

TUCKER COUNTY SCHOOLS-CNTY WIDE PERSONNL

**084 103 TUCKER VALLEY ELEMENTARY MIDDLE
SCHOOL
100 CREST AVENUE
HAMBLETON WV 26269**

CorePlan Plan October 14, 2009

Planning Committee

Name	Title	Representation
Amber Kyle	Mrs.	*Teacher
Amy Goughnour	Mrs.	*Teacher
Amy Moore	Ms.	*Technology *Teacher
Angie Humphrey	Mrs.	*Teacher
Angie Nestor	Mrs.	*Teacher
Barbara Miller	Mrs.	*Service Personnel
Bob Jones	Mr.	*Teacher
Bonnie Knotts	Mrs.	*Service Personnel
Bonnie Parsons	Mrs.	*Service Personnel
Carole Pennington	Mrs.	*Service Personnel
Carole Wilson	Mrs.	*Teacher
Carolyn Jones	Mrs.	*Teacher
Cathy Hebb	Mrs.	*Teacher
Cathy Lee	Mrs.	*Parent
Cathy Lilly	Mrs.	
Cherie Rike	Ms.	*Special Education
Christine Poling	Ms.	*Teacher
Christinia Dotson	Mrs.	*Parent
Cindy Goughnour	Mrs.	*Teacher
Comonia Channels	Mrs.	*Service Personnel
Crystal Hardy	Mrs.	*Teacher
Danielle Riggins	Mrs.	*Teacher
Darren Burnside	Mr.	*Teacher
Debbie Moore	Mrs.	*Teacher
Debbie Ritter	Mrs.	*Business Community
Donna Bolinger	Mrs.	*Service Personnel
Donna Stout	Mrs.	*Teacher
Eileen Poling	Mrs.	*Special Education
Eric Emch	Mr.	*Teacher
Harry Poling	Mr.	*Service Personnel
Heather DeLuca	Mrs.	*Teacher
Jacque Roy	Ms.	*Title I
Jan Kyle	Mrs.	*Business Community
Jan Michael	Mrs.	*Teacher
Jay Wilfong	Mrs.	*Teacher
Jim Ambrose	Mr.	*Teacher
Joyce Carrico	Mrs.	*Administration
Karen Gilligan	Mrs.	*Teacher
Kathy DiBacco	Mrs.	
Kathy McCune	Mrs.	*Teacher
Kellie Crosten	Mrs.	*Title I
Kellie Flynn	Ms.	*Teacher
Kelly Underwood	Mrs.	*Teacher
Kim Falls	Mrs.	*Technology *Teacher
Kim Lipscomb	Mrs.	*Teacher
Larry McCune	Mr.	*Administration
Louise Skonier	Mrs.	*Special Education
Melinda Waybright	Mrs.	*Title I
Michele Felton	Mrs.	*Teacher
Michele Mullenax	Mrs.	*Teacher
Michelle Harper	Mrs.	*Parent
Pam Kisamore	Mrs.	*Parent
Rebecca Moore	Mrs.	*Teacher
Renee Nestor	Mrs.	*Service Personnel
Rob Masten	Mr.	*Teacher
Robert Markley	Mr.	*Special Education
Ronda Adkins	Mrs.	

Rose Ray	Mrs.	*Teacher
Sarah Black	Mrs.	*Parent
Sarah Kovach	Ms.	*Special Education
Savannah Ambrose	Miss	*Student
Sherri Smith	Mrs.	*Teacher
Susan Heckler	Mrs.	*Teacher
Thisbe Cooper	Mrs.	*Teacher
Tracy Harlan	Mrs.	*Teacher
Vickie Herron	Mrs.	*Teacher

Describe how parents, community and other appropriate stakeholder members are involved in the development and/or revision of the plan.

The TVEMS Strategic Plan was written in collaboration with several entities of the school community including community and business members, teachers, administrators, service personnel, bus drivers, parents and students. Letters of invitation and posted notices are placed to inform participants of meetings. These have included specially scheduled public meetings, LSIC meetings, PTO meetings, faculty senate meetings, etc. Needs assessments and conclusions are developed by each group with goals established. TVEMS staff works on developing actions steps and the implementation of plan. When the plan is completed a copy is placed in the office for parent review and it is submitted to each of the above mentioned groups for revisions and final approval.

Core Beliefs

We believe in learning, responsibility and respect for all in a safe and nurturing environment.

Mission Statement

It's About Learning

Our Vision: With a collaborative effort by our staff, our students, parents, our local and global community and the Tucker County Board of Education, Tucker Valley Elementary Middle School will provide a quality education in a safe environment where everyone will enjoy learning and working each day. All students will be motivated and self-directed and prepared to make responsible choices and become productive members of our constantly changing society.

Data Analysis

Data Analysis for the Strategic Plan

Key Outcome Indicators: Briefly describe the conclusion reached after examining trend information and benchmark assessments. Then, summarize the overall implications for the Five-Year Strategic Plan.

After examining trend data and benchmark assessments it can be noted that Tucker Valley continues to meet the standards of NCLB. With the new WESTEST2 we saw an anticipated decrease in our test scores compared to the last several years. It can also be noted that we are not consistently achieving significant increased test scores and have few students achieving levels of above mastery and even fewer who are achieving the level of distinguished

Math scores are lower than reading scores and this has been the trend for the last several years. This year's online writing portion of the test was generally an improvement over our past writing assessments.

Finally, the percentage of special needs students continue achieving mastery continues to lag behind the students in the general population who achieve mastery even though and will continue to be an area of focus in our plan.

External Trend Data:

The enrollment at TVEMS has decreased by about 50 students over the course of the last five years with a decrease of about seven staff members. There are no significant changes in the demographics of the community and the number of minority students at TVEMS has increased only slightly still staying at approximately 2%. Approximately 60% of our students are eligible for free or reduced meal rates even with many of our children coming from homes in which both parents work full-time. There is also a higher than average rate of unemployment in our county and it may account for the decrease in enrollment as families are leaving to seek employment elsewhere. Many of our students are unsupervised when they arrive home from school as parents are not yet home from work and we have very few resources to provide any extended day programs. Many families in our community are actively involved in community sports and church activities.

Student Achievement Data:

As noted earlier Tucker Valley has made AYP for the last five years. WESTEST scores improved annually though sometimes only slightly with the exception of our students with disabilities scores. We saw a decrease in scores on the WESTEST2. Our math scores continue to lag behind our reading scores with our most significant decreases occurring in our third grade. Eighth grade ACT EXPLORE scores were equal to or better than the national averages with the exception of math which was less than 1% point less than the national average. Our informal math and reading assessments, as well as DIBELS results show consistent improvement in our elementary grades.

Other Student Outcomes:

Student attendance rates are well above the state requirements and remains consistently high. Discipline referrals remain fairly consistent with the total percent of students referred to

the office at approximately 10% over the course of the school year.

Analysis of Culture, Conditions and Practices:

TVEMS has made adequate yearly progress for five consecutive years. Additionally we have met the requirements of the OEPA every year. All members of our staff are certified as highly qualified. Our students and staff regularly have access to current technology. Parent/student/teacher surveys show a high satisfaction rate for the school. Classroom walkthroughs, lesson plan monitoring, staff meetings, etc. indicate students are being instructed in a content standards driven curriculum.

The OEPA Checklist should be one source of data to assess school or county needs as you prioritize your strategic issues. There are no negative consequences to checking "No" to a high quality standard since the checklist is not used for changing accreditation or approval status or selection for on-site reviews.

OEPA Analysis

Our OEPA Checklist was submitted on 9-08-09. OEPA analysis indicates that though our school has met the requirements for AYP we need focus on our students with disabilities subgroup.

Prioritized Strategic Issues

Based on the review and analysis of student achievement data, OEPA reports, NCLB information, etc. and to assure our students become competent 21st Century Learners it is determined our priorities at Tucker Valley are:

1. All students continue to increase achievement in reading and math
2. The percentage of students with disabilities and low SES students proficient in reading and math will increase to a level consistent with our general student population
3. A higher percentage of students will place in the above mastery and distinguished levels on WESTEST2
4. To involve parents in a meaningful and positive way in all aspects of our school.
5. To assure the availability and use of technology for our students and staff.

Prioritized Strategic Issues

Based on the review and analysis of student achievement data, OEPA reports, NCLB information, etc. and to assure our students become competent 21st Century Learners it is determined our priorities at Tucker Valley are:

1. All students continue to increase achievement in reading and math
2. The percentage of students with disabilities and low SES students proficient in reading and math will increase to a level consistent with our general student population
3. A higher percentage of students will place in the above mastery and distinguished levels on WESTEST2
4. To involve parents in a meaningful and positive way in all aspects of our school.
5. To assure the availability and use of technology for our students and staff.

Considerations from Frameworks Needs Assessment

Professional Learning Communities

Technology Data Systems

- Bandwidth

Development of Highly Skilled Teachers

- Professional Learning Communities Development
- Standards Based Literacy Instruction
- Standards Based Numeracy Instruction
- Assessments *OF* and *FOR* Learning
- Intervention Programs - Tiers 2 and 3

Support for School Improvement

- Parent and Community Involvement

Framework for Literacy PreK-12 Core Program (Tier I)

- Writing strategies explicitly taught in all content areas
- Lexile and Quantile Measures to differentiate instruction
- Language of mathematics to develop and defend mathematical conjectures, arguments, reasoning and proof
- Proficiency/ conceptual understanding with fractions (decimals, percents, negative fractions) established prior to Grade 8
- techSteps (K-8)

Framework for Literacy PreK-12 Intervention Program (Tier II and Tier III)

- Direct and explicit intervention strategies, materials and web-based resources
- Continuous assessment (benchmark, progress monitoring and diagnostic) to pinpoint problems, design targeted interventions and measure response to interventions
- Specific targeted instruction
- Program-specific assessment or other assessments to pinpoint problems and design targeted interventions
- Continuous assessment
- Flexible grouping as appropriate for targeted instruction
- Evidence-based strategies, programs and materials
- Assessment for learning (listed Column 1)

Framework for Literacy PreK-12 Independent/Extension Program

- Minimum of 25 read books per year by each student
- Development of individualized reading lists through student choice and relevant topics & using Lexile measures
- Parents Lexile Reading Kit at www.lexile.com
- Education component that addresses reading and mathematics literacy
- Students products and/or performance juried by audiences beyond the class

Framework for Literacy PreK-12 Infrastructure

- Technology Integration Specialist
- Special Needs Teachers
- Bandwidth to provide high speed Internet access for instruction/learning.
- Special educator
- Technology Integration Specialist/coaches