Marion County Schools
LSIC Presentations 2019-2020

School: East Dale Elementary School
Principal(s): Melissa DeWitt / Erin Board

Section 1 - LSIC Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa DeWitt</td>
<td>Ex Officio Member</td>
<td>Principal</td>
</tr>
<tr>
<td>Erin Board</td>
<td>Ex Officio Member</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Jane Bowers</td>
<td>Council Member</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Richard Fisher</td>
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<td>Music Teacher</td>
</tr>
<tr>
<td>Chrystal Snyder</td>
<td>Council Member</td>
<td>Gifted Teacher</td>
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<td>Jeff Farcin</td>
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<td>Bus Driver (51)</td>
</tr>
<tr>
<td>Sonya Hall</td>
<td>Council Member</td>
<td>Cafeteria Manager</td>
</tr>
<tr>
<td>Misti Brandli</td>
<td>Council Member</td>
<td>Parent</td>
</tr>
<tr>
<td>Ashley Carpenter</td>
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<td>Parent</td>
</tr>
<tr>
<td>Carolyn Priestly</td>
<td>Council Member</td>
<td>Parent</td>
</tr>
<tr>
<td>Maralie Kuneff</td>
<td>At-Large Member</td>
<td>First Exchange Bank (PiE)</td>
</tr>
<tr>
<td>Ronnie Nichols</td>
<td>At-Large Member</td>
<td>Tri-City Electric (PiE)</td>
</tr>
<tr>
<td>Jim Martin</td>
<td>At-Large Member</td>
<td>Winfield District Fire Chief</td>
</tr>
</tbody>
</table>
Section 2 - Accountability Indicators

ELA Performance and Progress Action Steps for Improvement:

- The West Virginia General Summative Assessment ELA Test results will be analyzed to reveal areas of weakness by School-Wide Heterogeneous Teams.

- Heterogeneous Teams will develop instructional strategies to address areas of weakness.

- Homogeneous Student Learning Goals will address deficiencies with respect to the Five Components of Reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

- Collaboration {horizontal, vertical, across disciplines, school and home, school and Central Office Staff} will ensure fidelity with respect to improving deficiencies.

- School-level and County-wide professional development opportunities will assist with developing instructional best practices.

- Lesson plan checks, walkthroughs, and formal observations will provide timely feedback to ensure “best practices.”

- Evidence will be submitted that denote fidelity with respect to school wide initiatives -> Thinking Maps and Learning 360 Triggers

- Web-based interfaces will be monitored to ensure meaningful interventions -> iReady

- Comprehensive Interim Assessments (CIA) will be utilized to develop the instructional blueprint.

- Multi-Tiered System of Supports (MTSS), Walk To Interventions, will attend to fulfilling the instructional gaps.

- Targeted support through Student Assistance Teams, Instructional Intervention Teams, 504s, and Individualized Educational Plan Teams will assist learners by “leveling the playing field.”
• Multidisciplinary referrals will be made for those learners on Student Assistance Teams, Instructional Intervention Teams, and 504s that are receiving targeted interventions but still fail to demonstrate growth utilizing one of our progress monitoring tools.

• Instructional best practices will not only be modeled but also promoted through the Leadership Team and Think Tank Team.

• Literacy will be promoted through the following initiatives: Scholastic Book Fairs, Book It Program, Read Aloud Program, Renaissance Accelerated Reader Platform, Dr. Seuss Week Festivities, East Dale Elementary School Book Festival, Marion County Literacy Fair, and the Snowbird Summer Reading Challenge.

Math Performance and Progress Action Steps for Improvement:

• The West Virginia General Summative Assessment Math Test results will be analyzed to reveal areas of weakness by School-Wide Heterogeneous Teams.

• Heterogeneous Teams will develop instructional strategies to address areas of weakness.

• Homogeneous Student Learning Goals will not only address the deficiencies with respect to the 5 Components of Mathematics, Numbers & Operations, Algebra, Geometry, Measurement, and Data Analysis & Probability, but also the 8 Standards of the Mathematical Habits of Mind {1. Make sense of problems and persevere in solving them; 2. Reason abstractly and quantitatively; 3. Construct viable arguments and critique the reasoning of others; 4. Model with mathematics; 5. Use appropriate tools strategically; 6. Attend to precision; 7. Look for and make use of structure; 8. Look for and express regularity in repeated reasoning}

• Collaboration {horizontal, vertical, across disciplines, school and home, school and Central Office Staff} will ensure fidelity with respect to improving deficiencies.

• School-level and County-wide professional development opportunities will assist with developing instructional best practices.
• Lesson plan checks, walkthroughs, and formal observations will provide timely feedback to ensure “best practices.”

• Evidence will be submitted that denote fidelity with respect to school wide initiatives -> Thinking Maps and Learning 360 Framework (Triggers & Process Skills).

• Web-based interfaces will be monitored to ensure meaningful interventions -> Blueprint, Imagine Learning, Reflex Math, and Number Worlds.

• Comprehensive Interim Assessments (CIA) will be utilized to develop the instructional blueprint.

• Multi-Tiered System of Supports (MTSS), Walk To Interventions, will attend to fulfilling the instructional gaps.

• Targeted support through Student Assistance Teams, Instructional Intervention Teams, 504s, and Individualized Educational Plan Teams will assist learners by “leveling the playing field.”

• Multidisciplinary referrals will be made for those learners on Student Assistance Teams, Instructional Intervention Teams, and 504s that are receiving targeted interventions but still fail to demonstrate growth utilizing one of our progress monitoring tools.

• Instructional best practices will not only be modeled but also promoted through the Leadership Team and Think Tank Team.

• Mathematical prowess and habits of mind will be promoted through the following initiatives: Fairy Tale STEM Night, Marion County STEAM Bus Activities, East Dale Elementary School Math Field Day Competition, and Marion County Math Field Day Competition.
Graduation Rate Action Steps for Improvement:

- Multi-Tiered System of Supports (MTSS), Walk To Interventions, will attend to fulfilling the instructional gaps.

- Targeted support through Student Assistance Teams, Instructional Intervention Teams, 504s, and Individualized Educational Plan Teams will assist learners by “leveling the playing field”.

- Multidisciplinary referrals will be made for those learners on Student Assistance Teams, Instructional Intervention Teams, and 504s that are receiving targeted interventions but still fail to demonstrate growth utilizing one of our progress monitoring tools.

- Focused support will be provided through Student Assistance Teams, Instructional Intervention Teams, 504s, and Individualized Educational Plan Teams to our two demographic cells, low socioeconomic and special services.

- Targeted support through Student Assistance Teams, Instructional Intervention Teams, 504s, and Individualized Educational Plan Teams will assist families who are struggling to get their learners to school via providing them resources, Home School Liaison, Attendance Director, and the Family Resource Network.

- Collaborative relationships will be formed with higher education, East Fairmont High School and Fairmont State University to showcase the “positives” about continuing their education. {Busy Bee Band Drumline (SWPBIS Kick Off) / Elizabethans (Christmas Performance) / Scholar Athletes (Lunch with Scholar Athletes || Board Games with Scholar Athletes || Physical Activity with Scholar Athletes)}

English Language Proficiency Action Steps for Improvement:

- This section is nonapplicable to East Dale Elementary School.
**Attendance Action Steps for Improvement:**

- An Attendance Committee will be established from a sampling of professional staff.
- An Action Plan will be developed and utilized as the blueprint for improvement.
- The Attendance Committee will meet on a monthly basis.
- During the monthly meeting, the attendance data will be mined from the ZoomWVe Website to look for patterns and/or trends.
- Targeted support through Student Assistance Teams, Instructional Intervention Teams, 504s, and Individualized Educational Plan Teams will assist families who are struggling to get their learners to school via providing them resources, Home School Liaison, Attendance Director, and the Family Resource Network.
- At the end of each month, a bulletin board will showcase the attendance percentages for each programmatic level. The grade level team with the highest percentage will receive an award.

**Behavior Action Steps for Improvement:**

- The School Wide Positive Behavioral Intervention and Support (SWPBIS) Core Team will be established with each grade level and content area represented on the team.
- An Action Plan will be developed and utilized as the blueprint for improvement.
- The School Wide Positive Behavioral Intervention and Support (SWPBIS) Core Team will meet on a monthly basis.
- During the monthly meeting, the discipline data will be mined from the ZoomWVe Website to look for patterns and/or trends.
- *The 7 Habits of Happy Kids* by Stephen Covey will be the cornerstone for teaching our expected student dispositions.
• At the beginning of each month, teachers will kick off the habit via providing a mini lesson on the featured habit as well as highlight those dispositions associated with that habit.

• Sometime during the month, Specialists and Special Service Teachers will reinforce the featured habit with additional mini lessons.

• School Wide Positive Behavioral Intervention and Support (SWPBIS) Area Expectation Posters will not only be more learner friendly but also reflect our commitment to Thinking Maps.

• A multi-tiered token economy system -> Bits of Honey Tickets / Classroom Coupons / Stinger Bucks will provide the incentive framework.

• Restorative pieces such as reteaching the expectations either directly by the teacher or via the SWPBIS snippets, social stories with the school counselor, and Multi – Flow Mapping with one of the Administrators will serve as a “positive” intervention as opposed to a punitive one.

On-Track to Graduation in Grade 10 Action Steps for Improvement:

• This section is nonapplicable to East Dale Elementary School.

Post-Secondary Achievement Action Steps for Improvement:

• Exposure to various careers will be made possible through the interactions of our learners and higher academia, Fairmont State University (Scholar Athletes & “Student Teachers”) and West Virginia University (“Student Teachers”)

• The School Wide Positive Behavioral Intervention and Support (SWPBIS) Program will support and promote social and emotional learning in all settings via embracing the 7 Habits of Happy Kids. In doing so, soft skills will be being built that directly impacts overall well-being with respect to health, ethical development, citizenship, motivation to achieve and academic achievement.
By aggressively confronting attendance issues at the elementary level, behavior patterns will be altered thus affording our community with citizens who will willingly report to work.

Section 3 – Major Needs

Three Prioritized Major Needs:

- Unite the two campuses
- Replace failing alarm security system
- Update restrooms to be ADA Compliant

Section 4 – Minor Needs

Three Prioritized Minor Needs:

- Provide the school with access to a Social Worker / Trauma Therapist
- Support our efforts on bridging instructional gaps via hiring an Instructional Interventionist
- Provide a Dean of Students to assist with not only managing our challenging behaviors but also the paperwork associated with these learners

Section 5 – Past Expenditures from $10,000 School Allotment

- Marion County Police Reserve
- Cintas Bimonthly Service for mats and urinal screens
- Landscaping
- Demolition of wooden deck and installation of concrete sidewalk
Section 6 – Planned Expenditures for 2019-2020 $10,000 School Allotment

- Classroom Security Blinds
- Cintas Bimonthly Service for mats and urinal screens
- Landscaping
- 4 - 5 Picnic Tables for our pavilion
- 2 Garbage Cans for our pavilion
- Soft Washing of the brick exterior and sidewalks

And we ALL say to Marion County Board of Education...

Thanks

For All You Do!
Marion County Schools
It's what's inside that counts

Marion County Schools
LSIC Presentations 2019-2020

School: Pleasant Valley Elementary
Principal(s): Mrs. Kimberly Middlemas

Section 1 - LSIC Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>Kimberly Middlemas</td>
<td>Principal</td>
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<tr>
<td>Janet Zorik</td>
<td>PBIS President</td>
<td>Teacher</td>
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<tr>
<td>Brittany Oates</td>
<td>Member</td>
<td>Teacher</td>
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<td>Karen Delancey</td>
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<td>Nicki Michael</td>
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<td>John Lee</td>
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<td>Jenny Molina</td>
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<td>Stephanie Floyd</td>
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<td>Parent</td>
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<tr>
<td>Olivia Rinehart</td>
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<tr>
<td>Blair Nuzum Wise</td>
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<td>Brenda Lydon</td>
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<tr>
<td>Bruce Martin</td>
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Section 2 – Accountability

ELA Performance and Progress

3rd grade  46 students  65%
4th grade  34 students  85%

Average growth of 5%

ELA Action Steps for Improvement and Focus

- OAR’s Question/Answer Relationship
- Informational text
- Moral of story
- Distinguish point of view
- Central meaning of the story
- Main idea of informational text
- Cause/Effect sequence
- Verb tense

Tools for action steps

- Vertical team meetings
- Iready
- EasyCBM
- Vocabulary word wall
- Scholastic News website
- Daily edits
- Thinking Maps
- Highlighter
- Look back strategy
- Small group instruction
- Model/demonstrate
- Compare/contrast
- Grammar rules
Math Performance and Progress

3rd grade: 46 students, 59%
4th grade: 34 students, 85%

Average growth of 1%

Math Action Steps for Improvement and Focus

- Basic facts (addition, subtraction, multiplication, division)
- Using manipulatives
- Fractions
- Place Value
- Relate Operations
- Measurement

Tools for action steps

- Vocabulary word wall
- Monthly vertical team meetings
- Small group instruction
- BluePrint
- Imagine Math
- EasyCBM
Graduation Rate Action Steps for Improvement

- Counselor lessons throughout the school year
  
  * Do your best
  
  * Stay in School
  
  * Think about your future

- Recognize students without tardies or absent

English Language Proficiency Action Steps for Improvement

- All EL students are proficient
- Continue to communicate with Inez Hill (instructor)

Attendance Action Steps for Improvement

- Phone calls home
- Letters from Tricia Maxwell for unexcused absence
- Recognition for perfect attendance every nine weeks

Behavior Action Steps for Improvement

- Teach/review PBIS passport school rules
- Counselor lessons throughout the school year
- Phone calls home as needed
- “Check in” “Check out” with some students
Section 3 - Major Needs

Three Prioritized Major Needs
- New windows throughout the building
- Four student restrooms and teacher restroom need remodeled
- New furnace and central air conditioning

Section 4 - Minor Needs

Three Prioritized Minor Needs
- Repave parking lot/road around building
- Bathroom for teachers back on the top floor
- New flooring throughout

Section 5 - Past Expenditures from $10,000.00 School Allotment

$10,000.00 allotment history from 2016 – 2019/2020 on left hand side of folder

Section 6 - Planned Expenditures for 2019 – 2020 $10,000.00 School Allotment

- Choral Risers
May 19, 2016

Our $10,000.00 allotment history:

2012-2013  $10,000.00 less $9,359.47 (walkway cover) = $640.53

2013-2014  $10,000.00 less $5,219.65 (water fountains) less $4,134.37 (kindergarten carpet) = $647.98

2014-2015  $10,000.00 less $807.80 (VIRCO- for tables) = $9,192.20

Kim Muddiman
### Event Code Profit/Loss Detail - 2015-2016 SIF

**Pleasant Valley Elem. School**  
7/1/2015 through 6/30/2016

**Event Code:** 2015-2016 SIF

<table>
<thead>
<tr>
<th>Date</th>
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<th>Account</th>
<th>Description</th>
<th>Chk/Rcpt or JE #</th>
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**Principal's Signature:** 10-29-19  
**Preparer's Signature:** 10-29-19
## Event Code Profit/Loss Detail - 2016 10,000 Allottment
### Pleasant Valley Elem. School
### 7/1/2016 through 10/18/2017

**Event Code:** 2016 10,000 Allottment

<table>
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**Receipts Totals:**

- **$10,000.00**
- **$4,041.09**
- **$5,958.91**

**School Totals:**

- **$10,000.00**
- **$4,041.09**
- **$5,958.91**

**Preparer's Signature:**

- **Michael**

**Principal's Signature:**

- **Kim Middlemass**

**Date:**

- **10/29/19**
## Event Code Profit/Loss Detail - 2017 Allotment

**Pleasant Valley Elem. School**

7/1/2017 through 10/18/2018

### Event Code: 2017 Allotment

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- **Profit / Loss:** ($4,489.32)

**School Totals:**

- **Receipt Total:** $10,000.00
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- **Profit / Loss:** ($4,489.32)

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**Principal's Signature:**

- **Date:** 10.29.19

**Preparer's Signature:**

- **Date:** 10.29.19
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**Code Totals:**

- Receipt Total: $10,000.00
- Check Total: $12,042.41
- Profit / Loss: ($2,042.41)

**School Totals:**

- Receipt Total: $10,000.00
- Check Total: $12,042.41
- Profit / Loss: ($2,042.41)

Principal's Signature: [Signature]
Date: 10/29/19

Preparer's Signature: [Signature]
Date: 10/29/19
**Event Code Profit/Loss Detail - School Improvement Fund**

**Pleasant Valley Elem. School**

7/1/2019 through 10/18/2019

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<td>SIF 2019-2020</td>
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**Receipt Total** | **Check Total** | **Profit / Loss**
$10,000.00 | $0.00 | $10,000.00

**School Totals**

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<th>Receipt Total</th>
<th>Check Total</th>
<th>Profit / Loss</th>
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<tbody>
<tr>
<td>$10,000.00</td>
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Principal's Signature: 

Preparer's Signature: 

Date:

10/29/2019 2:35:06 PM  Pleasant Valley Elem. School  Page 1 of 1
## Purchase Order - Reprint

Pleasant Valley Elem. School  
1858 Valley School Road  
Fairmont, WV 26554

PO # 212 - 362  
10/9/2019

**To:** Woodwind Brasswind  
PO Box 7479  
Westlake Village, CA 91359

**Vendor Number:**  
**Phone Number:**  
**Fax Number:**

**Ship To:** Pleasant Valley Elem. School  
1858 Valley School Road  
Fairmont, WV 26554

**Fed Tax ID:**  
**Requested By:**

### Quantity | Description | Product # | Account # | Account Name | Unit Price | Total Price |
---|---|---|---|---|---|---|
5 | Midwest Choral Risers | 4706320009660 00 | 100.000 | General | $325.00 | $1,625.00 |
5 | Midwest Folding Choral Risers | 4706320009680 00 | 100.000 | General | $910.00 | $4,550.00 |

**Notes:**  
Subtotal: $6,175.00  
Discount: $0.00  
Shipping and Handling: $0.00  
Sales Tax: $0.00

**Comments:** TAX ID #WV0040971001  
**PO Total:** $6,175.00

---

Received By:  
Bookkeeper: 
Approved:  
Other:  

10/29/2019 2:35:52 PM
Marion County Schools
LSIC Presentations 2019-2020

School: East Fairmont Middle School
Principal(s): Jay Michael, Heather Snodgrass, Jim Zaveski

Section 1 - LSIC Members EFMS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay Michael</td>
<td>Principal</td>
<td>MCBE/EFMS</td>
</tr>
<tr>
<td>Heather Snodgrass</td>
<td>Assistant Principal</td>
<td>MCBE/EFMS</td>
</tr>
<tr>
<td>Jim Zaveski</td>
<td>Assistant Principal</td>
<td>MCBE/EFMS</td>
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<tr>
<td>Sarah Haymond</td>
<td>Chair</td>
<td>Parent</td>
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<tr>
<td>Lisa Baker</td>
<td>At Large</td>
<td>Community member</td>
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<tr>
<td>Julie Corwin</td>
<td>At Large</td>
<td>Corwin Ford</td>
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<td>Clay Corwin</td>
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<td>Sarah Episcopo</td>
<td>Parent</td>
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<tr>
<td>Sam Brunett</td>
<td>Parent</td>
<td>Parent</td>
</tr>
<tr>
<td>Ashley Carpenter</td>
<td>Parent/Teacher</td>
<td>PTO</td>
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<tr>
<td>Hugh Roy</td>
<td>Teacher</td>
<td>MCBE/EFMS</td>
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<tr>
<td>Renita Golson</td>
<td>Teacher</td>
<td>MCBE/EFMS</td>
</tr>
<tr>
<td>Kylie Reesman</td>
<td>Teacher</td>
<td>MCBE/EFMS</td>
</tr>
<tr>
<td>Chuck Sconish</td>
<td>Driver</td>
<td>Service Personnel</td>
</tr>
<tr>
<td>Jessica Hibbs</td>
<td>Custodian</td>
<td>Service Personnel</td>
</tr>
<tr>
<td>Jackson Caruso</td>
<td>Student Body President</td>
<td>EFMS</td>
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Section 2 – EFMS Accountability Indicators

The number of EFMS students and EFMS special needs students by school year.

<table>
<thead>
<tr>
<th>WVGSA</th>
<th>5th ELA Proficiency %</th>
<th>6th ELA Proficiency %</th>
<th>7th ELA Proficiency %</th>
<th>8th ELA Proficiency %</th>
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<tbody>
<tr>
<td>2014-2015 EFMS</td>
<td>52</td>
<td>47</td>
<td>47</td>
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<td>2015-2016 EFMS</td>
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<td>48</td>
<td>51</td>
<td>52</td>
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<td>2016-2017 EFMS</td>
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<td>2017-2018 EFMS</td>
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<td>39</td>
<td>55</td>
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<td>2018-2019 EFMS</td>
<td>42</td>
<td>37</td>
<td>55</td>
<td>44</td>
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ELA Performance and Progress Action Steps for Improvement for EFMS:

Progress Action Steps for Improvement in ELA Performance:
- Citing textual evidence (used in ELA and SS classes)
- Vocabulary maps
- Thinking maps, used across curriculum
- READ 180 and Systems 44
5th Grade
READ 180 Results

- Advanced: 9%
- Proficient: 21%
- Basic: 33%
- Below Basic: 37%

6th Grade
READ 180 Results

- Advanced: 9.70%
- Proficient: 31%
- Basic: 23%
- Below Basic: 36%

7th Grade
READ 180 Results

- Advanced: 21%
- Proficient: 18%
- Basic: 26%
- Below Basic: 35%

8th Grade
READ 180 Results

- Advanced: 16%
- Proficient: 15%
- Basic: 34%
- Below Basic: 35%
Robust

Robust

Objectives for speech, listening, reading, writing, and learning

Art good writer

Statement

Definition

At good reader

Strong reading

Nutrition

Health

Part of speech

Words

Learning

Books
English Language Proficiency Action Steps for Improvement for EFMS:

2019-2020 English Language Learners

- 25% Proficient
- 25% Progressing
- 50% Emerging

Progress Action Steps for Improvement in English Language Proficiency:
- Utilize ELPA 21 scores as a baseline
- Strive to achieve 100% LIEP face to face participation
- EL specialist in the building 4-5 times per week
- On site professional development for teachers that have EL students (Inez Hill)
- READ 180 and Systems 44
Math Performance and Progress Action Steps for Improvement for EFMS:

<table>
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<tr>
<th>WVGSA</th>
<th>5th Math Proficiency %</th>
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<td>2014-2015 EFMS</td>
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<td>2015-2016 EFMS</td>
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<td>2016-2017 EFMS</td>
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<td>2017-2018 EFMS</td>
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<td>2018-2019 EFMS</td>
<td>35</td>
<td>37</td>
<td>48</td>
<td>55</td>
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Progress Action Steps for improvement in Math Performance:

- Utilizing online computer adaptive programs: Aleks, Imagine Learning, Prodigy, and Sumdog
- Cross curricular with science educators focusing on one learning goal related to mathematics (example: graphing)
- Tier III interventions providing additional time to work on computer adaptive programs and additional small group instruction
- Bi-Weekly math teachers meetings to review data from WVGSA, Easy CBM, and Benchmarks to target and guide instruction
- Ensuring student understanding of targeted content standards through: bellringers, mountain math, spiral review, interactive notebooks and performance tasks
- Professional development workshops targeted by the Math4Life grant
East Fairmont Middle School
Grades 7/8 Fall 2019 Needs Assessment Data

Goal: To establish baseline data for the 2019-2020 school year in the needs of the school to direct the counseling department curriculum.

Procedures: All 7th and 8th grade students (approximately 347 students) were asked to complete an online survey regarding the needs of the building. A total of 312 anonymous student responses were received. The survey will be administered a second time in the Spring semester to show pre/post data. From these responses, the counselor will establish counseling groups, classroom guidance needs and counseling curriculum development.

Summary of Responses

<table>
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<tr>
<th>Yes</th>
<th>No</th>
<th>Sometimes/Not Sure</th>
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Group Counseling Sign-ups: Students interested in sign up for 6-week counseling groups from a list of topics. Total Students 103 (93% surveyed).

Counseling Groups
- Friendship
- Divorce
- Getting Good Grades
- Girls in Real Life Situations
- Boys Only
- Superstars - Future Planning
- Decision Making Skills

Attendance Action Steps for Improvement for EFMS:

<table>
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<th>ATTENDANCE RATE</th>
<th>5th Grade</th>
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<th>7th Grade</th>
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<tbody>
<tr>
<td>September</td>
<td>96.67%</td>
<td>96.35%</td>
<td>95.88%</td>
<td>94.87%</td>
<td>95.90%</td>
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<td>October</td>
<td>96.17%</td>
<td>94.95%</td>
<td>95.82%</td>
<td>93.46%</td>
<td>95.13%</td>
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<tr>
<td>Year-To-Date</td>
<td>96.44%</td>
<td>95.62%</td>
<td>95.86%</td>
<td>94.30%</td>
<td>95.55%</td>
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Chronically Absent: 9.32%
18 Days Absent Trend: 65 Students

Action Steps for Improvement in Attendance:
- Analyze/monitor Zoom WVe
- Monitor WVEIS Attendance Rate
- 10-day Truancy Letter sent home (meeting required)
- Meeting with students on pace to exceed 18 days absent for school year
- Counseling resources (Family Resources Network for attendance issues)
- Implement PBIS Reward Program
- Build a culture of high expectations
Behavior Action Steps for Improvement for EFMS:

**Behavioral Discipline Referrals EFMS as of 10/22/2019**

- 93% Referrals: 1 or Fewer
- 7% Referrals: 2 or More

**EFMS Behavioral Referrals**

- Disruption: 19%
- Bullying/Harassment: 13%
- Fighting: 10%
- Repeated Minor: 22%
- Defiant/Disrespect...: 30%

Action Steps for Improvement in Behavior:
- Implement/Analyze/Monitor PBIS Reward Program
- Work with PTO organization (School store)
- Counseling resources (Summit Center)
- School counselor referrals
- Build a culture of high expectations
Graduation Rate Action Steps for Improvement for EFMS:

Action Steps for Improvement in Graduation Rate:
- Actively engage with attendance issues
- Work with 504/SAT/IEP coordinators to ensure proper accommodations are met for student success
- Provide safe and open educational milieu to encourage learning
- Developmental Guidance classes throughout the grade levels

Post-Secondary Action Steps for Improvements for EFMS:

Action Steps for Improvement in Post-Secondary Acumen:
- Incorporate CFWV.com in Developmental Guidance lessons (College Foundation of West Virginia)
- Complete PEP (Personalized Educational Plans) for all 8th grade students
- Complete Career Cluster choice for all 8th grade students
- Careers during lunch
- Courthouse Mock Trial w/ Judge James (1/30/2019) with Monongah Middle
- College Week Theme 11/4-11/8 (i.e. decorate classroom doors with specific WV colleges/universities)

PBIS Rewards Program:
an automated school wide Positive Behavioral Intervention and Support management system. The multi-device platform makes it easy for EFMS faculty and staff to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. The referral tracking is used for behavioral issues and helps to foster accountability and fidelity in our PBIS program.

- 35% of Parents have downloaded the program to see their students PBIS Rewards account
Section 3 – EFMS Major Needs

Three Prioritized Major Needs:
1. Class Size
2. Window for the man trap
3. Steps leading down the hill for student drop off

Section 4 – EFMS Minor Needs

Three Prioritized Minor Needs:
1. Quality of Substitutes
2. Bathroom sinks & toilets in old gymnasium
3. Roof leaks not identified for fixing

Section 5 – EFMS Past Expenditures from $10,000 School Allotment
- 20 EnGenius phones
- Ice Machine

Section 6 – EFMS Planned Expenditures for 2019-2020 $10,000 School Allotment
- Steps leading down the hill for student drop off
- Window for the man trap
School: East Park Elementary  
Principal(s): Jessica Holt – Principal  
Ian Harned - Vice Principal  

Section 1 - LSIC Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrienne Hoalcraft</td>
<td>PTO President</td>
<td>Parent of the school</td>
</tr>
<tr>
<td>Staci Alvarez</td>
<td>PTO Vice President</td>
<td>Parent of the school</td>
</tr>
<tr>
<td>Andrea Wildman</td>
<td>PTO Secretary</td>
<td>Parent of the school</td>
</tr>
<tr>
<td>Amanda Coates</td>
<td>PTO Treasurer</td>
<td>Parent of the school</td>
</tr>
<tr>
<td>Susan Brooks</td>
<td>Faculty Senate President</td>
<td>Second Grade Teacher East Park</td>
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<tr>
<td>Andy Niessner</td>
<td>Faculty Vice President</td>
<td>Fourth Grade Teacher East Park</td>
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<tr>
<td>Kathleen Hayes</td>
<td>Faculty Senate Treasurer</td>
<td>Kindergarten Teacher of East Park</td>
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<td>April McPherson</td>
<td>Parent</td>
<td>Parent of the school</td>
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<tr>
<td>Amy Shipley</td>
<td>Parent</td>
<td>Aide at East Park Elementary</td>
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<tr>
<td>Kim Seccuro</td>
<td>Aide at East Park</td>
<td>Service Personnel</td>
</tr>
<tr>
<td>Brian Heston</td>
<td>Custodian</td>
<td>Service Personnel</td>
</tr>
<tr>
<td>Stacy Harvey</td>
<td>Fairmont Federal Credit Union</td>
<td>Partners in Education</td>
</tr>
<tr>
<td>John Sines</td>
<td>Woodmen Life Insurance</td>
<td>Partners in Education</td>
</tr>
<tr>
<td>Mike Urnam</td>
<td>Joe's Cars</td>
<td>Partners in Education</td>
</tr>
<tr>
<td>Ken Davidson</td>
<td>Bus Driver</td>
<td>Employee of MCBOE</td>
</tr>
<tr>
<td>Jessica Holt</td>
<td>Principal</td>
<td>Ex Officer of the school</td>
</tr>
<tr>
<td>Ian Harned</td>
<td>Vice Principal</td>
<td>VP of East Park</td>
</tr>
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</table>
Section 2 - Accountability Indicators

ELA Performance and Progress Action Steps for Improvement:
2018-2019 Ela Performance Scores-3rd Grade-62 students-52% Proficient -4% increase in progress
2017-2018 Ela Performance Scores-3rd Grade-58 students-48% Proficient
2018-2019 Ela Performance Scores- 4th Grade-62 students-42% Proficient-with no increase or decrease from 2017-2018 (please note over a third of the population in fourth grade received special education services)
2017-2018 Ela Performance Scores-4th Grade-53 students-42% Proficient

Action steps for Improvement:
- Grade Level Meetings to review data once a month with administration
- Progress Monitoring using I-Ready and EasyCBM
- Utilizing Title One for small group instruction as well as co-teaching in all grades
- Applying Thinking Maps across the curriculum
  - grade level meetings, teachers will use data to identify MTSS small groups to target in-depth instruction to students
- Administration will monitor absences through Zoom WV to assure that students are there to learn
- Utilizing and Applying the Daily 5 in grades 1st through 4th
- Completing Walkthroughs and monitoring lesson plans to assure curriculum is being instructed
- Utilizing Boys and Girls Club to assist with afterschool homework

Math Performance and Progress Action Steps for Improvement:
2018-2019 Math Performance Scores-3rd Grade-62 students-60% Proficient -12% increase in progress
2017-2018 Math Performance Scores-3rd Grade-58 students-48% Proficient
2018-2019 Ela Performance Scores- 4th Grade-62 students-31% Proficient-11% decrease from 2017-2018 (please note over a third of the population in fourth grade received special education services)
2017-2018 Ela Performance Scores-4th Grade-53 students-42%% Proficient

Action steps for Improvement:
- Grade Level Meetings to review data once a month with administration
- Progress Monitoring using Imagine Math and Number Worlds
- Applying Thinking Maps across the curriculum
- During grade level meetings, teachers will use data to identify MTSS small groups to target in-depth instruction to students
• Administration will monitor absences through Zoom WV to assure that students are there to learn
• Completing Walkthroughs and monitoring lesson plans to assure curriculum is being instructed
• Utilizing Boys and Girls Club to assist with afterschool homework

Graduation Rate Action Steps for Improvement:
• Monitor students' attendance through Zoom WV and work with the Truancy Director to hold parents accountable for his/her child’s attendance
• Utilize the school counselor to encourage attendance and guidance lessons focusing on graduating and moving forward in future careers
• Expose students to community members with careers as role models for their future

English Language Proficiency Action Steps for Improvement:
At this time, East Park does not service any students with English as a second language.

Attendance Action Steps for Improvement:
• Track attendance and tardiness daily through WVEIS
• Monitor students' attendance through Zoom WV and work with the Truancy Director to hold parents accountable for his/her child’s attendance
• Provide incentives for students to attend school through PBIS
• Encourage parents to send students to school by providing with a copy of the expected attendance policy for the county
• Administration will continue to make home visits to the neediest students that fail to attend school

Behavior Action Steps for Improvement:
• Create a fourth grade patrol to display leadership and appropriate behavior and to be role models for lower grades
• Implement SWPBIS (School Wide Positive Behavior Intervention Support)
• Have a beginning of the year Kick Off with the entire school to explain and model expectations
• Monitor expectations monthly with classroom rewards
• Monitor expectations every nine with a nine weeks’ reward
• Instruct the seven healthy habits to students monthly through character education
• Acknowledge teacher, student, and classroom of the month
Section 3 – Major Needs

Three Prioritized Major Needs:
  • A full-time counselor
  • A part-time social worker between East Park and Watson
  • A permanent fourth aide for our Behavioral Disorder Room

Section 4 – Minor Needs

Three Prioritized Minor Needs:
  • New rubber pads for the playground instead of the mulch
  • New Windows for the front of the building
  • New metal chairs for our auditorium

Section 5 – Past Expenditures from $10,000 School Allotment
Past expenditures from 2018-2019 were used to purchase our new playground.

Section 6 – Planned Expenditures for 2019-2020 $10,000 School Allotment
The planned expenditures for 2019-2020 are to save the money to further purchase new padding for our playground and replace the rubber mulch. The estimated cost for padding is $25,624. This is through AAA playground.

And we ALL say to Marion County Board of Education...

FROM YOUR FRIENDS AT EAST PARK ELEMENTARY
Marion County Schools
LSIC Presentations 2019-2020

School: Marion County Tech Center
Principal(s): Ray Frazier

Section 1 - LSIC Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ray Frazier</td>
<td>Co-chair</td>
<td>Principal</td>
</tr>
<tr>
<td>Sabrina Hampton</td>
<td>Co-chair</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Casey Hill</td>
<td>Member</td>
<td>Teacher</td>
</tr>
<tr>
<td>Larry Conaway</td>
<td>Member</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mike Foley</td>
<td>Member</td>
<td>Teacher</td>
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<tr>
<td>Melonie Poling</td>
<td>Member</td>
<td>Service</td>
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<tr>
<td>Andy Miller</td>
<td>Member</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Mark Simms</td>
<td>Member</td>
<td>At Large</td>
</tr>
<tr>
<td>Mark Sypolt</td>
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<td>At Large</td>
</tr>
<tr>
<td>Diana Kincell</td>
<td>Member</td>
<td>At Large</td>
</tr>
<tr>
<td>Lisa Boyle</td>
<td>Member</td>
<td>Parent</td>
</tr>
<tr>
<td>Jennifer O'Dell</td>
<td>Member</td>
<td>Parent</td>
</tr>
<tr>
<td>Amy Noska</td>
<td>Member</td>
<td>Parent</td>
</tr>
</tbody>
</table>
Section 2 - Accountability Indicators

ELA Performance and Progress Action Steps for Improvement:

- Career Academics Program to reinforce technical writing
- Students meet with English teacher to reinforce literacy in their technical area
- English teacher works with all students to develop resumes, cover letters and portfolios
- Embedded Credit for Health Occupations and Law and Public Safety

Math Performance and Progress Action Steps for Improvement:

- Career Academics Program to reinforce math concepts related to technical area
- Students needing math are able to take stand alone courses to allow them to be able to take Career Technical Programs

Graduation Rate Action Steps for Improvement:

- Simulated Workplace Program to increase student leadership opportunities and to feel more connected and increase accountability
- Developing strong relationships with industry contacts to increase placement for students completing programs
- Completers Ceremony to recognize students who have successfully completed their CTE Program
- Completer follow-ups

Attendance Action Steps for Improvement:

- Building a strong working relationship with attendance director
- Parent meetings involving the attendance director when students are at or above 5-8 absences
- Simulated Workplace Program to increase accountability and responsibility for students to attend regularly
- Reward days at end of semester for students who have missed less than five days per semester
- Parent communication for students who are having attendance issues
Behavior Action Steps for Improvement:

- Use of Simulated Workplace Program to emphasize proper workplace behavior
- Promotion of positive school culture to emphasize respect for all individuals
- Reward day at the end of semester for students without disciplinary referrals

On-Track to Graduation in Grade 10 Action Steps for Improvement:

- 10th grade visitation to tour all CTE Programs
- Student recruitment sessions at home high school

Post-Secondary Achievement Action Steps for Improvement:

- Completer follow-ups
- Assistance to students to help place in career or post-secondary institution
- Students who have completed can come back for additional training and career guidance
- Job readiness skills—application and interviewing skills

Section 3 – Major Needs

Three Prioritized Major Needs:

- Request for half-time secretary due to volume of financial responsibility of current secretary position.
- Request for consideration of cosmetology and plumbing as new programs over the next two years
- Bullet proof film for windows.
Section 4 – Minor Needs

Three Prioritized Minor Needs:

- Ability to lock classrooms from the inside
- Painting for the interior of the building
- Water fountain with ability to fill up water bottles

Section 5 – Past Expenditures from $10,000 School Allotment

- Landscaping in front of building. Also, building an addition to garage to allow school truck and van to have place to be stored and out of weather.

Section 6 – Planned Expenditures for 2019-2020 $10,000 School Allotment

- Contribution to marquee sign in collaboration with North Marion.
And we ALL say to Marion County Board of Education...
Marion County Schools
LSIC Presentations 2019-2020

School: Marion County Adult & Community Education Center
Principal(s): Ray Frazier

Section 1 - LSIC Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ray Frazier</td>
<td>Co-Chair</td>
<td>Principal</td>
</tr>
<tr>
<td>Brianna Wimbish</td>
<td>Co-Chair</td>
<td>Lead Teacher</td>
</tr>
<tr>
<td>Eugenia Reesman</td>
<td>Member</td>
<td>ESL Teacher</td>
</tr>
<tr>
<td>Emily Thompson</td>
<td>Member</td>
<td>Adult Ed. Teacher</td>
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<tr>
<td>Phillip Wright</td>
<td>Member</td>
<td>Guardian</td>
</tr>
<tr>
<td>Denise Chichester</td>
<td>Member</td>
<td>Secretary</td>
</tr>
<tr>
<td>Kristin Cunningham</td>
<td>Member</td>
<td>Adult Ed. Teacher</td>
</tr>
<tr>
<td>Andy Miller</td>
<td>Member</td>
<td>Bus Driver</td>
</tr>
</tbody>
</table>
Section 2 - Accountability Indicators

ELA Performance and Progress Action Steps for Improvement:
- Essay writing: Students are provided the tools to craft an argumentative and informative essay. Students focus on reading texts and identifying main ideas and key details, as well as citing evidence to support their claims.
- Types of text: Students are provided technical text to read and comprehend, as a way to better prepare them for industry.
- Vocabulary use: Students are challenged to identify unfamiliar vocabulary words and use context clues to determine word meaning.
- Reading and writing are implemented across the curriculum and in exploration of college and career pathways.
- Professional learning communities are created among teaching staff to collaborate and plan for success and improvement.

Math Performance and Progress Action Steps for Improvement:
- Students are introduced to higher levels of Math early in their learning as way to incorporate Algebra and Geometry throughout the learning process.
- Students are taught real-world Math as a way to help prepare them for industry.
- Guides are created to pace students according to their individual learning needs.
- Students engage in hands-on learning activities which are created to promote higher levels on Bloom's Taxonomy.
- Lessons are created with intent to incorporate technology use in the classroom.
- Additional instruction is provided through Literacy Volunteers of America for at risk students.

Graduation Rate Action Steps for Improvement:
- Address, assess, and provide outreach for student barriers.
Attendance Action Steps for Improvement:

We offer classes on-site five days a week to meet the needs of the students. We also offer online classes through the Edgenuity and TASC Academy programs that log usage and allow teachers to count the hours towards the attendance of the students.

We have two classes at the center that run during the week. One of those classes has 15 students enrolled and the other has 10 students enrolled. We also do testing several times a month and test anywhere from 10-30 students. The Full Circle Program is ran out of the Workforce Office, and she usually provides services to 10-15 students each month.

Behavior Action Steps for Improvement:

We rarely have behavior issues in our program. We stress college and career readiness. We teach the students the importance of being a good student and employee and the skills needed to make positive lasting impressions on employers.

Post Secondary Achievement Action Steps for Improvement:

With the assessments used in Adult Education (TABE 11/12, TRA & TASC) aligned with College & Career Readiness Standards, there is a more focused approach to our educational efforts, to not only prepare students to pass the TASC High School Equivalency exam, but also prepare them for post-secondary education and/or career. The teachers help prepare them by instructing lessons in the core subject areas, obtaining special certifications like Microsoft Office, Customer Service, WV Welcome, IC3, etc., and assisting them with completion of the FASFA.

Section 3 – Major Needs

Three Prioritized Major Needs:
2. Re-surface the Handicap Ramp.
3. New fire escape doors in the back of the building.
Section 4 – Minor Needs

Three Prioritized Minor Needs:
1. Install new Carpet in offices and classroom
2. Assess leaks and water marks on ceilings and walls throughout the building and then apply fresh layer of Paint.
3. Add a basketball hoop and a bench outside for students.

Section 5 – Past Expenditures from $10,000 School Allotment

In the past, we have made improvements to our building by replacing windows, purchasing new seating areas in the hallways and outside for students, and purchasing new furniture for the computer lab and the main office. The improvements have made the building look more professional and welcoming to the students and visitors.

Section 6 – Planned Expenditures for 2019-2020 $10,000 School Allotment

We would like to purchase a new electronic sign for the front of our building. This would allow us to advertise our classes and important dates as they are approaching. This would be a way to increase our Adult Education and Electrical Program enrollment.

And we ALL say to Marion County Board of Education...
Marion County Schools
LSIC Presentations 2019-2020

School: East Fairmont High School
Principal(s): Mary Lynn Westfall, Principal
            Debbie Conover & Gary Rinehart, Assistant Principals

Section 1 - LSIC Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Affiliation</th>
</tr>
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<tbody>
<tr>
<td>Mary Lynn Westfall</td>
<td>Principal</td>
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<tr>
<td>James Beckman</td>
<td>Teacher/Athletic Director</td>
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<tr>
<td>Josh Dobbs</td>
<td>Teacher</td>
<td>Faculty Senate President</td>
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<tr>
<td>Shane Eakle</td>
<td>Teacher/Coach</td>
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<tr>
<td>Valerie Rinehart</td>
<td>Teacher</td>
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<td>Tamra Holt</td>
<td>Service Personnel</td>
<td>Aide</td>
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<td>John Pethtel</td>
<td>Service Personnel</td>
<td>Bus Driver</td>
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<td>Shelly Brock</td>
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<td>Gina Fantasia</td>
<td>Parent</td>
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<td>Nicole Garrett</td>
<td>Parent</td>
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<td>Nick Fantasia</td>
<td>At-Large</td>
<td>Business/Resident</td>
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<tr>
<td>David Nuzum</td>
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<td>Resident</td>
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<tr>
<td>Kevin Rogers</td>
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<td>Business</td>
</tr>
<tr>
<td>Tatum Oates</td>
<td>Student</td>
<td>Student Body President</td>
</tr>
</tbody>
</table>
Section 2 - Accountability Indicators

ELA Performance and Progress Action Steps for Improvement (according to Zoom WVe):
Performance: 2018 – 60% Proficient
2019 – 49% Proficient
➤ Increase in analytical writing practices and assignments throughout the school. Utilize consistent rubric grading of student writing.
➤ Incorporate “Frame of Reference” from Thinking Map training in classes across all curricular areas.
➤ Evaluate grammar in all curricular areas.
➤ Focus on academic vocabulary in all curricular areas.

Math Performance and Progress Action Steps for Improvement (according to Zoom WVe):
Performance: 2018 – 25% Proficient
2019 – 26% Proficient
➤ Utilize daily buzz questions developed around test review questions.
➤ Collaborate with other teachers to utilize graphs and charts in instruction and ensure students can understand the data shown.
➤ Identify ways measurement is used in various curricular areas (physical education, journalism, art).

Graduation Rate Action Steps for Improvement:
➤ Monitor cohort using ZoomWVe and WVEIS reports. The Grad 20/20 Program monitors at-risk behaviors of students and works to improve behavior patterns. They have implemented the HIVE program to provide more students an opportunity to be involved in school activities.
➤ Counsel about graduation options (Options Program, Mountaineer Challenge Academy, Virtual School, Alternative Learning Center).

English Language Proficiency Action Steps for Improvement:
The cell at EFHS is too small for identification on standardized testing. There is only one student monitored for indirect services every other week; students at EFHS have made good progress on the English Language Proficiency Assessment (ELPA).

Attendance Action Steps for Improvement:
➤ Attendance is monitored and corrected (as needed) daily. This is completed by the WVEIS secretary and two assistant principals.
➤ School personnel collaborate with Tricia Maxwell and Jennifer Dingledein to monitor students of concern.
Behavior Action Steps for Improvement:
- Counsel and conference with students about good decision making processes.
- Utilize lunch detention and after school detention. Students complete ABE (Alternative Behavior Educator) lessons when assigned to after school detention.

On-Track to Graduation in Grade 10 Action Steps for Improvement:
- Conduct a review of all transcripts to monitor student progress. Ensure credits are recovered if necessary via credit recovery or summer school.
- Encourage students to attend summer school if lacking credits.
- Provide after-school tutoring in English and math.

NOTE: Students do have a challenge with limited time to make up core credits failed in the second semester of their sophomore year because the only option is summer school to stay “on-track” per the state report card.

Post Secondary Achievement Action Steps for Improvement:
- Added Dual Credit Psychology and Dual Credit Sociology this school year.
- Added Advanced Placement Computer Science A this year.
- Plan to add a dual credit business computer applications course next year.

Current offerings:

<table>
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<tr>
<th>Advanced Placement</th>
<th>Dual Credit</th>
<th>CTE (@EFHS)</th>
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<td>Sociology</td>
<td>Career &amp; Work Skills Training</td>
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<td>Education</td>
<td>Management &amp; Admin Support</td>
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<tr>
<td></td>
<td>Written English 1108</td>
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</table>
Section 3 – Major Needs
Three Prioritized Major Needs:
- Outdoor sports complex for practices and events (turf, track, score board, lights, bleachers).
- Indoor repairs including the roof leak in LGI/adjacent classroom, hallway tile, and auditorium carpet.
- Resource officer

Section 4 – Minor Needs
Three Prioritized Minor Needs:
- Lockers in physical education rooms to replace baskets.
- Mobile computer labs for Science, Math, and Social Studies classes.
- Storage space on campus for sports teams, physical education, band, and pre-K.

Section 5 – Past Expenditures from $10,000 School Allotment
- Electronic door locks
- Additional cameras
- Room tile/carpet

Section 6 – Planned Expenditures for 2019-2020 $10,000 School Allotment
- Upgrades to student restrooms and locker rooms
- Contribute to tile and carpet replacement
And we ALL say to Marion County Board of Education...

A new sound system has been installed in the gymnasium.

New lunch tables were purchased for the cafeteria.

A science teacher was added to the staff.

School communication has improved with intercom phones in the classrooms.

The new bell system is more reliable.

Auditorium repairs have been made. The front continues to stay dry. All the chairs were removed, the floor re-stained, and the chairs re-installed. The front wall has been painted, and the room is now ready for carpet.

Paving was completed along the side and across the back of the school.

The air conditioner cooling towers were replaced this summer.

Office updates have made the space more functional.