

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

*** Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with appropriate stakeholder groups including Federal Program personnel.**

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

We are a tuition-free public charter school for students in K-8th grade. Located on a serene 30-acre, rural campus in Jefferson County, we belong to the ACCEL Schools network and provide a college-prep curriculum aligned to state standards. A fully certified and licensed faculty promotes a culture of high expectations where students can grow academically as well as socially and emotionally. As a community-centered school, Eastern Panhandle Preparatory Academy (EPPA) builds strong relationships with our families, neighbors, and community organizations.

We prepare students for college and career readiness with 21st century learning that incorporates differentiated instruction and small-class sizes, technology, and project-based learning. With engaged, caring teachers and a broad-based curriculum, EPPA encourages students to grow intellectually as well as physically, socially, and emotionally. EPPA presents a standards-based curriculum aligned with West Virginia College and Career Readiness Standards for English Language Arts, Mathematics, Science, Social Studies, Visual Arts, and Physical Education. High-performing schools throughout the US benefit from ACCEL's Instructional Model (AIM). Our approach is accredited by Cognia™ and provides the foundation for your child's academic success.

- Aligned Academics meet or exceed state standards ensuring your child is on track for rigorous college and career opportunities.
- Student-centered staff united in executing our mission to make a difference in the life trajectory of each student.
- More Time on Task and double the instructional minutes for ELA and Math maximizes learning in your child's school day.
- Short Cycle Assessments keep track of how students are progressing in the program, giving teachers ongoing feedback so they can tailor instruction to your student's needs.
- Individualized Instruction driven by assessment data means we are familiar with the needs of each child and set students up for success in each course of study.
- State Testing Preparation reduces the anxiety often associated with high stakes tests, helping our teachers and students feel confident with the structure and methodology of state exams.
- Academic Support including education technology, interventional specialists, and instructional aides assist students during the school day.
- Extracurricular Courses & Activities round out our educational offerings providing students social-emotional learning, athletics, arts, service learning & more.

LEA Strategic Plan - Demographic Data

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Demographic Data

Student Groups	State (2024-25)	County (2024-25)
	% of Students	% of Students
All	100.00	100.00
Status		
Economically Disadvantaged	50.77	34.93
English Learners	1.08	1.31
Foster Care	2.08	--
Homeless	5.31	2.62
Military Connected	0.42	0.44
Students with Disabilities	20.26	14.85
Race		
American Indian or Alaska Native	0.09	0.87
Asian	0.73	0.87
Black or African American	4.23	10.04
Hispanic or Latino Native	2.65	5.24
Multi-Racial	4.82	4.80
Native Hawaiian or Other Pacific Islander	0.06	0.44
White	87.41	77.73
Gender		
Female	48.48	50.66
Male	51.52	49.34

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

*** In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,**

EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

On i-Ready assessments in the fall, the majority of students in grades K-5 were not proficient. Students have weaknesses in literary text and informational text. A considerable number of students also have deficits in vocabulary and reading comprehension.

Demographic Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Demographics:

Total enrollment: 256

Special education: 78

Low SES: 182

Foster: 0

ELL: 1

Homeless: 13

Clear identification of priority focus areas

A. Address academic deficiencies in reading and math.

B. Provide student support for mental and emotional health.

C. Increase parent and community involvement to support students.






D. Continue intentional professional development to improve instructional practices, data analysis to drive instruction and classroom management.

E. Develop and implement positive behavior interventions for all students.

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LEA Strategic Plan - Academic Data

Color Reference Guide




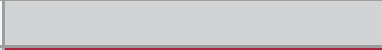



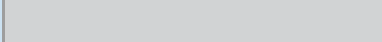
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

2036 Annual English Language Arts (ELA) Goal Targets

Base 2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
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NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

ELA Proficiency

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students	% of Students	% of Students		% of Students
All	--	45.83	49.66		45.08
Status					
Economically Disadvantaged	--	40.35	38.18		35.68
English Learners	--	--	50.00		14.07
Foster Care	--	--	--		26.29
Homeless	--	42.86	20.00		29.43
Military Connected	--	--	100.00		57.07
Students with Disabilities	--	20.83	37.50		14.72
Race					
American Indian or Alaska Native	--	--	--		50.00

Asian	--	0.00	33.33		68.58
Black or African American	--	44.44	44.44		28.81
Hispanic or Latino Native	--	25.00	20.00		36.92
Multi-Racial	--	54.55	28.57		41.33
Native Hawaiian or Other Pacific Islander	--	--	--		52.63
White	--	47.37	52.85		46.03
Gender					
Female	--	46.15	56.25		49.51
Male	--	45.45	41.79		40.87

ELA Academic Progress

Student Groups	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students		% of Students
All	54.29		45.65
Status			
Economically Disadvantaged	44.74		42.15
English Learners	--		42.83
Foster Care	--		40.91
Homeless	25.00		41.97
Students with Disabilities	64.71		37.55
Race			
American Indian or Alaska Native	--		53.85
Asian	0.00		65.82
Black or African American	0.00		39.02
Hispanic or Latino Native	50.00		43.51
Multi-Racial	57.14		43.24
Native Hawaiian or Other Pacific Islander	--		56.41
White	56.67		45.98
Gender			
Female	65.52		47.96

Male	40.43		43.46
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Reading Lexile Distribution - District (2023-24)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	571	--	--	--	--
4	768	--	--	--	--
5	888	--	--	--	--
6	1017	--	--	--	--
7	1142	--	--	--	--
8	1166	--	--	--	--
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Our Low SES, Homeless, Students with Disabilities, and Asian, Black and Hispanic students had the lowest ELA scores.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
EPPA implements a comprehensive literacy plan to address the needs of the students. This plan utilizes the Science of Reading research.	

ELA Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Our Low SES, Homeless, Students with Disabilities, and Asian, Black and Hispanic students had the lowest ELA scores. EPPA implements a comprehensive literacy plan to address the needs of the students. This plan utilizes the Science of Reading research. Title I funds will be used to provide individual and small group instruction to students who are below grade level on the iReady Assessment.

2036 Annual Mathematics Goal Targets

Base 2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
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NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

Mathematics Proficiency

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students	% of Students	% of Students		% of Students
All	--	19.72	43.54		35.54
Status					
Economically Disadvantaged	--	14.29	29.09		26.71
English Learners	--	--	50.00		17.15
Foster Care	--	--	--		21.78
Homeless	--	28.57	0.00		21.57
Military Connected	--	--	100.00		53.49
Students with Disabilities	--	8.70	20.83		12.99
Race					
American Indian or Alaska Native	--	--	--		37.50
Asian	--	0.00	33.33		68.75
Black or African American	--	11.70	44.44		18.81
Hispanic or Latino Native	--	0.00	40.00		24.89
Multi-Racial	--	27.27	28.57		30.65
Native Hawaiian or Other Pacific Islander	--	--	--		42.44
White	--	21.24	44.72		36.57
Gender					
Female	--	17.11	40.00		33.73
Male	--	22.73	47.76		37.25

Math Academic Progress

Student Groups	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students		% of Students

All	56.19		39.98
Status			
Economically Disadvantaged	60.53		34.41
English Learners	--		29.73
Foster Care	--		34.54
Homeless	75.00		31.37
Students with Disabilities	35.29		28.17
Race			
American Indian or Alaska Native	--		41.03
Asian	0.00		69.07
Black or African American	0.00		30.53
Hispanic or Latino Native	25.00		35.29
Multi-Racial	42.86		37.01
Native Hawaiian or Other Pacific Islander	--		48.65
White	61.11		40.47
Gender			
Female	58.62		38.93
Male	53.19		40.97

Mathematics Performance Distribution - District (2023-24)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	615	--	--	--	--
4	600	--	--	--	--
5	711	--	--	--	--
6	820	--	--	--	--
7	1044	--	--	--	--
8	973	--	--	--	--
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military)

Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Our Low SES, Homeless, Students with Disabilities, and Asian, Black and Hispanic students had the lowest math scores.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
EPPA will provide ongoing professional development to the staff.	

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

EPPA students in all subgroups performed below proficient. EPPA will provide ongoing professional development to the staff. Title I funds will be used to provide individual and small group instruction to students who are below grade level on the iReady Assessment.

English Language Proficiency Assessment Results (ELPA)

	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	--	--	100.00	55.01

Detailed data by domain is available at [ZoomWV for Educators](#)

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Level 1	--		0	476
Level 2	--		0	413
Level 3	--		1	696
Level 4	--		1	276
Level 5	--		1	247

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Level 1	--		0	470
Level 2	--		0	422
Level 3	--		0	831
Level 4	--		2	231
Level 5	--		1	154

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Level 1	--		1	331
Level 2	--		0	324
Level 3	--		0	573
Level 4	--		1	422
Level 5	--		1	458

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	County 2021-22	County 2022-23	County 2023-24	State 2023-24
Level 1	--		0	218
Level 2	--		0	196
Level 3	--		0	635
Level 4	--		0	569
Level 5	--		3	490

Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
EPPA will implement a comprehensive learning plan to address the needs of EL students.	

EL Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

EL students in all subgroups performed below proficient. EPPA will provide ongoing EL professional development to staff. Title I funds will be used to provide individual and small group instruction to EL students who are below grade level on the iReady Assessment.

LEA Strategic Plan - High School Graduation and Student Success Data

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

On Track

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students	% of Students	% of Students		% of Students
All	--	--	--		76.79
Status					
Economically Disadvantaged	--	--	--		67.39
English Learners	--	--	--		66.89
Foster Care	--	--	--		53.30
Homeless	--	--	--		61.10
Military Connected	--	--	--		88.46
Students with Disabilities	--	--	--		66.94
Race					
American Indian or Alaska Native	--	--	--		71.42
Asian	--	--	--		89.47
Black or African American	--	--	--		66.93
Hispanic or Latino Native	--	--	--		70.19
Multi-Racial	--	--	--		74.21
Native Hawaiian or Other Pacific Islander	--	--	--		62.50

White	--	--	--	77.43
Gender				
Female	--	--	--	79.86
Male	--	--	--	73.83

10th Graders with Twelve Earned Credits

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	State (2023-24)
	% of Students	% of Students	% of Students	% of Students
All	--	--	--	90.59
Status				
Economically Disadvantaged	--	--	--	85.57
English Learners	--	--	--	84.45
Foster Care	--	--	--	77.43
Homeless	--	--	--	79.03
Military Connected	--	--	--	100.00
Students with Disabilities	--	--	--	85.22
Race				
American Indian or Alaska Native	--	--	--	92.85
Asian	--	--	--	95.48
Black or African American	--	--	--	84.73
Hispanic or Latino Native	--	--	--	87.63
Multi-Racial	--	--	--	88.59
Native Hawaiian or Other Pacific Islander	--	--	--	100.00
White	--	--	--	90.98
Gender				
Female	--	--	--	92.19
Male	--	--	--	89.06

10th Graders with two or more credits in English, Math, Science, and Social Studies

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	State (2023-24)
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	% of Students	% of Students	% of Students	% of Students
All	--	--	--	77.28
Status				
Economically Disadvantaged	--	--	--	68.08
English Learners	--	--	--	68.24
Foster Care	--	--	--	54.47
Homeless	--	--	--	61.51
Military Connected	--	--	--	88.46
Students with Disabilities	--	--	--	68.19
Race				
American Indian or Alaska Native	--	--	--	71.42
Asian	--	--	--	90.22
Black or African American	--	--	--	67.09
Hispanic or Latino Native	--	--	--	70.64
Multi-Racial	--	--	--	75.00
Native Hawaiian or Other Pacific Islander	--	--	--	62.50
White	--	--	--	77.93
Gender				
Female	--	--	--	80.34
Male	--	--	--	74.34

2036 4-Year Cohort Graduation Rate Goal Targets

2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036

Graduation 4-Year Cohort

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students	% of Students	% of Students		% of Students
All	--	--	--		92.58
Status					
Economically Disadvantaged	--	--	--		87.51

English Learners	--	--	--		91.00
Foster Care	--	--	--		--
Homeless	--	--	--		--
Military Connected	--	--	--		--
Students with Disabilities	--	--	--		86.38
Race					
American Indian or Alaska Native	--	--	--		100.00
Asian	--	--	--		97.73
Black or African American	--	--	--		88.94
Hispanic or Latino Native	--	--	--		91.30
Multi-Racial	--	--	--		90.96
Native Hawaiian or Other Pacific Islander	--	--	--		100.00
White	--	--	--		92.81
Gender					
Female	--	--	--		94.17
Male	--	--	--		91.13

Graduation 5-Year Cohort

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students	% of Students	% of Students		% of Students
All	--	--	--		93.41
Status					
Economically Disadvantaged	--	--	--		89.14
English Learners	--	--	--		0.00
Foster Care	--	--	--		--
Homeless	--	--	--		--
Military Connected	--	--	--		--
Students with Disabilities	--	--	--		87.13
Race					
American Indian or Alaska Native	--	--	--		93.75

Asian	--	--	--		98.68
Black or African American	--	--	--		91.21
Hispanic or Latino Native	--	--	--		92.66
Multi-Racial	--	--	--		91.40
Native Hawaiian or Other Pacific Islander	--	--	--		81.82
White	--	--	--		93.57
Gender					
Female	--	--	--		94.72
Male	--	--	--		92.23

Post-Secondary Achievement Data

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students	% of Students	% of Students		% of Students
All	--	--	--		5.30
Status					
Economically Disadvantaged	--	--	--		3.63
English Learners	--	--	--		0.00
Foster Care	--	--	--		0.00
Homeless	--	--	--		3.12
Military Connected	--	--	--		--
Students with Disabilities	--	--	--		1.98
Race					
American Indian or Alaska Native	--	--	--		--
Asian	--	--	--		0.00
Black or African American	--	--	--		5.00
Hispanic or Latino Native	--	--	--		0.00
Multi-Racial	--	--	--		12.50
Native Hawaiian or Other Pacific Islander	--	--	--		--
White	--	--	--		5.02
Gender					

Female	--	--	--	4.54
Male	--	--	--	5.78

College Readiness (AP/IB)

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	State (2023-24)
	% of Students	% of Students	% of Students	% of Students
All				
Status				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Military Connected				
Students with Disabilities				
Race				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic or Latino Native				
Multi-Racial				
Native Hawaiian or Other Pacific Islander				
White				
Gender				
Female				
Male				

College Readiness (Dual Credit)

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	State (2023-24)
	% of Students	% of Students	% of Students	% of Students
All	--	--	--	2.47

Status				
Economically Disadvantaged	--	--	--	1.36
English Learners	--	--	--	0.00
Foster Care	--	--	--	0.00
Homeless	--	--	--	0.00
Military Connected	--	--	--	--
Students with Disabilities	--	--	--	0.99
Race				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	0.00
Black or African American	--	--	--	5.00
Hispanic or Latino Native	--	--	--	0.00
Multi-Racial	--	--	--	6.25
Native Hawaiian or Other Pacific Islander	--	--	--	--
White	--	--	--	2.09
Gender				
Female	--	--	--	2.72
Male	--	--	--	2.31

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	State (2023-24)
	% of Students	% of Students	% of Students	% of Students
All	--	--	--	2.12
Status				
Economically Disadvantaged	--	--	--	2.27
English Learners	--	--	--	0.00
Foster Care	--	--	--	0.00
Homeless	--	--	--	3.12
Military Connected	--	--	--	--
Students with Disabilities	--	--	--	0.99

Race				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	0.00
Black or African American	--	--	--	0.00
Hispanic or Latino Native	--	--	--	0.00
Multi-Racial	--	--	--	0.00
Native Hawaiian or Other Pacific Islander	--	--	--	--
White	--	--	--	2.51
Gender				
Female	--	--	--	0.90
Male	--	--	--	2.89

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, current graduation rates, supplemental programs/services, benchmarks, walkthrough data, pass/failure rates, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

N/A

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
N/A	N/A

High School Graduation and Student Success Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.






N/A

LEA Strategic Plan - Attendance and Behavior Data








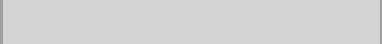




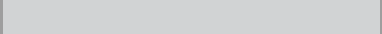
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LEA Strategic Plan - Attendance and Behavior Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

Attendance - Percent of students chronically absent

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students	% of Students	% of Students		% of Students
All	--	41.94	36.84		23.48
Status					
Economically Disadvantaged	--	51.69	57.61		30.79
English Learners	--	0.00	33.33		19.25
Foster Care	--	50.00	--		27.54
Homeless	--	33.33	20.00		34.07
Military Connected	--	--	100.00		13.14
Students with Disabilities	--	51.28	42.50		28.57
Race					
American Indian or Alaska Native	--	--	--		21.94
Asian	--	33.33	20.00		9.80
Black or African American	--	66.67	41.18		23.63
Hispanic or Latino Native	--	50.00	40.00		24.74
Multi-Racial	--	31.25	30.77		25.44
Native Hawaiian or Other Pacific Islander	--	--	--		12.62

White	--	40.46	37.13		23.45
Gender					
Female	--	38.89	35.94		24.13
Male	--	44.95	37.82		22.87

Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)

Student Groups	County (2021-22)	County (2022-23)	County (2023-24)	2023-24 Scorecard Rating	State (2023-24)
	% of Students	% of Students	% of Students		% of Students
All	--	93.09	97.17		95.43
Status					
Economically Disadvantaged	--	91.01	95.65		93.96
English Learners	--	100.00	100.00		97.92
Foster Care	--	100.00	--		90.69
Homeless	--	100.00	100.00		91.85
Military Connected	--	--	100.00		98.98
Students with Disabilities	--	92.31	100.00		92.60
Race					
American Indian or Alaska Native	--	--	--		94.79
Asian	--	100.00	100.00		98.71
Black or African American	--	80.00	100.00		90.21
Hispanic or Latino Native	--	90.00	100.00		95.78
Multi-Racial	--	87.50	84.62		92.97
Native Hawaiian or Other Pacific Islander	--	--	--		96.39
White	--	94.80	97.52		95.77
Gender					
Female	--	99.07	99.22		97.61
Male	--	87.16	94.96		93.37

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

EPPA saw chronic absenteeism was highest in our students with disabilities and economically disadvantaged students.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
EPPA will combat chronic absenteeism by scheduling regular home visits with students/families.	

Attendance and Behavior Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

EPPA had very few out of school suspensions. The school did however face high absenteeism from specific subgroups. EPPA will increase home visits, develop individualized support plans, and address health and wellness needs through wraparound services.

LEA Strategic Plan - Educator Effectiveness Data

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

LEA Strategic Plan - Educator Effectiveness Data

Beginning Teachers (0-3 teaching experience)

County (2021-22)		County (2022-23)		County (2023-24)		State (2023-24)	
Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %	Title I Schools %	Non-Title I Schools %
--	--	--	--	--	--	22.10	18.27

Evaluation Data

	County (2023-24)	State (2023-24)
Performance Level	% of Teachers	% of Teachers
Distinguished		
Accomplished		
Emerging		
Unsatisfactory		

Additional Data Sources, including results:

* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Educator Effectiveness—

1. Number of professional educators: 17 Core Professional Educators + 3 Special Educators

1. Professional development needs

A. Differentiated Instruction based on individual student needs

B. Responding to data

C. Understanding Assessment Data and Planning for reteaching

1. Retention and recruitment

Continuing to nurture and grow the EPPA culture, individualized instruction along with improved instructional practices ultimately realizing student achievement, will likely increase parent satisfaction and community admiration. EPPA has been attractive since day one and will continue to be

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Educator Effectiveness—

1. Number of professional educators: 17 Core Professional Educators + 3 Special Educators

1. Professional development needs

A. Differentiated Instruction based on individual student needs

B. Responding to data

C. Understanding Assessment Data and Planning for reteaching

1. Retention and recruitment

Continuing to nurture and grow the EPPA culture, individualized instruction along with improved instructional practices ultimately realizing student achievement, will likely increase parent satisfaction and community admiration. EPPA has been attractive since day one and will continue to be

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment, the strategic plan activities and development of the district's WVSIPP.

Professional development offerings related to data and priority needs include lesson plan development training, PBIS staff development, Magnetics/Ready reading trainings based on the science of reading, interim data assessment training, and supplemental curriculum monitoring training.

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

Plan Items)

G 1 Increase student performance through schoolwide supports

Description:

Increase student performance through schoolwide supports

PM 1.1 As measured annually by state academic test performance and short-term using short cycle formative assessments.

Description:

None

S 1.1.1 Create a Multi-Tiered System of Support (MTSS)

Description:

Create a Multi-Tiered System of Support (MTSS) - Districts across the country are using a multi-tiered system of support (MTSS) framework to create systems of care that ensure students get what they need, academically, behaviorally, socially, and emotionally. MTSS, an acronym for "multi-tiered system of supports," is an organizational framework used in education settings to ensure that all students' needs are met through increasingly targeted interventions across three levels of support. As educators build intervention plans, they use data to help them make well-informed decisions that will produce the best outcomes for each student.

AS 1.1.1.1 Small Group Instruction

Description:

To enhance learning, teachers provide targeted instruction on specific skills to small groups of children (generally three to six) who require additional supports to learn based on formative assessments. For example, small-group instruction using a supplemental curriculum on language and literacy would focus on skills such as vocabulary development, phonological awareness, sound awareness and alphabet knowledge.

Person Responsible:

Phil Petru

Estimated Begin Date:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$252,021.95
	State EL Funds		\$110.74

	Title V Part B, RLIS		\$8,028.99
IDEA and State Aid Entitlement	IDEA School Age		\$55,548.00
	IDEA Preschool		\$1,429.00
	State Aid for Special Education		\$32,211.00
Total			\$349,349.68

AS 1.1.1.2 Data-Based Decisions supported by Professional Development

Description:

In an MTSS framework, interventionists use data across academic performance, behavior, attendance, and social-emotional learning to source the right intervention strategy from a whole-child perspective. Personalized professional development for staff to fully implement the framework will be necessary for success.

Person Responsible:

Phil Petru

Estimated Begin Date:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$20,933.94
IDEA and State Aid Entitlement	IDEA Preschool		\$350.00
Total			\$21,283.94

S 1.1.2 Increase well-rounded education opportunities for all students.

Description:

Add specials to increase the well-rounded education opportunities.

AS 1.1.2.1 Specialist Teachers

Description:

Well rounded education of all students will be supported by the addition of specials (i.e. Art, PE)

Person Responsible:

Phil Petru

Estimated Begin Date:

None
Estimated Completion Date:
None

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$102,000.00

2 Enhance school climate and safety

Description:

Enhance school climate and safety

PM 2.1 As measured by disciplinary action/referrals and through staff and student surveys.

Description:

None

S 2.1.1 Create a PBIS Framework

Description:

Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is a multi-tiered, evidence-based model.

AS 2.1.1.1 Develop Leadership Team for Implementation and Monitoring

Description:

PBIS is a team-guided approach. The leadership team steers the PBIS implementation, monitors its effectiveness, and provides continuity as individuals transition into and out of the school. To effectively support Tier 3 systems, it is important for teams to meet at least monthly and use a variety of data sources to identify trends across student groups and engage in team-based problem solving. Systems team members may include individuals in a variety of different roles (e.g., teachers, administrators, school psychologists, behavior specialists, community members) and will vary widely across schools. It is critical for leadership teams to include members who bring the following types of knowledge, skills, and authority.

Person Responsible:

Phil Petru

Estimated Begin Date:

None

Estimated Completion Date:

None

AS 2.1.1.2 SWPBIS Tiered Fidelity Inventory (TFI)

Description:

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

Person Responsible:

Phil Petru

Estimated Begin Date:

None

Estimated Completion Date:

None

AS 2.1.1.3 Implement Positive Behavior Strategies for Engaging and Motivating Students

Description:

Effective instructional practices that engage students in academic success are an essential component of any positive behavior support system. A strong relationship exists between effective instruction and students' social, emotional, and behavioral outcomes. It might seem counterintuitive to focus on instruction over traditional classroom management methods like stop lights or consequence charts. However, positive behavior strategies such as teaching positive behavior, intervening early, and creating a positive classroom climate are most effective when implemented with engaging academic instruction. By integrating behavior supports (e.g., instructional choice, preteaching, opportunity to respond) into our instruction, we strengthen proactive behaviors and reduce the probability that challenging behaviors will occur. That makes it less likely that we'll need to rely on rewards or consequences to encourage positive behavior. Behavior analysts play an important role in developing strategies that yield positive results in the school learning environment. Examples of positive behavior supports in the classroom can include routines, proximity, task assessment, and positive phrasing. 1--Classroom Routines: A teacher can promote positive behavior in the classroom by using the ABA technique of establishing routines. These routines encourage students to adopt positive behavior patterns. Examples of Classroom Routines ? Incorporate standards for what students should do at arrival and dismissal. ? Incorporate standards for what students should do during breaks and lunch. ? Develop standards for how and when students can ask questions, sharpen a pencil or use the restroom. 2--Proximity: Teachers can use the ABA technique of proximity to both visually and verbally engage with their students and support positive behavior. For example, they can move around the classroom to offer help when students raise their hands to ask for assistance. By getting closer to their students, teachers can interact with them one-on-one. 3--Task Assessment: This is a multifaceted example of positive behavior support in the classroom. Teachers can implement this ABA technique both before and after students work on a task. As they assign a task, teachers can provide guidelines of what behaviors are expected. For instance, teachers can tell their students to stay quiet while they complete a timed test and remind them to raise their hands if they have questions during the test. Teachers should also make sure that students fully understand the desired behavior as the task is assigned. After the students complete the task, the teacher can assess if students completed it with the correct behavior. Teachers can use their assessment to determine if they need to change their strategy of how they assign specific tasks in the future. 4--Positive Phrasing: Teachers act as behavioral role models for their students and should model the positive behavior they wish to see in their classrooms. By communicating through positive phrasing, teachers can establish a standard that students can use when speaking to one another and their teachers. When teachers need to correct undesired behavior, they can do so concisely and respectfully to cultivate safe, positive classroom environments. Teachers can also habitually praise good behavior to reinforce how students should act in the classroom.

Person Responsible:

Phil Petru

Estimated Begin Date:

None

Estimated Completion Date:

None

Funding Application	Grant	Notes	Amount
Consolidated	Title IV Part A		\$11,835.69

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Monitor students' progress in meeting the challenging State academic standards Address strategies to monitor students' progress in meeting the challenging State academic standards by:</p> <ul style="list-style-type: none">- Developing and implementing well-rounded program of instruction- Identifying at-risk students- Providing additional educational assistance- Implementing instructional and other strategies to improve student learning <p>Explanation School utilizes the following to monitor student progress: IReady Diagnostics IXL Diagnostics Interim/Short Cycle Assessments</p>	<input checked="" type="checkbox"/>
<p>2) Address equity of students taught at higher rates by ineffective or inexperienced teachers Address strategies to address equity for students taught at higher rates by ineffective or inexperienced teachers</p> <p>Explanation The following is being done to address educator effectiveness but will be fully addressed after we have a full year of academic data:</p> <ul style="list-style-type: none">A. Differentiated Instruction based on individual student needsB. Responding to dataC. Understanding Assessment Data and Planning for reteaching <p>3. Retention and recruitment</p> <p>Continuing to nurture and grow the EPPA culture, individualized instruction along with improved instructional practices ultimately realizing student achievement, will likely increase parent satisfaction and community admiration. EPPA has been attractive since day one and will continue to be.</p>	<input checked="" type="checkbox"/>
<p>3) Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools Address strategies to carry out responsibilities for any Comprehensive Support Improvement and targeted Support and Improvement Schools</p> <p>Explanation Single School</p>	<input checked="" type="checkbox"/>

- 4) **Provide educational services for N & D children living in local institutions or participating in comm. day school programs**
Address strategies to provide educational services for neglected and delinquent children living in local institutions or participating in community day school programs

Explanation

n/a community schools exempt

- 5) **Provide services for homeless children and youth**
Address strategies to provide services for homeless children and youth

Explanation

Title I set-aside for homeless or housing instability cases has been reserved and additional resources will be provided if a situation occurs. School has identified homeless liaison/contact to ensure proper reporting of housing instability occurrences.

- 6) **Provide effective parent and family engagement**
Address strategies to provide effective parent and family engagement

Explanation

--Family engagement (types of opportunities, activities, method of communication)

- 1. Open house on school curriculum
- 1. Meet the Teacher event
- 1. Breakfast w/family
- 1. Key Club
- 1. School PTO
- 1. Baseball and Softball Program
- 1. Winter Ball School Dance
- 1. School Dance Teams
- 1. Parent Volunteer Opportunities

- 7) **If applicable, support, coordinate, and integrate services with early childhood education programs**
Address strategies to support, coordinate, and integrate services with early childhood education programs

Explanation

n/a

- 8) **If appropriate, implement process to identify students for support under Targeted Assistance Program**
 Address strategies to identify students for support under Targeted Assistance Program, if appropriate
- Explanation**
 n/a
- 9) **Implement strategies to facilitate effective transitions for students between programmatic levels**
 Address strategies to facilitate effective transitions for students between programmatic levels
- Explanation**
 EPPA leadership has developed a collaborative relationship with day care centers working with area directors to provide kindergarten readiness information. Day care directors are invited to visit kindergarten classrooms and speak to teachers to provide opportunities to share best practices about meeting the needs of pre-k and kindergarten students. Education programs for all grades for all parents are also scheduled on a regular basis. In the spring, meetings are scheduled with incoming kindergarten parents and guardians with a follow up in May and in August right before school begins so that parents and guardians feel comfortable with the program and have a strong relationship with the kindergarten teacher. All meetings focus on the importance of literacy, vocabulary development, and numeracy when parents and guardians work on building kindergarten readiness skills with their children.
- 10) **Reduce the overuse of discipline practices that remove students from the classroom**
 Address strategies to reduce the overuse of discipline practices that remove students from the classroom
- Explanation**
 School is implementing and providing PD on PBIS to improve school climate and reduce behavior issues.
- 11) **If appropriate, support and coordinate CTE and work-based learning opportunities**
 Address strategies to support and coordinate CTE and work-based learning opportunities, if appropriate
- Explanation**
 n/a
- 12) **Other appropriate strategies identified by the LEA**
 Address other appropriate strategies identified by the LEA
- Explanation**
 n/a

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Induction of beginning teachers Address strategies to support beginning teachers</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>2) Support for experienced teachers Address strategies to support experienced teachers</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>3) Support for student teachers Address strategies to support student teachers</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>4) Support for beginning administrators Address strategies to support beginning administrators</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>5) Support for experienced administrators Address strategies to support experienced administrators</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>6) Support for other staff Address strategies to support other staff</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>7) Professional development</p>	<input checked="" type="checkbox"/>

Address strategies and planned professional development opportunities

Explanation

n/a

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

* Planning

N/A

* Vision and Goals

N/A

* Data Driven Measures

N/A

* Teacher Leadership Roles

N/A

* Teacher Leadership Selection

N/A

* Application and Hiring Process

N/A

* County/Administrator Roles

N/A

* Management Protocol

N/A

* Evaluation Procedures

N/A

* Estimated Budget

N/A

* Communication

N/A

WVSIPP Funding Details

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

WVSIPP Component	Funding Amount
Induction of beginning teachers	* \$ 0.00
Support for experienced teachers	* \$ 0.00
Support for student teachers	* \$ 0.00
Support for other staff	* \$ 0.00
Professional development	* \$ 0.00

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Science of Reading Instruction Goal: Ensuring implementation of evidence-based instructional materials aligned to the Science of Reading, writing, and West Virginia College- and Career-Readiness Standards.</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>2) Science of Reading and Numeracy Professional Learning Opportunities Goal: Providing school personnel with training and materials on evidence-based reading instruction and data-driven decision-making focused on the five pillars of the Science of Reading and writing.</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>3) Assessments: Screeners, Diagnostics, Benchmarks Goal: Utilizing a state-approved English Language Arts and Mathematics screener(s) and/or benchmark(s) to analyze data to inform instruction and identify students exhibiting deficiencies in reading and mathematics. The screeners, diagnostics or benchmarks should include subtest reporting for dyslexia indicators.</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>4) Multi-Tiered Systems of Support Goal: Ensuring the creation of individualized reading improvement plans and providing intensive reading and mathematics supports for K-4 students identified as having a deficiency in reading and mathematics.</p> <p>This section should include a schedule for providing intervention/enrichment time to students.</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>5) Family Notification and Involvement Goal: Providing families with notifications of the creation and implementation of individualized reading improvement plan, regular updates of child's reading progress, and reading strategies to help their child at home.</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>

6) **Extended Learning Opportunities**



Goal: Providing high-quality extended day and extended year programs incorporating the five pillars of the Science of Reading, writing and mathematics for K-3 students who have not met certain literacy criteria.

HB 3035 requires students performing at a minimal level and not showing improvement to receive extended learning opportunities (i.e., after school and summer school)

Explanation

n/a

Eastern Panhandle Preparatory Academy (102) Public District - FY 2026 - LEA Strategic Plan - Rev 1

Not Applicable

Required Items [Expand All] [Collapse All]	Component Met
<p>1) P – 12 Mathematics Content Knowledge Activities related to expanding educators’ content knowledge (Ex: action steps related to training and implementation for new instructional materials, Boaler’s mathematical mindsets, number talks, etc.)</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>2) P – 12 Mathematics Pedagogy/Thinking Skills Activities related to expanding educators’ pedagogical practices used in teaching mathematics (Ex: Cash’s differentiation, thinking skills, number talks, etc.)</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>3) Leadership Development Activities related to expanding administrators’ and teacher-leaders’ role as instructional leaders (Ex: resource allocation, planning and monitoring for success, facilitators of change related to student engagement, output and empowerment, etc.)</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>4) Student Engagement Activities related to expanding educators’ and administrators’ understanding and use of research-based student engagement processes (Ex: Kieschnick’s blended learning, Boaler’s mathematical mindsets, technology supports, etc.)</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>
<p>5) Mathematics Coaching/Facilitating Activities related to developing the academic and interpersonal skills (Ex: effective coaching skills, training skills, facilitating skills, peer mentoring, etc.)</p> <p>Explanation n/a</p>	<input checked="" type="checkbox"/>

6) **Parent Involvement/Public Relations**



Activities related to developing and expanding parent and community involvement in mathematics (Ex: creating a heightened awareness of mathematics through community involvement, active public relations activities, math nights, student-led conferences, district/school website linked to math4life website, etc.)

Explanation

n/a

Required Documents

This page is currently not accepting Related Documents.