



45 School Street  
Philippi, WV 26416

Mr. Eddie Vincent  
Superintendent

## **COMMITTED TO LEARNING FOR ALL**

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Reviewed: June 1, 2024

Underlined are from the State Department Required Presentation Outline

### **1) Stakeholder Input to the county's ARP ESSERF Plan**

#### **a) Internal planning team**

- i) Jeff Woofter, Superintendent; Michelle Fleming, Director; Connie Mundy, Director; Michael Ferguson, Director; George Collett, Director; Annette Hughart, CFO; David Neff, Director
- ii) Julie Bibey, Principal; Lisa Heinbaugh, principal; Cindy Sigley, Principal; Mary Beth Hovatter, Principal; Ron Keener, Principal; Tonya Ferguson Asst. Principal/Vocational Director; School improvement and leadership teams via principals.
- iii) Sissy Collins, Trista Dalton, Rochelle Nestor, Stephanie Hickman, Ellen Gould, Amanda Baker.

#### **b) External Stakeholder engagement**

- i) Shelby Dettinger and Carol Malcolm Parson, World Vision; Wendel Energy Operations.

#### **c) Public comment procedure**

- i) Survey distributed to parents, staff, students via Google Forms, June 1-11.
- ii) Survey distributed to school community via county website, June 2-11.
- iii) Plan to be posted on county website for public review, June.

### **2) Needs Assessment**

#### **a) Data to support the need for learning recovery and innovation.**

##### **i) Number of students who left during the pandemic.**

- (1) 227 students opted for homeschool during the pandemic. Most have indicated they plan to return for in person instruction for the FY23 school year. Approximately 9 students of approx. 270 students have indicated they plan to return to virtual school in grades 6-12. The remainder have indicated they are returning to in person learning. This represents 500+ students returning to in person instruction that were not sitting in a seat in the school building.
- (2) Virtual School students' performance was dismissal at the high school level. Approximately 70% of the students failed to meet standards. Middle school students performed at about 50% passing. The elementary students, due to parent involvement was significantly better with approximately 70% passing. Parent involvement and supervision was key to the student's success.

##### **ii) Student needs (academic and social/emotional)**

##### **(1) Academic - High School Graduation and Student Success Data**

- (a) When looking at trend data for the past three years (not including the volunteer SAT COVID FY 2021), Grade 11 mathematics was significantly an area of concern with only 19% of the population meeting and/or exceeding mastery on the SAT. Reading was an area of strength as 45% were meeting and/or exceeding proficiency rate.

Science was relative of the Math performance as only 25 percent met or exceeded the proficiency rate.

- (b) Credit Recovery School Day Attendance and Graduates -20 students participated and received credits in 2018-2019 – 4 of the 20 were seniors who graduated; 19 students participated and received credits in 2019-2020 – 5 were seniors who graduated; 18 students participated and received credits in 2020-2021- 8 were seniors who then graduated.
  - (c) Options Pathway Attendance and Graduates-1 student participated and graduated in 2018-2019; 3 students participated and graduated in 2019-2020; 3 students participated and graduated in 2020-2021.
  - (d) Credit Recovery Summer School-56 students participated, 6 of 56 were seniors who graduated in 2018-2019; 34 students participated with 9 of 34 seniors who graduated in 2019-2020; 92 students participated with 11 seniors who may graduate upon completion in 2020-2021.
  - (e) High school ELA/Math failure rate: Both core classes reflected at 6% increase in the number of students who failed the classes compared to the previous school year. (24% to 31% failure) Credit recovery is being provided to address this issue.
  - (f) Economically Disadvantaged, Foster Care, and Homeless population, although significantly above state percentage success rates, still falls in the areas of not meeting standards. With the National Academy of Sciences stating the losses of the average student is 3 percentile points and the loss is up to 60% larger among students from less-educated, impoverished populations, the mitigation measures for after school tutoring and enrichment programs will directly benefit students with identified skill gaps.
  - (g) Overall analysis of summative assessment for recent testing in grades 3-8 shows an unofficial reporting of 75% of students falling below proficiency in math, 73% in science, and 67% in ELA. The mitigation measures as defined in the after-school program, enrichment, and learning loss interventions will provide direct intentional, data-driven instructional decisions.
- (2) Staff needs (recruitment, professional learning and social/emotional).
- (a) Staff has indicated the need for further professional learning to support formative assessment, data analysis, and targeted instruction. This work has been started in PLCs and will be expanded through continued embedded staff development. Due to a lack of time in the instructional day, extra time after school has been identified as a viable time to work with staff at the elementary and middle schools. The high school has sufficient time during the work day to hold some PLC meetings. Additional time was requested for training and support.

b) Data to support the need for Health and Safety related to COVID – 19.

- i) Since February of 2020 we have two contracted licensed social workers that provide services to six of our schools.
- ii) a. Services provided crisis intervention/conflict mediation, CPS referrals, provided emotional growth, community resource services, provided essential supplies to students, one to one support to students on regular scheduled basis for depression, anxiety, sexual identity issues,

- suicide prevention, 21 referrals for students to receive therapy, home visits and staff anxiety meetings.
- iii) b. 245 students since September of 2020, have utilized services listed above. Fifty-four of students in six of our schools who receive one to one support meet weekly or biweekly who received one to one support.
  - iv) Licensed Social Workers then make referrals to our behavior interventionists for more intensive therapy.
  - v) (2). Since February of 2021 we have contracted with Belington Clinic to provide two mental health therapists and a clinical psychologist/psychiatrist to provide service.
  - vi) Over 200 hours monthly scheduled mental health therapy sessions for students have been provided since February.
  - vii) Over 75 hours monthly scheduled clinical psychologist sessions.
  - viii) Philip Barbour High School has an in-house clinic that provides behavioral/emotional and psychological supports daily.
  - ix) All schools are provided school-based health services that are in addition to school nurses.
    - a. Licensed nurse that rotates through the schools.
    - b. Licensed Physician Assistant that rotates through all the schools.
- c) Data to support the need for infrastructure (technology and construction)
- (1) 1:1 computing results 3-12<sup>th</sup> grades
    - (a) Currently using 1900 Chromebook computers that are at end-of-life. Teachers utilizing Google Classroom and other platforms to supplement instruction. A majority of the students at the secondary level were able to participate in remote instruction utilizing the established infrastructure. Computers need to be replaced. The county also plans to expand the 1:1 computing to K-2 for the FY23 school year.
    - (b) County will be utilizing Category II E-Rate funding to support infrastructure improvements and expansions for computer networking.

### **3) Description of plan for using ARP ESSERF**

- a) Describe activities to address learning loss, summer enrichment and afterschool programs (include approximate funding amounts.)

Activity	21-22	22-23	23-24	Amount
1. Staff to support learning. Teachers, aides, and support	(Round II – 21 staff)	10 staff	10 staff	\$1,815,562.44
2. Staff PLC, Leadership Team, Data Analysis and monitoring, curriculum realignment based on student needs. Years 22-23 and 23-24. Year 21-22 funded in Round II	(Round II)	283,880	283,880	\$567,760
3. Targeted Tutoring. Target identified skill gaps. Teachers and transportation 4 days per week September - April. All grades and schools.	(Round II @ \$100,000)	(Round II @ \$100,000)	\$100,000	\$100,000

4. Textbooks/supplemental and virtual school curriculum support	(Round II)	\$75,000	\$75,000	\$150,000
5. Summer Enrichment across 3 years	87,135.76	22,000	\$22,000	\$131,135.76
6. Social Workers and Mental Health	(Round II)	(Return to previous funding source)		No additional funds required from Round III
7. Technology replacement. Chromebooks to sustain the current 1:1 computing initiative	0	\$1,181,694.17	0	\$1,181,694.17
8. Building projects and support projects to address healthy schools and recovery needs. 9. 3 large area air conditioning systems for the gyms at Belington Middle School, Kasson Elementary/Middle, and Philippi Middle School, 10. bipolar ionization in select rooms, 11. CO2 occupancy sensors, 12. window replacements in identified classrooms, 13. 2 floor scrubbers for PBHS, 14. And, a hot water heater for Belington kitchen.	\$3,891,811.04	0	0	\$3,891,811.04
15. PPE materials across 3 years for all schools. 7 schools/\$1000	\$7,000	\$7,000	\$6,999	\$21,999
16. Indirect Costs				\$378,410.12
17.			Total	\$7,946,612.53

i) Describe how you will monitor for progress

- (1) Public Zoom Meeting to provide a Question/Answer forum will be held to monitor for satisfaction of program.
- (2). Pre-Survey was developed and implemented and a Post-Survey will be analyzed on an annual basis to determine priority of plan.
- (3) Progress Monitoring Data will be a continuous agenda item on all administrative meetings - school-level reporting out with county level tracking of identified ELA & Math priority standards.

- (4) Formative Assessment. For the three year duration of the grant, tutoring logs with progress toward mastery will be submitted to administrators on a monthly basis for county level reporting. Reports will be submitted as required to the state department as required by the federal government to satisfy the grant requirements. Student information will be maintained that identifies what participates in tutoring, summer activities, and progress meeting progress monitoring. Schools will include in this reporting what intervention materials and/or programs are being utilized.
- (5) Learning Loss will be monitored by general summative assessment and SAT data analysis on an annual basis.
- (6) Summer Enrichment success will be determined by a comparison of Pre-Test data in the areas of Math and ELA and the Post-Test data.

ii) Describe how/if you will sustain the activity after 2024.

- (1) Additional staffing will be progressively decreased over the three years of the grant as student needs dictate and allow for supports to be decreased.
- (2) PLC/Leadership Team and data work will continue following the grant period as part of our embedded continuous improvement cycle. Meeting times at schools will move to a school day activity embedded into the schedule. PLC strategies should be embedded into the culture of the schools/system at the end of the grant cycle and will require funding available through Step 7a to maintain.
- (3) Summer enrichment programs will be continued through Title I summer activities and a collaboration with World Vision 21<sup>st</sup> Century Learning Grant. Gear Up through Fairmont University for additional enrichment activities for the next 7 years pending approval of the project.
- (4) Social and mental health services will continue in the county through a combination of grant funding and a partnership with the Belington Clinic/Brandon Wellness Center.
- (5) Funding for supplemental instructional materials will be sustained through a mixture of funding sources to include Step 7a, Title I, Title IV, and county funding. These materials include credit recovery, IXL.
- (6) iReady, and textbook series supports for ELA and math.

(Building improvements?) Describe activities to address other identified needs (include approximate funding amounts)

ii) Describe how you will monitor for progress.

- (1) When purchase requisitions are submitted, we will verify that the requested items comply with the approved grant budget.
- (2) When payroll timesheets are submitted, we will verify that the work complies with the approved grant budget.
- (3) Monthly we will review the WVEIS general ledger print out for the grant for compliance with the approved grant budget. Based upon this review, if it is determined that the budget needs revised, we will submit budget transfer requests to the WVDE for approval.

iii) Describe how/if you will sustain the activity after 2024.

- (1) If there are any activities in our approved budget that would need to continue after FY2024, we will appropriate funding in our FY2025 budget.

- 4) Connection of the ARP ESSERF Plan to the County Strategic Plan and recommendations resulting from a WVDE Office of Support and Accountability review (if applicable)**
- a) School strategic plans will be revised to include the actions steps as appropriate.
  - b) The county strategic plan will be revised to include the funding sources to support current initiatives being funded by ARP ESSERF.
  - c) The county CEFPP will be revised to prioritize building modifications for health and safety.
  - d)