49 minutes for both	86% for Reading and 84% for Math
3/20	3	3	0	30-49 minutes for both	81% for reading and 82% for math
3/27					
4/3	4	3	6 calls/letters were sent home	41 minutes for math and 40 minutes for reading	86% for reading and 96% for math of students passing with 70 or above
4/10					
4/17	2	3	6 letters for 3day	30-49 minutes	81% math and 89% reading

4/24	4	3	3 letters for 3 day	Math 30-49 minutes and Reading 10-29	Math 81% and Reading 83%
5/1					
5/8					

7. Please share any analysis information related to the iReady data you have reviewed.

11/28 - classes need to increase IReady time used. average usage should be closer to 50 minutes for the week give or take with interruptions in schedule

12/5 - the amount of time increased to the next block of time, and scores increased.

looking at number of students completing instruction and using lessons, percentage is good

12/12 - We are having a very high success/pass rate for lessons!

12/19 - some groups need adjusted for intervention/skills

1/3 - none

1/9 - the diagnostic is now open, so more time will be spent on Iready in the next 2 weeks.

This will decrease instructional time/lessons passed on Iready.

1/16 - We are still in the diagnostic assessment period.

1/23 - Diagnostic will be finished this week. We will review those results on a PLC 1/27.

minutes and usage will get back to being more consistent.

1/30 - When the usage is in the range of 30-49, we are seeing a much higher pass rate. Also now that diagnostics are complete, passage rate has increased.

2/6 - Our math for the passed couple of weeks has been higher

2/13 - we are diving into growth and looking at goal setting with kids

2/20 - some of our students have made tremendous growth while some of our high achievers are making minimal to no growth

2/27 - we have some students who are not completing any minutes---I had a conversation with teacher that they must complete

3/6 - looking at how to it functionally in the classroom (was our PLC this week) and how to monitor that all students are getting their time in

3/13 - teachers are better monitoring student usage and passage rates

3/20 - we have growth monitored some kids and have seem a lot of growth

3/27 -

4/3 - we are prepping for our end of year diagnostic

4/10 -

4/17 - students have continued to master close to 90%

4/24 - Diagnostics were taking place

5/1 -

5/8 -

8. What action steps are being taken/planned, based on your data?

11/28 - scheduled lesson plan checks

placing walkthroughs on calendar

12/5 - continue monitoring walkthroughs and be in classrooms

12/12 - I will continue to monitor lessons for Iready and be present in classrooms.

12/19 - We are adjusting groups after Christmas Break

1/3 - no changes

1/9 - All students will complete the ELA and Math diagnostic assessments,

1/16 - analyze diagnostic results and look at the math percentage and why it is so slow

1/23 - continue to be present in classrooms, begin 3rd observations for those who need 4

1/30 - Work with teachers on using the Iready data and reports to adjust instruction/learning paths/groups.

2/6 - encourage more stem/highly engaging lessons

2/13 - model and get support for those teachers struggling

2/20 - we are diving into how to use the IReady tools functionally in the classroom

2/27 - monitor Iready more closely

3/6 - We discussed setting goals for growth monitoring for those who will do that next week, and created a plan for teachers to help students track their passed lessons with a reward system tied to it

3/13 - we had a PLC on Iready--functional use in the classroom, and are getting ready to growth monitor those students in red and yellow

3/20 - we are continuing to watch the iready and students are tracking their passed lessons on a tracking sheet in the classroom. they love seeing how many they can get

3/27 -

4/3 - We are setting goals and plans for end of year assessments

4/10 -

4/17 - prep for diagnostic

4/24 - We will analyze diagnostic growth once all completed

5/1 -

5/8 -

9. Any additional information you would like to share.

11/28 - 4 IEP meetings

Prek Policy meeting for new principals

Principal meeting

Spelling Bee

I-Ready Growth Monitoring whole school for Reading and Math

make up pictures

5th grade field trip

PAX Granny visit

1230 dismissal

all took place this week as well

12/5 - me out 1/2 day on Tues
goals meeting Wednesday
2 IEP meetings
1 504 meeting

12/12 - 3 observations completed
Principal Meeting
Human Growth and Development for 5th grade
Santa Store
1 IEP meeting
Pax data collection

12/19 - 13 SAT meetings
1 observation
1 IEP meeting

1/3 - field trip whole school to the movies
Christmas Celebration and only 1/3 of school returned after
1230 dismissal

1/9 - 1 IEP meeting
1 504 meeting
Principal training on Policy 2419

1/16 - 2 parent meetings for FBA review
I was out Tuesday in Charleston with Jessica Grose for service personnel awards all day
Elementary principal meeting
3 hr delay

1/23 - 16 3 day attendance calls
principal meeting all day on 1/18
no school on 1/16 or 1/17
4 IEP meetings
technology talk with 5th grade
visit from Officer Melendez
2 SAT meetings
all service 2nd semester observations completed
1/30 - principal Iready training for 1/2 day
school level Iready training for 1/2 day
3 SAT meetings
1 IEP

2/6 - meeting with Marshall to discuss the 1/2 academic coach, 1 IEP meeting, 1 SAT meeting, Prek parent activity, I was out 1/2 day.

2/13 - elementary principal meeting
3 IEPS

3 EC
3 SAT meetings
Prek parent involvement activity
Erica Battle visit all day
4 observations completed
2/20 - principal meeting
Valentines Day parties
PL day
3 SAT meetings
visit with ICLE Diane Jones
2/27 - focus meeting, 4 IEPs, SAT/intervention training
3/6 - PAX refresher training, PLC on Iready and using it functionally, press conference for the new electric bus, and Parent Teacher Conferences (I covered duty so teachers could eat)
3/13 - 3 IEPs, 1230 dismissal, 2 observations completed
3/20 - 1 SAT meeting, 1 IEP, 2 observations, 5th grade wax museum, PLC and St. Patrick's Day activities with WVU extension, backpack meeting, and PAX data collection
3/27 -
4/3 - 2 IEPs, 1 504, spring pictures, bandland presentation for 5th grade, visit from Diane from ICLE, Easter Celebration, smiles dentist
4/10 -
4/17 - 4 day week
safety day
purple heart training/form submission
wweis scheduling training
testing kickoff with Mountaineer
WVWC theatre performance
4th and 5th grade boys meeting with Mr. Harvey
4/24 - strategic plan work, admin meeting, title 1 monitoring and incoming prek open house
5/1 -
5/8 -

10. If you did not meet the quota for walkthroughs, please provide an explanation.

1/23 - I met it

1/30 - met

2/6 - I was out 1/2 day this week

2/13 - met

2/20 - met

2/27 - met

3/6 - 1 short, we had PAX refresher training and a PLC this week, so I was part of both of those for both sessions.

3/13 - met

3/20 - 1 snow day and a 2 hr delay

3/27 -

4/3 – had several activities going on, as well as week before Spring Break

4/10 –

4/17 – too many other things to complete

4/24 – Principal meeting all day for 1 day

5/1 –

5/8 –

11. Describe the best feedback conference that you had this week following a walkthrough.

1/23 – My new teacher feels she is getting much more comfortable in her role with materials, expectations, standards, and creating more engaging lessons.

1/30 – We talked about how they can adjust Iready lessons to help keep that student more on task--as maybe the behaviors are because pathway needs adjusted.

2/6 – when students were highly engaged in their STEM activities, behavior problems were minimal--teacher had an aha moment

2/13 - talked with teacher about her fear of letting go of the control and letting students take the lead on their learning--shifting the load

2/20 - talked with a teacher about getting better structures and procedures in place

2/27 - how important it was to have plans that a sub could use and follow

3/6 - Looking at students who have completed 0 minutes on Iready, their progress and growth monitoring and their impact they are having on the classroom, and their scores.

3/13 - looking at # of students off task during whole group lesson and why they were off task

3/20 – what a difference lining up procedures helps in hallway behavior

3/27 –

4/3 - teacher admitted that she was struggling this week with keeping students on task, we talked through some different strategies and talked about making sure PAX is used with fidelity

4/10 –

4/17 – teacher was prepping students for test taking and we discussed strategies

4/24 – several students have made growth this diagnostic

5/1 –

5/8 –

Rock Cave Elementary School

Administrator: Kasey Baisden

Attendance

Create attendance incentives (pop up rewards, class party for best attendance, and attendance awards - perfect and improved) and continue to work with CIS and counselor on attendance calls.

ELA & Math (same action steps)

1. Continue regular iReady use of pathways, progress monitoring, and benchmarks to inform instruction for increased student achievement.
2. Work with school improvement specialist to create impact cycles that set goals based on data to increase student achievement through research-based instructional strategies.

	How many walkthroughs were completed this week in your building?	How many lesson plan checks were completed this week in your building?	How many attendance meetings were held this week in your building?	What was the average iReady usage this week?	What was the average passage rate for iReady this week?
11/28	4	4 (currently required quarterly)	0	35 minutes	88%
12/5	8	8	0	ELA 1-9 mins 5%; 10-29 mins 11%; 30-49 mins 60%; 50+ mins 24% Math 1-9 mins 2%; 10-29 mins 25%; 30-49 mins 41%; 50+ mins 32%	ELA 76% Math 92%
12/12	6	6	0	Reading: 1 - 9 min 3%; 30% 10 - 29 min; 21% 30 - 49 min; 45% 50+ min; Math 2% 1 - 9 min %; 32% 10 - 29 min; 22% 30 - 49 min; 44% 50+ min	81% ELA 89% Math

12/19	13	6	0	Reading - 38% students 1 - 9 minutes; 50% 10 - 29 minutes; 13% 30 - 49 minutes; 0% 50 minutes+; Math - 20% 1 - 9 minutes; 70% 10 - 29 minutes; 10% 30 - 49 minutes; 0% 50 minutes+	Reading - 100% pass rate; Math - 100% pass rate
1/3	7	7	0	ELA - 30 minutes and Math - 26 minutes	ELA - 80% of Students 70 - 100% Passed; 18% of Students 50 - 69% Passed; 3% of Students 0 - 49% Passed; Math - 94% of Students 70 - 100% Passed; 5% of Students 50 - 69% Passed; 1% of Students 0 - 49% Passed
1/9					
1/16					
1/23	4	7	8	Reading - 92% and Math 93%	Reading - 83% and Math 90%
1/30	5	7	9	Reading: 10% 1 - 9 minutes; 32% 10 - 29 mins; 38% 30 - 49 mins; 21% 50+ mins. Math: 11% 1 - 9 mins; 17% 10 - 29 mins; 36% 30 - 49 mins; 36% 50+ mins	Reading 82%; Math 91%
2/6	7	7	7	ELA: 8% 1 - 9 mins; 32% 10 - 29 mins; 48% 30 - 49 mins; 11% 50 mins. Math: 11% 1 - 9 mins; 41% 10 - 29 mins; 41% 30 - 49 mins; 7% 50+ mins.	ELA 79% and Math 88%
2/13	6	7	Sent out 5 nearing 5 days unexcused letters; referred a student to county for review	ELA 10% 1-9 mins; 86% 10-29 mins; 5% 30-49 mins; 0% 50+ mins. Math 35% 1-9 mins; 51% 10-29 mins; 14% 30-49 mins; 0% 50+ mins.	ELA 68% and Math 90%

2/20	5	7	2	ELA 8% 1-9 mins, 46% 10 - 29 mins, 27% 30 - 49 mins, 19% 50+ mins; Math 5% 1-9 mins, 31% 10 - 29 mins, 45% 30 - 49 mins, 19% 50+ mins	ELA 75%; Math 87%
2/27	6	7	1	ELA 82% using instruction/94% completing lessons Math 82% using instruction/94% completing lessons	ELA 76% and Math 90%
3/6					
3/13					
3/20					
3/27					
4/3					
4/10					
4/17	5	1 full; however, I looked at all lesson plans as I was completing walkthroughs.	11	ELA: 49% 10-29 min, Math:10-29 & 30-49 were equal	ELA: 76%, Math:91%
4/24	5	0, but I have all lesson plans due to me on Monday for a formal lesson plan check.	0	Reading: 32 min, Math: 24 min.	Reading: 74.25%, Math: 73.5%
5/1					
5/8					

7. Please share any analysis information related to the iReady data you have reviewed.

11/28 - During the week of November 14th - fourth and fifth grade had a music field trip; 3rd grade had a WVU field trip; and Friday was a 1/2 day for all students.

12/5 – N/A

12/12 - Data was reviewed with Dr. Battle, administrator, and school improvement specialist. It was determined that students at RCES need to work on comprehension, vocabulary, and deeper questioning

12/19 - Our usage time was down for the week, but we also had a field trip to WVU Planetarium and some teachers were completing interims.

1/3 - N/A

1/9 -

1/16 -

1/23 – Reading: 7% 1 - 9 mins; 51% 10 - 29 mins; 38% 30 - 49 mins; 5% 50+ mins

Math: 8% 1- 9 mins; 66% 10 - 29 mins; 19% 30 - 49 mins; 8% 50+ mins

1/30 – Our students are showing growth overall, but we still have a long way to go.

2/6 – First and second grade appear to be spending, possibly, extra time on iReady. This is also what I am seeing in the classroom. We will have a conversation about making sure we spend appropriate time on iReady and not over saturate.

2/13 - Still analyzing our data provided by Mrs. Johnson at elementary principals meeting last week, but it was very insightful. Today my school improvement specialist and I met with all teacher for data talks and to discuss next steps. Most teachers now have data binders and they're tracking their data. Those that did not have binders are expected to have those at our next data meeting.

2/20 - We are pleased to see positive results in grades K, 2, and 3.

2/27 - I've asked teachers to review why some students are spending more than 50 minutes on iReady.

We do not want to over saturate the students

3/6 -

3/13 -

3/20 –

3/27 –

4/3 –

4/10 –

4/17 – After reviewing data, 5th grade had an average of 45% passing rate. This will be addressed.

4/24 – Our students took their third diagnostic this week, so our minutes were not as high as the weekly goal for usage.

5/1 –

5/8 -

8. What action steps are being taken/planned, based on your data?

11/28 - Ms. Louk meets with teachers once a week to review current/weekly lessons on tasks passed or not and makes decisions based on those not passed - what steps to take - analyzing what is missing from iReady lessons to support instruction. After second diagnostic we will analyze growth and create plans to increase growth.

12/5 – Teachers are completing interims and began progress monitoring in iReady; teachers are working with school improvement specialist to create impact cycles.

12/12 - The school improvement specialist is working with teachers to plan and implement impact cycle on: planning questions with intentional use of academic vocabulary. Administrator will begin looking for this strategy in January during walk throughs. The questioning strategy should appear in whole and small groups. School improvement specialist will provide teachers with a tiered questioning planning sheet as provided to RCES by Dr. Battle.

12/19 - Currently the school improvement specialist is meeting with all teachers during PLC time to discuss the use of data to drive instruction and prepare the teachers for data discussions with the principal, county leadership, and WVDE CSI team.

1/3 - we will implement data binders for all teachers to better, quickly assess data per teacher during walk throughs and PLC meetings

1/9 -

1/16 -

1/23 - We are requiring teachers set up data notebooks. We are meeting with teachers Monday 1/23 to discuss data tracking expectations and receive teacher input. We are developing a common spreadsheet to begin implementing in February to easily view data per class (proficient, progressing, and emerging). We will look at more than just iReady data (also looking at RCD and other items as developed through teacher data talks).

1/30 - We will continue iReady pathways and place students who are struggling on SATs.

2/6 - Addressed in #9 above.

2/13 - Please see # 9 above

2/20 - We have asked teachers to take 3 different data points for mastery of standards and to track mastery of standards within their data notebooks.

2/27 - continue use of daily iReady

3/6 -

3/13 -

3/20 -

3/27 -

4/3 -

4/10 -

4/17 - Based on the data, Mrs. Baisden and Mrs. Louk will work together to ensure that teachers are utilizing iReady data. Next Monday we are going to do a data meeting focused around Diagnostic 3.

4/24 - We are planning PLCs with teachers once our third diagnostic is completed. I met with 3-5 teachers this week to go over the blueprint and scaled score ranges for WVGSA. That was helpful to them, they hadn't see the blueprints before, so it'll help them with preparing for testing week.

5/1 -

5/8 -

9. Any additional information you would like to share.

11/28 - My iReady is not functioning properly. I can only see by class and had to average all usage minutes and passage rates myself. Mr. Oldaker seems to think I should be able to see by school. Additionally, math is showing K - 12, whereas reading shows K - 5. Also, it was my understanding we were not to progress monitor, but Ms. Louk seems to think maybe we should. She said she could assign progress monitoring for next week.

12/5 - Could we get a copy of these forms we submit? I believe there is a button to enable us to receive a copy upon submission. Thank you!

12/12 - Administrator will also review with teachers on (12/19) the use of standards and how the task that follows the verb must match the level of the standard, as well as a reflective teaching practice handout (as provided by Dr. Battle). This reflective practice will be used in correlation with the new impact cycle. Additionally, administrator will work with Dr. Battle and school improvement specialist once second diagnostic of iReady is completed to review the data for findings and correlations.

12/19 - I am currently on track to catch up and have 82 walk throughs completed by 1/6/23 as required. I will be officially caught up as of January 6th.

1/3 - By 1/6/23 I will be caught up with my walk throughs. I will be at 82 as required.

1/9 -

1/16 -

1/23 – N/A

1/30 – N/A

2/6 – I am encouraged by our mid-year data!

2/13 - We received a nice congratulations letter from board member - Daya Masada Wright. We sincerely appreciate the acknowledgement of our teachers hard work.

2/20 - N/A

2/27 - none at this time

3/6 -

3/13 -

3/20 –

3/27 –

4/3 –

4/10 –

4/17 – The behaviors that were occurring prior to me being here have decreased drastically. I have been present at the majority of duties and have been working really hard on climate/culture with staff, students and the community.

4/24 – Our Title I meeting with Mrs. Johnson was great!

5/1 –

5/8 -

10. If you did not meet the quota for walkthroughs, please provide an explanation.

1/23 – The quota is one a day and we had three days of school so I actually did one over the quota for this week.

1/30 – N/A

2/6 – N/A

2/13 - N/A

2/20 - N/A

2/27 - N/A

3/6 -

3/13 -

3/20 –

3/27 –

4/3 –

4/10 –

4/17 – I met the quota.

4/24 – I completed the quota.

5/1 –

5/8 -

11. Describe the best feedback conference that you had this week following a walkthrough.

1/23 – In one class the students were comparing film segments to text segments and discussing. I encouraged the teacher to use a venn diagram for the students to track in written form while viewing (re-read text section, watch film section, used venn diagram to note differences prior to class discuss). Teacher implemented task and now has a large class venn diagram as well (that is produced from discussion).

1/30 – This week we were able to discuss some specific student concerns (behavior) after my observation to help try and strategize changes together.

2/6 - Great conversation with fifth grade teacher about implementing reflective practices to support student learning. She also spoke to wanting to implement more reflective practices of her own regarding her teaching.

2/13 - Discussed fractions lesson with 3rd grade teacher and the importance of needing to really build upon those skills in grades K - 2 to better prepare our students for upper elementary and beyond math skills. Emphasized that we need to focus on math fluency and and number talks.

2/20 - I started providing emails to the teacher as soon as I leave the room with feedback and received several compliments that they really appreciated the immediate feedback.

2/27 - Discussion regarding increasing rigor in a lesson and how that differs from just a new skill. New skills are challenging, but that is not necessarily rigorous.

3/6 -

3/13 -

3/20 -

3/27 -

4/3 -

4/10 -

4/17 – I met with a teacher regarding PAX. She was going over the kernels/expectations following Spring Break. We talked about building a schedule for next year so that all of our school would be on the same page with the review of PAX.

4/24 – I met with a teacher regarding feedback on relationships. I'm hoping that by talking to her about the importance of relationships and the usage of PAX it will help to increase PAX and decrease the level of stress in the classroom.

5/1 -

5/8 -

Tennerton Elementary School

Administrator: Tristen Gray

ELA-

1. Meet with grade level teachers bi-monthly to review data using "Data Dialogue Form". Through that meeting we will evaluate progress on RCD and iReady. Groupings will be evaluated monthly for small group instruction.
2. One of Mrs. Bohman's portions of the Strategic Plan is to track data for student success. We will be setting goals with students/classes for time on the lessons and lessons passed as well as PAX minutes.

Math-

1. Meet with grade level teachers bi-monthly to review data using "Data Dialogue Form." Through that meeting we will evaluate progress on RCD and iReady. Groupings will be evaluated monthly for small group instruction.
2. One of Mrs. Bohman's portions of the Strategic Plan is to track data for student success. We will be setting goals with students/classes for time on the lessons and passed as well as PAX minutes.

Attendance-

1. Meet with grade level teachers bi-monthly to review attendance of students. Teachers will provide attendance concerns during each meeting and demonstrate what contacts home they have made, both good and bad, for the previous 2 weeks.
2. CIS makes daily contact with families with attendance issues. She pulls the daily attendance report to identify students with 3-5, 5-9, and 10+ absences. We utilize an online excuse reporting system that parents can submit excuses on.

	How many walkthroughs were completed this week in your building?	How many lesson plan checks were completed this week in your building?	How many attendance meetings were held this week in your building?	What was the average iReady usage this week?	What was the average passage rate for iReady this week?
11/28	8	8 – lesson plans are checked for the classes observed; all lesson plans are reviewed on the first Monday of each month	4 meetings held via phone; one reported to Student Services for court	36 mins ELA 36 mins Math	ELA – 85% Math – 94%
12/5	7	7	0	1-9 mins 3%; 10-29 13%; 30-49 68%; 50+ 16%	81%
12/12	5	14	40 made by CIS	ELA-5% 1-9 min; 15% 10-29 min; 61% 30-49 min; 18% 50+ min.	82% ELA 92% Math

				Math-3% 1-9 min; 18% 10-29 min; 61% 30-49 min; 18% 50+ min	
12/19	5	5	22 attendance calls	ELA-3% 1-9 min; 13% 10-29; 62% 30-49 min; 22% 50+ min. Math-4% 1-9 min; 16% 10-29 min; 67% 30-49 min; 13% 50+ min.	ELA pass rate 80%; Math pass rate 92%
1/3	15	2	15 letters sent 10 phone calls made.	ELA 22 minutes; Math 21 minutes	ELA: 70-100% 216 students; 50-69% 49 students; 0-48% 11 students. Math: 70-100% 259 students; 50-69% 11 students; 0-49% 7 students.
1/9	7	14	28 parent contacts concerning attendance were made.	ELA-17% 1-9 min; 59% 10-29 min; 23% 30-49 min; 1% 50+ min. Math-22% 1-9 min; 55% 10-29 min; 20% 30-49 min; 3% 50+ min	ELA-4% 0-49% passed; 18% 50-69% passed; 78% 70-100% passed (61% avg). Math-3% 0-49%; 4% 40-69%; 94% 70-100% passed (83% avg)
1/16	17	6	12 phone calls	ELA 21% 1-9 min, 59% 10-29 min, 20% 30-49 min, 1% 50+; Math 19% 1-9 min, 73% 10-29 min, 8% 30-49 min, 0% 50+	ELA 86% total pass rate, 80% 70-100% rate, 16% 50-69%, 4% 0-49%; Math 93% total pass rate, 94% 70-100%, 4% 50-69%, 2% 0-49%
1/23	5	5	20 calls made	ELA-9% 1-9 min, 43% 10-29 min, 41% 30-49 min, 7% 50+ min; Math-10% 1-9 min, 47% 10-29 min, 34% 30-49 min, 9% 50+	81% total lessons passed, 4% 0-49% passed, 16% 50-69%, 80% 70-100%; 91% total lessons passed, 2% 0-49%, 4% 50-69%, 94% 70-100%
1/30	11	12	20 attendance calls last week.	ELA-3% 1-9 min; 15% 10-29 min; 69% 30-49 min; 13% 50+ min. Math-2% 1-9 min; 22% 10-29 min; 60% 30-49 min; 16% 50+ min	ELA- Overall 79% passed; 4% 0-49% passed; 17% 50-69% passed; 79% 70-100% passed. Math 2% 0-49% passed; 4% 50-69% passed; 94% 70-100% passed; 90% overall
2/6	8	12	20 letters sent	ELA 1-9 min 2%, 10-29 min 18%, 30-49	ELA total passed 77%, 4% at 0-49%, 16% at

				min 73%, 50+ min 7%; Math 1-9 min 5%, 10-29 25%, 30-49 min 61%, 50+ 10%	50-69%, 80% at 70-100%; Math total passed 90%, 3% at 0-49%, 2% at 50-69%, 95% 70-100%
2/13	11	13	15 contacts-calls and letters	ELA-3% 1-9 min, 12% 10-29 min, 68% 30-49 min, 17% 50+ min; Math 2% 1-9 min, 19% 10-29 min, 62% 30-49 min, 17% 50+ min	ELA 76% passed, 4% 0-49%, 15% 50-69%, 81% 70-100%; Math 92% passed, 2% 0-49%, 3% 50-69%, 96% 70-100%
2/20	I only had 4 walkthroughs last week.	4	15 calls were made	ELA-4% 1-9 min, 18% 10-29, 63% 30-49 min, 15% 50+ min; Math 5% 1-9 min, 33% 10-29 min, 54% 30-49 min, 8% 50+	ELA 78% average; 4% 0-49%, 16% 50-69%, 81% 70-100%. Math 90% average, 2% 0-49%, 2% 50-69%, 96% 70-100%
2/27	5	5	15 letters sent	ELA 3% 1-9 min, 20% 10-29 min, 62% 30-49 min, 15% 50+ min; Math 9% 1-9, 24% 10-29 min, 54% 30-49 min, 13% 50+ min	ELA 80% average passed, 3% 0-49%, 17% 50-69%, 80% 70-100%; Math 2% 86% average passed 0-49%, 2% 50-69%, 96% 70-100%
3/6	10	12	21 contacts were made	ELA-1-9 1%, 10-29 18%, 30-49 72%, 50+ 9%; Math 1-9 3%, 10-29 14%, 30-49 71%, 50+11%	80% average lessons passed, 4% 0-49%, 16% 50-69%, 81% 70-100%; 89% average lessons passed, 2% 0-49%, 2% 50-69%, 96% 70-100%
3/13	7	14	15	ELA-1-9 min 5%, 10-29 min 21%, 30-49 min 55%, 50+ min 20%; Math 1-9 min 4%, 10-29 min 16%, 30-49 min 68%, 50+ 12%	ELA 80% total, 4% 0-49%, 15% 50-69%, 81% 70-100%; 89% total, 2% 0-49%, 2% 50-69%, 96% 70-100%
3/20	7	13	23	ELA 1-9 min 3%, 10-29 min 19%, 30-49 min 69%, 50+ 8%; Math 1-9 min 4%, 10-	ELA Avg 82%, 4% 0-49%, 15% 50-69%, 81% 70-100%; Math Avg 2% 0-49%, 2% 50-69%, 96% 50-69%

				29 min 26%, 30-49 min 63%, 50+ 7%	
3/27	8	13	29 contacts made.	Reading 3% 1-9 min, 12% 10-29 min, 74% 30-49 min, 10% 50+ min; Math 3% 1-9 min, 15% 10-29 min, 76% 30-49 min, 5% 50+	Reading 82% avg, 5% 0-49%, 14% 50-69%, 81% 70-100%; Math 87% avg, 2% 0-49%, 3% 50-69%, 96% 70-100%
4/3	5	13	24 contacts	35 min avg ELA; 38 min avg Math	81% avg passed ELA; 96% avg passed Math
4/10					
4/17	5	5	6	ELA 1-9 min 3%, 10-29 min 21%, 30-49 min 67%, 50+ min 8%; Math 1-9 min 3%, 10-29 min 25%, 30-49 min 64%, 50+ 9%	ELA 81% avg passed, 5% 0-49% passed, 14% 50-69% passed, 82% 70-100% passed; Math 89% avg passed, 1% 0-49% passed, 3% 50-69% passed, 96% 70-100% passed.
4/24	5	5	16	ELA 1-9 min 16%; 10-29 min 16%; 30-49 min 53%; 50+ 16%; Math 1-9 min 24%; 10-29 min 27%; 30-49 min 39%; 50+ 10%	ELA Lessons passed 82%; 5% 0-49%; 14% 50-69%; 82% 70-100%; Math Overall 79%; 1% 0-49%; 4% 50-69%; 94% 70-100%
5/1	5	16	10	ELA 8% 1-9 min; 32% 10-29 min; 47% 30-49min; 14% 50+ min; Math 7% 1-9 min; 29% 10-29 min; 57% 30-49 min; 6% 50+ min	ELA 78% average passed; 5% 0-49% passed; 14% 50-69% passed; 81% 70-100% passed; Math 87% overall average; 1% 0-49% passed; 4% 50-69% passed; 94% 70-100% passed
5/8	5	12	5	ELA 55% 30-49 minutes; 15% 50+ minutes; Math 56% 30-49 minutes; 22% 50+	79% Avg lessons passed; 85% Avg lessons passed

7. Please share any analysis information related to the iReady data you have reviewed.

11/28 - Grade levels meet every two weeks with me, the academic coach (1/2 grades), special ed, and Title I to review progress on iReady lessons. The primary discussion we have is how the lessons help design skill specific groups within each class.

12/5 – Time on lessons and percentage passed are good. The only grade that is not in the optimal time section is first, but that is because there are several with more than 50 minutes. That is not ideal but it is not terrible.

12/12 - During our bi-monthly collaborative meetings we have identified students who are spending too much time on iReady lessons.

12/19 - Teacher are utilizing data to create instructional groupings. Progress monitoring is being done on SAT students as needed.

1/3 - Although our time on iReady was down, our percentage of students passing the assessments at a 70-100% rate is higher than normal. We are seeing the benefits of using the program consistently.

1/9 - Our numbers are skewed slightly due to the diagnostic being administered last week.

1/16 – We are still finishing up the diagnostic so our numbers are still a little lower than usual.

1/23 – Diagnostic 2 is completed (mostly-still a few stragglers) and we will be meeting with our iReady consultant on Friday to discuss growth progress from diagnostic 1 and 2. We still meet within grade levels to discuss the data.

1/30 – We were able to spend time with the iReady consultant on Friday comparing diagnostic 1 and 2. The teachers were able to receive an abundance of support and knowledge from an expert in the program.

2/6 – We continue to meet within grade levels to discuss student progress.

2/13 - We continue to see a huge discrepancy between ELA and Math pass rate.

2/20 - Our students have passed Math 70-100% at a 9/10 for every class. 4th grade had 100% of their students score 100% on lessons. We are beginning to get quite excited about the translation to the WVGSA. Our next step will be to analyze the interims being completed in 3-5 to see what correlation may be seen between the two.

2/27 - I did not get to meet with grade levels last week.

3/6 - We are maintaining a fairly consistent number in both ELA and Math. Hoping this continues and translates to the WVGSA.

3/13 - Our percentage passed remains high, however we are slowly seeing the appropriate time on task reducing. Time for a refocus on hitting the best time on the program.

3/20 – We have been maintaining a consistent pass rate and usage time in both ELA and Math for several weeks.

3/27 – Average lessons passed has remained very consistent.

4/3 – Even with a break coming up our numbers still look good. Confidence is growing for WVGSA.

4/10 –

4/17 – Diagnostics start today, we are anxious to see if there are significant changes.

4/24 – Time was limited due to the completion of the 3rd diagnostic.

5/1 – Our 3rd diagnostics have been completed. As hoped, our data shows growth in the positive direction. I am very excited to see what the WVGSA holds based on the growth we've seen on iReady.

5/8 – 3-5 are taking the WVGSA this week. We are anxiously awaiting the scores to see the correlation between iReady and WVGSA.

8. What action steps are being taken/planned, based on your data?

11/28 - Teachers change their instructional groupings based on the data they receive from iReady.

12/5 – We have begun using a new data dialogue form for our bi-weekly collaborative planning that allows for discussion of iReady progress and RCD progress.

12/12 - Instructional group arrangements are considered as well as skill development plans.

12/19 - Progress monitoring is being done on SAT students as needed.

1/3 - Continue to create instructional groupings based on lessons passed/failed. We are excited to complete the 2nd diagnostic in the next few weeks to get a better understanding of what the program can do.

1/9 - We will be meeting to review diagnostic data and compare initial to round two. We meet every two weeks anyway, but this focus will be solely on the diagnostic data and how to properly group students as a result of the change.

1/16 - We are beginning to compare diagnostic 1 with diagnostic 2. We are very happy with how things look as a whole for the school right now. Our green numbers are getting bigger while our yellow and red numbers are getting smaller. Our trajectory is very positive.

1/23 - Instructional groups will be modified as data is analyzed.

1/30 - Teachers received guidance from iReady on how to properly read and analyze reports.

2/6 - We are now utilizing the progress monitoring option to provide additional assessments as needed.

2/13 - During grade level meetings identify why we continue to see the gap between ELA and math.

2/20 - We are establishing progress monitoring assessments more frequently now to better isolate skill development need for SAT students.

2/27 - Continue to monitor and adjust instructional levels and assign monitoring as needed.

3/6 - We are adjusting some pathways for students based on their ability level compared to their iReady scores.

3/13 - We continue to adjust lesson placement as needed as well as initiate progress monitoring sessions. Data is still being used to group students.

3/20 - We continue to use the data to adjust instructional groupings.

3/27 - We continue to meet within grade levels to discuss progress and make adjustments as necessary.

4/3 - We continue to monitor instructional groupings using the data provided.

4/10 -

4/17 - Data groupings are still determined by the instructional suggestions.

4/24 - We continue to evaluate instructional groupings based on the data received from the diagnostics and lessons/levels completed.

5/1 - Continued instructional groupings based on data reviewed.

5/8 - We continue to analyze and place students in instructional groups based on the data that is reviewed.

9. Any additional information you would like to share.

11/28 - It is important to understand that when you look at the baseline diagnostic data for iReady as a whole that the assessment is designed to be very difficult. Comparing baseline data from this year to last year would be like comparing apples to rocks. The assessments are extremely different. The trainers that have worked with our teachers and administrators have stressed that an average student will likely only get 50% of the diagnostic assessment correct. This is a national norm, not just an Upshur County statistic. We must be patient with this program. There is evidence to suggest that if we continue with the program and use it with fidelity we will see great successes in achievement.

Support for ICLE and the PLP also needs to continue. Now that teachers have access to the rubrics and can

have meaningful conversations about what is being seen we have the potential to see greater growth among our teaching staff.

12/5 – None at this time.

12/12 - Not at this time.

12/19 - I have begun sharing which rubric we use for the PLP walkthroughs with staff. This allows them to deliberately plan based on which rubric I use. The goal is to get all teachers accustomed to using the rubrics to design lessons in the future. Eventually, I hope it becomes 2nd nature to deliberately create lessons that allow for rigor, relationships, relevance, and engagement.

1/3 - Our average time on iReady was down this week due to only being in school 2 1/2 days.

1/9 - None at this time

1/16 – Nothing today.

1/23 – Nothing else at this time.

1/30 – We also had our ICLE coach in last week. She observed all teachers and provided each one insights and pointers to help them develop academic discussion in their lessons. Our goal last week was to increase the opportunities for academic discussion among students.

2/6 – Nothing today.

2/13 - Nothing today.

2/20 - Sorry for this being late! It's been a nutty week!

2/27 - We are beginning to hit the late winter lull. Students are getting tired of being cooped up and teachers are beginning to get burnt. Although the recent 4 day weekend was nice for students, many teachers could have used an extra day. It's just that time of the year. Thankfully, Spring Break is on the horizon.

3/6 - None today

3/13 – Nothing today

3/20 – Nothing new this week.

3/27 – None today.

4/3 – None today

4/10 –

4/17 – Nothing today.

4/24 – None today

5/1 – Nothing today.

5/8 – Nothing today.

10. If you did not meet the quota for walkthroughs, please provide an explanation.

1/16 – I did

1/23 - I did, but just barely. It was a busy week.

1/30 – I did

2/6 – I met the quota.

2/13 - Met my quota

2/20 - We had admin meeting on Wednesday, my son was sick and I was out with him on Thursday, and we didn't have students on Friday.

2/27 - I didn't get quite as many as I'd like but we were out on Monday, I had a meeting at the BOE on Tuesday, and I had Jury Duty Wednesday.

3/6 - I did

3/13 - I met the quota.

3/20 - I did.

3/27 - I did.

4/3 - I did

4/10 -

4/17 - I did.

4/24 - I did

5/1 - I did.

5/8 - I did.

11. Describe the best feedback conference that you had this week following a walkthrough.

1/16 - A lot of the walkthroughs were done with Alissa Braddy our ICLE coach. The biggest takeaway that we shared was that our teachers were doing too much work and that they were the ones going home tired when the kids should be. That will be our main focus as we meet with Alissa in the future-developing lessons where the teacher is the facilitator.

1/23 - A class is doing a recitation of the Gettysburg Address for Lincoln's birthday. This 2nd grade group had to practice public speaking-a skill that we struggle with as adults. I encouraged the teacher to continue building lessons that force students out of comfort zones. They will recite the speech at our Valentine's Day Party on Feb. 10th.

1/30 - The best conference was actually one in which I was able to praise a teacher for all of her hard work developing lessons that engage students. This teacher is new and is a sponge, so every time I do an observation we go over things she could have done differently. This week her lesson was so well developed I had very little to critique. It is just as important to have conferences when there is nothing wrong as times where things need corrected.

2/6 - Discussed the importance of a class practicing real world issue persuasive essays. I encouraged the teacher to continue to explore opportunities to connect real world situations to what students learn (this week I observed relevance on the rubric). The essay was to persuade me to allow for a reward of students met their iReady goals as a school.

2/13 - Discussed alternative ways to incorporate academic discussion that is different than "turn and talk" or "think-pair-share."

2/20 - Last week my focus was on relationships. K and I discussed making sure that PAX language and behaviors are highlighted as often as possible.

2/27 - Talked about expanding the Gettysburg Address beyond a discussion. We talked about possibly partnering students and having them read and illustrate the Address together, focusing on some of the more difficult lesser used words in the address.

3/6 - Had a good discussion about utilizing aspects of PAX differently and more consistently with a first grade class. Modeled a few things for the class, which was fun for me but hopefully beneficial for the students and teacher.

3/13 - Discussed a way to extend a geography lesson beyond basic facts. Students in 5th grade were analyzing a WV map and the topographical features on it. Once they concluded that activity they used the scale to determine distances between different towns in WV. We talked about using the information from the topographical research and scale research to create a presentation highlighting the differences between the different regions of WV.

3/20 – Fourth grade is using sketchbook to provide analysis on a story that was recently written. The lesson asked students to draw a picture and use the main character traits as guiding points on how the illustration would look. Students then shared their designs with their classmates and were asked to defend their stances on the traits shared. We discussed how important this type of activity is in developing public speaking as well as defending a position. It was a great lesson for engagement.

3/27 – Music and I had a wonderful conversation about the love of music that he is instilling in his students. They are doing Beatles songs for a Spring Concert and I was able to watch as a 3rd grade practiced. The students were so into the music.

4/3 – Provided an idea to a teacher to keep engagement up during presentations by having students compile detailed facts about what was presented.

4/10 –

4/17 – I look at PAX during the relationship portion of the rubric. I made sure to remind all staff to focus on the kernels, review the vision, and use PAX behavior.

4/24 – I love doing the relationship rubric because of our use of PAX. Casey Byers does a phenomenal job with her K students. On this particular day she used her PAWSitive Choices curriculum in addition to PAX to keep students focused. The best part was the use of her brain break box. Students are able to ask for a brain break and can use the items in the box for 1 minute. Students are trained to use the timer and take their break for only that amount of time. It was wonderful to see K students realize they need a break, ask appropriately, and then follow the procedures to use it in the correct manner.

5/1 – I was able to have a positive conversation with teacher who sometimes struggles with classroom management. When I went in she was on the carpet talking with a student who often will create distractions. For the first time all year (after multiple encouraging conversations), I saw her on his level talking with him and building him up. He ended up having a fantastic day, and I think it was because of the initial relationship repair she had made.

5/8 - I enjoy seeing the development of our students in subjects like art. The class was able to complete multiple-step project with limited instructions. The class worked at their own pace but had specifics that had to be completed. I continuously encourage the art teacher to challenge students but to allow for creative expression.

Union Elementary School

Administrator: Eric Brand

By the end of the 2022-2023 school year, walk-throughs and observations will capture evidence of effective teacher planning and the implementation of rigorous and relevant instruction and assessments. A completion of at least 5 rubrics per week in the areas of either engagement, relevance, relationships, or rigor will be set.

Action Steps:

- Teachers will be given copies of the rubrics so that they are aware of what I am looking for in Union Elementary Student Behavior Response Chart and are familiar with the RCD process.
- Discussion and feedback during PLC of what is working and what is not working as well as how to implement more rigor and relevance into ELA and Math instruction.
- Create a time frame daily to allow time in classrooms without interruption.

At the end of the 2022-2023 school year by creating an inviting atmosphere where students feel safe and that they matter, promoting a closer connection between school and home, and strategically involving parents, students, and staff, Level 1 and Level 2 WVEIS discipline referrals will decrease 10% as measured by WVEIS.

Action Steps:

- Constant communication with parents via class dojo about discipline incidents. Parent support and the elimination of minor incidents will increase teacher instruction time.
- Follow the UES behavior response chart (attached)
- Increase amount of student jobs to allow students to take ownership in the building.
- Build relationships with our "high flyers" and their families, and set up reward systems as needed.

ELA Action Steps:

- Diagnose ready instructional minutes and data during weekly PLCs in order to configure instruction and intervention.
- Utilize special area teachers to provide intervention to struggling students that have a deficit in letter recognition and sound.
- Implement small group interventions within the reading block using SIPPs
- Provide whole group Heggerty lessons daily in all classrooms.
- Continue to work on how to assess students on standards while moving away from the traditional "paper & pencil" method.

Math Action Steps:

- Diagnose Iready instructional minutes and data during weekly PLCs in order to configure instruction and intervention.
- Continue to work on how to assess students on standards while moving away from the traditional "paper & pencil" method.
- Upper grades will complete Reflex daily focusing on basic math facts.
- Move away from worksheets and focus more on hands-on math lessons that provide a visual approach.
- implement small math groups amongst grade levels and coordinate.

Attendance Action Steps:

- Print attendance weekly and send out letters to parents who have missed 4 or more unexcused absences.
- Continue to create a positive atmosphere that makes students want to come to school.
- Teachers will reach on class dojo daily when a student is absent in their classroom. Follow up with admin as needed.

	How many walkthroughs were completed this week in your building?	How many lesson plan checks were completed this week in your building?	How many attendance meetings were held this week in your building?	What was the average iReady usage this week?	What was the average passage rate for iReady this week?
11/28	0	0	8	37 mins	95%
12/5	5	5	0	34 min ELA 31 min Math	92% Math 81% ELA
12/12	6	6	0	42% Reading, 43% math (30-49 minutes)	78% ELA 91% Math
12/19	10	4	0	49% reading, 40% Math	77% Reading, 88% Math
1/3	0	0	0	18 minutes (reading) 16 minutes (math)	79% (reading) 92% (math)
1/9	11	11	0	37% (reading), 57% (math)	79% (reading) , 100% (math)
1/16	5	5	16- 4 day letters sent home. Rescheduled 21	35% (reading), 31% (math)	70% (reading), 84% (math)

			for next week due to illness.		
1/23	0	0	20 held in building. 2 held at Magistrate Office	36% (reading). 31% (math)	77% (reading) 88% (math)
1/30	5	5	2	48% time on task (reading), 41% (math)	77% (reading), 89% (math)
2/6	8	8	0	57% (reading), 67% (math)	80% (reading), 87% (math)
2/13	0	0	0	49% (reading), 47% (math)	78% (reading), 90% (math)
2/20	5	0	16 four day letters sent out, 21 five day meetings scheduled for Friday 2/24	58% (reading), 49% (math)	77% (reading), 90% (math)
2/27	5	5	sent home 16, 4-day letters and had 21, 5- day meetings (only 1 parent attended)	58% (reading), 57% (math)	80% (reading), 84% (math)
3/6	5	5	0	52% (reading), 50% (math)	78% (reading), 83% (math)
3/13	4	4	0	49% (reading), 39% (math)	78% (reading), 89% (math)
3/20	5	5	10, 5-day meetings scheduled. 2 parents only attended, 8 no- shows	48% (reading), 49% (math)	78% (reading), 87% (math)
3/27	5	5	0	35% (reading), 41% (math)	75% (reading), 85% (math)
4/3	5	5	0- set up 5, 5- day meetings for after spring break and sent home 12, 4-day letters.	41% (reading), 46% (math)	76% (reading), 88% (math)
4/10					

4/17	3	3	0	37min (reading), 40min (math)	79% (reading) 93% (math)
4/24	0	0	0	36%	76%
5/1	0	0	0	37% (reading), 51% (math)	85% (reading), 84% (math)
5/8					

7. Please share any analysis information related to the iReady data you have reviewed.

11/28 - Continue to monitor Iready usage to make it consistent across all grade levels.

12/5 - After a completion of growth monitoring, high levels kids have dropped across grade levels.

12/12 - Students are passing math lessons but are timing out with reading.

12/19 - N/A

1/3 - N/A

1/9 - Rates are down due to students taking the Diagnostic #2. Students can not complete lessons until the diagnostic is complete.

1/16 - Students are still completing the Diagnostic #2 and cannot complete personalized lessons until that is done. The window closes on 1/20

1/23 - Students were completing diagnostic 2 before the window closed on Friday 1/20

1/30 - Math lessons being passed more than reading.

2/6 - Kindergarten needs to step up IREADY usage minutes in both subject areas.

2/13 - How can we tackle between getting 90 minutes of screen time for students per week and still providing direct in-person instruction? Why are our students not doing IREADY?

2/20 - Kindergarten is still the lowest in IREADY usage minutes.

2/27 - passage rate for reading and math are both low for this week.

3/6 - Kindergarten still below in county required usage minutes

3/13 - 2nd grade time was down this week.

3/20 - usage is down across the school

3/27 - n/a

4/3 - Continue to increase passing rate of math and reading

4/10 -

4/17 - Continue with reading and math minutes in preparation for Diagnostic Window #3

4/24 - Students will start Diagnostic 3 this week and will not complete lessons until the diagnostic is finished.

5/1 - Diagnostic 3 results are way above where we were with D1 and D2.

5/8 -

8. What action steps are being taken/planned, based on your data?

11/28 - Iready is being utilized building wide by all classrooms. PLC discussions will lead to getting Iready usage similar in all grade levels. Several teachers are lacking on math usage compared to reading.

12/5 - Planning of IREADY group time during instructional time will be discussed and mapped out during weekly PLC

12/12 - Look at how to implement reading IREADY time to be more student focused and engaged.

12/19 - N/A

1/3 - Continue with pervious goals

1/9 - Continue to have students take diagnostic #2 when teachers feel students are ready this week.

1/16 - Once the Diagnostic is complete, teachers will compare and contrast data during weekly PLC.

1/23 - Teachers will work with the Iready consultant next week to compare and contrast scores between Diagnostic #1, Growth Monitoring and Diagnostic #2.

1/30 - Working to determine why students are passing and enjoying math content lesson compared to reading. What are we doing differently between reading time and math? Look at scheduling, time, etc.

2/6 - Meet with kindergarten teachers specifically to discuss next steps.

2/13 - PLC discussion: How to entice students to complete IREADY instruction? What can we do as a school to make it more engaging?

2/20 - Assign growth monitoring session for all students.

2/27 - How can we continue to make IREADY a focus while mixing teacher-led instruction as well?

3/6 - How to enhance Kindergarten time in reading and math. Who is making students accountable and how are we tracking it?

3/13 - How are we monitoring that students are getting their full expected time daily?

3/20 - What needs to be done to increase usage?

3/27 - continue to diagnose student progress

4/3 - How can we work to gear students up to tackle Diagnostic 3 and try their best?

4/10 -

4/17 - Test prep for Diagnostic 3

4/24 - none at this time. Students will take their time and complete diagnostic 3

5/1 - Continue Iready personal learning through the end of the year.

5/8 -

9. Any additional information you would like to share.

11/28 - Walk throughs were not completed this week due to numerous interruptions: spelling bee, science and social studies fair, Foster therapy dog all day, Principal's meeting and make-up pictures.

12/5 - N/A

12/12 - Revamping and working with Dr. Battle to implement a more proficient PLC time for second semester.

12/19 - Instructional minutes are down due to numerous holiday parent events and activities.

1/3 - Christmas parent activities, concerts, etc.

1/9 - n/a

1/16 - N/A

1/23 - N/A

1/30 - n/a

2/6 - Attendance meetings did not happen this week. Between having Dr. Battle for an entire day, 7 SAT meetings, 2 504 meetings, 3 parents meetings, and additional things being piled on such as 10 core value staff surveys, personnel review, and new 504 guidelines there just is not enough time. Seems like there is something

new and additional to complete every week. Not to mention the time that I need to build relationships with my students and staff.

2/13 - N/A

2/20 - N/A

2/27 - n/a

3/ 6 – n/a

3/13 – N/A

3/20 – n/a

3/27 – n/a

4/3 – n/a

4/10 –

4/17 – n/a

4/24 – n/a

5/1 – n/a

5/8 –

10. If you did not meet the quota for walkthroughs, please provide an explanation.

1/16 – N/A

1/23 - No school Mon/Tues

Wed-Out for Principal's meeting

Thurs- Attendance Meetings scheduled at school and at Magistrate

Fri.-separate student incident investigations that needed resolved with parent contact.

1/30 – n/a

2/6 – n/a

2/13 - It just didn't happen this week. Between behavior, SAT meetings, Elementary Principal's meeting and ICLE all-day visit, amongst other expectations, it just wasn't feasible.

2/20 - n/a

2/27 - n/a

3/6 - n/a

3/13 - Just did not get to it.

3/20 – n/a

3/27 – n/a

4/3 – n/a

4/10 –

4/17 – Continuous work on Strategic Plan, Title I Progress Monitoring, and numerous end of year events.

4/24 – Continuous work on Strategic Plan, Title I Progress Monitoring, field trip, principal's meeting and numerous end of year events with IEPs and 504 reviews.

5/1 – Stayed available for WVGSA questions and concerns in the AM, helped with test break coverage, and worked with grade levels for rewards in the PM.

5/8 –

11. Describe the best feedback conference that you had this week following a walkthrough.

1/16 – Mrs. Flanagan- what should students be able to complete during small group stations. They need to focus on a certain skill and make sure that is is guided toward learning and not just wasted instructional time.

1/23 – n/a

1/30 – Paige Philips-working to develop Iready tips and tricks and how to keep students engaged to complete lessons.

2/6 – Paula Snyder- working on how to meet the needs of all leveled students and differentiate her small group. Also discussed how to manage whole group activities by providing visuals and sentence stems,

2/13 - N/A

2/20 - No conferences held this week, walk throughs only.

2/27 - Jessica Davis-increasing student academic discussion amongst kindergarten.

3/6 - Paula Snyder- working to enhance academic discussion in her classroom.

3/13 - Did not get conferences held this week.

3/20 – Did not complete conferences this week.

3/27 – n/a

4/3 - Did not hold conferences this week. However, Deidra has been holding a few conferences with feedback this week on as she has been doing observations on increasing rigor and relevance.

4/10 –

4/17 – No conferences held after walkthroughs this week.

4/24 – conferences were not held this week

5/1 – n/a

5/8 -

Washington District Elementary School

Administrator: Gabby Rhodes

ELA

Teachers are being intentional about tracking data and adjusting needs based on the specific weekly, monthly, and quarterly data by keeping data walls and student data notebooks. Teachers are providing extra small group instruction to the students who are close to mastery. Teachers are meeting weekly to discuss plans of improvement and data with the principal. Using Mrs. Parker to complete small group interventions 3X weekly. 3rd-5th grade teachers are completing one interim assessment weekly on the state portal site.

Math

Teachers are being intentional about tracking data and adjusting needs based on the specific weekly, monthly, and quarterly data by keeping data walls and student data notebooks. Teachers are providing extra small group instruction to the students who are close to mastery using intervention from i-ready. Teachers are meeting weekly to discuss plans of improvement and data with the principal. 3rd-5th grade teachers are completing one interim assessment weekly on the state portal site.

Attendance

Teachers are contacting parents on the day of the absence and reminding for the need for notes. Mr. Brandish and myself are reaching out and having conversations and conferences with parents.

	How many walkthroughs were completed this week in your building?	How many lesson plan checks were completed this week in your building?	How many attendance meetings were held this week in your building?	What was the average iReady usage this week?	What was the average passage rate for iReady this week?
11/28	5	6	0 but sent 2 attendance letters home	39 mins in ELA 43 mins in Math	79% in ELA 99% in Math
12/5	6	7	0 meetings, but 11 calls or messages; number of students with Flu A	98% students completing iReady minutes	81% ELA 87% Math
12/12	5	7	0 but worked to collect many excuses	47 mins	79% ELA 90% Math
12/19	6	8	one meeting; multiple calls for doctor excuses with lots of Flu A cases	87% had 45-50 minutes in math; 84% had	81% in Reading; 91% in Math

				45-50 minutes in Reading	
1/3	6	6	0	88% - 30 minutes ELA; 91%- 30 minutes	77%- ELA; 90%-Math
1/9	5	5	1	Students are currently completing Diagnostic 2 so they are not able to work on learning path until complete.	Students are currently completing Diagnostic 2 so they are not able to work on learning path until complete.
1/16	6	6	0	Most of the time was completing Diagnostic 2	N/A
1/23	7	6	No formal meetings but myself/CIS/teachers contacted all students' parents who are absent to determine why they are absent.	ELA- 30 min; Math 30 min	Reading: 74% Math: 93%
1/30	7	8	0 official meetings; phone calls and logs of excuses as well as online excuses	ELA: 48 minutes Math: 50 min	79% in ELA; 89% in Math
2/6	7	9	No official meetings; logged excuses; called 6 families to check on absent students; and checked online excuses	44 minutes for reading; 40 minutes in math	77% in reading; 92% in math
2/13	7	6	1 and 12 attendance letters sent home.	45 minutes in ELA and 42 minutes in Math	82% in Reading and 92% in math
2/20	6	7	No official meetings. Logged excuses. 28 students tested positive for strep on Monday.	43 min ELA; 46 min Math	78% ELA; 90% Math

2/27	7	7	no official meetings but contacts were made to ask for excuses and determine why students were absent.	ELA- 43 minutes; Math- 41 minutes	87% in ELA and 90% in math
3/6	6	7	1 official meeting; letters sent home and excuses requested; Spoke with Chronically absent parents at parent teacher conferences; I asked teachers to reinforce this with parents and students.	47 min - ELA; 49 min - Math	82% - ELA; 87% - Math
3/13	7	7	2 meetings and posted attendance guidelines on social media site	46 min- ELA; 48 min- MATH	87% in ELA; 82% in math
3/20	6	6	1 meeting and many calls for absent students.	49min Reading; 47 min- Math	81% ELA; 83% Math
3/27	6	6	2	ELA: 90% of students completed 30 minutes or more; Math:96% completed 30 minutes or more	ELA: 83% Mastery; Math: 93% mastery
4/3	7	6	1	ELA: 95% of the students had 30 or more minutes; Math: 92% of the students had more than 30 minutes	ELA: 82% Math: 91%
4/10					
4/17	4	5	no meetings but made phone calls home about absences	Reading: 8% had 30 minutes on	Reading: 83% Math: 87%

				more on task Math: 90%	
4/24	5	5	0	completing diagnostic	completing diagnostic
5/1	5	5	2 phone conversations with parents/ 1 in person after school	finishing diagnostic 3	n/a
5/8	5	4	1 phone call	K-2: 77% over 30 min and 89% in math	86% in math and ela

7. Please share any analysis information related to the iReady data you have reviewed.

11/28 - Growth In ELA for Month of November Compared to Diagnostic 1

Growth Based on I-Ready Scaled Scores Growth Monitoring Results

K- 14/18- 78%

1st- 15/15- 100%

2nd- 16/18- 89%

3rd- 12/15 - 80%

4th- 20/23- 87%

5th- 13/13 - 100%

Growth in Math for Month of November Compared to Diagnostic 1

Growth Based on I-Ready Scaled Scores Growth Monitoring Results

K- 18/18 - 100%

1st- 15/15 - 100%

2nd- 18/18 - 100%

3rd -14/15 - 93%

4th- 23/23 - 100%

5th- 13/13 - 100%

12/5 – Teacher are using scaffolded lessons for the areas where students are the weakest.

12/12 - Kindergarten is struggling the most with I-Ready lessons because they are now encountering reading lessons that are new to them as kindergarten students. All other classes were in the 90% lesson pass rate.

12/19 - Reading Data is 89% and higher in grades 1-5. Kindergarten I-ready mastery is 56%.

Kindergarten I-Ready lessons are advancing into standards past mid-year Kindergarten which is challenging the students with the content that they have yet to review in reading.

Kindergarten Math is an average of 71% mastery where grades 1-5 are 90% and higher in mastery.

1/3 - Targeting specific deficits in ELA and Math based on I-Ready data.

1/9 - Diagnostic 2 is going very well so far. We are seeing tremendous growth for the 2nd diagnostic and anxious to see growth.

1/16 – I-ready diagnostic 2 is almost complete and much growth is being shown in ELA and Math. I can't wait to share final results.

1/23 – Our lowest passage rate on lessons in reading is in kindergarten - although kindergarten showed our highest percent of mastery on Diagnostic 2 and in growth. We believe that their learning paths are set to new

information that they have never encountered because many are now assigned 1st grade lessons, so it may take them more than one time to master the I-Ready lesson.

1/30 – The consultant from I-Ready helped my teachers dive into the standards the students have met and the ones still not met. The teachers analyzed whether these were standards that have been taught yet and then looked at the prerequisite skills needed to master the standard and the scaffolding lessons for reading.

2/6 – Students are progressing by following the I-Ready data provided and we review the data weekly to note inconsistencies or changes.

2/13 - Data is reviewed weekly to determine students who are not achieving minutes and students who are not on track with lesson passage.

2/20 - Students who are completing lessons and time on task are moving forward toward grade level mastery.

2/27 - Met with students in second grade who didn't meet their minutes to determine why. Celebrated the students who met their minutes and passed their lessons.

3/6 - Math : 97% of Students 70 - 100% Passed

3% of Students 50 - 69% Passed

0% of Students 0 - 49% Passed

Reading:

82% of Students 70 - 100% Passed

15% of Students 50 - 69% Passed

3% of Students 0 - 49% Passed

3/13 - Teacher's lessons are zeroing in on the areas where students are showing weakness to address in small group lessons and intervention. As the year progresses, less gaps are present.

3/20 – ELA:

83% of Students 70 - 100% Passed

17% of Students 50 - 69% Passed

1% of Students

Math:

97% of Students 70 - 100% Passed

3% of Students 50 - 69% Passed

0% of Students 0 - 49% Passed

3/27 – Students in 4/6 classrooms had 95% or greater lesson passage in math. 1st grade had 99% in ELA and all classes except 4th were above 85%. 4th grade is gaining in their reading level and the content is getting harder which means they do not always pass the lesson the first time.

4/3 – Reading:

81% of Students 70 - 100% Passed

18% of Students 50 - 69% Passed

1% of Students 0 - 49% Passed

Math:

98% of Students 70 - 100% Passed

2% of Students 50 - 69% Passed

0% of Students 0 - 49% Passed

4/10 –

4/17 – Our students have shown growth on their learning plans and we are preparing to take Diagnostic 3.

4/24 – We are completing the Diagnostic 3.

5/1 – School Wide Data

ELA: 59% Mastery; Near Mastery: 28%; Below Mastery: 14%

Math: 58% Mastery; Near Mastery: 32%; Below Mastery: 10%

5/8 – K-2 students showed 77% at least 30 min in ELA

K-2 students showed 69% at least 45 min in Math

3-5 state testing

8. What action steps are being taken/planned, based on your data?

11/28 - We do weekly I-ready celebrations for I-ready achievement in ELA and Math. We also do quarterly attendance rewards for student attendance. Additionally, we are looking at systematically planning the ELA whole group and small group blocks to ensure all instruction aligns to content standards and RCD units.

12/5 – Students attending intervention groups in our daily schedule based on I-Ready lessons. Students on the borderline group are being targeted to raise their schools. Growth monitoring data is being added to data notebooks.

12/12 - Scheduled intervention times/groups; Intervention lessons using I-ready lessons as indicated by personalized learning instruction are being utilized.

12/19 - Kindergarten teacher, Mrs. Moody is addressing lesson deficits in small group instruction.

1/3 - Continuing small group/intervention instruction and targeting the students who are slightly mastery.

1/9 - We will evaluate the Diagnostic 2 data when complete and prepare a plan based on current student results.

1/16 – We are going to take the data and reorganize our intervention groups and targeted instruction.

1/23 – We met in collaborative groups today to reorganize and plan for intervention and enrichment groups. We used the data based on Diagnostic 2's results.

1/30 – Teachers are going to utilize the scaffolding lesson and prerequisite lessons provided in I-Ready to target students not meeting the standards. After the small group lesson is taught, teachers will push that specific I-Ready lesson to the iPads for students so they can determine mastery of that standard and Focus skill.

2/6 – Using the WV standards data and determining which standards have been met and whether or not those standards have been taught.

2/13 - Collaborative PLC's to address intervention

2/20 - Providing weekly recognitions for students who are passing lessons and completing time on task.

2/27 - Using FastForWard to help increase reading proficiency in addition to I-Ready. continuing intervention, and students monitor minutes of time of task and lesson passage.

3/6 - Teachers are assigning lessons and small group focus to the students who were below 69% passage rate in both math and reading to focus on area and lessons of weakness.
3/13 - We will meet to determine new intervention groups for 4th quarter.
3/20 - Assigning pre-requisite lessons to reteach the areas that students struggled with passing before allowing them to be assessed in that area again.
3/27 - We will meet in collaborative groups next Friday to redesign intervention groups for after spring break.
4/3 - We are looking at how we can better target subgroups and we have increased our number of minutes using the PAX Good Behavior Game which allows for more focused instruction.
4/10 -
4/17 - Presenting students with an incentive for growth on their Diagnostic 3. Working on test taking strategies.
4/24 - We are using the data to guide our strategic plan for our needs for next year.
5/1 - Preparing for next year's strategic plan and action steps for how to continue what is working and what we can do to help our students further.
5/8 - use EOY data to guide strategic plan

9. Any additional information you would like to share.

11/28 - We are intentional about data tracking. We have a school data board for our school ELA goal. The teachers have classroom data boards for ELA and Math. The students keep data notebooks to set goals and track their own progress.

Grades 3-5 are set up in the testing portal and this week we will begin weekly interim assessments.

12/5 - Not at this time

12/12 - None at this time

12/19 - Students/Teachers track individual and class data in data notebooks and on data boards. Students are setting weekly academic goals for their I-Ready lesson mastery as we celebrate students with high mastery each week on their personalized lessons.

1/3 - Looking forward to a new year when our students return!

1/9 - Students were excited to return from the extended break.

1/16 - I am so pleased with the growth our students have shown in I-ready.

1/23 - Diagnostic 2 Results Schoolwide:

Reading:

1st Diagnostic: 17% mastery; 53% Near Mastery; 30% Below Mastery

2nd Diagnostic: 47% Mastery; 34% Near Mastery; 19% Below Mastery

Math:

1st Diagnostic: 10% mastery; 61% Near Mastery; 30% Below Mastery

2nd Diagnostic: 37% Mastery; 48% Near Mastery; 15% Below Mastery

Comparison of Diagnostic #1 to Diagnostic #2 by Grade Level with Mastery

Math #1 Math #2 Reading #1 Reading #2

Kindergarten 17% 83% 28% 89%

1st 6% 41% 0% 53%

2nd 11% 22% 17% 22%

3rd 7% 27% 14% 53%
4th 4% 21% 18% 25%
5th 15% 30% 23% 46%

1/30 – Teachers are using the data from I-Ready to allow students to set their next goal based upon their typical and stretch growth. The typical growth should be at 50% by mid-year. WDES met 89% typical growth in Reading and 69% typical growth in Math. We are above the goal for mid-year, so we are making our goal the stretch growth.

2/6 – 3rd-5th grade are also completing a weekly interim test for WVGSA

2nd and 4th grades began a statewide pilot for FastForWard

2/13 - nothing at this time

2/20 - We were hit extremely hard with illness this week. We had over 25% students out with a confirmed and diagnosed illness. Our ICLE consultant observed that the shared teacher efficacy was evident and the positive culture was powerful.

2/27 - Wonderful week at Washington District Elementary!

3/6 - We are looking forward to the opening of the high tunnel to reinforce and expand our science standards. Students are completing weekly interims in grades 3-5th

Read Across America Week was successful.

The students loved the BU ZOO and the High School Students were so engaging and enthusiastic.

3/13 - We are seeing a great deal of reading growth through the use of our pilot of Fast Forward. Currently, Washington District is leading the state in the pilot program with successful results. Our students and teachers are excited about our progress and growth.

3/20 – Students are still having great success with FastForWard Reading as well.

3/27 – N/A

4/3 – Students have finished the FastForWard pilot program today.

Have a wonderful Spring Break!

4/10 –

4/17 – Our FastForWard results for the 8 week trial showed a combined average of 10 month growth for our students. Basically, the students almost grew 1 year in 8 weeks worth of intervention.

4/24 – With our FastForward Data- in 8 weeks students grew an average of 8 months and some students as much as 2 years growth.

5/1 – ELA by grade level

K: 95% Mastery 5% Near Mastery; 0% Below Mastery

1st Grade: 67% Mastery; 33% Near; 0 Below Mastery

2nd Grade: 50% Mastery; 39% Near; 11% Below Mastery

3rd Grade: 50% Mastery; 11% Near; 39% Below Mastery

4th Grade: 47% Mastery; 39% Near; 13% Below Mastery

5th Grade: 38% Mastery; 38% Near; 23% Below Mastery

Math by grade level

Mastery Near Below

K: 88% 13% 0%

1: 72% 28% 0%

2: 50% 41% 17%

3: 42% 41% 18%

4: 39% 43% 18%

5: 69% 31% 0%

5/8 – School Data 1st Diagnostic 2nd Diagnostic 3rd Diagnostic
ELA 17% 47% 59%
Math 10% 37% 58%

School Data Mastery Near Mastery Below Mastery
ELA 59% 28% 13%
Math 58% 32% 10%

ELA 1st Diagnostic 2nd Diagnostic 3rd Diagnostic
K 28% 89% 95%
1st 0% 53% 69%
2nd 17% 22% 50%
3rd 14% 53% 50%
4th 18% 22% 47%
5th 23% 46% 38%

Math 1st Diagnostic 2nd Diagnostic 3rd Diagnostic
K 17% 87% 90%
1st 11% 41% 72%
2nd 11% 22% 50%
3rd 6% 27% 39%
4th 4% 22% 42%
5th 15% 30% 69%

10. If you did not meet the quota for walkthroughs, please provide an explanation.

1/23 – N/A

1/30 – N/A

2/6 – N/A

2/13 - n/a

2/20 - n/a

2/27 - n/a

3/6 - n/a

3/13 – n/a

3/20 – n/a

3/27 – n/a

4/3 – n/a

4/10 –

4/17 – n/a

4/24 – n/a

5/1 – n/a

5/8 – n/a

11. Describe the best feedback conference that you had this week following a walkthrough.

1/23 – During an observation, I modeled in kindergarten a way to allow the students an opportunity to lead a lesson and help teach their peers a math concept as half the class was grasping it while half were struggling. The feedback was about how the teacher often feels the pressure to provide all instruction and explanation especially at a kindergarten level, but was amazed at how students were able to explain and teach addition to their peers and the results and understanding were amazing.

1/30 – 3rd and 4th grade teachers both saw an Aha moment when I gave them a visual method of showing fractional relationships. Afterwards, they shared the moment with me and how it has changed the way students grasp fractions.

2/6 – The third grade teacher and I discussed samples of higher level questioning. I gave her some sample questions and we discussed putting them on a post-it in her teacher's manual, so she didn't have to think "on the fly."

2/13 - My fifth grade teacher stated that she feels like the fact that she took the time to build relationships with her students as evidenced in her walkthroughs has directly impacted their growth and achievement.

2/20 - I had a conference with my fifth grade teacher about how powerful the lesson was when the students presented materials and posed questioning to their peers rather than the questioning and direct teaching coming from her.

2/27 - Asked a teacher how they thought they could increase rigor on a verb lesson. The teacher said that they could allow the students to create a sentence in present tense and one in past tense and give it to a peer. They peer could move to the area labeled past or present depending on the sentence and then explain why they chose that.

3/6 - 2nd grade were building birdhouse for a habitat unit and the project based learning aspect really increased their engagement and allowed student creativity to blossom.

3/13 - The teachers rate themselves on the rubrics this week and gave me feedback on how they could increase the rigor. Once analyzing the rubric themselves, it was amazing at the number of student led learning activities that evolved.

3/20 – One teacher reflected about how during student-led activities that it is surprising that the higher academic achieving students often feel most uncomfortable. She felt like the students who score higher on standardized testing like the security of one right answer where her students who don't do as well on standardized testing feel more comfortable with "out of the box" activities.

3/27 - The second grade class is studying the continents. Mrs. Tenney said that she usually gives students facts about each continent but this year she allowed students to create a continent book and research facts about the continents and share the book with their classmates. She reflected about how many more facts that everyone learned and even her by changing how she did it.

4/3 - 2nd grade students created their own nonfiction books using keynote and the engagement and relevance aspects of the rubric were excellent as well as the pure joy and excitement of the students.

4/10 –

4/17 – Had a feedback conference concerning that sometimes the model of teacher organization or lack of organization sets up how important organization and cleanliness of student area is. I explained that a cluttered classroom can be difficult for some students to focus. Discussed 3 things that could be implemented to help with a learning environment conducive for students to learn

4/24 – The third grade teacher watched myself modeling a lesson and was to take notes and score based on the rubric. She noted concise expectations, lack of "free" time during transitions and follow-up throughout the lesson. She said she felt like the students were focused and on task because of the clear expectations at the beginning of the lesson.

5/1 – I discussed with one teacher that the students pull from our energy. If we are struggling and having negative energy that they tend to reflect that. If we can remain positive and find the positive moments, the students often reflect that energy.

5/8 – the steam activities were a great learning activity following state testing.