BERKELEY COUNTY SCHOOLS

STRATEGIC PLAN

2026-2031







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Berkeley County Schools

SUPERINTENDENT'S MESSAGE



Dr. Ryan Saxe

The Berkeley County Schools Five-Year Strategic Plan represents our shared commitment to preparing every student for a successful future. Developed through the voices and perspectives of students, families, staff, community members, business partners, and the Berkeley County Board of Education, this plan reflects months of collaboration, thoughtful planning, and a collective vision for the future of our schools.

As our district continues to grow and the needs of our students evolve, this strategic plan provides a clear roadmap for the next five years. It establishes priorities that build upon our strengths while creating meaningful opportunities to improve student achievement, strengthen organizational excellence, and ensure every student is equipped to succeed in an ever-changing world.

At the heart of this work is our vision: a future where every student is empowered to **Reach Individual Success Everyday (RISE)** and graduate prepared for the workforce, college, military service, or other meaningful pursuits. Achieving that vision requires more than academic excellence alone. It requires engaging and rigorous learning environments, personalized opportunities for growth, and a steadfast commitment to supporting the academic, social, and emotional well-being of every student and staff member.

Our work is guided by five core beliefs that define who we are as a district. We believe strong partnerships with families and our community create a culture of trust and belonging. We believe excellence comes from maintaining high expectations and providing rigorous learning opportunities. We believe character is demonstrated through kindness, responsibility, and accountability. We believe innovation prepares students to thrive in a rapidly changing world through curiosity and creativity. Above all, we believe every student and staff member deserves a safe, secure, and supportive environment where they can learn, grow, and succeed.

This strategic plan is more than a document—it is a commitment to action. It will guide our decisions, shape our priorities, and serve as a measure of our progress as we work together to ensure every student has the opportunity to rise to their fullest potential.

Together, with the continued support of our families, staff, community partners, and Board of Education, we will build on our strong foundation and create even greater opportunities for the students of Berkeley County Schools. We are excited for the future and confident that, by working together, every student will have the opportunity to RISE.

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DISTRICT DATA OVERVIEW

Berkeley County Schools

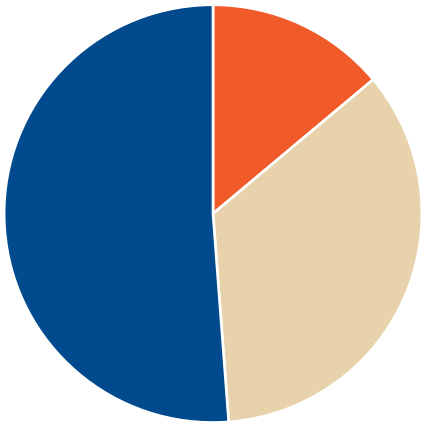
20,006

Total Student Enrollment

1,344

Classroom Teachers

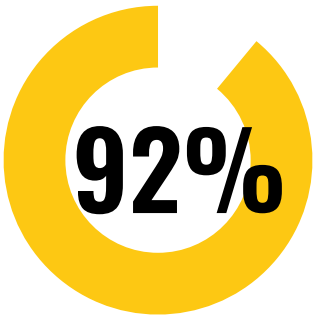
Total Revenue By Source



FEDERAL
39,060,000
STATE
143,781,000
LOCAL
97,991,000



4-Year Graduation Rate

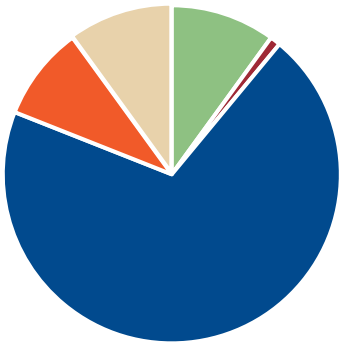


Attendance Rate



Student Teacher Ratio

Students by Race



70% WHITE
10% BLACK
10% MULTI-RACE
9% HISPANIC
1% ASIAN
>1% PACIFIC ISLANDER/INDIAN

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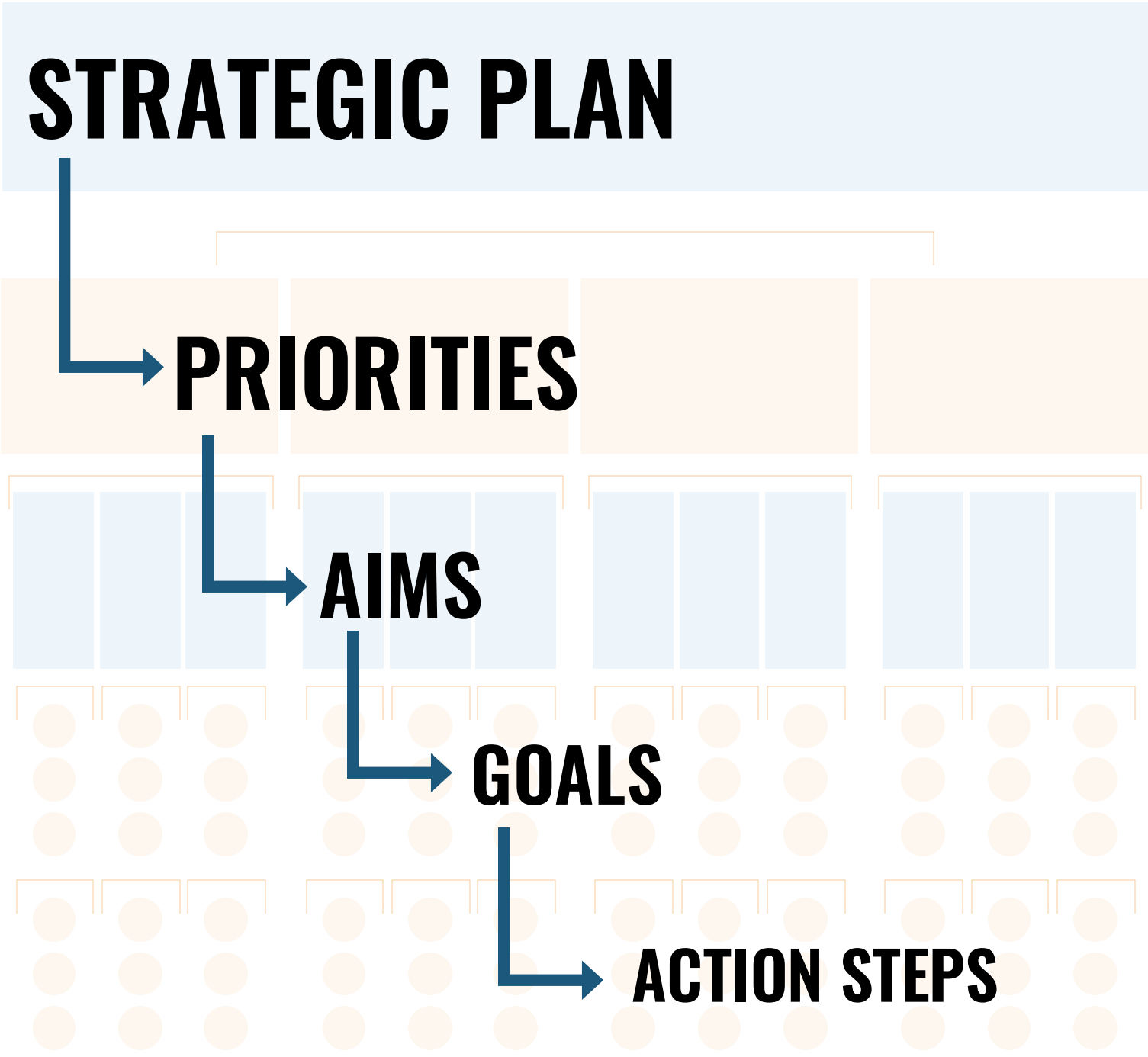
Sources: nces.ed.gov (2025); 2024-2025 Demographic Study; WVDOE

THE STRATEGIC PLANNING PROCESS

Berkeley County Schools

Strategic plans are intended to guide districts from its current state to a vision for students and the district. The process of developing a strategic plan includes aligning the district's current and future initiatives and available resources with the priorities, aims, and goals that are of greatest interest and importance to the district community. Each of a district's strategic planning priorities should have aligned aims and goals.

Aims reflect the changes the district plans to achieve, while goals represent the measurable targets the district will use to determine progress towards each aim. Reaching an aim requires accomplishing the associated goals. This plan represents a roadmap for district leaders to achieve the Berkeley County Schools (BCS) Strategic Plan, using aims and goals to measure the district's progress along the way.



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THE STRATEGIC PLANNING PROCESS

Berkeley County Schools

This Strategic Plan reflects what we have heard about our community's hopes and needs. For the past year, BCS leaders analyzed district data and engaged in gathering feedback from community members with support from an objective educational research firm, Hanover Research (Hanover), to inform the drafting of the Strategic Plan. The timeline below outlines the three phases of this process:

PREPARATION
SUMMER/FALL 2025

BCS leaders worked together to ensure the district was prepared and organized to begin the strategic planning process. The district engaged in the following preparatory projects and initiatives:

FORMED THE STRATEGIC PLANNING COMMITTEE



This committee is comprised of community members, family members, district leaders, and school administrators.

LAUNCHED THE STRATEGIC PLAN DIAGNOSTIC SURVEY



The *Diagnostic Survey* collected feedback from all stakeholders on priorities and performance.

WORKSHOP #1



The Strategic Planning Committee participated in a workshop that focused on the district's mission, vision, and core values.

RESEARCH
FALL 2025/WINTER 2026

BCS stakeholders and Hanover worked together to analyze perception and student achievement data to identify gaps and trends in district outcomes, exploring differences in results.

OUTCOMES DATA



Hanover conducted an independent analysis of student performance which district leaders analyzed to establish trends.

PERCEPTION DATA



Perception data was gathered and analyzed to determine student, parent, and staff perspectives.

WORKSHOPS #2/3



The Strategic Planning Committee participated in a workshop that focused on identifying the district priorities, aims and goals.

DRAFTING
SPRING/SUMMER 2026

Hanover worked with district leaders and the strategic planning committee to draft a strategic plan with clear accountability measures and targets for growth and change.

STAKEHOLDER VETTING AND FEEDBACK



The Strategic Plan was reviewed and refined based on feedback from key stakeholders.

DRAFT REVISION AND FINALIZATION



The BCS draft was reviewed and revised to ensure alignment to district mission and vision, board direction, and to drive change.

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VISION, MISSION, AND CORE BELIEFS

Berkeley County Schools

VISION



A future where every student is empowered to Reach Individual Success Every Day (RISE) and graduate prepared for the workforce, college, military service, or other meaningful pursuits.

MISSION



To create engaging, rigorous learning environments with personalized pathways that challenge, foster growth, inspire leadership, and support the academic, social, and emotional well-being of students and staff.

CORE BELIEFS

COMMUNITY

We unite with families and the community to build trust, strong relationships, and a culture of belonging where each voice is valued, and service is a shared responsibility that fosters productive citizenship.

EXCELLENCE

We uphold high standards for each student and staff member, promote rigorous instruction, and commit to academic achievement.

CHARACTER

We act with kindness, responsibility, and accountability in all we do.

INNOVATION

We embrace curiosity, inspire creativity, and cultivate a forward-thinking mindset for success in a changing world.

SAFETY

We provide safe, secure, and supportive environments where each student and staff member thrives.

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LITERACY STATEMENT

Berkeley County Schools

The BCS Literacy Statement was adopted by the School Board as a guiding document in June 2025. Essential elements of this statement are captured in the Student Learning Experiences aims, goals, and action steps below.



Every student in Berkeley County Schools is expected to achieve at high levels, and it is our collective responsibility to ensure that happens. From the boardroom to the classroom, we set and uphold clear expectations, provide rigorous, standards-based instruction, and invest in ongoing professional learning to accelerate student success. We hold ourselves accountable for creating an equitable system where instruction, grading, and support are transparent and aligned. By actively partnering with families, educators, and community members, we foster a shared commitment to literacy and academic excellence. At the center of this work are our students, who are expected to engage actively in their learning, take ownership of their growth, and rise to the high standards set for them. With guidance, support, and encouragement, students are accountable for putting forth their best effort, reflecting on their progress, and striving toward academic excellence. Together, we ensure that every student has access to the tools, support, and high-quality teaching necessary to meet and exceed those expectations.

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OVERVIEW OF DISTRICT PRIORITIES

Berkeley County Schools

BCS, in coordination with Hanover, identified five key priorities based on data collection, including perception data from a community and climate and culture survey, along with academic outcomes historical performance data. Priorities, specifically, are the areas of policy or practice that a given district wishes to focus on for change.

PRIORITY 1	*Student Learning Experiences*
PRIORITY 2	*Recruitment & Retention of Staff*
PRIORITY 3	*Family & Community Engagement*
PRIORITY 4	*Mental Health & Wellness*
PRIORITY 5	*Safety for Students & Staff*

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PRIORITY 1

STUDENT LEARNING EXPERIENCES

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PRIORITY 1

STUDENT LEARNING EXPERIENCES

AIM 1

Close achievement gaps in math and literacy and increase mastery of grade-level standards

GOALS

By the end of the 2029-2030 school year, 58% of BCS schools will meet or exceed West Virginia Department of Education (WVDE) proficiency standards in ELA, and 50% in Math while reducing subgroup (e.g., English learners, Hispanic/Latino, students with disabilities, low-SES) achievement gaps by at least 3 percentage points annually.

Beginning in the 2026-2027 school year, BCS schools will increase student proficiency rates on state standardized assessments by at least 3 percentage points annually in Math and ELA including subgroups (e.g., English learners, Hispanic/Latino, students with disabilities , low-SES).

Annually, at least 80% of students will demonstrate mastery of grade-level standards on Common Formative Assessments (CFAs) with 100% of teacher teams implementing a documented CFA cycle every 3-4 weeks.

ACTION STEPS

- Provide quarterly professional development focused on evidence-based instructional best practices for subgroups aimed at closing performance gaps.
- Professional Learning Communities will review formative assessment data monthly, using findings to plan and implement targeted adjustments to improve student outcomes and reduce achievement gaps.
- Conduct school walkthroughs, using data to ensure effective core instruction is being implemented with fidelity in all classrooms.
- Provide schools with subgroup-specific data dashboards and progress monitoring tools and establish annual subgroup performance targets aligned to WVDE accountability expectations.
- Monitor the progress of students with disabilities, including achievement, IEP progress, and access to required services and supports.

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PRIORITY 1

STUDENT LEARNING EXPERIENCES

AIM 2

Expand CTE workforce development

GOALS

By June 2028, student participation in workforce development opportunities in Grades 6-12 will increase by 25%, including a 15% increase in expanded middle school engagement through Project Lead the Way (PLTW) implementation as measured by enrollment data, participation logs, and annual student surveys.

ACTION STEPS

- District administrators will conduct annual district-wide career awareness and recruitment campaign (e.g., career fairs, student interest surveys, parent outreach) to increase enrollment in CTE and workforce development opportunities in Grades 6-12.
- Implement Project Lead the Way (PLTW) courses in all middle schools by August 2027 by training staff, purchasing required materials, and embedding courses into the master schedule.

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PRIORITY 1

STUDENT LEARNING EXPERIENCES

AIM 3

Improve consistent, regular student attendance

GOALS

By June 2031, at least 85% of all BCS **students,** district-wide, will have *Consistent Attendance.**

By June 2031, each BCS school will have at least an 80% *Attendance Rate.**

**Consistent Attendance* is defined as present for 90% or more school days per year.

**District/School Attendance Rate* is defined as the aggregate number of students present for 90% or more school days per year.

ACTION STEPS

Annually, K-12 school attendance teams will participate in professional development on tiered interventions to address chronic absenteeism.

All schools Grades 3-12 will utilize Intellispark to communicate student support plans with staff, students, and families to improve attendance.

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PRIORITY 2

RECRUITMENT & RETENTION OF STAFF

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PRIORITY 2

RECRUITMENT & RETENTION OF STAFF

AIM 1

Increase certified and highly qualified staff

GOALS

By the end of the 2026-2027 school year, a minimum 90% of all teaching positions will be filled by certified teachers.

By June 2027, qualified substitute aides will increase by 20% as measured by aide competency pass rates.

Starting in 2027, the percentage of staff entering Alternative Certification and Grow Your Own programs will increase by 10% annually with 90% of enrollees successfully obtaining full certification within two years.

ACTION STEPS

The School Board will advocate for state legislative priorities by working with key state legislators to eliminate barriers to recruitment of qualified staff.

Utilize Alternative Certification and Grow Your Own pathways to move current permanent substitutes to permanent positions.

Develop New Teacher professional development and teacher mentorship programs.

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PRIORITY 2

RECRUITMENT & RETENTION OF STAFF

AIM 2

Improve workplace culture and climate

GOALS

By 2031, positive responses (i.e., highly satisfied or satisfied) to the annual climate and culture survey will have increased by 15%.

Starting with the 2026-2027 school year, at least 85% of all staff will participate in the annual climate survey.

Starting with the 2026-2027 school year, BCS will conduct a minimum of two staff climate/culture focus groups and three climate/culture structured check-ins annually.

ACTION STEPS

Collect and analyze feedback from teachers and service personnel through the annual climate and culture survey, focus groups, and structured check-ins to make informed decisions that boost employee morale and improve district and school positive environments.

Ensure staff empowerment by providing staff with opportunities to be in involved in school and district decisions wherever possible.

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PRIORITY 2

RECRUITMENT & RETENTION OF STAFF

AIM 3

Increase professional development opportunities

GOALS

Throughout 2026-2031, the Department of Organizational Development and Student Learning Experiences will share 100% of evaluation survey feedback through a high-level summary with Human Resources to trends and patterns that help inform retention.

Starting in the 2026-2027, BCS will launch a tiered professional development framework that offers customized tracks for specific staff roles and experience levels with 85% attendance rate in the first year and a minimum 4.0 (out of 5.0) aggregate satisfaction rating across all offerings.

Annually, 70% of all participants in professional development sessions will demonstrate classroom or operational application of PD strategies within eight weeks of course completion.

ACTION STEPS

Create a formal *Staff Needs Map* by analyzing survey data to identify three primary areas for differentiated training for each district-wide professional learning day.

Designate specific *Learning Pathways* based on role (e.g., service, professional) and experience (e.g., novice, veteran.

Implement post-PD *Impact Check* 60 days after training sessions to assess real-world applications and refine future offerings.

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PRIORITY 3

FAMILY & COMMUNITY ENGAGEMENT

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PRIORITY 3

FAMILY & COMMUNITY ENGAGEMENT

AIM 1

Strengthen relationships between school, district, and caregivers

GOALS

- By June 2031, family engagement with schools will increase by 25%, as measured by increased attendance at school and district events.
- By June 2031, 80% of families/caregivers will report engagement opportunities and school and district events helped them feel connected and feel valuable to their students' success.

ACTION STEPS

- Develop expectations for event design so they include actionable take-aways and two-way interaction between school/district and families.
- Create a district-wide family engagement events calendar to improve awareness of events.
- Develop flexible formats for events and targeted outreach to increase access, interest, and attendance.
- Provide families of students with disabilities with clear information and meaningful opportunities to participate in decisions about their child's education.
- Design, collect, and analyze quick surveys to collect feedback immediately after each event and use data to inform decisions on how to improve events.
- Identify a family and community engagement liaison at each school.

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PRIORITY 3

FAMILY & COMMUNITY ENGAGEMENT

AIM 2

Expand community partnerships to access services, resources, and programs

GOALS

- By June 2031, BCS will increase active community partnerships by 20%.
- By June 2031, at least 90% of all BCS partnerships result in positive event satisfaction rates and effective impact on student outcomes (e.g., student wellbeing, increased learning opportunities, school engagement, etc.) as measured by a post event survey.

ACTION STEPS

- Identify and recruit new community partners aligned to student and family needs (e.g., businesses, non-profits, institutions of higher education).
- Develop and maintain a system to document and track partnerships, events, and impact on student outcomes.
- Promote partnership opportunities through consistent, district-wide communication strategies.
- Collect and analyze stakeholder feedback annually to improve and expand partnership effectiveness.

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PRIORITY 4

MENTAL HEALTH & WELLNESS

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PRIORITY 4
MENTAL HEALTH & WELLNESS

AIM 1

Broaden physical and mental wellness training and support options for students and staff

GOALS

- By July 1, 2026, a district-wide MTSS structure will be created defining physical and mental health supports for students and staff.
- By June 2027, 100% of BCS schools will fully implement the district-wide MTSS structure with at least 90% of school support staff completing PD on universal MTSS health and wellness supports as measured by training logs and attendance records.
- By June 2031, BCS will expand the school-based health schedule to include schools from three additional regions–Hedgesville, Musselman, & Spring Mills.
- By 2029, 85% of Grades 6-8 students will participate in yearly interactive presentations on physical and mental wellness topics (e.g., anti-vaping/nicotine, dangers of social media, anti-harassment, and disciplinary consequences).

ACTION STEPS

- Create a tiered structure demonstrating all levels of support the district currently offers to students.
- Provide focused professional development on universal MTSS for school support staff, school counselors, social workers, nurses, CIS, attendance workers, and school safety officers yearly on designated professional development days (August, October, January, March).
- Develop a full curriculum of age-appropriate presentations for students on various safe and wellness topics (e.g., anti-vaping, suicide prevention, cyber safety, eating disorders, etc.).

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PRIORITY 4
MENTAL HEALTH & WELLNESS

AIM 2

Increase staff trainings for required essential knowledge

GOALS

By October of each year (2026-2031), 100% of staff will be trained in Tier 1 interventions including mandated reporting, bullying prevention, Title IX.

By June 2027, 100% of BCS schools will fully implement the district-wide MTSS structure with at least 90% of school support staff completing PD on universal MTSS health and wellness supports as measured by training logs and attendance records.

ACTION STEPS

Review and update SafeSchool training for staff; schedule meetings and develop agendas for opening year professional development.

New staff, all administrators, nurses, bus drivers, and guidance counselors will receive face to face training on Title IX, Mandated Reporting, and Bullying Harrassment and Intimidation.

School administrators will define *MTSS for Discipline* structure and practices for their schools.

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PRIORITY 5

SAFETY FOR STUDENTS & STAFF

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PRIORITY 5

SAFETY FOR STUDENTS & STAFF

AIM 1

Increase awareness, environment and prevention measures to enhance physical and digital safety for students and staff

GOALS

By 2031, BCS will have increased the percentage of schools with school safety or resource officers by 50%.

By 2031, BCS will have increased the square footage of BCS property under effective surveillance (i.e., number of cameras, capacity for remote access of data) by 20% annually.

ACTION STEPS

- Equip all public access school spaces with digital surveillance systems and equip approved staff to remotely access digital surveillance systems.
- Provide training for all school administrators on upgraded security systems.
- Create a plan to identify resources, recruit, hire, and train additional school safety or resource officers.

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PRIORITY 5

SAFETY FOR STUDENTS & STAFF

AIM 2

Increase crisis management readiness

GOALS

- By June 2027, 100% of BCS schools will implement the Team Threat Assessment model.
- During the 2026-2027 school year, the BCS school safety team will complete one full-scale exercise to test active shooter responses, incident command, and reunification.

ACTION STEPS

- Collaborate with safety community partners to plan threat assessment exercises at each school.
- Develop training agendas for school administrators.
- Plan for full scale exercises by identifying resources, developing action plans, testing at small scale, and re-evaluating plans based on small scale results.

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for your
service...


WELCOME
BACK



