

School Strategic Plan History Log

Wyoming County Schools (098) Public District - FY 2027 - Berlin McKinney Elementary School (098-202) Public School - School Strategic Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
6/11/2026 9:07:30 AM	Kara Mitchell	Status changed to 'School Strategic Plan Approved by County'.	S
6/10/2026 4:34:52 PM	Tina Adams-Wallen	Status changed to 'School Strategic Plan Completed'.	S
5/18/2026 6:21:24 PM	Tina Adams-Wallen	Status changed to 'School Strategic Plan Started'.	S
1/12/2026 5:54:11 PM	Elizabeth Younis	Status changed to 'School Strategic Plan Not Started'.	S

*** 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.**

Tina Adams-Wallen, Principal, ttoler@k12.wv.us
Diana Massey, Title I Teacher, dmassey@k12.wv.us
Lisa Collins, Title I Teacher, lmcollin@k12.wv.us
Amanda Daniels, SAT Leader, alaxton@k12.wv.us
Terri Woods, 3-4 ELA Teacher and PLC Facilitator, tlwoods@k12.wv.us
Tara Boothe, Resource Teacher, tara.booth@k12.wv.us
Lisa Stafford, 3-4 Math Teacher, lstafford@k12.wv.us
Brittany Blankenship, K-2 Math Teacher, brittany.ritchie@k12.wv.us
Marissa Schomaker, K-2 ELA and AIM, marissa.schomaker@k12.wv.us
Chase Brown, K-2 ELA Teacher and PBIS Chair, steven.brown@k12.wv.us
Ashley Cook, Counselor, abcook@k12.wv.us
Erica Blankenship, LSIC Parent
Heather Prichard, Paraprofessional, heather.prichard@k12.wv.us

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

Core Beliefs:

1. Through a combined effort of all stakeholders our students will reach their full academic potential in a safe and engaging learning environment.
2. Students need consistent daily attendance, motivation and highly effective teaching strategies to be successful learners.
3. A literacy enriched environment will provide equity-driven, individualized learning opportunities, and a growth mindset.
4. Data-driven instruction, support services, and rigorous instructional strategies will empower students to achieve their academic math goals.

Mission Statement:

At Berlin McKinney Elementary School,
EVERYONE is a star! We provide a safe and positive school
where excellence is expected by shining through learning, respect, and responsibility.

Vision Statement:

We aim to create a positive, safe, and inclusive, learning environment where every student is supported academically, socially, and emotionally.
Through purposeful collaboration among staff, students, and families, we strive to foster a school culture built on respect, high expectations, and continuous growth.
We are committed to providing engaging instruction, meaningful relationships, and supportive systems that empower all learners to reach their full potential.

School Strategic Plan - Demographic Data

Wyoming County Schools (098) Public District - FY 2027 - Berlin McKinney Elementary School (098-202) 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	58.89	69.16
English Learners	1.16	0.03	--
Foster Care	1.73	3.19	2.69
Homeless	5.38	6.26	5.39
Military Connected	0.51	--	--
Students with Disabilities	20.82	22.44	27.54
Race			
American Indian or Alaska Native	0.11	0.16	0.90
Asian	0.75	0.16	--
Black or African American	4.29	1.21	3.89
Hispanic or Latino Native	2.83	0.48	0.30
Multi-Racial	5.03	1.79	4.79
Native Hawaiian or Other Pacific Islander	0.06	--	--
White	86.92	96.20	90.12
Gender			
Female	48.52	49.66	51.50
Male	51.48	50.34	48.50

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.

At-Risk Students (SAT & AIM)
Enrollment/Transfer Data
Parent/Teacher Communication Logs
Home Visits
Title I Parent Workshops
WVEIS Data
Retention Data
Title I School-Home Surveys
Student Assistance Team Data
School Counselor Data
PBIS Data
504s
Early Learning Data - ELRS
McKinney Vento Data
Third Grade Success Act (AIM)
Interventionist Data
GSA/iReady Data
Informal Assessment Data
School Health and Wellness Data
Speech Therapist Data
Transportation Data
Child Nutrition Data
TAG Data

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.

Berlin McKinney Elementary will utilize a departmentalized schedule, by subject, for grades three and four in the upcoming 2026-2027 school year. We will continue this to provide more consistency in instruction to all students in ELA and Math for the grade levels taking the GSA. Co-Teaching will continue with a classroom teacher and special education teacher also in grades 3 and 4. SE students will be placed into either full services or the co-teaching class based on the least restrictive environment for each child. This will allow for Tier II and Tier III interventions to take place within the general education setting.

Tutoring will continue to be used at the school in the current after-school setting. This will be done to allow students to be taught in small group settings to attempt to maximize understanding on ELA and Math concepts. This allows students to strengthen skills where they show weaknesses to attempt to get them on grade level.

The school will continue to use Title I or CSI funds to also hire at least one Interventionist. This Interventionist will work with teachers to pull students for intense focused instruction.

These steps are taken to help students achieve success. The majority of students in the school fall within the economically disadvantaged group. The school also has percentages of students in the Students with Disabilities groups that are higher than the state average.

Berlin will continue to use PBIS and Berlin Bucks. Students can spend their bucks in the school store and the classroom. Students have the opportunity to purchase lunch tickets and/or meaningful experiences with a staff member which provides an opportunity to build relationships.

Berlin McKinney will continue after-school enrichment opportunities: student council, run club, and academic fairs preparation.

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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	29.00	31.37	33.73	36.10	38.47	40.83	43.20	45.57	47.93	50.30	52.67	55.03	57.40	59.77	62.13	64.50

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	31.31	33.02	33.66		41.38	47.55
Status						
Economically Disadvantaged	23.53	31.34	32.88		36.79	38.71
English Learners	--	--	--		100.00	13.57
Foster Care	--	100.00	100.00		29.55	31.45
Homeless	50.00	25.00	50.00		35.90	31.73
Military Connected	--	--	--		--	59.92
Students with Disabilities	12.90	15.15	12.00		14.29	14.75

Race						
American Indian or Alaska Native	--	--	--	--	0.00	45.79
Asian	--	--	--	--	100.00	73.03
Black or African American	0.00	0.00	33.33		41.18	31.87
Hispanic or Latino Native	--	--	--	--	0.00	34.16
Multi-Racial	--	--	--	--	38.46	43.22
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	49.40
White	31.63	33.33	33.67		41.37	48.46
Gender						
Female	38.30	33.93	31.48		43.54	51.90
Male	25.00	32.00	36.17		39.24	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		49.02		45.45		47.21	
Status							
Economically Disadvantaged		45.71		44.51		43.48	
English Learners		--		--		44.12	
Foster Care		100.00		43.15		42.86	
Homeless		50.00		50.00		41.07	
Students with Disabilities		33.33		36.32		35.41	
Race							
American Indian or Alaska Native		--		--		54.55	
Asian		--		100.00		70.52	
Black or African American		--		75.00		41.21	
Hispanic or Latino Native		--		0.00		46.81	
Multi-Racial		--		50.00		45.58	
Native Hawaiian or Other Pacific Islander		--		--		45.45	

	White		49.02		45.23	47.39
Gender						
	Female		46.67		47.45	50.02
	Male		52.38		43.44	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	490	--	--	--	--
4	787	--	--	--	--
5					
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.	
i-Ready Reading Benchmarks Classroom Instruction Stations Progress Reports Formative Assessments Informal Assessments Student Assistance Team Data Title I Interventions Student Journals Walk-Through Data Teacher Collaboration Permanent Record Cards Early Learning Reporting System Data (ELRS) Interim Modules Assessment Data (IMA) Cambium TATs Third Grade Success Act Data (AIM) Heggerty	

Secret Stories
Classroom Exit Slips
Classroom Bellringers
Dyslexia Screener
Fairs and Competition Participation
Speech Referral Rates
Student Feedback

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
The school began using i-Ready six years ago. The instruction is individualized per student based on benchmark assessment results. The upcoming school year will have 90 minutes of ELA placed into the schedule and an additional block for i-Ready for students to be able to meet the weekly time requirements. Students will receive Secret Stories instruction and Heggerty instruction. Interventions for Tier II and Tier III will be provided following the MTSS document.	i-Ready was beneficial to the students at Berlin McKinney this year. For the 2026-2027 school year, the schedule will continue to allow for weekly i-Ready opportunities in ELA through a scheduled block of time.
The school will continue use of Cambium IMAs and TATs to assist in meeting standards and accomplishing academic learning goals in grades 3-4. The upcoming school year will have 90 minutes of ELA placed into the schedule and an additional block for i-Ready for students to be able to meet the weekly time requirements. Interventions for Tier II and Tier III will be provided following the MTSS document.	i-Ready was beneficial to the students at Berlin McKinney this year. For the 2026-2027 school year, the schedule will continue to allow for weekly i-Ready opportunities in ELA through a scheduled block of time.

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.

The school will continue using a schedule in the 2026-2027 school year that will departmentalize instruction in third and fourth grades by subject area. There is a plan to explore this idea in additional grade levels. This plan will take advantage of the skills and degrees of the teachers to better meet the learning needs of students in those grade levels.

We will continue to utilize an academic interventionist to meet the needs of students in Tier 3.

Title I teachers will use data to identify and target students in Tier 2 to meet their needs.

After-school tutoring will continue to meet the needs of students who are struggling in ELA.

Teachers will utilize the MTSS document in the instructional playbook to access the ELA pacing guide.

The AIM leader will assist in identifying students who need additional assistance in ELA and will meet with parents to discuss their child's progress.

Energy Express will be provided at the school during the summer to help with reading skills.

Summer school will be offered to students in grades K - 2 that did not meet cut scores according to the Third Grade Success Act criteria.

2036 Annual Mathematics Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	29.00	31.37	33.73	36.10	38.47	40.83	43.20	45.57	47.93	50.30	52.67	55.03	57.40	59.77	62.13	64.50

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	31.31	37.74	26.73		29.90	37.98
Status						
Economically Disadvantaged	27.45	29.85	20.55		25.26	29.60
English Learners	--	--	--		100.00	16.09
Foster Care	--	100.00	0.00		27.27	24.11
Homeless	50.00	25.00	16.67		23.08	23.51
Military Connected	--	--	--		--	55.71
Students with Disabilities	12.90	12.12	8.00		9.01	12.92
Race						
American Indian or Alaska Native	--	--	--		0.00	34.91
Asian	--	--	--		100.00	69.12
Black or African American	0.00	0.00	33.33		29.41	23.09
Hispanic or Latino Native	--	--	--		0.00	25.19
Multi-Racial	--	--	--		15.38	32.90
Native Hawaiian or Other Pacific Islander	--	--	--		--	37.35
White	31.63	38.10	26.53		29.95	38.85
Gender						
Female	29.79	35.71	18.52		26.78	36.01
Male	32.69	40.00	36.17		32.99	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		21.57		37.01	44.17
Status					
	Economically Disadvantaged	25.71		36.24	38.81
	English Learners	--		--	34.57
	Foster Care	0.00		37.24	54.29
	Homeless	50.00		39.29	34.80
	Students with Disabilities	11.11		29.60	31.63
Race					
	American Indian or Alaska Native	--		--	43.64
	Asian	--		100.00	72.26
	Black or African American	--		50.00	36.65
	Hispanic or Latino Native	--		0.00	40.96
	Multi-Racial	--		25.00	41.55
	Native Hawaiian or Other Pacific Islander	--		--	50.00
	White	21.57		37.01	44.48
Gender					
	Female	13.33		34.12	42.92
	Male	33.33		39.93	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	476	--	--	--	--
4	598	--	--	--	--
5					
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.

-Ready Math Benchmarks
Classroom Instruction
Progress Reports
Formative Assessments
Student Assistance Team Data
Title I Interventions
Walk-Through Data
Teacher Collaboration
Permanent Record Cards
Early Learning Reporting System (ELRS)
Interim Modules Assessment (IMA)
Cambium TATs
Classroom Exit Slips
Classroom Bellringers
ELL Screener
Stations
Third Grade Success Act Data (AIM)
Fairs and Competition Participation

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
The school will continue use of Cambium IMAs and TATs to assist in meeting standards and accomplishing academic learning goals in grades 3-4. The upcoming school year will have an Academic Support class for math placed into the schedule for students to be able to meet the weekly time requirements for i-Ready and ALEKS.	i-Ready was beneficial to the students at Berlin McKinney this year. For the 2026-2027 school year, the schedule will continue to allow for weekly i-Ready and ALEKS opportunities in Math through a scheduled block of time.
The school began using i-Ready six years ago. The instruction is individualized per student based on benchmark assessment results. The upcoming school year will have 90 minutes of Math placed into the schedule and an additional block for i-Ready for students to be able to meet the weekly time requirements. Interventions for Tier II and Tier III will be provided following the MTSS document.	i-Ready was beneficial to the students at Berlin McKinney this year. For the 2026-2027 school year, the schedule will continue to allow for weekly i-Ready opportunities in Math through a scheduled block of time.

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.

The school will continue to use a schedule in the 2026-2027 school year that will departmentalize instruction in third and fourth grades by subject area. We plan to explore departmentalizing in other grade levels. This plan will take advantage of the skills and degrees of the teachers to better meet the learning needs of students in those grade levels.

We will continue to utilize an academic interventionist to meet the needs of students in Tier 3.

Title I teachers will use data to identify and target students in Tier 2 to meet their needs.

After-school tutoring will continue to meet the needs of students who are struggling in Math.

Teachers will utilize the TSS document in the instructional playbook to access the math pacing guide.

The AIM leader will assist in identifying students who need additional assistance in Math and will meet with parents to discuss their child's progress.

Focus on higher level DOKs.

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)	--	--	--	--	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

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

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
Google Translator	We do not currently have any EL students at Berlin McKinney.

EL 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.

There are no needs at this time.

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)

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) % 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	49.07	49.65	24.73		31.74	22.64
Status						
Economically Disadvantaged	61.59	57.14	27.14		37.39	29.23
English Learners	--	--	--		0.00	19.82
Foster Care	100.00	28.57	25.00		19.74	21.80
Homeless	66.67	77.78	30.77		47.40	33.52
Military Connected	--	--	--		--	12.91
Students with Disabilities	57.89	51.81	32.88		36.53	27.87
Race						
American Indian or Alaska Native	--	--	--		33.33	24.89
Asian	--	--	--		0.00	10.71
Black or African American	100.00	83.33	14.29		19.35	23.78
Hispanic or Latino Native	--	0.00	0.00		12.50	22.56
Multi-Racial	--	100.00	0.00		36.36	24.71

	Native Hawaiian or Other Pacific Islander	--	--	--				14.79
	White	48.50	48.38	25.56			31.93	22.57
Gender								
	Female	47.24	50.68	26.67			32.58	23.15
	Male	50.70	48.57	22.48			30.91	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	
All	97.77	98.96	98.57		95.71		96.50
Status							
Economically Disadvantaged	96.95	98.41	98.10		95.33		95.48
English Learners	--	--	--		100.00		97.48
Foster Care	100.00	100.00	100.00		98.11		93.68
Homeless	100.00	88.89	100.00		91.67		93.57
Military Connected	--	--	--		--		98.95
Students with Disabilities	94.74	98.80	100.00		94.94		94.50
Race							
American Indian or Alaska Native	--	--	--		--		97.06
Asian	--	--	--		100.00		99.19
Black or African American	100.00	100.00	100.00		100.00		92.33
Hispanic or Latino Native	--	100.00	100.00		80.00		96.09
Multi-Racial	--	100.00	100.00		100.00		94.53
Native Hawaiian or Other Pacific Islander	--	--	--		--		100.00
White	97.74	98.92	98.50		95.64		96.79
Gender							
Female	100.00	99.32	99.33		98.79		98.28
Male	95.77	98.57	97.67		92.70		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.

Alternative School Referrals
Average Daily Attendance Values
School Lunch Participation
After-School Supper and Snack Participation
Counseling Referrals
Home Visits
Discipline Referrals
Detention Hall Referrals
WVEIS
Parent Communication Logs
Student Conferences
Walk-Through Data
Classroom Observations
Permanent Record Cards
Monthly Attendance Percentages
Zoom WV-e
Attendance Contracts
PBIS Data
Thrillshare
Attendance Trackers for Parents and Students
Attendance Incentive Program
Social Media Missing School Missing Out and 9 or Less for School Success
Automated Call System
Work directly with the County Attendance Director

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)

The school implemented a monthly attendance incentive plan. We will be updating our attendance plan by utilizing the MTSS document. We will focus on regular attendance (Days Absent up to 9), At-Risk (Days Absent 10-18), and Chronic (Days Absent 18 or more). Attendance report cards will go home each nine weeks. e The principal and counselor will continue to make phone calls and conference with students to encourage regular attendance. We will continue to utilize attendance contracts.

Updated Implementation Results

Chronic absenteeism decreased significantly at Berlin McKinney due to parent conferences, attendance contracts, and home visits.

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.

Attendance Data shows the students in Berlin McKinney have a higher chronically absence rate than the state averages. The previous year the school was below both county and state attendance rate levels. A quarterly attendance incentive plan will be implemented. The school is working on the amount of chronically absent students each year. Data reflects higher values in the ED subgroup in attendance. Causes for the high levels of absenteeism vary, and the school is taking a proactive response in trying to get students in school more often. Parents will be contacted when students miss 5 days. When students miss 10 days, parents must come in for a meeting with the principal and counselor. Attendance contracts will be signed by all stakeholders on the tenth absence meeting. When students miss 15 days the county attendance director will start the truancy process.

The majority of students have no discipline and behavior problems. We will continue to use a behavior matrix and behavior incentive program. Behavior contracts will be utilized. We will continue to use our PBIS program to encourage good behavior. Students will be recognized at the end of the year with a pinning ceremony for having good behavior. We are proud to say that we are a 2026 PBIS Model School.

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	3.57	8.68	16.22
Accomplished	96.43	86.04	80.39
Emerging	-	5.28	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.

- Achievement Data
- Classroom Observations
- Teacher Evaluations
- Teacher Conferences
- Parent Communication Logs
- Grade Level Collaboration Meeting
- Vertical Team Meetings
- Title 1 Spring Parent/Guardians Surveys
- School Climate Survey
- PBIS Data
- Counselor Data
- Behavior Data
- Retention Data
- PLC Data and Feedback
- Certified Teacher Rate
- Meaningful PD
- Classroom Management
- Mentorship
- Self-Reflections

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.

Educators that are being more effective are the ones that are already implementing research-based practices and positive expectations for their students.

We will use Indian POP (Peers Observing Peers) where teachers have the opportunity to observe best practices in other classrooms.

Tribe Time will continue to be used for team building and collaboration.

Teachers will continue to use a school-wide writing plan, cold reads, Ashlock Reading Strategies, Secret Stories, PBIS, Heggerty, Building Thinking Classrooms, and the Mathematical Habits of Mind.

All teachers and aides will continue to use APL strategies and implement highly effective research based instructional strategies.

We will continue to utilize Vector and Canvas for trainings as necessary.

Teachers and aides will attend the ALL Means ALL training this summer.

* 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.

Instructional Aide Workshop
ELA and Math Pacing Guides
Classroom Management
Highly Effective Instructional Strategies
National Boards Encouragement and Support
Social and Emotional Supports
Mathematical Habits of Mind
In-house Mentors
Tribe Time for Staff Collaboration and Team Building
Canvas Courses
Vector Courses
Station Training
PBIS Training
Tech Incorporation
Ashlock Reading Strategies
LETRS Training
Peers Observing Peers
WVDE SAIL Conference for Teachers and Aides

Wyoming County Schools (098) Public District - FY 2027 - Berlin McKinney Elementary School (098-202) Public School - School Strategic Plan - Rev 0

Plan Items)

G 1 Improve Student ELA Achievement in Grades K-4.

Description:

Students at Berlin McKinney Elementary School will demonstrate a 10% growth in English Language Arts for grades K-2 as measured by the i-Ready Diagnostic Report from Benchmark 1 (Tier 1) to Benchmark 3 (Tier 1) during the 2026-2027 school year. For grades 3-4, the students will demonstrate 10% a growth in ELA as measured by WV Cambium Assessments from Benchmark 1 to Benchmark 3.

PM 1.1 State Summative Assessment Results

Description:

Berlin McKinney Elementary School teachers will attend a PLC /Data Dive in early September to analyze the strengths and weaknesses of students in ELA based on the 2025-2026 state summative assessment scores (last scores received by the school). Teachers will develop research based learning strategies to continue developing student strengths while also creating learning strategies to address student weaknesses working in collaboration with Title I, Resource teachers, and interventionists.

S 1.1.1 Data Driven Instruction

Description:

General education teachers, Title I, interventionists, and Resource teachers will analyze data from i-Ready Diagnostic reports and Cambium reports to use results in the planning and delivery of ELA instruction.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

AS 1.1.1.1 Third and Fourth Grade Departmentalization

Description:

Berlin McKinney Elementary School will continue using a subject based departmentalized schedule for third and fourth grades for the 2026-2027 school year. This will ensure a content specific focus for subjects on the West Virginia General Summative Assessment (GSA).

Person Responsible:

Tina Adams

Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	
AS 1.1.1.2 Co-Teaching Description: The school schedule has been designed to allow co-teaching in grades 3 - 4. This will allow for collaboration among colleagues to promote growth, monitor progress, and make academic improvements. Person Responsible: Lead Resource Teacher - Mr. Boothe Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	
AS 1.1.1.3 Provide Tier II and Tier III intervention support with Title I teachers and hired interventionists based on the results of the i-Ready Diagnostic assessments and Cambium benchmark results. Description: Title I teachers will provide necessary intervention time, flexible scheduling, and utilize all available resources. Tier II and Tier III students will be identified by an AIM plan. Teachers will administer the dyslexia screener focusing on pseudoword decoding task assessments and multisyllabic word assessments. Trained staff will also utilize Heggerty and LETRS strategies. Person Responsible: Title I Teacher - Mrs. Collins Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	
AS 1.1.1.4 Grade Level Meetings and PLCs Description: Teachers will have grade level meetings in the conference room every Monday to discuss ELA strategies, data and progress. The principal will also utilize this time to let the teachers know information that may have been introduced in county level principals' meetings. Once per month the PLC Facilitator will hold meetings to monitor student progress, update the data board, conduct vertical meetings, and complete staff trainings by utilizing Canvas and Vector. Person Responsible: Tina Adams-Wallen Estimated Begin Date:	

8/25/2026 Estimated Completion Date: 6/10/2027	AS 1.1.1.5 Leadership Meetings Description: The Leadership Team will meet every second Monday of the month to discuss the needs of the school to help improve ELA proficiency. Person Responsible: Tina Adams-Wallen Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	AS 1.1.1.6 ELA Tutoring Description: ELA tutoring will be offered to all qualifying students in grades 1-4 after school. Tutoring will be offered once per week and an activities bus will be available for students to ride each week. In this manner the county and school are providing tutoring services and transportation once tutoring has finished for the day. Tutoring services will begin at the completion of the first 9-weeks grading period. Person Responsible: Title I Teacher - Mrs. Massey Estimated Begin Date: 10/17/2026 Estimated Completion Date: 5/11/2027 <table border="1"> <thead> <tr> <th>Funding Application</th><th>Grant</th><th>Notes</th><th>Amount</th></tr> </thead> <tbody> <tr> <td>Consolidated</td><td>Title I Part A</td><td></td><td>\$10,000.00</td></tr> </tbody> </table>	Funding Application	Grant	Notes	Amount	Consolidated	Title I Part A		\$10,000.00	AS 1.1.1.7 Blended Learning Opportunities Description: Teachers will promote blended learning opportunities for all Pre-K - 4th grade students through the use of computers, graphic organizers, Thrillshare, WVEIS, data trackers, journals, and manipulatives to enhance student reading and comprehension skills. This will include a variety of differentiated reading and academic vocabulary strategies for all Pre-K - 4th grade students to meet the needs of all learning styles. A schoolwide writing plan (TREE) will continue to be used in grades K-4. Teachers will include writing across the curriculum in all subject areas. Independent reading time will be encouraged weekly.
Funding Application	Grant	Notes	Amount								
Consolidated	Title I Part A		\$10,000.00								

Person Responsible:
Lead Teacher - Ms. Woods
Estimated Begin Date:
8/25/2026
Estimated Completion Date:
6/10/2027

AS 1.1.1.8 Secret Stories
Description:
Teachers will utilize the Secret Stories program in grades Pre-K-3 to improve ELA proficiency.
Person Responsible:
Lead Teacher - Mr. Brown
Estimated Begin Date:
8/25/2026
Estimated Completion Date:
6/10/2027

PM 1.2 i-Ready and Cambium Benchmarks
Description:
The school will administer the i-Ready Benchmarks (K-3) and the Cambium Benchmarks (3-4) three times during the 2026-27 school year. Third and fourth grades will take the benchmark in September, January, and May. Kindergarten through third grades will take the diagnostic in September, January, and April .

S 1.2.1 i-Ready Instruction
Description:
Teachers will use i-Ready for ELA instruction for a minimum of 45 minutes per week. The reports from i-Ready will be used to drive instruction and identify individual student needs. This will also identify students who need to be placed in AIM to meet the requirements of the Third Grade Success Act.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners

AS 1.2.1.1 Third and Fourth Grade Departmentalization Description: Berlin McKinney Elementary School will continue to use a subject based departmentalized schedule for third and fourth grades for the 2026-27 school year. This will ensure a content specific focus for subjects on the West Virginia General Summative Assessment (GSA). Person Responsible: Tina Adams-Wallen Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	AS 1.2.1.2 Co-Teaching Description: The school schedule has been designed to allow flexibility to co-teach in grades 3 - 4. This will allow for collaboration among colleagues to promote growth, monitor progress, and make academic improvements. Person Responsible: Lead Resource Teacher - Mr. Boothe Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	AS 1.2.1.3 Develop additional intervention activities with Title I teachers from the results of the i-Ready assessments. Description: Title 1 teachers will provide necessary intervention time, flexible scheduling, and utilize all available resources. Tier II and Tier III students will be identified by an AIM plan. Trained staff will also utilize Heggerty and LETRS strategies. Person Responsible: Title I Teacher - Mrs. Collins Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	AS 1.2.1.4 Grade Level Meetings and PLCs Description: Teachers will have grade level meetings in the conference room every Monday to discuss ELA strategies, data and progress. The principal will also utilize this time to let the teachers know information that may have been introduced in county level principals' meetings.
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Once per month the PLC Facilitator will hold meetings to monitor student progress, update the data board, conduct vertical meetings, and complete staff trainings by utilizing Canvas and Vector.

Person Responsible:
Tina Adams-Wallen
Estimated Begin Date:
8/25/2026
Estimated Completion Date:
6/10/2027

Funding Application	Grant	Notes	Amount
Other	Other	CSI	\$5,000.00

AS 1.2.1.5 Leadership Meetings

Description:

The Leadership Team will meet on a monthly basis (every second Monday) to discuss the needs of the school to help improve ELA proficiency.

Person Responsible:
Tina Adams-Wallen
Estimated Begin Date:
8/25/2026
Estimated Completion Date:
6/10/2027

Funding Application	Grant	Notes	Amount
Other	Other	CSI	\$4,450.00

AS 1.2.1.6 Differentiated Instruction and Technology Utilization

Description:

Teachers will provide differentiated instruction, including (but not limited to) utilizing stations and small groups within classrooms in order to meet the individual educational needs of all learners. Teachers will conference with students individually. Teachers will be trained on new technology tools, including AI and new MacBooks, to improve classroom instruction. These tools include Typing Tutor, Prodigy, Epic, Coding, etc.

Person Responsible:
Teachers - Mr. Brown and Mr. Myers
Estimated Begin Date:

development opportunities as they arise.

Person Responsible:
Tina Adams-Wallen
Estimated Begin Date:
8/25/2026
Estimated Completion Date:
6/30/2027

Funding Application	Grant	Notes	Amount
Other	Other	CSI	\$1,500.00

AS 1.2.2.2 Academic Interventionists funded through CSI

Description:

Berlin McKinney will contract interventionists to provide support to students in identified subgroups utilizing iReady and Cambium Benchmark assessment data.

Person Responsible:
Tina Adams-Wallen
Estimated Begin Date:
11/1/2026
Estimated Completion Date:
6/30/2027

Funding Application	Grant	Notes	Amount
School Improvement	School Improvement Planning 2	CSI	\$5,000.00

AS 1.2.2.3 After-School Professional Development

Description:

Berlin McKinney will provide after-school professional development to teachers who work with identified subgroups. Teachers and instructional aides will attend ALL Means ALL training and SDI training for teachers.

Person Responsible:
Tina Adams-Wallen
Estimated Begin Date:
7/1/2026
Estimated Completion Date:

Person Responsible: Tina Adams-Wallen Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	
AS 2.1.1.2 Co-Teaching Description: The school schedule has been designed to allow flexibility for resource teachers to co-teach in grades 3-4. Person Responsible: Lead Resource Teacher - Mr. Boothe Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	
AS 2.1.1.3 Provide Tier II and Tier III intervention support with Title I teachers and hired interventionists based on the results of the i-Ready Diagnostic assessments and Cambium benchmark results. Description: Title I teachers will provide necessary intervention time, flexible scheduling, and utilize all available resources. Teachers will utilize ALEKS and Khan Academy to support math instruction and hands-on manipulatives. Person Responsible: Title I Teacher - Mrs. Massey Estimated Begin Date: 8/25/2026 Estimated Completion Date: 6/10/2027	
AS 2.1.1.4 Grade Level Meetings and PLCs Description: Teachers will have grade level meetings in the conference room every Monday to discuss math strategies, data and progress. The principal will also utilize this time to let the teachers know information that may have been introduced in county level principals' meetings. Once per month the PLC Facilitator will hold meetings to monitor student progress, update the data board, conduct vertical meetings, and complete staff trainings by utilizing Canvas and Vector. Person Responsible: Tina Adams-Wallen	

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

AS 2.1.1.5 Leadership Meetings

Description:

The Leadership Team will meet every second Monday of the month to discuss the needs of the school to help improve Math proficiency.

Person Responsible:

Tina Adams-Wallen

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

Funding Application	Grant	Notes	Amount
Other	Other	CSI Leadership Meetings Goals 1 and 2.	\$2,000.00

AS 2.1.1.6 Math Tutoring

Description:

Math tutoring will be offered to all qualifying students in grades 1-4 after school. Tutoring will be offered once per week and activity buses will be available for students to ride each week. Tutoring services will begin at the completion of the first 9-week grading period.

Person Responsible:

Title I Teacher - Mrs. Massey

Estimated Begin Date:

10/15/2026

Estimated Completion Date:

5/15/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$10,000.00

AS 2.1.1.7 Blended Learning Opportunities

Description:

Teachers will promote blended learning opportunities for all Pre-K - 4th grade students through the use of computers based learning, Building Thinking Classrooms strategies, and hands-on manipulatives to enhance student problem solving skills. This will include a variety of differentiated mathematical strategies for all Pre-K - 4th grade students to meet student needs of all learning styles.

Person Responsible:

Lead Teacher - Lisa Stafford

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

AS 2.1.1.8 Unite with Numeracy - Math 4 Life

Description:

Teachers will utilize the Unite with Numeracy program in grades PK-4 to improve math proficiency. Training and resources will be provided to teachers. Mrs. Stafford and Mrs. Wallen will attend the training this summer. We will utilize the Mathematical Habits of Mind in all math classes.

Person Responsible:

Lisa Stafford

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

PM 2.2 i-Ready Benchmarks and Cambium Benchmarks

Description:

The school will administer the i-Ready Benchmarks (K-3) and Cambium Benchmarks (3-4) three times (September, December, and May) during the 2026-27 school year.

S 2.2.1 i-Ready Instruction

Description:

Teachers will use i-Ready for math instruction for a minimum of 45 minutes per week. The reports from i-Ready will be used to drive instruction.

Component	Item Name
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Title I Schoolwide	Opportunities for all children including subgroups
-----------------------	--

Activities that strengthen a well-rounded educational program

Increase the quality and amount of learning time
--

Provide an enriched and accelerated curriculum

Address the needs of at-risk learners

AS 2.2.1.1 Third and Fourth Grade Departmentalization

Description:

Berlin McKinney Elementary School will continue using a departmentalized schedule for third and fourth grades for the 2026-27 school year. This will create an opportunity for staff members to focus on a specialized content area related to the General Summative Assessment (GSA).

Person Responsible:

Tina Adams-Wallen

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

AS 2.2.1.2 Co-Teaching

Description:

The school schedule has been designed to allow flexibility for resource teachers to co-teach in grades 3-4.

Person Responsible:

Lead Resource Teacher - Mr. Boothe

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

AS 2.2.1.3 Develop additional intervention activities with Title I teachers from the results of the i-Ready assessments.

Description:

Title 1 teachers will provide necessary intervention time, flexible scheduling, and utilize all available resources. They will focus on strengthening family knowledge and skills to support a culture of high expectations and learning at home.

Person Responsible:

Title I Teacher - Mrs. Massey

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

AS 2.2.1.4 Grade Level Meetings and PLCs

Description:

Teachers will have grade level meetings in the conference room every Monday to discuss math strategies, data and progress. The principal will also utilize this time to let the teachers know information that may have been introduced in county level principals' meetings. Once per month the PLC Facilitator will hold meetings to monitor student progress, update the data board, conduct vertical meetings, and complete staff trainings by utilizing Canvas and Vector.

Person Responsible:

Tina Adams-Wallen

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

AS 2.2.1.5 Leadership Meetings

Description:

The Leadership Team will meet every second Monday of the month to discuss the needs of the school to help improve Math proficiency.

Person Responsible:

Tina Adams-Wallen

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

Funding Application	Grant	Notes	Amount
Other	Other	CSI - Leadership Meetings Goals 1 and 2.	\$2,000.00

AS 2.2.1.6 Differentiated Instruction and Hands-On Learning

Description:

Teachers will provide differentiated instruction, including (but not limited to) utilizing stations and small groups within classrooms in order to meet the individual educational needs of all learners. Math manipulatives will also be used in the classroom for hands-on learning activities.

Person Responsible:

Teachers - Mrs. Schomaker and Mrs. Blankenship

Estimated Begin Date:

8/26/2026

Estimated Completion Date:

6/10/2027

AS 2.2.1.7 Title I Interventionist

Description:

The county will utilize Title I funds to hire an Interventionist to work with students in grades K-4 on math proficiency.

Person Responsible:

Title I Teacher - Mrs. Massey

Estimated Begin Date:

8/25/2026

Estimated Completion Date:

6/10/2027

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Interventionalist funding mentioned in Goals 1 & 2	\$5,000.00

S 2.2.2 CSI Intervention/Professional Development

Description:

Berlin McKinney will contract interventionists to provide support to students, specifically focusing on students receiving special services or other identified subgroups. Berlin McKinney will provide teachers the opportunity to participate in professional development workshops and CSI funds will support this initiative. This may include sending additional teachers to the WV Math Conference.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Address the needs of at-risk learners

AS 2.2.2.1 Professional Development Opportunities

Description:

Administration and teachers will participate in workshops that focus on math strategies and meeting the needs of students with difficulties in math. This may include attending the WV Math Conference and trainings on the Mathematical Habits of Mind.

Person Responsible:

Tina Adams-Wallen

Estimated Begin Date:

9/1/2026			
Estimated Completion Date: 6/30/2027			
AS 2.2.2.2 Academic Interventionists Description: Berlin McKinney will contract interventionists to provide support to students in identified subgroups. Person Responsible: Tina Adams-Wallen Estimated Begin Date: 10/1/2026 Estimated Completion Date: 6/30/2027			
Funding Application Other	Grant Other	Notes CSI	Amount \$5,000.00
AS 2.2.2.3 After-School Professional Development Description: Berlin McKinney will provide after-school professional development to teachers who work with identified subgroups. Teachers will focus on Building Thinking Classroom strategies and Unite with Numeracy. Person Responsible: Tina Adams-Wallen Estimated Begin Date: 10/1/2026 Estimated Completion Date: 6/30/2027			
Funding Application Other	Grant Other	Notes CSI	Amount \$2,000.00
G 3 Improve Student Attendance Rate and Behavior Description:			

Berlin McKinney Elementary School will work collaboratively with stakeholders, especially parents, to promote the attendance student success indicator. Berlin McKinney Elementary School will decrease chronic attendance rate by 2% as measured by ZoomWV-e chronic attendance data by the end of the 2025-2026 school year.

PM 3.1 Daily Attendance Rates

Description:

Staff members at Berlin McKinney Elementary School will keep accurate records of daily attendance in WVEIS. The absence will also be documented on student attendance trackers.

S 3.1.1 Attendance Incentive Plan - Be the STAR of Your Story - Show Up Every Day!

Description:

The Attendance Committee at Berlin McKinney Elementary School will create a quarterly Attendance Incentive Plan. We will celebrate perfect and faithful attendance at the end of the school year.

AS 3.1.1.1 Attendance Progress Monitoring

Description:

The Principal will recognize each homeroom with perfect attendance daily by placing a star outside the door. The grade level that has the highest monthly attendance percentage will be rewarded each month with a Moon Man trophy. Students will receive Berlin Bucks each day they are present. Berlin Bucks can be spent in the PBIS store.

Person Responsible:

Tina Adams-Wallen

Estimated Begin Date:

8/21/2026

Estimated Completion Date:

6/9/2027

Funding Application	Grant	Notes	Amount
Other	Other	CSI / PBIS	\$1,000.00

AS 3.1.1.2 Monthly and Quarterly Progress Monitoring

Description:

The Principal will award the grade level that has the highest monthly attendance. Moon Man trophies will be delivered to classrooms with the highest attendance percentage per grade level. Students who meet the quarterly attendance requirements will have the opportunity to participate in that reward.

Person Responsible:

Tina Adams-Wallen

Estimated Begin Date:

	8/26/2026 Estimated Completion Date: 6/10/2027
PM 3.2 Monthly Attendance Rates Description: The Director of Attendance at the county level will provide the school with monthly reports of the school's attendance rate. S 3.2.1 Attendance Letters and Contracts Utilizing MTSS Description: Attendance trackers will be sent home on the first day of school. Phone calls will be made to parents/guardians on the fifth (5) absence. Parents must attend a meeting with the principal and sign an attendance contract on the tenth (10) absence. These calls and meetings will warn the parents/guardians of issues with truancy and possible consequences of continued absenteeism. Updated attendance policy will be in the student handbook. Parents must sign stating they received the handbook. AS 3.2.1.1 School Messenger System Description: The School Messenger System will be used to call home on all absent and tardy students each day. The daily report will be cross referenced with medical excuses and parent notes to update attendance. Person Responsible: Tina Adams-Wallen Estimated Begin Date: 8/26/2026 Estimated Completion Date: 6/10/2027	PM 3.3 Behavior Incentive Program Description: The principal, counselor, and teachers will work together to create a PBIS behavior incentive program to reward and recognize students who have zero detention or discipline issues at the end of the year. S 3.3.1 Annual Behavior Incentive Description: Berlin McKinney will work with all stakeholders to create a behavior incentive award for students. Component Item Name

Title I Schoolwide	Parent and family engagement
-------------------------------------	------------------------------

AS 3.3.1.1 Incentive Reward Program for Behavior - STAR Students (Safe, Thoughtful, Accountable, Respectful)
 Description:
 STAR Students will be recognized each morning during announcements. A sticker reward or prizes will be given to students and their name will be posted on the monthly STAR bulletin board.
 Person Responsible:
 Counselor, Ashley Cook
 Estimated Begin Date:
 8/26/2026
 Estimated Completion Date:
 6/10/2027

Funding Application	Grant	Notes	Amount
Other	Other	CSI and Attendance Incentive Funds	\$2,000.00

S 3.3.2 Counseling - Superstar Behavior
 Description:
 The counselor will work with the Principal on nine weeks behavior rates. The counselor will work directly with parents in conjunction with the Principal to encourage parents to keep students shining with school pride, positive attitudes, and superstar behavior.

AS 3.3.2.1 Wall of Fame - Student of the Month
 Description:
 The counselor and teachers will work with the Principal to recognize students who are meeting student of the month criteria. Staff members will fill out nomination forms. Students will be recognized with a certificate, a picture on the bulletin board, and their name on the sign.
 Person Responsible:
 Counselor - Ashley B. Cook
 Estimated Begin Date:
 8/26/2026
 Estimated Completion Date:
 6/10/2027

☐ Not Applicable

Required Items [Expand All] [Collapse All]

Component Met



1) **Opportunities for all children including subgroups**

Address strategies to create opportunities for all children including subgroups

Explanation

Targeted Reading and Math is provided daily by our Title I Staff and/or homeroom teachers. Since Berlin McKinney is a school-wide Title I school, all students are automatically eligible for Title I services. Students are identified from a variety of sources that may need some extra help on a particular topic. The same sources can also identify a student that may be ready for some enrichment on the same topic. These students are moved in or out of a re-teach or enrichment environment daily based on the needs of the students on each topic covered in class daily.

☒ 1 Improve Student ELA Achievement in Grades K-4.

PM 1.1 State Summative Assessment Results

☒ 1.1.1 Data Driven Instruction

PM 1.2 i-Ready and Cambium Benchmarks

☒ 1.2.1 i-Ready Instruction

☒ 1.2.2 CSI Intervention/Professional Development

☒ 2 Improve Student Math Achievement in Grades K-4.

PM 2.1 State Summative Assessment Results

☒ 2.1.1 Data Driven Instruction

PM 2.2 i-Ready Benchmarks and Cambium Benchmarks

4) Provide an enriched and accelerated curriculum

Address strategies that provide an enriched and accelerated curriculum

Explanation

All teachers participate in a data analysis PLC at the beginning of each school year. Teachers analyze the scores and possible trends in data from the previous year's summative assessment test. Students also take the iReady Benchmark Exams three (3) times in the year. The results of these tests, in addition to the data analysis of the summative test, allow teachers to pinpoint deficiencies in student abilities so that a targeted plan can be created between the Title I teacher and the classroom teacher to help the student. This action is performed until the student shows proficiency in the targeted area. This process continues throughout the year for all students in the building.

G 1 Improve Student ELA Achievement in Grades K-4.

PM 1.1 State Summative Assessment Results

1.1.1.1 Data Driven Instruction

PM 1.2 i-Ready and Cambium Benchmarks

S 1.2.1 i-Ready Instruction

G2 Improve Student Math Achievement in Grades K-4.

PM 2.1 State Summative Assessment Results

S 2.1.1 Data Driven Instruction

PM 2.2 i-Ready Benchmarks and Cambium Benchmarks

S 2.2.1 i-Ready Instruction

5) Address the needs of at-risk learners

Address strategies that address the needs of at-risk learners that may include the following:

- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation

All teachers participate in a data analysis PLC at the beginning of each school year. Teachers analyze the scores and possible trends in data from the previous year's summative assessment test. Students also take the iReady Benchmark Exams three (3) times in the year. The results of these tests, in addition to the data analysis of the summative test, allow teachers to pinpoint deficiencies in student abilities so that a targeted plan can be created between the Title I teacher and the classroom teacher to help the student. This action is performed until the student shows proficiency in the targeted area. This process continues throughout the year for all students in the building.

G 1 Improve Student ELA Achievement in Grades K-4.

PM 1.1 State Summative Assessment Results

S 1.1.1 Data Driven Instruction

PM 1.2 i-Ready and Cambium Benchmarks

S 1.2.1 i-Ready Instruction

S 1.2.2 CSI Intervention/Professional Development

G 2 Improve Student Math Achievement in Grades K-4.

PM 2.1 State Summative Assessment Results

S 2.1.1 Data Driven Instruction

PM 2.2 i-Ready Benchmarks and Cambium Benchmarks

S 2.2.1 i-Ready Instruction

S 2.2.2 CSI Intervention/Professional Development

6) **Parent and family engagement**

Address strategies that increase the parent and family engagement

Explanation

Berlin McKinney Elementary School will utilize the following to improve parent/community involvement in the school:

- *involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- *provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- *pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- *train parents to enhance the involvement of other parents;
- *arrange school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- *adopt and implementing model approaches to improving parental involvement;
- *establish a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- *develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

3 Improve Student Attendance Rate and Behavior

PM 3.3 Behavior Incentive Program

S 3.3.1 Annual Behavior Incentive

Title TAS		
Wyoming County Schools (098) Public District - FY 2027 - Berlin McKinney Elementary School (098-202) Public School - School Strategic Plan - Rev 0		
☐ Not Applicable		
Required Items [Expand All] [Collapse All]		Component Met
1)	Identify students to be served Address strategies to identify students to be served Explanation Berlin McKinney will identify students for services through a comprehensive review of academic, attendance, and behavioral data. Multiple measures, including state assessments, benchmark assessments, classroom performance, teacher recommendations, and intervention team reviews, will be used to ensure that students with the greatest needs receive targeted support and interventions.	✓
2)	Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups Explanation Berlin McKinney Elementary School will provide equitable opportunities for all students by implementing differentiated instruction, targeted interventions, enrichment experiences, and inclusive practices that address the diverse needs of all student subgroups. The school will use multiple data sources to monitor student progress, eliminate barriers to achievement, and ensure that every child has access to the academic, social-emotional, and extracurricular opportunities necessary for success.	✓
3)	Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program Explanation Berlin McKinney Elementary School will strengthen its well-rounded educational program by providing rigorous academic instruction, hands-on learning experiences, social-emotional learning opportunities, enrichment activities, and technology-enhanced learning. Through strong family and community partnerships, data-driven decision-making, and equitable access to resources, the school will ensure that all students receive a comprehensive educational experience that prepares them for future success.	✓
4)	Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time Explanation Berlin McKinney Elementary School will increase the quality and amount of learning time by maximizing instructional time, providing targeted intervention and enrichment opportunities, utilizing data-driven instructional practices, and expanding learning opportunities. Through effective teaching strategies, technology integration, professional learning, and strong family partnerships, the school will ensure that all students have access to meaningful, engaging, and rigorous learning experiences that support academic growth and achievement.	✓

5)	Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum Explanation Berlin McKinney Elementary School will provide an enriched and accelerated curriculum through rigorous standards-based instruction, differentiated learning opportunities, project-based learning, advanced literacy and mathematics experiences, and technology-enhanced instruction. The school will use student performance data to identify learners who are ready for enrichment and acceleration while ensuring all students have access to engaging, challenging, and meaningful educational experiences that promote academic excellence and lifelong learning.	✓
6)	Address the needs of at-risk learners Address strategies that address the needs of at-risk learners that may include the following: - Student support services - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment) - PBIS - Professional development and teacher recruitment - Preschool transition Explanation Berlin McKinney Elementary School will address the needs of at-risk learners through a comprehensive system of supports that includes targeted student services, continued implementation of PBIS, Capturing Kid's Hearts implementation, professional development for educators, and strong preschool-to-kindergarten transition practices. Through data-driven decision-making, collaborative partnerships, and equitable access to resources, the school will ensure that all students are supported in reaching their full academic and personal potential.	✓
7)	Parent and family engagement Address strategies that increase the parent and family engagement Explanation Berlin McKinney Elementary School will increase parent and family engagement by fostering strong home-school partnerships through regular communication, family engagement activities, educational workshops, volunteer opportunities, and shared decision-making. The school will provide families with the resources and support needed to actively participate in their children's education while creating a welcoming environment that values the contributions of all families. Through meaningful collaboration with parents and community partners, the school will strengthen student achievement, attendance, and overall success.	✓
8)	Coordination of program Address strategies that coordinate program services Explanation Berlin McKinney Elementary School will coordinate program services by aligning school, district, and community resources to provide a comprehensive system of support for students and families. Through collaborative planning with the staff, LEA, and WVDE, data-driven decision-making, integrated academic and behavioral supports, and strong partnerships with families and community agencies, the school will maximize available resources and ensure that all students receive the services necessary to achieve academic success and overall well-being.	✓
9)	Minimize pull-out instruction	✓

Address strategies that minimize pull-out instruction

Explanation

Berlin McKinney Elementary School will minimize pull-out instruction by prioritizing push-in services, co-teaching models, and inclusive instructional practices that allow students to receive support within the general education setting whenever appropriate in the LRE. Dedicated intervention periods, collaborative planning, differentiated instruction, and strategic scheduling will ensure that students receive necessary academic and behavioral supports while maintaining maximum access to grade-level curriculum and instructional time.

10) **Review progress of children served under the program**

Address strategies to review the progress of children served under the program

Explanation

Berlin McKinney Elementary School will review the progress of students served under the program through ongoing progress monitoring, analysis of multiple data sources, regular data team meetings, grade level meetings, and leadership team meetings, and implementation of a Multi-Tiered System of Supports (MTSS). Student achievement, attendance, behavior, and intervention data will be reviewed regularly to evaluate individual progress and program effectiveness. Results will be used to adjust services, strengthen instructional practices, and ensure that all students receive the support necessary to achieve academic success.



Required Documents

This page is currently not accepting Related Documents.

Checklist Description [\(Collapse All\)](#) [Expand All](#)