

Braxton County Schools (008) Public District - FY 2027 - Frametown Elementary School (008-203) Public School - School Strategic Plan - Rev 0

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

Britni Ramsey Principal bramsey@k12.wv.us
Marcy Skeens Kindergarten Teacher mskeens@k12.wv.us
Addison Woods First Grade Teacher adison.woods@k12.wv.us
Stacey Anderson Second Grade Teacher stacey.anderson@k12.wv.us
Sue White Third Grade Teacher sue.white@k12.wv.us
Laura Allen Fourth Grade Teacher llallen@k12.wv.us
Melissa Ditman Fifth Grade Teacher mdittman@k12.wv.us
Patricia Gillespie Title I Teacher pgillespie@k12.wv.us
Jessica Porto Special Education Teacher jessica.porto@k12.wv.us
Lauri Spencer Physical Education Teacher ls Spencer@k12.wv.us
Lindsey Morris Pre-K Teacher lmorris@k12.wv.us

Braxton County Schools (008) Public District - FY 2027 - Frametown Elementary School (008-203) Public School - School Strategic Plan - Rev 0

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

At Frametown Elementary, Tigers ROAR with Respect, Ownership, Achievement, and Resilience as we strive for excellence through high expectations for every student, every day.

School Strategic Plan - Demographic Data

Braxton County Schools (008) Public District - FY 2027 - Frametown Elementary School (008-203) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Demographic Data

Student Groups	State (2025-26) % of Students	County (2025-26) % of Students	School (2025-26) % of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.03	57.93	63.91
English Learners	1.16	0.26	--
Foster Care	1.73	2.71	3.76
Homeless	5.38	8.19	16.54
Military Connected	0.51	--	--
Students with Disabilities	20.82	21.80	27.82
Race			
American Indian or Alaska Native	0.11	0.13	--
Asian	0.75	0.13	--
Black or African American	4.29	0.40	--
Hispanic or Latino Native	2.83	1.06	1.50
Multi-Racial	5.03	2.44	--
Native Hawaiian or Other Pacific Islander	0.06	--	--
White	86.92	95.84	98.50
Gender			
Female	48.52	47.89	37.59
Male	51.48	52.11	62.41

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

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

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

Frametown Elementary reviews multiple sources of demographic, academic, attendance, behavior, and stakeholder data annually to identify strengths, needs, and priorities for continuous school improvement. Data reviewed include WVEIS enrollment and attendance reports, chronic absenteeism reports, discipline referrals, i-Ready diagnostic data, West Virginia General Summative Assessment (WVGSA) results, student support services records, Title I parent engagement data, school climate surveys, and information gathered through leadership team meetings and faculty collaboration.

Demographic data indicate that Frametown Elementary serves a student population with a high percentage of economically disadvantaged students (63.91%), students experiencing homelessness (16.54%), students with disabilities (27.82%), and students in foster care (3.76%). These subgroup data are analyzed throughout the year to ensure equitable access to instruction, interventions, and support services. Student progress is monitored through the Multi-Tiered System of Supports (MTSS), WIN (What I Need) intervention periods, special education progress monitoring, and regular data team meetings.

The school counselor collaborates with teachers, administrators, families, and community agencies to identify students experiencing homelessness, foster care placement, or other barriers to learning. Students identified through the McKinney-Vento Act receive assistance with enrollment, transportation, school supplies, clothing, and referrals to additional community resources as needed. Attendance data are monitored regularly, and intervention plans are developed for students identified as chronically absent.

Frametown Elementary currently has no identified English Learners; however, the school follows county and state procedures for Home Language Surveys and English Learner screening should a student enroll who requires language services. Appropriate instructional supports and language development services would be provided in collaboration with the district's English Learner program.

Stakeholder input is collected through Title I parent surveys, family engagement events, school climate surveys, parent conferences, Local School Improvement Council (LSIC) meetings, and ongoing communication through ParentSquare, school newsletters, social media, phone calls, and the school website. Feedback from families and staff is used to improve communication, strengthen family engagement opportunities, and guide school improvement efforts.

Professional learning for staff focuses on implementation of the Science of Reading, differentiated instruction, effective intervention practices, data analysis, positive behavior supports, trauma-informed practices, and strategies to improve student attendance and engagement. Teachers collaborate in Professional Learning Communities (PLCs) and leadership team meetings to review student data, adjust instruction, and monitor progress toward school goals.

Enrollment and mobility trends are reviewed throughout the school year to identify the impact of student transfers and transiency on academic performance. School leaders also analyze retention data, subgroup achievement, attendance, and behavior trends to ensure resources and interventions are aligned with the needs of all learners.

The combination of academic, demographic, attendance, behavior, and stakeholder data provides a comprehensive picture of student needs and informs decisions regarding instructional programming, professional development, resource allocation, intervention services, and family engagement initiatives. These data are reviewed continuously throughout the school year to monitor progress and adjust school improvement strategies as needed.

Demographic Needs Assessment Summary:

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

A comprehensive analysis of academic achievement, demographic trends, attendance, behavior, stakeholder feedback, and school climate data indicates that student performance at Frametown Elementary is influenced by multiple interconnected factors that extend beyond classroom instruction. The school serves a population with a significantly higher percentage of economically disadvantaged students, students experiencing homelessness, students with disabilities, and students in foster care than both county and state averages. These student groups often experience barriers such as housing instability, food insecurity, inconsistent attendance, trauma, limited access to early learning opportunities, and reduced availability of academic support outside of school. These challenges can contribute to gaps in foundational literacy and mathematics skills, lower academic confidence, increased social-emotional needs, and inconsistent instructional continuity throughout the school year.

Additionally, data indicate that chronic absenteeism and student mobility continue to impact student learning and achievement. Frequent absences and transitions into and out of the school reduce instructional time, disrupt intervention services, and make it more difficult for students to master grade-level standards. The higher percentage of students with disabilities also requires intensive differentiation, specialized instruction, and collaborative planning to ensure all learners receive appropriate supports while maintaining access to rigorous grade-level instruction.

The school has identified that consistent implementation of high-quality Tier I instruction remains the foundation for improving student outcomes. Classroom observations, walkthrough data, and collaborative instructional reviews suggest that while teachers are implementing evidence-based instructional practices, continued refinement in instructional consistency, differentiation, and the use of formative assessment data will strengthen student achievement across all grade levels. Ongoing professional learning is necessary to deepen staff understanding of the Science of Reading, effective mathematics instruction, standards-based planning, student engagement strategies, and data-informed decision-making. Strengthening vertical alignment across grade levels will also ensure instructional expectations and essential learning targets are consistently addressed as students progress through the elementary grades.

Review of intervention data demonstrates that students benefit most when interventions are timely, skill-specific, and consistently monitored. Continued refinement of the Multi-Tiered System of Supports (MTSS) and WIN (What I Need) intervention block will ensure students receive targeted instruction based on individual needs while allowing intervention groups to remain flexible as student progress changes. Increasing the frequency of progress monitoring and collaborative data meetings will allow instructional teams to respond more quickly to student needs and evaluate the effectiveness of interventions throughout the year.

Stakeholder feedback collected through Title I parent surveys, family engagement events, leadership team meetings, faculty collaboration, and school climate surveys indicates that families value regular communication and opportunities to participate in their children's education. However, data also suggest that additional efforts are needed to increase participation among families experiencing economic hardship, housing instability, and other barriers. Strengthening school-home partnerships through multiple communication methods, flexible family engagement opportunities, and connections with community agencies will help remove barriers that impact student attendance, behavior, and academic success.

Behavioral and social-emotional data indicate that many students benefit from proactive instruction in self-regulation, relationship skills, and positive behavior expectations. The school recognizes that academic growth and student well-being are closely connected; therefore, continued implementation of trauma-informed practices, Positive Behavioral Interventions and Supports (PBIS), school counseling services, and social-emotional learning will remain priorities to create a safe, supportive learning environment where all students can thrive.

As a result of this analysis, Frametown Elementary will **continue** implementing evidence-based literacy instruction aligned to the Science of Reading, standards-based mathematics instruction, MTSS/WIN intervention groups, data-driven instructional planning, Professional Learning Communities (PLCs), PBIS, trauma-informed practices, attendance improvement initiatives, and meaningful family engagement opportunities. The school will **expand** the use of formative assessment data to make real-time instructional decisions, strengthen vertical collaboration among grade levels, provide additional enrichment opportunities for students performing at or above grade level, and increase professional learning focused on differentiated instruction, mathematics pedagogy, and effective intervention practices. School leaders will also continue strengthening partnerships with community organizations to address non-academic barriers affecting student success.

The school will **discontinue** instructional practices that rely on inconsistent intervention implementation, delayed responses to student performance data, or one-size-fits-all instructional approaches that do not adequately address individual student needs. Resources provided through local, state, and federal funding—including Title I, IDEA, and other grant programs—will continue to be strategically aligned to support high-quality instruction, instructional coaching, professional learning, intervention materials, attendance initiatives, family engagement, technology, and student support services. These investments are

directly connected to the school's strategic goals of increasing student achievement, reducing achievement gaps among student subgroups, improving attendance, strengthening instructional effectiveness, and ensuring equitable learning opportunities for every student at Frametown Elementary.

Braxton County Schools (008) Public District - FY 2027 - Frametown Elementary School (008-203) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Academic Data

Color Reference Guide

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

2036 Annual English Language Arts (ELA) Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	44.00	45.87	47.73	49.60	51.47	53.33	55.20	57.07	58.93	60.80	62.67	64.53	66.40	68.27	70.13	72.00

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

ELA Proficiency

Student Groups	School (2022-23) % of Students	School (2023-24) % of Students	School (2024-25) % of Students	2024-25 Scorecard Rating	County (2024-25) % of Students	State (2024-25) % of Students
All	50.82	48.33	54.24		43.01	47.55
Status						
Economically Disadvantaged	37.50	38.64	53.33		39.32	38.71
English Learners	--	--	--		66.67	13.57
Foster Care	--	50.00	100.00		39.13	31.45
Homeless	--	36.36	50.00		35.00	31.73
Military Connected	--	--	--		--	59.92
Students with Disabilities	7.69	27.27	15.79		10.13	14.75

Race						
	American Indian or Alaska Native	--	--	--	0.00	45.79
	Asian	--	--	--	50.00	73.03
	Black or African American	--	--	--	0.00	31.87
	Hispanic or Latino Native	--	--	--	50.00	34.16
	Multi-Racial	--	--	--	52.38	43.22
	Native Hawaiian or Other Pacific Islander	--	--	--	--	49.40
	White	50.82	48.33	54.24	42.88	48.46
Gender						
	Female	59.46	56.25	52.00	52.00	51.90
	Male	37.50	39.29	55.88	34.20	43.41

ELA Academic Progress

Student Groups		School (2024-25)	2024-25 Scorecard Rating	County (2024-25)		State (2024-25)	
		% of Students		% of Students		% of Students	
All		69.23		45.67		47.21	
Status							
Economically Disadvantaged		67.86		44.54		43.48	
English Learners		--		0.00		44.12	
Foster Care		100.00		43.15		47.37	
Homeless		88.89		52.00		41.07	
Students with Disabilities		41.67		29.91		35.41	
Race							
American Indian or Alaska Native		--		0.00		54.55	
Asian		--		0.00		70.52	
Black or African American		--		--		41.21	
Hispanic or Latino Native		--		0.00		46.81	
Multi-Racial		--		58.33		45.58	
Native Hawaiian or Other Pacific Islander		--		--		45.45	

White	69.23		45.64	47.39
Gender				
Female	72.22		48.18	50.02
Male	66.67		43.12	44.52

Reading Lexile Distribution - School (2024-25)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	665	--	--	--	--
4	817	--	--	--	--
5	949	--	--	--	--
6					
7					
8					
11					

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

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

English Language Arts (ELA) Needs Assessment and Data Analysis

Frametown Elementary's 2025-2026 English Language Arts (ELA) data demonstrate continued academic growth and indicate that the school's instructional initiatives are producing positive outcomes for students. The school's overall ELA proficiency increased from **48.33% in 2023-2024 to 54.24% in 2024-2025**, representing a gain of **5.91 percentage points**. This increase exceeded both the **Braxton County proficiency rate of 43.01%** and the **West Virginia state proficiency rate of 47.55%**, placing Frametown Elementary more than **11 percentage points above the county average** and nearly **7 percentage points above the state average**. For the 2025-2026 school year, Frametown Elementary's overall ELA proficiency was at 54%. Our Goal target for this year was 51.47. We exceeded that goal.

Academic growth data provide additional evidence that instructional practices are positively impacting student learning. This suggests that while some students have not yet reached grade-level proficiency, many are making meaningful annual growth toward meeting grade-level expectations. These results support the effectiveness of the school's emphasis on data-driven instruction, Science of Reading implementation, targeted intervention groups, and continuous progress monitoring. Continued focus on student growth remains critical because sustained growth will ultimately translate into higher proficiency rates over time.

Economically Disadvantaged Students

Economically disadvantaged students demonstrated one of the most significant areas of improvement. Proficiency increased from **38.64% in 2023-2024 to 53.33% in 2024-2025**, an increase of nearly **15 percentage points**. These students also exceeded both county (**39.32%**) and state (**38.71%**) averages for economically disadvantaged students. Additionally, **67.86%** of economically disadvantaged students met academic growth expectations, well above county (**44.54%**) and state (**43.48%**) rates.

These results indicate that schoolwide supports—including Title I services, targeted interventions during the WIN (What I Need) block, high-quality Tier I instruction, and increased instructional collaboration—are effectively reducing achievement gaps for students living in poverty. However, nearly half of these students still have not reached grade-level proficiency, indicating that additional intervention opportunities, increased vocabulary development, comprehension instruction, and family literacy support remain important priorities.

Students with Disabilities

Students with disabilities remain the subgroup requiring the greatest instructional attention. While proficiency improved from **7.69% in 2022-2023 to 27.27% in 2023-2024**, it declined slightly to **15.79% in 2024-2025**. Although this proficiency rate remains slightly above the county average (**10.13%**) and close to the state average (**14.75%**), it demonstrates that many students with disabilities continue to struggle to meet grade-level expectations. This year only 14% of students with IEPs were proficient which slows a slight dip in our success rate with our students with disabilities.

Additional Local Data Sources

State assessment data are supported by numerous local measures used throughout the school year. Teachers administer **i-Ready Diagnostic assessments** three times annually to monitor growth in phonological awareness, phonics, vocabulary, comprehension, and overall reading achievement. Results are analyzed during Professional Learning Community (PLC) meetings to identify students requiring intervention or enrichment and to create flexible WIN intervention groups.

Teachers utilize classroom formative assessments, benchmark assessments, writing samples, student conferences, and progress monitoring to guide daily instruction. Students receiving intervention services participate in regular progress monitoring to determine instructional effectiveness and make timely adjustments to intervention plans.

Walkthrough observations conducted by school administrators indicate consistent implementation of Science of Reading instructional practices, including explicit phonics instruction, systematic vocabulary development, close reading, knowledge-building through complex texts, structured literacy routines, and differentiated small-group instruction. Professional development has focused on strengthening evidence-based literacy instruction, formative assessment practices, and collaborative instructional planning.

Overall Analysis

Collectively, the data indicate that Frametown Elementary is making significant progress toward improving literacy achievement. The school has established a strong instructional foundation through implementation of the Science of Reading, data-driven decision-making, MTSS, WIN intervention groups, collaborative PLCs, and ongoing professional learning. Students are demonstrating growth at rates well above county and state averages, suggesting that instructional systems are effectively accelerating learning.

Despite these positive trends, opportunities for improvement remain. Increasing overall proficiency will require continued emphasis on rigorous Tier I instruction, earlier identification of learning gaps, intensive interventions for students with disabilities, expanded enrichment opportunities for advanced learners, and sustained support for economically disadvantaged students and other vulnerable populations. Continued monitoring of subgroup performance, instructional fidelity, and formative assessment data will ensure that resources are allocated effectively and that all students continue making progress toward the school's long-term goal of **72% ELA proficiency by 2036**.

Updated Implementation Results	
ELA Improvement Practices/Strategies Implemented (One Per Box) WIN (Walk to Intervention)	Frametown Elementary will continue the implementation of the Walk-to-Intervention "What I Need" (WIN) model. We will utilize GSA Benchmark and i-Ready Diagnostic data to identify and target week content standards to improve student proficiency. This approach will help provide data-driven instruction to address specific learning gaps.
Title I targeted intervention at the elementary schools	Title I targeted intervention at Frametown Elementary- Our Title I teacher will work with students daily, providing targeted interventions to help close achievement gaps. Our Title I teacher will serve Frametown and Little Birch Elementary, supporting small-group instruction to improve academic achievement. To assess the effectiveness of reading intervention programs, Frametown Elementary regularly reviews i-Ready and GSA Benchmark data at both the grade and school levels. This data is used to identify students in need of Tier 2 and Tier 3 services, monitor student movement in and out of intervention groups, analyze trends in standards that have not been mastered, and examine performance among student subgroups. Additionally, the data helps identify professional learning needs for educators and informs instructional decision-making.
WVGSA portal and test authoring	Teachers in grades 3–8 will participate in professional development focused on the WVGSA portal and the effective use of Test Authoring tools. This training will support teachers in analyzing student performance data, identifying areas of weakness in mathematics, and using assessment results to inform and enhance instructional practices.
Scope and Sequence/Pacing Guides	Classroom teachers in kindergarten through fifth grade will focus on implementing the district's pacing guides and scope and sequence to ensure consistent instruction across all elementary schools. Each grade level will administer common assessments to monitor student progress and align learning expectations countywide. A weekly email will be sent to teachers outlining pacing expectations, upcoming instructional priorities, and assessment timelines. The Principal will use this information to monitor implementation, support teachers, and ensure that students are receiving grade-level instruction aligned to state standards. Assessment data will be reviewed regularly to identify areas of strength and need, allowing schools to make timely instructional adjustments and provide targeted support for students.

Grade-level ECCATs in Kindergarten through Third Grade will receive ongoing support and professional learning to strengthen instructional practices and student achievement. Training will focus on effective implementation of curriculum resources, intervention strategies, progress monitoring, and supporting classroom instruction. In addition, Professional Learning Communities (PLCs) will be held each semester to provide opportunities for collaboration, data analysis, sharing of best practices, and alignment of instructional strategies across schools. These supports will ensure consistency in instruction and help build the capacity of ECCATs to effectively support student learning and academic growth.

ELA Needs Assessment Summary:

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

Root Cause Analysis — ELA (Updated 2025-26)

Overview

A review of ELA data across multiple sources — including GSA benchmark results, iReady diagnostics, SAT School Day performance, state scorecard proficiency and academic progress indicators, and subgroup data — reveals a pattern of uneven growth across grade levels and student populations. While bright spots exist, particularly at the 4th grade level with persistent gaps and notable declines in key grades point to several underlying root causes that must be addressed through intentional, sustained intervention. These findings directly inform Frametown Elementary Schools' SMART goal for student achievement: to achieve 5% or more growth in ELA based on the previous year's scores, as measured by state and local assessments. Progress toward this goal is monitored and supported through the district's Multi-Tiered System of Supports (MTSS) framework, which provides a structured, data-driven approach to identifying student need, delivering tiered interventions, and evaluating outcomes at the universal, targeted, and intensive levels.

Root Cause 1: Poverty and Economic Disadvantage

Frametown Elementary serves a high percentage of economically disadvantaged students, who make up a significant portion of the student population. This subgroup's ELA proficiency (39.32%) trails the county average (43.01%) and remains close to but below the state average for this group (38.71%). Research consistently links economic disadvantage to reduced access to literacy-rich environments, limited access to books and educational resources outside of school, higher rates of mobility, and increased exposure to adverse childhood experiences — all of which affect reading development and academic performance. The concentration of poverty across the county creates compounding challenges that require wraparound supports alongside academic interventions. Within the MTSS framework, economically disadvantaged students are prioritized during universal screening cycles and Problem-Solving Team (PST) meetings to ensure timely identification and placement into appropriate Tier 2 or Tier 3 supports. Addressing this root cause is essential to achieving the Frametown Elementary's ELA SMART goal, as economically disadvantaged students represent a significant portion of those not yet meeting proficiency benchmarks.

Root Cause 2: Chronic Absenteeism

Chronic absenteeism remains a significant barrier to ELA achievement and is directly addressed through the district's separate SMART goal targeting a 3% or more reduction in chronic absenteeism from the previous school year. While the district made measurable progress in reducing absenteeism across most schools during 2025-26, rates remain elevated — particularly at the middle and high school levels (24.1% and 26.5% respectively). Students who are chronically absent miss critical instructional time in literacy, including read-alouds, direct vocabulary instruction, writing practice, and small group intervention. The cumulative effect of missed instructional days is particularly pronounced in ELA, where skill development is sequential and dependent on consistent exposure and practice. Within the MTSS framework, attendance data is reviewed alongside academic screening data at Building Leadership Team (BLT) and PST meetings, allowing schools to identify students whose absenteeism is contributing to or compounding academic deficits and to coordinate academic and attendance interventions simultaneously.

Root Cause 4: Inconsistent Instructional Practices

Data across schools and grade levels reflects variability in ELA outcomes that is not fully explained by student demographics alone. The strong 4th grade gains at Frametown, Little Birch, and Davis suggest that where high-quality, consistent instructional practices are in place, students can achieve significant growth. Conversely, declines at grades 3, 6, and 8 point to areas where instructional alignment, pacing, and evidence-based literacy strategies may not be consistently implemented. At the Tier 1 level within the MTSS framework, high-quality core instruction is the foundation — research indicates that effective Tier 1 instruction should meet the needs of approximately 80% of students without the need for additional intervention. When Tier 1 is inconsistently delivered, the volume of students requiring Tier 2 and Tier 3 supports increases beyond a sustainable level, undermining the system's ability to close gaps at scale. The district's pilot of the EWalk walkthrough platform — with a goal of four observations per teacher per year — represents a proactive step toward identifying and addressing instructional inconsistencies across classrooms and buildings, and will inform targeted professional development to strengthen Tier 1 ELA delivery across the district.

Root Cause 5: Teacher Recruitment and Retention

Like many rural West Virginia counties, Braxton County faces ongoing challenges in recruiting and retaining qualified educators, particularly in specialized areas. Vacancies and frequent turnover disrupt instructional continuity, contribute to inconsistent delivery of ELA curriculum, and place additional burdens on remaining staff. Students in classrooms with long-term substitutes or frequently changing teachers are at a disadvantage in developing the sustained, relationship-driven literacy instruction that research supports as most effective. Within the MTSS framework, staffing instability affects the fidelity of both Tier 1 core instruction and Tier 2 and Tier 3 intervention delivery, as consistent implementation by trained personnel is a prerequisite for intervention effectiveness. Addressing teacher recruitment and retention is therefore not only a human resources priority but a direct academic achievement strategy, and is supported through Title II funded professional development and other locally and federally funded activities aligned to the district's strategic plan.

START, STOP, CONTINUE Summary

Start

- Using EWalk observation data to identify and spread effective ELA instructional practices across buildings, strengthening Tier 1 core instruction district-wide
- Strengthening PST processes to ensure consistent identification, progress monitoring, and intervention adjustment for ELA students not on track to meet the school's SMART goal
- Expanding professional development focused on evidence-based, structured literacy approaches aligned with the science of reading
- Continue WIN Interventions to reduce skills gaps in every grade level

Stop

- Relying solely on whole-group ELA instruction without differentiated small group or intervention support for struggling readers at the Tier 2 and Tier 3 levels
- Allowing students to advance without addressing identified foundational reading skill deficits, particularly as students transition from elementary to middle school
- Inconsistent implementation of ELA curriculum and pacing across classrooms and grade levels that undermines the effectiveness of Tier 1 core instruction

Continue

- iReady diagnostic use to monitor ELA growth, inform MTSS tiering decisions, and track progress toward the district's ELA SMART goal at the universal screening level
- BLT and PST meeting structures to review ELA data, adjust interventions, and ensure students are receiving appropriate levels of support within the MTSS framework
- Communities in Schools wraparound supports that address attendance, stability, and family engagement for students whose absenteeism compounds ELA skill deficits

- Grade-level cohort tracking to identify schools and classrooms demonstrating strong growth for replication across the district
- CIS partnerships and community connection events that reduce barriers related to poverty and absenteeism for economically disadvantaged students

2036 Annual Mathematics Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	42.00	43.93	45.87	47.80	49.73	51.67	53.60	55.53	57.47	59.40	61.33	63.27	65.20	67.13	69.07	71.00

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

Mathematics Proficiency

Student Groups		School (2022-23)	School (2023-24)	School (2024-25)	2024-25 Scorecard Rating		County (2024-25)	State (2024-25)
		% of Students	% of Students	% of Students			% of Students	% of Students
All		40.98	40.00	42.37			30.56	37.98
Status								
Economically Disadvantaged		31.25	40.91	40.00			27.18	29.60
English Learners		--	--	--			66.67	16.09
Foster Care		--	100.00	100.00			39.13	24.11
Homeless		--	54.55	40.00			30.00	23.51
Military Connected		--	--	--			--	55.71
Students with Disabilities		7.69	9.09	21.05			13.29	12.92
Race								
American Indian or Alaska Native		--	--	--			0.00	34.91
Asian		--	--	--			100.00	69.12
Black or African American		--	--	--			0.00	23.09
Hispanic or Latino Native		--	--	--			0.00	25.19
Multi-Racial		--	--	--			42.86	32.90
Native Hawaiian or Other Pacific Islander		--	--	--			--	37.35
White		40.98	40.00	42.37			30.22	38.85
Gender								

Female	43.24	31.25	32.00		32.09	36.01
Male	37.50	50.00	50.00		29.06	39.85

Math Academic Progress

Student Groups		School (2024-25)	2024-25 Scorecard Rating	County (2024-25)		State (2024-25)	
		% of Students		% of Students		% of Students	
All		51.28		40.11		44.17	
Status							
Economically Disadvantaged		50.00		36.80		38.81	
English Learners		--		100.00		34.57	
Foster Care		100.00		37.24		36.84	
Homeless		66.67		42.00		34.80	
Students with Disabilities		33.33		29.06		31.63	
Race							
American Indian or Alaska Native		--		0.00		43.64	
Asian		--		100.00		72.26	
Black or African American		--		--		36.65	
Hispanic or Latino Native		--		0.00		40.96	
Multi-Racial		--		75.00		41.55	
Native Hawaiian or Other Pacific Islander		--		--		50.00	
White		51.28		39.35		44.48	
Gender							
Female		44.44		40.66		42.92	
Male		57.14		39.55		45.37	

Mathematics Performance Distribution - School (2024-25)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	649	--	--	--	--
4	642	--	--	--	--

5	756	--	--	--
6				
7				
8				
11				

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

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

Overall Math Performance on the 2025-2026 Final EOY Diagnostic

- 116 of 117 students (99%) completed the i-Ready Math Diagnostic, providing a highly reliable representation of student performance.
- 69% of students (80 students) are performing **at or above grade level**, including:
 - 50 students (43%) performing **Mid or Above Grade Level**
 - 30 students (26%) performing **Early On Grade Level**
- 31% of students (36 students) remain below grade-level expectations, including:
 - 27 students (23%) One Grade Level Below
 - 6 students (5%) Two Grade Levels Below
 - 3 students (3%) Three or More Grade Levels Below

Strengths

- **Nearly seven out of every ten students** are performing within the grade-level range, demonstrating that the majority of students have mastered or are approaching grade-level mathematical concepts.
- The largest percentage of students (**43%**) are performing **Mid or Above Grade Level**, indicating a solid foundation of mathematical understanding across the school.
- Only **9 students (8%)** are performing **two or more grade levels below**, suggesting that the population requiring intensive intervention is relatively small and manageable.
- High assessment participation (99%) ensures instructional decisions are based on accurate and comprehensive data.

Areas for Growth

- **Almost one-quarter of students (23%)** are performing **one grade level below** expectations. This group represents the largest opportunity for growth because these students are often the most responsive to targeted intervention.

- Although only **3%** of students are three or more grade levels below, these students will likely require individualized interventions, intensive supports, and frequent progress monitoring.
- Approximately **one-third of the student population** continues to need additional instructional support to reach grade-level proficiency.

Domain Analysis

The domain data suggests consistent performance patterns across mathematical strands.

- **Number and Operations**
 - Appears to be one of the stronger content areas, with a majority of students performing on or above grade level.
 - A smaller group remains one grade level below and should receive targeted number sense interventions.
- **Algebra and Algebraic Thinking**
 - Similar overall performance to Number and Operations.
 - Continued emphasis on problem solving, patterns, equations, and mathematical reasoning will help move students into proficiency.
- **Measurement and Data**
 - Shows a slight increase in students below grade level compared to the previous domains.
 - Students may benefit from additional hands-on measurement experiences, data interpretation, and multi-step problem solving.
- **Geometry**
 - Geometry appears to have one of the larger percentages of students below grade level.
 - Additional instruction should focus on geometric vocabulary, spatial reasoning, classifying shapes, and applying geometric concepts in real-world contexts.

Instructional Next Steps

- Continue implementing **small-group instruction** based on students' diagnostic results.
- Prioritize interventions for the **27 students who are only one grade level below**, as they have the greatest potential to move into grade-level proficiency with targeted support.
- Utilize **WIN (What I Need) intervention time** to provide differentiated instruction aligned to students' identified skill gaps.
- Continue monitoring progress through i-Ready Personalized Instruction lessons and growth checks.
- Use domain-level reports to guide PLC discussions and instructional planning.
- Provide enrichment opportunities for students already performing **Mid or Above Grade Level** to maintain growth and prevent stagnation.
- Continue intensive intervention and frequent progress monitoring for the **9 students performing two or more grade levels below**.

Root Cause Analysis

- The data indicates that **core Tier I mathematics instruction is effective for the majority of students**, as nearly 70% are performing within the grade-level range.
- The largest instructional need exists among students who are **one grade level below**, suggesting that strengthening Tier II interventions, increasing opportunities for targeted small-group instruction, and providing additional practice with prerequisite skills will likely produce the greatest gains.
- Continued analysis of domain-specific performance, combined with data-driven instructional planning, will help ensure interventions address the specific mathematical concepts where students struggle most.

Overall, these results indicate that **Frametown Elementary has established a strong foundation in mathematics**, while also identifying a clear group of students who can make significant progress through focused interventions and differentiated instruction.

Frametown Elementary School

2025-2026 WVGSA Mathematics Summary

The 2025-2026 West Virginia General Summative Assessment (WVGSA) Mathematics results indicate that Frametown Elementary demonstrated areas of academic strength while also identifying opportunities for continued instructional improvement across grades 3-5.

- **A total of 56 students** participated in the Mathematics Summative Assessment across Grades 3, 4, and 5.
- **Grade 4 demonstrated the strongest overall performance**, earning the highest average scale score (**470 ± 9**) and the largest percentage of students achieving **Distinguished** performance (**50%**). Additionally, only **17%** of students scored at the Novice level, reflecting strong mastery of grade-level standards.
- **Grade 5 earned an average scale score of 461 ± 14**, with **41% of students** performing at the **Mastery or Distinguished** levels. While **24%** of students scored at the Novice level, nearly one-third (**29%**) achieved Mastery, demonstrating solid academic achievement among many students.
- **Grade 3 achieved an average scale score of 424 ± 7**. Approximately **52% of students** performed at the **Mastery or Distinguished** levels, while **19%** scored at the Novice level. The remaining students performed in the Partial Mastery range, indicating opportunities to strengthen foundational mathematical skills and conceptual understanding.

Overall Trends

- Student achievement varied across grade levels, with **Grade 4 showing exceptional performance** and serving as a model for effective instructional practices.
- Across the school, a significant number of students demonstrated proficiency or advanced understanding of grade-level mathematics standards.
- The data also highlights a group of students performing in the **Novice and Partial Mastery** categories who will benefit from targeted interventions, differentiated instruction, and continued progress monitoring.
- Strengthening mathematical reasoning, problem-solving skills, and conceptual understanding through small-group instruction and standards-based intervention will help increase the percentage of students reaching the **Mastery and Distinguished** levels.

Next Steps

- Continue implementing data-driven small-group instruction based on student performance.
- Analyze item-level and standard-level data to identify specific instructional gaps within each grade level.
- Provide targeted intervention for students performing at the **Novice** and **Partial Mastery** levels while extending learning opportunities for students already demonstrating **Mastery** and **Distinguished** performance.
- Facilitate collaborative Professional Learning Community (PLC) discussions to share effective instructional practices, particularly those contributing to Grade 4's success.
- Monitor student progress regularly through formative assessments and benchmark data to ensure interventions are producing measurable growth.

Overall, the 2025-2026 WVGSA Mathematics results demonstrate that **Frametown Elementary has established a strong foundation in mathematics instruction**, particularly in Grade 4, while identifying clear opportunities to increase proficiency across all grade levels through focused, standards-aligned instruction and targeted intervention.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Walk-to-Intervention (WIN) at Frametown Elementary	Continue the implementation of WIN time at Frametown Elementary. WVGSA benchmark and i-Ready diagnostic data will be used to identify areas of academic weakness and target specific content standards. This data-driven approach will guide differentiated instruction and targeted interventions designed to address individual learning gaps and improve student achievement. Title I targeted intervention at the elementary level Title I teachers will provide daily targeted interventions to support students and help close achievement gaps. The school will employ four fully certified Title I teachers to deliver these services. To evaluate the effectiveness of mathematics intervention programs, student performance data is reviewed regularly at both grade and school levels. Key data sources include i-Ready diagnostics and WVGSA benchmark and summative assessments. This data is used to identify students in need of Tier II and Tier III interventions, monitor student movement into and out of intervention groups, analyze trends in standards requiring additional instructional support, utilize WVGSA test authoring tools to inform instruction, and examine achievement data across student subgroups. These data-driven practices ensure that interventions are targeted, responsive, and aligned to student needs.
WVGSA portal and test authoring	Teachers in grades 3–8 will participate in professional development focused on the WVGSA portal and the effective use of Test Authoring tools. This training will support teachers in analyzing student performance data, identifying areas of weakness in mathematics, and using assessment results to inform and enhance instructional practices.
County Wide PLCs	Countywide Professional Learning Communities (PLCs) will be implemented with a grade-level focus at the elementary level, providing opportunities for educators to collaborate on developmentally appropriate instructional strategies, interventions, and curriculum alignment. At the secondary level, PLCs will emphasize subject-specific standards, instructional practices, and assessment methods to strengthen content-area instruction and student achievement. This collaborative structure promotes targeted professional learning, ensuring that instructional practices effectively address the developmental needs of elementary students.

Professional Development	Representatives from i-Ready will provide ongoing professional development throughout the school year for teachers and principals focused on the implementation of the core mathematics curriculum. This training will support the consistent and effective use of the program, ensure fidelity of implementation, and maximize the use of available instructional resources. Additionally, educators will receive targeted support and guidance to strengthen instructional practices and address any challenges related to curriculum delivery.
Scope and Sequence/Pacing Guides	Classroom teachers in Kindergarten through Fifth Grade will focus on implementing the district's pacing guides and scope and monitor student progress and align learning expectations countywide. A weekly email will be sent to teachers outlining pacing expectations, upcoming instructional priorities, and assessment timelines. Principals will use this information to monitor implementation, support teachers, and ensure that students are receiving grade-level instruction aligned to state standards. Assessment data will be reviewed regularly to identify areas of strength and need, allowing schools to make timely instructional adjustments and provide targeted support for students.
ECCATs	Grade-level ECCATs in kindergarten through third grade will receive ongoing support and professional learning to strengthen instructional practices and student achievement. Training will focus on effective implementation of curriculum resources, intervention strategies, progress monitoring, and supporting classroom instruction. In addition, Professional Learning Communities (PLCs) will be held each semester to provide opportunities for collaboration, data analysis, sharing of best practices, and alignment of instructional strategies across schools. These supports will ensure consistency in instruction and help build the capacity of ECCATs to effectively support student learning and academic growth.
Mathematics Needs Assessment Summary: * After review of all identified results, provide the updated root cause analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. This information is to be updated annually. This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.	
Mathematics Needs Assessment Summary and Root Cause Analysis (2025-2026) After reviewing WV GSA Mathematics results, i-Ready Diagnostic data, classroom assessment data, intervention data, walkthrough observations, and subgroup performance, Sutton Elementary has identified several factors contributing to current mathematics outcomes and future priorities for continuous improvement.	
Root Cause Analysis (Why does the data look the way that it does?)	

- **Overall Achievement:** Frametown Elementary achieved **53% proficiency on the WVGSA Mathematics assessment**. This success is attributed to consistent implementation of standards-based instruction, small-group interventions, data analysis, and increased opportunities for hands-on learning. Our goal target for this year was 51.36%. Frametown exceeded that goal target.
- **Variability Across Grade Levels:** While Grade 3 demonstrated strong proficiency (52%), Grade 4 proficiency (67%), Grade 5 proficiency (41%) indicates a need for additional support in foundational mathematical concepts and problem-solving skills. Students entering upper elementary grades with gaps in number sense, computation, and mathematical reasoning often require more intensive intervention and repeated exposure to concepts.
- **Problem Solving and Mathematical Reasoning:** WVGSA and classroom data indicate that students generally perform better on procedural tasks than on complex, multi-step problems requiring reasoning, modeling, and application of concepts to unfamiliar situations. Students need continued opportunities to explain their thinking, justify solutions, and engage in productive mathematical discourse.
- **Foundational Skill Gaps:** Some students continue to struggle with number sense, fractions, and operations, which impacts success in higher-level mathematical concepts. Students with disabilities and students experiencing chronic absenteeism often require additional time, differentiated instruction, and intervention services to close learning gaps.
- **Student Growth:** i-Ready Mathematics data indicates positive growth overall, with approximately two-thirds of students performing on or above grade level and students meeting expected annual growth targets. However, increasing the percentage of students achieving Stretch Growth remains an area of focus.

Continue

- Continue implementation of **i-Ready Classroom Mathematics** aligned to West Virginia College- and Career-Readiness Standards.
- Continue use of **i-Ready Diagnostic Assessments** to monitor student growth and guide instructional decisions.
- Continue **small-group differentiated instruction** based on student need.
- Continue **Title I mathematics interventions** for students requiring additional support.
- Continue the use of hands-on learning experiences through the STREAM/Makerspace initiative.
- Continue regular data meetings to review student progress and adjust interventions.

Start

Increase explicit instruction in:

- - Multi-step problem solving
 - Mathematical reasoning and justification
 - Number sense and fractions
 - Mathematical vocabulary and discourse
- Expand opportunities for students to:
 - Explain their mathematical thinking verbally and in writing.
 - Engage in collaborative problem-solving activities.
 - Apply mathematics to real-world situations through STREAM and project-based learning.
- Increase intervention opportunities and progress monitoring for:
 - Students performing below grade level
 - Students with disabilities
 - Students impacted by chronic absenteeism

Stop

- Stop relying primarily on procedural instruction without providing opportunities for conceptual understanding and application.
- Stop using one-size-fits-all interventions and continue tailoring supports based on student needs and diagnostic data.
- Stop waiting for significant skill deficits before implementing targeted interventions.
- Stop viewing subgroup performance as a limitation and continue maintaining high expectations and equitable opportunities for all students.

Rationale for Local, State, and Federal Funding

Funding sources will continue to support:

- i-Ready Mathematics instructional and diagnostic resources.
- Title I intervention services and supplemental instructional materials.
- Professional development focused on mathematics instruction, problem solving, and student discourse.
- Intervention services and specialized supports for students with disabilities and other identified subgroups.
- Manipulatives, technology, and instructional materials that promote conceptual understanding and engagement.

These findings demonstrate that Frametown Elementary's focus on high-quality instruction, targeted interventions, and engaging learning experiences is positively impacting student achievement.

English Language Proficiency Assessment Results (ELPA22)

	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	--	--	--	60.00	52.72

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

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25
Level 1			--	0	0
Level 2			--	0	0
Level 3			--	0	0
Level 4			--	0	0
Level 5			--	0	0

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25

Level 1			--	0	0	0
Level 2			--	0	0	0
Level 3			--	0	0	0
Level 4			--	0	0	0
Level 5			--	0	0	0

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25
Level 1			--	0	0
Level 2			--	0	0
Level 3			--	0	0
Level 4			--	0	0
Level 5			--	0	0

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	School 2022-23	School 2023-24	School 2024-25	County 2024-25	State 2024-25
Level 1			--	0	0
Level 2			--	0	0
Level 3			--	0	0
Level 4			--	0	0
Level 5			--	0	0

☒ Not Applicable if EL cell size is 0

Braxton County Schools (008) Public District - FY 2027 - Frametown Elementary School (008-203) Public School - School Strategic Plan - Rev 0

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide	
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

 ☒ Not Applicable (Elementary and Middle Schools)

Braxton County Schools (008) Public District - FY 2027 - Frametown Elementary School (008-203) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide	
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

Attendance - Percent of students chronically absent

Student Groups	School (2022-23)		School (2023-24)		School (2024-25)		2024-25 Scorecard Rating		County (2024-25)		State (2024-25)	
	% of Students		% of Students		% of Students				% of Students		% of Students	
All	35.71		20.47		15.32				19.94		22.64	
Status												
Economically Disadvantaged	40.24		20.41		17.05				23.58		29.23	
English Learners	--		--		--				0.00		19.82	
Foster Care	33.33		0.00		0.00				21.05		21.80	
Homeless	50.00		5.00		5.26				28.04		33.52	
Military Connected	--		--		--				--		12.91	
Students with Disabilities	46.88		21.21		17.50				22.76		27.87	
Race												
American Indian or Alaska Native	--		--		--				0.00		24.89	
Asian	--		--		--				0.00		10.71	
Black or African American	--		--		--				0.00		23.78	
Hispanic or Latino Native	0.00		--		--				25.00		22.56	
Multi-Racial	--		--		--				18.42		24.71	
Native Hawaiian or Other Pacific Islander	--		--		--				--		14.79	
White	36.29		20.47		15.32				20.09		22.57	
Gender												
Female	33.33		17.24		11.76				18.81		23.15	
Male	38.10		23.19		17.81				20.98		22.15	

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

Student Groups	School (2022-23)		School (2023-24)		School (2024-25)		2024-25 Scorecard Rating		County (2024-25)		State (2024-25)	
	% of Students		% of Students		% of Students				% of Students		% of Students	
All	99.21		98.43		97.58				95.27		96.50	
Status												
Economically Disadvantaged	100.00		98.98		96.59				94.68		95.48	
English Learners	--		--		--				100.00		97.48	
Foster Care	100.00		100.00		80.00				86.21		93.68	
Homeless	100.00		100.00		100.00				91.11		93.57	

	Military Connected		--		--		--	98.95
	Students with Disabilities		96.88		93.94		95.00	94.50
Race								
	American Indian or Alaska Native		--		--		--	97.06
	Asian		--		--		--	99.19
	Black or African American		--		--		--	92.33
	Hispanic or Latino Native		100.00		--		--	96.09
	Multi-Racial		--		--		--	94.53
	Native Hawaiian or Other Pacific Islander		--		--		--	100.00
	White		99.19		98.43		97.58	96.79
Gender								
	Female		100.00		100.00		100.00	98.28
	Male		98.41		97.10		95.89	94.82

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

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

Attendance and Behavior Data

Attendance Analysis – Percent of Students Chronically Absent

Frametown Elementary has demonstrated **remarkable and sustained improvement in student attendance** over the past three school years. The percentage of students identified as chronically absent has decreased from **35.71% in 2022-2023 to 20.47% in 2023-2024**, and further declined to **15.32% in 2024-2025**. This represents an overall reduction of **20.39 percentage points** over the three-year period, reflecting the effectiveness of the school's attendance initiatives, family engagement efforts, and consistent monitoring of student attendance.

The school's chronic absenteeism rate in 2024-2025 of **15.32%** significantly outperforms both the **Braxton County average of 19.94%** and the **West Virginia state average of 22.64%**. This indicates that Frametown Elementary has established a strong culture that emphasizes the importance of daily attendance and successfully supports students in maintaining regular school participation.

Frametown Elementary has continued to decrease our chronic absenteeism rate. For the 2025-2026 our chronic absenteeism rate ended the year at 11.267 percent. This shows a continued decrease of 4.06%.

Attendance Strengths

Frametown Elementary's attendance data reflects several notable strengths:

- Chronic absenteeism has been reduced by more than **57%** over three years.
- Every major subgroup with sufficient data has shown measurable improvement.
- The school performs better than both county and state averages across nearly every reported subgroup.
- Targeted attendance interventions appear to be producing sustainable, long-term results rather than short-term gains.

Attendance Areas for Continued Focus

Despite significant progress, opportunities for continued improvement remain.

- Continue implementing early warning systems to identify students approaching chronic absenteeism before patterns become established.
- Maintain targeted interventions for **economically disadvantaged students** and **male students**, who continue to experience higher absenteeism than their peers.
- Sustain strong partnerships with families, community agencies, and student support teams to address transportation, health, and social-emotional barriers affecting attendance.
- Continue recognizing and celebrating positive attendance through school-wide incentives and student recognition programs.

Behavior Analysis – Percent of Students with No Out-of-School Suspensions

Frametown Elementary continues to maintain an exceptionally positive school climate as reflected by the high percentage of students who received **no out-of-school suspensions** during the school year.

During 2024-2025, 97.58% of students had no out-of-school suspensions, exceeding both the county average of 95.27% and the state average of 96.50%. Although this represents a slight decline from 99.21% in 2022-2023 and 98.43% in 2023-2024, the overall percentage remains outstanding and demonstrates that the vast majority of students consistently meet behavioral expectations.

Student Group Analysis

Behavioral outcomes remain strong across nearly every subgroup.

- Female students achieved an exceptional 100% rate of no out-of-school suspensions for the third consecutive year.
- Male students maintained a high rate of 95.89%, outperforming both county (93.11%) and state averages.
- Students experiencing homelessness maintained a perfect 100% rate, demonstrating the effectiveness of school supports and relationship-building efforts.
- Students with Disabilities improved from 93.94% to 95.00%, exceeding both county (94.04%) and state (94.50%) averages.
- Economically Disadvantaged Students remained strong at 96.59%, also exceeding county and state performance.
- The only subgroup demonstrating notable concern is Foster Care Students, whose percentage declined to 80.00% during 2024-2025. Because of the small number of students represented in this subgroup, individual student circumstances can have a significant impact on the reported percentage; however, continued monitoring and individualized supports will be important.

Behavior Strengths

Frametown Elementary's behavior data demonstrates numerous strengths.

- Nearly 98% of students experienced no out-of-school suspensions.
- Overall performance continues to exceed county and state averages.
- Female students have maintained a perfect behavioral record for three consecutive years.
- Students with Disabilities and Economically Disadvantaged students continue to outperform county and state averages.
- The data reflects a strong school culture built upon positive relationships, consistent expectations, and proactive behavioral supports.

Areas for Continued Focus

To continue strengthening school climate, Frametown Elementary should:

- Continue implementing PBIS practices and positive behavior reinforcement.
- Provide additional behavioral supports and mentoring opportunities for students demonstrating emerging behavioral concerns.
- Closely monitor behavioral data for male students and Foster Care students to identify trends early and provide targeted interventions.
- Continue using restorative practices, social-emotional learning, and family partnerships to reduce behavioral incidents while maintaining positive student engagement.

Overall Summary

The attendance and behavior data indicate that Frametown Elementary has created a safe, supportive, and engaging learning environment that promotes both consistent attendance and positive student behavior. The school has made outstanding progress in reducing chronic absenteeism while maintaining behavior outcomes that consistently exceed county and state averages. Continued emphasis on early intervention, positive school culture, family engagement, and targeted supports for identified student groups will position the school to sustain these gains and further improve student success. These results demonstrate the effectiveness of the school's comprehensive approach to supporting the academic, behavioral, and social-emotional needs of every student.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)		Updated Implementation Results
Established a schoolwide attendance goal and monitored attendance data monthly through leadership and attendance team meetings.		
Implement incentive programs to recognize and reward positive attendance habits.		
Utilize grade-level attendance competitions and classroom recognition to encourage regular school attendance.		

Conduct regular family outreach through phone calls, conferences, letters, and meetings to address attendance concerns and remove barriers to address school attendance.	
Collaborate with the school counselor, attendance director, and community agencies to provide support for students experiencing chronic absenteeism.	
Developed individualized behavior intervention plans for students requiring additional behavioral support.	

Attendance and Behavior Needs Assessment Summary:

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

Root Cause Analysis

Analysis of attendance and behavior data indicates that Frametown Elementary has experienced significant improvement in both areas over the past three years. Chronic absenteeism has decreased from **35.71% to 11.26%**, while the percentage of students receiving **no out-of-school suspensions remains exceptionally high at 97.58%**, exceeding both county and state averages. These results suggest that school-wide systems and interventions have been effective; however, opportunities for continued improvement remain.

The primary root causes impacting attendance continue to be factors outside of the school's direct control, including economic hardship, student health concerns, inconsistent transportation, family circumstances, and other barriers experienced by economically disadvantaged students, students with disabilities, and students experiencing homelessness. Although these student groups have shown considerable improvement, they continue to require additional supports to ensure consistent attendance.

Behavior data indicates that the school's positive culture, PBIS framework, consistent behavioral expectations, and strong relationships between staff, students, and families have contributed to maintaining low suspension rates. The small decline over the past three years suggests that as student behavioral and social-emotional needs become more complex, additional preventative supports and early interventions will be necessary to sustain positive outcomes. Because some student groups represent very small populations, a single behavioral incident can significantly affect subgroup performance.

Overall, the data supports the conclusion that **proactive intervention, positive school culture, family engagement, and consistent use of data have been the driving factors behind improved attendance and behavior**, while external socioeconomic factors and increasing student mental health needs remain ongoing challenges.

Continue

Frametown Elementary will continue to:

- Implement school-wide PBIS expectations and positive behavior supports.
- Utilize attendance teams and early warning systems to identify students at risk of chronic absenteeism.
- Monitor attendance and behavior data regularly during leadership and SAT meetings.
- Communicate consistently with families regarding attendance expectations and student progress.
- Celebrate positive attendance and behavior through student recognition programs and incentives.
- Provide individualized supports for students with disabilities, economically disadvantaged students, and other at-risk populations.
- Partner with community agencies, counselors, and families to reduce barriers affecting attendance and student well-being.
- Continue providing social-emotional learning opportunities and restorative practices that strengthen student relationships and school connectedness.

Start

Frametown Elementary will begin to:

- Increase individualized attendance improvement plans for students approaching chronic absenteeism before they become chronically absent.
- Expand mentoring opportunities and check-in/check-out supports for students with attendance or behavioral concerns.
- Strengthen the use of attendance and behavior data during Professional Learning Communities (PLCs) to identify trends and adjust interventions more quickly.
- Increase family engagement opportunities focused on the importance of regular attendance and positive behavior.
- Provide additional professional learning for staff on trauma-informed practices, de-escalation strategies, and student engagement techniques.
- Increase student leadership opportunities and peer mentoring to strengthen school connectedness and belonging.

Stop

Frametown Elementary will discontinue or reduce practices that are primarily reactive by:

- Moving away from waiting until students become chronically absent before implementing interventions.
- Reducing reliance on exclusionary discipline practices whenever appropriate by continuing restorative and instructional approaches to behavior.

- Eliminating inconsistent implementation of attendance and behavior interventions by ensuring all staff follow established PBIS and attendance procedures.
- Reducing isolated interventions by increasing collaboration among teachers, counselors, administrators, interventionists, and families.
- Avoiding one-size-fits-all interventions and instead providing supports that are individualized based on student needs and data.

Overall Needs Assessment Summary

Frametown Elementary's attendance and behavior data demonstrate that the school has established a strong foundation of positive school climate, family engagement, and student support systems. Continued investment in proactive attendance monitoring, PBIS, social-emotional learning, family partnerships, and data-informed decision-making will help sustain these positive outcomes while addressing the remaining needs of students experiencing attendance barriers or requiring additional behavioral supports. These priorities provide the rationale for the continued use of local, state, and federal funding to support student success and align directly with the school's strategic plan goals of improving attendance, maintaining a safe and positive learning environment, and ensuring equitable outcomes for all students.

Braxton County Schools (008) Public District - FY 2027 - Frametown Elementary School (008-203) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2024-25)	County (2024-25)	State (2024-25)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished	-	8.55	16.22
Accomplished	100	79.49	80.39
Emerging	-	11.97	3.32
Unsatisfactory	-	-	0.08

Additional Data Sources, including results:

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

Staffing and Professional Capacity (2025-2026)

- Frametown Elementary employed **11 teachers** during the 2025-2026 school year.

Staffing included:

8 Grade-Level Teachers

- **6 Accomplished**
- **2 Emerging**
- **1 Physical Education Teacher**
 - Accomplished
- **1 Special Education Teacher**
 - Emerging
- 1 Title I Teacher**

Emerging

- **Teacher Effectiveness:**
 - The majority of instructional staff hold **Accomplished** performance ratings, demonstrating strong instructional practices and a commitment to student achievement.
 - The school benefits from experienced educators who implement evidence-based instructional strategies, collaborate effectively, and participate in ongoing professional learning
- **Staff Attendance:**
 - Ten staff members accounted for 202 **total absences** during the 2025-2026 school year.
 - Of those absences:

Overall Reason Summary

Reason	Total Absences
P. Illness Excused	91
Personal Leave	64
Family Illness	47
Professional Leave	18
Working Another Position	10
Bereavement	5

Continue

- Continue implementation of:
 - Science of Reading and structured literacy practices.
 - Orton-Gillingham literacy instruction.
 - i-Ready diagnostic and classroom instructional resources.
 - Small-group differentiated instruction and interventions.
 - Data team meetings and collaborative instructional planning.
 - Professional learning aligned to school improvement goals.

- Mentoring and support for emerging teachers.

Start

- Increase professional learning opportunities focused on:
 - Building Thinking Classrooms in Mathematics
 - Student discourse and engagement strategies
 - Trauma-informed practices
 - Social-emotional learning and self-regulation
 - Strategies for supporting students with chronic absenteeism and behavioral needs
- Expand mentoring and coaching opportunities for emerging teachers and educators serving in high-need areas.
- Increase opportunities for teachers to observe model classrooms and participate in collaborative professional learning communities.

Stop

- Stop relying solely on summative assessment data to evaluate student and instructional success.
- Stop implementing one-size-fits-all instructional approaches and continue emphasizing differentiated instruction and personalized supports.
- Stop waiting for students to experience significant academic or behavioral difficulties before providing interventions.
- Stop viewing subgroup characteristics as barriers and continue maintaining high expectations for all students.

Rationale for Local, State, and Federal Funding

Local, state, and federal funding will continue to support:

- Professional development in Science of Reading, mathematics instruction, and student engagement strategies.
- Mentoring and support for emerging educators.
- Recruitment and retention efforts for high-need positions, including special education.
- Intervention services and supplemental instructional resources.
- Technology, STREAM, and makerspace initiatives that enhance teaching and learning.
- Social-emotional learning and behavior support initiatives.
- Family engagement and Future Ready Families programming.

Frametown Elementary's educator effectiveness demonstrates that investing in high quality certified teachers and ongoing professional learning has a direct impact on student achievement.

Educator Effectiveness Needs Assessment Summary:

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

Root Cause Analysis: Educator Effectiveness

Why Does the Data Look the Way It Does?

1. Rising Proportion of Beginning Teachers in Title I Schools

The percentage of teachers with 0–3 years of experience in Braxton County's Title I schools has more than doubled, from 16.13% in 2021–22 to 34.43% in 2023–24 — well above the state rate of 20.32%. This pattern suggests that more experienced educators are either leaving Title I buildings, transferring to non-Title I schools within the district, or exiting the profession altogether. Root causes likely include the compounding demands placed on teachers in high-needs settings, insufficient differentiated support for novice educators, and compensation structures that do not incentivize retention in more challenging placements. The concentration of beginning teachers in Title I schools directly affects instructional quality and consistency, which in turn contributes to slower academic growth for the students who most need experienced instruction.

2. Elevated "Emerging" Evaluation Ratings

At 11.97%, Braxton County's rate of teachers rated Emerging is more than three times the state average of 3.32%. This is a significant local indicator. Possible root causes include the influx of beginning teachers who are still developing their craft, inconsistent access to instructional coaching and mentoring support, variability in the quality and frequency of administrator feedback cycles, and gaps in professional learning that is job-embedded and practice-focused rather than one-time or compliance-driven. The below-state Distinguished rate (8.55% vs. 16.22%) further suggests that professional growth pathways are not moving enough teachers from adequate to exemplary practice.

3. Professional Learning Gaps

Review of professional development participation and feedback data indicates that while learning opportunities exist, access is not consistent across buildings or roles, and follow-through on implementation is not systematically monitored. When PD is disconnected from classroom application or lacks coaching support to transfer learning into practice, evaluation ratings stagnate and instructional quality does not improve at the rate needed to move student outcomes.

4. Connections to Student Academic Results

The educator effectiveness data does not exist in isolation. Buildings with higher concentrations of beginning teachers and Emerging-rated educators correlate with schools where academic growth data — particularly in ELA and Mathematics — shows slower progress toward proficiency benchmarks. Students in subgroups including those with disabilities, English learners, and students experiencing poverty are disproportionately affected when instructional expertise is inconsistently distributed across the district.

5. School-Home Connections and Culture/Climate

Where culture and climate survey data indicates lower staff morale or higher teacher absenteeism, there is a corresponding impact on instructional continuity and the consistency of family engagement practices. Teachers who feel unsupported or isolated are less likely to sustain outreach to families or implement differentiated strategies for diverse learners, further widening opportunity gaps.

Start | Stop | Continue

Practice / Strategy

START	Structured, building-level induction and mentoring for all beginning teachers in Title I schools, with assigned instructional coaches and reduced supplemental duties in year one
START	Systematic monitoring of PD implementation through walkthroughs, follow-up coaching, and feedback loops tied to evaluation cycles
START	Disaggregated analysis of walkthrough and evaluation data by school, experience level, and subgroup served — reviewed quarterly by district leadership
START	Targeted recruitment strategies that address the pipeline into Title I placements, including grow-your-own pathways and partnerships with higher education
STOP	Isolated, one-time professional development that is not connected to classroom application, coaching support, or follow-up monitoring
STOP	Allowing informal or inconsistent mentoring structures for novice teachers to substitute for a defined induction program with clear expectations
CONTIN UE	Annual educator effectiveness data review as part of the comprehensive needs assessment cycle
CONTIN UE	Administrator-led walkthroughs with structured feedback to teachers
CONTIN UE	Professional learning communities at the building level focused on collaborative planning and shared instructional practice
CONTIN UE	Efforts to strengthen school-home connections, particularly in Title I buildings where family engagement supports student stability

Rationale for Funded Activities

This root cause analysis provides the evidentiary basis for the following locally, state, and federally funded priorities:

- **Title I, Part A funds** supporting instructional coaching, teacher recruitment incentives, and family engagement activities in identified Title I schools, directly addressing the concentration of novice educators and the instructional support gap.
- **Title II, Part A funds** supporting high-quality professional development, mentoring and induction programming, and administrator training on evaluation and feedback — targeting the Emerging rating gap and PD implementation monitoring.
- **Strategic Plan Goals** connecting educator effectiveness to chronic absenteeism reduction, ELA and Mathematics academic growth targets, and reduction of Level 3 and Level 4 behavioral referrals — recognizing that strong, stable, well-supported teachers are foundational to progress on every student outcome goal.
- **Local funds** sustaining district-level monitoring systems, walkthrough frameworks, and culture/climate survey administration to ensure data continuity year over year.

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

Professional Learning Opportunities to Improve Student Academic and Success Outcomes (2026-2027)

Professional learning opportunities for Frametown Elementary staff will be intentionally aligned to the Comprehensive Needs Assessment findings and the Strategic Plan to improve academic achievement, attendance, behavior, and overall student success.

- Small Group Instruction for Reading and Math (Including Centers and Stations)
- **Adverse Childhood Experiences (ACEs) and Trauma-Informed Practices Training**
 - Staff will participate in ACEs and trauma-informed practices training to better understand how trauma impacts student learning, attendance, behavior, and social-emotional development.
 - Teachers will learn strategies to:
 - Build positive relationships with students.
 - Recognize trauma responses and provide appropriate supports.
 - Implement de-escalation and self-regulation strategies.
 - Create safe, supportive, and inclusive learning environments.
- **Science of Reading and Structured Literacy**
 - Staff will continue professional learning related to the Science of Reading and evidence-based literacy instruction, including phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing instruction.
 - Teachers will strengthen instructional practices aligned with Orton-Gillingham and structured literacy approaches.
- **Data Analysis and Intervention Planning**
 - Teachers will participate in collaborative data meetings focused on analyzing WVGSA, i-Ready, and classroom assessment data to identify student needs, monitor growth, and adjust instruction and interventions accordingly.
- **Positive School Culture and Behavior Supports**
 - Professional learning will support implementation of the **ROAR** framework:
 - Respectful
 - Ownership
 - Accountable
 - Responsible
 - Training will focus on creating consistent expectations, strengthening positive behavior supports, and improving student engagement and school climate.
- **Student Engagement and Differentiated Instruction**
 - Teachers will participate in professional learning focused on differentiated instruction, engagement strategies, and meeting the needs of diverse learners, including students with disabilities, economically disadvantaged students, and students experiencing attendance or behavioral challenges.

These professional learning opportunities are designed to strengthen instructional effectiveness, improve student achievement, support positive school culture, and ensure that all students have the opportunity to grow academically, socially, and emotionally as Frametown Elementary Little Tigers.