School Strategic Planning Team

Braxton County Schools (008) Public District - FY 2027 - Sutton Elementary School (008-205) 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.**

Anita Lambert, Principal
Heather Dobbins, Secretary
Megan Facemire, Special Education
Susan Schiefer, Title I
Melissa Kitzmiller, PreK
Jessica Rose, Kindergarten
Rebecca Denuzzo, 1st Grade
Melisa Keener, 5th Grade
Hannah Rexroad, Sutton Public Library Director
Leslie Loggins, Parent

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

Mission Statement:

At Sutton Elementary, our Little Mountaineers CLIMB to Success by embracing high expectations, choosing respect, leading by example, including others, making good choices, and being responsible. We believe every child can learn, grow, and achieve when provided with equitable opportunities, meaningful support, and engaging learning experiences. Through a commitment to continuous improvement, we empower all students to seek new knowledge, explore their potential, and succeed academically, socially, and emotionally. Together, we ensure every learner is supported, challenged, and inspired to reach their greatest potential.

Our Vision:
At Sutton Elementary, our vision is for every student to become a Master Mountaineer who is kind, curious, and resilient; prepared to SEEK, EXPLORE, and SUCCEED. We believe our students will understand how they learn, collaborate with others, contribute to their community, and continue to seek, explore, and succeed throughout their lives.

Our Motto:
Seek. Explore. Succeed.

C.L.I.M.B.

C – Choose Respect
Treat others with kindness, show respect, and value yourself and your school community.

L – Lead by Example
Demonstrate integrity, perseverance, and positive leadership in all you do.

I – Include Others
Welcome everyone, celebrate differences, and build meaningful relationships.

M – Make Good Choices
Think critically, act responsibly, and make decisions that support learning and growth.

B – Be Responsible
Take ownership of your actions, be prepared, and strive to do your best every day.

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School Strategic Plan - Demographic Data

Student Groups	State (2025-26)	County (2025-26)	School (2025-26)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.03	57.93	62.66
English Learners	1.16	0.26	--
Foster Care	1.73	2.71	2.53
Homeless	5.38	8.19	3.80
Military Connected	0.51	--	--
Students with Disabilities	20.82	21.80	18.99
Race			
American Indian or Alaska Native	0.11	0.13	--
Asian	0.75	0.13	--
Black or African American	4.29	0.40	1.27
Hispanic or Latino Native	2.83	1.06	2.53
Multi-Racial	5.03	2.44	0.63
Native Hawaiian or Other Pacific Islander	0.06	--	--
White	86.92	95.84	95.57
Gender			
Female	48.52	47.89	53.16
Male	51.48	52.11	46.84

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.

Additional Data Sources and Demographic Information (2025-2026)

- **Economically Disadvantaged:** 62.66% of SES students are economically disadvantaged, exceeding both the county average (57.93%) and state average (51.03%). Title I services, interventionists, and schoolwide supports are utilized to address academic and social-emotional needs.
- **Special Education:** Sutton Elementary serves **46 students with disabilities** receiving special education services. Eligibility categories include:
  - Autism – 2 students
  - Speech/Language Impairment – 22 students
  - Specific Learning Disability (SLD) – 3 students
  - Other Health Impaired (OHI) – 10 students
  - Intellectual Disability – 2 students
  - Developmental Delay – 7 students

  Specialized instruction, speech therapy, inclusion opportunities, and intervention supports are provided to ensure access to grade-level standards and individualized student success.
- **Out-of-District Enrollment:** SES serves **34 out-of-district students**. Student achievement, attendance, and engagement are monitored to ensure all students are successfully integrated into the school community and provided equitable opportunities to succeed.
- **Foster Care:** 2.53% of students are identified as foster care. School staff collaborate with families, social workers, and community agencies to provide academic, behavioral, and social-emotional supports.
- **Homeless Students:** 3.80% of students are identified as homeless. SES works closely with the county homeless liaison to provide transportation assistance, school supplies, clothing, meals, and access to academic and counseling supports.
- **English Learners:** SES currently has no identified English Learners; however, procedures are in place for enrollment screening, language proficiency assessments, and instructional supports should students qualify.
- **Military Connected Students:** SES currently has no identified military-connected students but remains prepared to provide transition and support services if needed.
- **Race/Ethnicity:** The student population is predominantly White (95.57%), with additional representation from Hispanic/Latino (2.53%), Black/African American (1.27%), and Multiracial (0.63%) populations. SES promotes an inclusive environment that values diversity and belonging.
- **Gender:** Student enrollment is 53.16% female and 46.84% male.
- **Attendance:** The overall attendance rate for the 2025-2026 school year was **94.51%**. Attendance data is reviewed monthly by school leadership, and incentive programs including Attendance Bingo, grade-level competitions, and recognition programs are used to encourage positive attendance habits.
- **Chronic Absenteeism: 22 students (11.76%)** were identified as chronically absent during the 2025-2026 school year. The attendance team monitors attendance trends and works with families to identify barriers and provide support services to improve student attendance.

- **Discipline and Behavior:** SES recorded:

  - 20 discipline referrals
  - 8 students receiving referrals
  - 3 students with disabilities involved in disciplinary incidents
  - 17 Out-of-School Suspensions
  - 4 In-School Suspensions
  - 9 Level 2 incidents
  - 11 Level 3 incidents

  Discipline data is reviewed regularly to identify trends and guide interventions through the school's PBIS framework and **CLIMB** expectations:

  - **C** – Choose Respect

    - **L** – Lead by Example
    - **I** – Include Others
    - **M** – Make Good Choices
    - **B** – Be Responsible
- **Parent and Family Engagement:** SES promotes active family involvement through:
    - PTO meetings and activities
    - Local School Improvement Council (LSIC) meetings
    - Family engagement nights
    - Career Day and college/career exploration activities
    - Academic showcases and student performances
    - Volunteer opportunities and school celebrations
- **Stakeholder Communication:** Families are kept informed through:
    - School Facebook page and social media
    - School messaging and phone systems
    - Parent conferences
    - Newsletters and flyers
    - Community meetings and events
- **Professional Learning:** Staff participate in ongoing professional development including:
    - Science of Reading initiatives
    - LETRS for Administrators
    - WV Principal Leadership Academy
    - Future Ready Families training
    - Literacy and intervention training
    - Social-emotional learning and behavior support strategies
- **Continuous Improvement:** Data from student achievement, attendance, behavior, surveys, stakeholder feedback, and professional learning are reviewed regularly to guide school improvement efforts and ensure all students are supported, challenged, and empowered to succeed.

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.

Root Cause Analysis (2025-2026)

After reviewing student achievement, attendance, discipline, demographic, and stakeholder data, Sutton Elementary has identified several factors influencing current outcomes and priorities for continuous improvement.

- **Attendance and Chronic Absenteeism:** Although the school's overall attendance rate of 94.51% exceeds the state goal, chronic absenteeism remains an area of concern, with 22 students (11.76%) identified as chronically absent. Root causes include poverty-related barriers, transportation issues, family instability, illness, and inconsistent attendance habits developed prior to enrollment. Students with excessive absences are more likely to demonstrate lower academic achievement and require additional interventions.
- **Student Achievement:** Academic achievement data demonstrates positive growth in reading and mathematics; however, achievement gaps continue to exist among economically disadvantaged students, students with disabilities, and students with high absenteeism. Root causes include gaps in foundational skills, varying levels of readiness upon enrollment, and interrupted learning experiences. Continued implementation of evidence-based literacy practices, intervention services, and data-driven instruction remains essential.

- **Special Education Needs:** Sutton Elementary serves a significant population of students with disabilities, including a large number of students receiving speech and language services. These students often require specialized instruction, targeted interventions, accommodations, and increased collaboration between general and special educators to ensure academic growth and access to grade-level standards.
- **Out-of-District Enrollment:** The school serves 34 out-of-district students. While these students contribute positively to the school community, varying educational backgrounds, attendance histories, and academic readiness levels may require additional supports to ensure equitable outcomes for all students.
- **Behavior and Discipline:** Discipline data indicates that a small percentage of students account for the majority of behavioral incidents. Contributing factors include challenges with self-regulation, social-emotional skills, trauma, attendance concerns, and inconsistent behavior expectations outside of school. The school will continue to strengthen Positive Behavioral Interventions and Supports (PBIS) through the CLIMB framework and provide targeted supports for students with behavioral needs.

Practices and Strategies

Continue:

- Implementation of the Science of Reading and structured literacy practices.
- Tiered intervention services through Title I and special education.
- Schoolwide PBIS framework using the CLIMB expectations:
  - Choose Respect
  - Lead by Example
  - Include Others
  - Make Good Choices
  - Be Responsible
- Attendance incentive programs and family outreach initiatives.
- Career exploration, STREAM, and hands-on learning opportunities.
- Family engagement events and community partnerships.

Start:

- Increased attendance monitoring and early intervention for at-risk students.
- Additional social-emotional learning opportunities and self-regulation supports.
- Expanded use of data teams to identify learning gaps and monitor interventions.
- Increased family education regarding attendance, literacy development, and academic expectations.
- Additional enrichment opportunities through STREAM and career exploration activities.

Stop:

- Viewing out-of-district enrollment or demographic characteristics as barriers to student success.
- Implementing one-size-fits-all interventions without consideration of individual student needs.
- Waiting until students experience significant academic or behavioral difficulties before providing support.

Rationale for Local, State, and Federal Funding

Sutton Elementary will continue to utilize local, state, and federal funding sources to address identified needs through:

- Title I intervention services and academic supports.
- Special education and related services.
- Attendance and family engagement initiatives.
- Science of Reading and literacy professional development.
- STREAM and career exploration opportunities.
- Positive behavior supports and social-emotional learning initiatives.
- Technology and instructional resources that provide equitable access to high-quality learning experiences.

These efforts support the school's mission that **Little Mountaineers CLIMB to Success** by ensuring every student is supported, challenged, and empowered to reach their fullest potential.