

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

BARBOUR COUNTY SCHOOLS BARBOUR COUNTY BOARD OF EDUCATION OFFICE

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"Good plans shape good decisions.

That's why good planning helps to make elusive dreams come true."

Lester R. Bittel, *The Nine Master Keys of Management*

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Superintendent	Dr. DeEdra Lundeen
	Assistant Superintendent	Jeff Kittle
	Student Services Director/Spec Ed/LEP	Elaine Benson
	Director of Secondary Curriculum	Karen Boone
	Principal	Jim Sprouse
Business & Community	Director of Attendance, Facilities, & Technology	Glenn Sweet
	Executive Director of Barbour County Community Dev	Jerry Edens
	College Education Department Chairperson	Sally Digman
	President- Freedom Bank	Mike Hudnall
Parents	Parent Center Coordinator	Doug Schiefelbein
		Mary McCartney
Service Personnel		Brian Kisamore
		Ira Mayle
Teachers		Regeania Murphy
		Nancy Shaffer
		Tim McDaniel
	Principal	Sue Talbott
		Nancy Burner- Ware
		Linda Long
		Tonya Baker

The committee broke into subgroups to work on the sections of the plan. They then brought back a draft of their section to review and revise with the group. The entire plan was presented to the Faculty Senate and Local School Improvement Council for review, before submission.

SCHOOL SYSTEM MISSION STATEMENT

Committed to Learning for All

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. Committed to high expectations among students, educators, parents, and community members:
2. Committed to high quality engaged instruction of all learners:
3. Committed to continuous improvement of all students through a system of supports in exceeding state and national standards:
4. Committed to data-driven decisions and research-based practices and programs:
5. Committed to a working coalition of students, educators, parents, and community in producing respectful and responsible students:
6. Committed to developing lifelong learners who value themselves and others, contribute to their community, and succeed in a changing world.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Ed Tech Federal	26,000.00
General	13,100.00
Rural and Low Income Schools	84,050.00
Technology E-rate	58,939.77
Technology E-rate County Match	11,839.23
Technology Local Share	10,271.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	36,718.00
TFS/Elementary Technology	33,970.00
TFS/Secondary Technology	41,895.00
Title II	235,359.00
Title III Language Instruction LEP	525.00
Title V	4,426.00
Total	\$ 557,093.00

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

What enrollment increases or decreases have occurred in your school system? How has this impacted the system?

Barbour County School's student population remained steady this year. However, our student population has decreased by 309 students in the last five years

According to available data, what changes have occurred in the age, ethnic, or racial population demographics of your county? What are the implications?

From 2000 to 2007 we have seen the population increase in our county. Conversely, the student population of our school system has dropped by 309 students in the same time period.

Have there been any significant changes in the socio-economic demographics of your county? If so, what are the implications?

The median income for individuals rose by 42.39% outpacing the state growth by 4%. Sixty-five percent of our students still come from impoverished homes.

Have there been changes in the economic stability or economic trends in your county? What are the implications?

While the economic picture in Barbour County has improved, we are still lagging behind the rest of the state. Our median household income is still \$7,000 behind the rest of WV. Eleven percent of our students coming from an impoverished home than the rest of WV, and our unemployment rate (6%) is still above WV (5%). BCS spent \$7,465 per child educating our students while the avg. school system in the state spent \$8,030 per child.

What are the changes in family characteristics or background of the students served in your county? What are the implications?

Family composition in Barbour County has remained virtually unchanged since the 2000 census.

What are the significant social issues in your county? Are such things as drug abuse, homelessness, poverty, juvenile delinquency rate, or crime an increasing problem?

Juvenile delinquency rate is low, but is on the rise with 11 of 1,000 students in the county considered a JD. The state has a much higher rate of 43 of 1,000 students considered a JD. Prescription drug use is rising amongst BCS students with the majority of the illegal substance cases involving prescription meds. Local law enforcement officials say they see a similar trend in the general population in the county.

What are the possible implications of technological change for your students?

Technology is a way of life for BCS students. 90% say they use computers and teens now spend more time online than they do watching TV. 49% are interested in tech. related careers; and 94% use online research; 24% of teens have their own website.

What outside student activities or commitments may be affecting student achievement? What are the implications?

PRIORITIES

1.

Increase student access to technology and their knowledge of how to use it as a tool to enrich their lives.

2.

Consistently deliver character education to help decrease the drug usage in the BCS student population and to instill good values to help them become productive citizens with good work ethics and improve their quality of life.

3.

Develop a Positive Behavior Support Program that will support BCS students' unique needs, to enable them to achieve to their highest potential.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

BCS still has two schools that did not make AYP. (PMS, PES). All other county school's achievement rates on the WESTEST are not keeping pace with rising minimum expectations for student achievement especially in the area of special education and Low SES students.

WESTEST Confidential Summary Report

An achievement gap still exists between All Students and Low SES and Special Education students. In elementary reading All Students proficiency rate is 75% while Low SES is 6 points behind and spec. ed. is 36 pts. behind. In math, 72% of All Students are proficient while Low SES is 6 pts. behind and spec. ed. is 32 pts. behind. In middle school reading All Students proficiency rate is 74% with Low SES 6 pts. behind and spec. ed. 44 pts. behind. Math shows a similar trend with All Students at 69% proficient, Low SES 7 pts. lower and spec. ed. 35 pts. lower. High School proficiency rate for reading for all students is 71% while Low SES is 64%. Math shows a similar trend. All Students is 68% while Low SES is 9 pts. lower.

WESTEST Confidential Item Analysis Summary

After experiencing declining test scores at most grade levels, extra emphasis will be placed on curriculum maps and tracking student progress toward the attainment of the CSOs.

WESTEST Confidential Roster Report

While special education students still dominate the bottom of the achievement lists, their results are rising.

WV Writing Assessment

Writing Assessment Fourth grade writing assessment showed an upturn from 2005 to 2006 increasing from 67 to 74% proficiency. 2007 data is not available at this time. Seventh grade writing assessment displayed no growth from 2006 results to 2007 remaining at 74% proficient. Tenth grade demonstrated a 16% growth in proficiency rate rising from 71% to 87%.

SAT/ACT Results

Students going to college has remained at the 58% mark for several years. This remains well below the 75% college going rate for the best performing school districts. BCS also has twice as many students as the best performing school taking remedial courses in math and english. The ACT scores are comparable to the highest performing school, but with a fewer students taking the test.

ACT Explore - Grade 8 Middle School

Similar trends to WESTEST results, Science achievement results are up and math showing an increase while reading shows no increase.

ACT Plan - Grade 10 High School**AP Testing Report/AP Rate****End of Course Testing Report for Career and Technical Education**

EOC tests results for the CTE are as follows: Agriscience 69.01%; Health Occupations 64.71%; Child Development 64.71%; Food Production 39.74%; Accounting 88%; Admin. Support 70%.

Informal Reading Assessment

DIBELS trend data has shown us that our curriculum and instructional practices are not meeting the needs of our students as early as kindergarten. 72% of our student in kindergarten on the EOY benchmark are proficient. This score is up 30% from the BOY benchmark. First grade shows that the BOY benchmark shows 64% proficient and this declines at the EOY benchmark to 61%. Second grade shows only 42% proficient on the BOY benchmark and only slight gains on the EOY benchmark of 48%. It deteriorates further in third grade. The BOY benchmark sees only 39% of students being proficient. The EOY benchmark improves slightly with 45% of students proficient. Curricular and instructional modifications are necessary to prevent students from continuously losing ground from kindergarten through third grade.

Informal Math Assessment**Formative and Benchmark Assessments**

Informal math and reading assessments for the last 2 years have shown no improvement from the beginning benchmark to last benchmark. BCS is researching how to change our practices in this area so that increases in student achievement may be seen.

LEP - What are the procedures for identifying LEP students (service levels/cut-off scores)?

When parents enroll a student in Barbour County Schools, they identify in writing if another language other than English is spoken at home. This information is entered in WVEIS. The student is screened for English proficiency. A SAT team reviews the screening results and the needs of the child. Parents are invited to the SAT. If the student scores lower than Level 5 in proficiency, an LEP accommodation plan is developed. Direct LEP services will be offered to any LEP student scoring under Level 5 on screening and with subsequent WESTELL evaluations. A yearly WESTELL evaluation will be conducted to measure progress in English proficiency. Parents are informed annually of English proficiency progress, services, test scores, and their right to deny services. The LEP accommodation plan is reviewed annually at the school level with parent invited to participate.

LEP - What are the number and percent of LEP students at each proficiency level on WESTELL (negligible, very limited, average, advanced)?

Level 1- 25% or 1

Level 2- 50% or 2

Level 3- 0% or 0

Level 4- 0

LEP - What are the number and percent of LEP students participating in the statewide assessment program?

1; 2 other students are not in grades tested by WESTEST

LEP - What are the number and percent of LEP students at or above the 50th percentile on the statewide assessment program?

1 or 25%

PRIORITIES

1.

Proficiency rates of BCS students in reading and mathematics are at or below the state average and well below the NCLB target of 100%.

2.

The proficiency rate of the special education subgroup and the low ses group in reading and mathematics are below the proficiency rates in those same core subjects for the category of All students.

There has been progress made with the special education subgroup in the percentage of students being proficient in reading and math.

3. The development of a "system of supports" to curb learning problems before they become too severe. A system of supports could mean intervention systems, tutoring plans, instructional practices, and teacher support.

4. Increase and/or emphasize the instructional time spent on reading, mathematics, and writing.

5. Increase the level of engagement of students in their own learning.
6. Emphasize critical thinking and higher order thinking skills.

C. OTHER STUDENT OUTCOMES ANALYSIS

Attendance Report (by subgroup if available)

52% of all students exceed 10 absences. 82% of Low SES students exceed 10 absences per year. This has a direct bearing on the Low SES achievement rate and may help explain why this sub group scores 5 to 10 points below All Students. Special ed. students only experienced 7% missing 10 or more days.

Discipline Referral Report

There were 488 OSS given out in the 2006-2007 school year. The validity of this data is in question due to not all schools reporting OSS data in WVEIS. There were 12 expulsions. Five of those were for prescription medications.

Dropout Rates/Graduation Rates (by subgroup if available)

The drop-out for 2007 was 32 which was lower than 2006 which was 41. 2007 was the lowest year since 2000. The graduation rate for 2007 rose to 78.3%, up from 75.2% the previous year. This is below the minimum expectation of 80% and well below the county's expectation of 100% graduation rate.

College Enrollment Rate

The college going rate is 58%.

College Developmental Course Rate

The percent of students taking remedial courses is well below the state average: 15% vs. 28%, but well above the best performing school: 7%.

PRIDE Survey

40% of youth reported drinking within the past year. In 2003, the survey revealed that Barbour County had the 6th highest percentages of youth receiving counseling or treatment for substance abuse. 40% of 7th graders reported drinking beer in the past year. The national avg. was 21%. 14.4% of 6th graders did report using cigarettes in the past year as compared to the nat'l avg. of 9.1%. 27% of pregnant women reported they used tobacco during their pregnancy. 55.8% of BMS students believed there was no harm in drinking wine coolers. Barbour County ranked 9th state-wide where alcohol played a factor in motor vehicle crashes.

Results of Nationally Recognized Physical Fitness Test

Data not available at this time

Youth Risk Behavior Survey

The following data was compiled from the Youth Risk Behavior Survey which is given to high school students across the state of WV. The following statistics were derived from this survey: 9.5% had carried a weapon to school in the last 30 days; 28.5% had smoked a cigarette in the last 30 days; 44% had at least one drink in the last 30 days; 52% had sexual intercourse; 35% were overweight; 67% reported they vigorously exercised at least 3 times per week.

CIMP Self Assessment

Barbour County's concerns are the need to for 100 % highly qualified teachers, consistency in IEP writing, agency invited to IEP for transition planning consistently, consistently follow procedures when removing students beyond 10 OS day, consistently follow procedures when over 10 OS constitutes a change of placement; and students make continuous improvement on state wide assessment; .

Special Education Data Profiles

Student enrollment and IEP's for the 2007/2008 year indicate a continued need for a school psychologist, .5 FTE VI teacher; 1.0 FTE HI teacher, 3.0 FTE Sign language interpreters; 2-3 Multi-Disabled classroom aides; 2-3 autism mentors and 1 autism teacher; 1.5 speech therapists; 1.0 FTE LPN/Bus aide; bus aide and driver overtime for disabled students; and ESY Summer of 08 staff. Parent Center staff is needed to provide training and information to help increase parent involvement. Additional secretarial help needed for special education purchasing, WVEIS, and medicaid billing help. Sub teacher help is needed for instructional coverage for IEP meetings and release for staff development. Staff development is needed in the 07/08 year on research based reading intervention programs and 3 Tier model. Supplies and equipment need to be replaced as per requisitions.

LEP - What are the number and percent of limited English proficiency (LEP) students?

There are currently three LEP students enrolled (3 high school). These students are >1% of total population.

LEP - What are the major language groups?

Chinese is native language of all three students.

LEP - What are the number and percent of immigrant students (*if available)?

3 students

LEP - What are the number and percent of migrant students?

3 students

What are the number and percent of schools/levels serving LEP students?

There is 1 school out of 9 (11%) serving LEP students.

PRIORITIES

1.

The attendance rate of the Low SES subgroup needs to be improved.

2.

There is a need for a continued focus on drug and violence prevention activities at all of our schools.

3.

The graduation rate needs to increase

D. CULTURE AND CONDITIONS ANALYSIS

Office of Performance Audits Compliances and Recommendations

Philippi Middle School must achieve full accreditation status. The graduation rate is still below (78.2%) the minimum expectation of 80%, but continues to improve.

Monitoring Reports (Special Education and NCLB)

Special education students scored well below the proficiency baseline at all levels. The drop-out for special education students is 38% which exceeds state standards.

Walkthrough Summaries**Highly Qualified Personnel Report**

The percentage of teachers considered Highly Qualified is 95%.

Framework Assessment of High Yield Practices

Time for teachers to meet to fully implement Professional Learning Communities was listed in surveys as a priority.

Digital Divide Report (Technology)

1. There is a great discrepancy in the student to computer ratio at Philippi Elementary School with relation to the state and other schools in Barbour County. 2. Distance learning in the form of Virtual School is not being used. No requests or needs are presently identified. 3. Ongoing technology integration training needs to be provided. 4. Initially, 33% of the computers in use have an XP operating system. At this time 48% of the student computers have the XP operating system. There is a need to replace lower levels of the operating system within 4 years, if not sooner. 5. Labs at all schools need to have the number of computers available within the labs maintained to the size of the largest class section within the school that that lab serves. 6. There is a need to improve communications through the use of cellular telephone service as we improve our safe schools initiative. 7. Schools need to realize that they all communicate using e-mail as the county office has eliminated the majority of paper communication with the schools. 8. Four of the schools need to establish web sites to allow for additional community communication. 9. DIBELS assessments using the Palm devices needs to be extended to the 3rd grade. 10. Teachers need to assure that the technology CSO's are fulfilled for all students.

PRIORITIES

1.

Philippi Middle and Philippi Elementary must make AYP.

2.

3.

Upgrading computers to a minimum of an XP operating system.

4.

Use distance learning as an alternative to traditional curriculum offerings when there is a lack of opportunity of scheduling conflicts.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Student achievement will continuously increase

	Objective	Objective Short Name	Baseline	5-year Target
1.1	Student achievement for all subgroups of students will continuously increase in reading and language arts at the elementary level	Elementary Reading	0.74	0.90
1.2	Student achievement for all subgroups of students will continuously increase in reading and language arts at the middle school level	Middle School Reading and LA	0.76	0.86
1.3	Student achievement for all subgroups of students will continuously increase in reading and language arts at the high school level	High School Reading and LA	0.75	0.84
1.4	Student achievement for all subgroups of students will continuously increase in mathematics at the elementary level	Elementary Math	0.73	0.83
1.5	Student achievement for all subgroups of students will continuously increase in mathematics at the middle school level	Middle School Math	0.74	0.84
1.6	Student achievement for all subgroups of students will continuously increase in mathematics at the high school level	High School Math	0.71	0.81

Goal 2: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	Maintain, upgrade, and replace technologies in order to increase student achievement (based on operating systems/WinXP or above).	Technology	0.25	1.00

Goal 1: Student achievement will continuously increase

Objective 1.1 Student achievement for all subgroups of students will continuously increase in reading and language arts at the elementary level

As measured by:
DIBELS

Baseline Data		0.74	
Targets		Actual	
2005-2006	0.76	2005-2006	0.00
2006-2007	0.78	2006-2007	0.00
2007-2008	0.80	2007-2008	N/A
2008-2009	0.85	2008-2009	N/A
2009-2010	0.90	2009-2010	N/A

Objective 1.2 Student achievement for all subgroups of students will continuously increase in reading and language arts at the middle school level

As measured by:
WESTEST, Informal Assessments, Writing Assessment

Baseline Data		0.76	
Targets		Actual	
2005-2006	0.78	2005-2006	0.00
2006-2007	0.80	2006-2007	0.00
2007-2008	0.82	2007-2008	N/A
2008-2009	0.84	2008-2009	N/A
2009-2010	0.86	2009-2010	N/A

Objective 1.3 Student achievement for all subgroups of students will continuously increase in reading and language arts at the high school level

As measured by:
WESTEST, Informal Assessments, Writing Assessment

Baseline Data		0.75	
Targets		Actual	
2005-2006	0.77	2005-2006	0.00
2006-2007	0.78	2006-2007	0.00
2007-2008	0.80	2007-2008	N/A
2008-2009	0.82	2008-2009	N/A
2009-2010	0.84	2009-2010	N/A

Objective 1.4 Student achievement for all subgroups of students will continuously increase in mathematics at the elementary level

As measured by:
WESTEST, Informal Assessments

Baseline Data		0.73	
Targets		Actual	
2005-2006	0.75	2005-2006	0.00
2006-2007	0.77	2006-2007	0.00
2007-2008	0.79	2007-2008	N/A
2008-2009	0.81	2008-2009	N/A
2009-2010	0.83	2009-2010	N/A

Objective 1.5 Student achievement for all subgroups of students will continuously increase in mathematics at the middle school level

As measured by:
WESTEST, Informal Assessments

Baseline Data		0.74	
Targets		Actual	
2005-2006	0.76	2005-2006	0.00
2006-2007	0.78	2006-2007	0.00
2007-2008	0.80	2007-2008	N/A
2008-2009	0.82	2008-2009	N/A
2009-2010	0.84	2009-2010	N/A

Objective 1.6 Student achievement for all subgroups of students will continuously increase in mathematics at the high school level

As measured by:
WESTEST, Informal Assessments

Baseline Data		0.71	
Targets		Actual	
2005-2006	0.73	2005-2006	0.00
2006-2007	0.75	2006-2007	0.00
2007-2008	0.77	2007-2008	N/A
2008-2009	0.79	2008-2009	N/A
2009-2010	0.81	2009-2010	N/A

Goal 2: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

Objective 2.1 Maintain, upgrade, and replace technologies in order to increase student achievement (based on operating systems/WinXP or above).

As measured by:

Digital Divide Reports

Baseline Data

Targets		Actual	
2005-2006	0.39	2005-2006	0.43
2006-2007	0.53	2006-2007	0.48
2007-2008	0.67	2007-2008	N/A
2008-2009	0.81	2008-2009	N/A
2009-2010	1.00	2009-2010	N/A

HIGH YIELD STRATEGIES THAT WILL BE UTILIZED TO COMPLETE THE FIVE YEAR PLAN

CURRICULUM	INSTRUCTION	SCHOOL EFFECTIVENESS	STUDENT/PARENT SUPPORT	CONTINUOUS IMPROVEMENT
Rigorous Performance in Core Subjects <input checked="" type="checkbox"/>	Classroom Environments <input type="checkbox"/>	Culture of Support and Trust and Collaboration <input type="checkbox"/>	Culture that Accepts Responsibility for Students <input type="checkbox"/>	District Leadership to Create Learning Centered Schools <input type="checkbox"/>
21st Century Content <input checked="" type="checkbox"/>	Instructional Management <input type="checkbox"/>	Performance Goals to Develop 21st Century Learners <input type="checkbox"/>	Innovative Approaches to Meeting Subgroup Needs <input type="checkbox"/>	Change as an On-Going Continuous Process <input type="checkbox"/>
Standards-Based Curriculum <input type="checkbox"/>	Standards-Based Unit and Lesson Design <input type="checkbox"/>	Leadership Development <input type="checkbox"/>	Support System for Student Physical and Social and Emotional Needs <input type="checkbox"/>	Identification of System-Wide Core Beliefs <input type="checkbox"/>
Prioritization and Mapping <input type="checkbox"/>	21st Century Learning Skills <input type="checkbox"/>	Integration of 21st Century Learning <input type="checkbox"/>	Developmental Guidance with Character and Career Education Development <input type="checkbox"/>	Well-Articulated Mission <input type="checkbox"/>
Performance Benchmarks <input type="checkbox"/>	Differentiated Instruction <input type="checkbox"/>	Balanced Professional Development <input type="checkbox"/>	Strategies that Develop Students having 21st Century Learning Skills <input type="checkbox"/>	Change Based on Internal and External Factors <input type="checkbox"/>
Balanced Assessment System <input type="checkbox"/>	Research-Based High Yield Instructional Strategies <input type="checkbox"/>	Presence of the Correlates of Effective Schools	Effective Transition Pre K to Post Secondary <input type="checkbox"/>	Systemic Design and Implementation <input type="checkbox"/>
Pre K-12 Literacy Model <input checked="" type="checkbox"/>	Authentic Classroom Assessments <input type="checkbox"/>		Understanding the Need to Develop 21st Century Graduates <input type="checkbox"/>	Parents as Respected and Valued Partners <input type="checkbox"/>
Pre K-12 Mathematics Model <input type="checkbox"/>	Adjustment of Instructional Time <input type="checkbox"/>	Professional Development for School Strategic Planning Committees <input type="checkbox"/>	Parent Involvement Communication System <input type="checkbox"/>	Change Processes that Address Interrelatedness of Activities and Resources <input type="checkbox"/>
Curriculum Support System <input type="checkbox"/>	Integration of Literacy Strategies <input type="checkbox"/>	Support for the Work of the School Strategic Planning Process <input type="checkbox"/>	Proactive Community <input type="checkbox"/>	Plan and Do and Study and Act Cycle <input type="checkbox"/>
Curriculum Monitoring Process <input type="checkbox"/>	Accelerated Learning <input type="checkbox"/>	Analyze Trends and Establish Priorities for School Improvement <input type="checkbox"/>	Data-Based System for Monitoring Student Academic and Personal Progress <input type="checkbox"/>	Collaboratively Developed Strategic Plan <input type="checkbox"/>
	Instructional Support System <input type="checkbox"/>	Time and Resources to Support School-Based Learning Communities <input type="checkbox"/>	Effective Preschool Programs <input type="checkbox"/>	
	Instructional Monitoring System <input type="checkbox"/>	Support for School-Based Professional Development that is Ongoing and Embedded <input type="checkbox"/>		
	Highly Qualified Teachers <input type="checkbox"/>	District Monitoring System for School Accountability <input type="checkbox"/>		
		Time Prior to and During the Instructional Term for Meaningful Staff Planning <input type="checkbox"/>		
Other Strategies				
Effective preschool and early intervention program				

HIGH YIELD STRATEGIES MULTI-YEAR IMPLEMENTATION

High Yield Strategies Identified	Year 1 (2006)	Year 2 (2007)	Year 3 (2008)	Year 4 (2009)	Year 5 (2010)
Rigorous Performance in Core Subjects Use of Data to Target Improvement Efforts 21st Century Content Pre K-12 Literacy Model Other Strategy Effective preschool and early intervention program	Implement: DIBELS screening k-6; TOSWRF 7-12; LIPS, Wilson, diagnostic assessments; add 4-day preschool classes; data walls; tier 3 intervention model; staff development for teachers in LETRS and intervention strategies.	BCS will continue to implement the following practices: DIBELS; diagnostic assessments; tier 3 intervention model; LIPS; Wilson; and Foundations. BCS will add the following elements: staff development in LETRS; Visualizing and Verbalizing; staff development in data analysis, DIBELS, and TOSWRF.	BCS will continue the practices as outlined in years 1 and 2 and add: Vocabulary program; Tier 3 intervention model for mathematics; Handwriting without Tears; Read Naturally.		

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Rigorous Performance in Core Subjects	
Use of Data to Target Improvement Efforts	
21st Century Content	<p>"A guaranteed and viable curriculum... is the first factor having the most impact on student achievement", says Robert Marzano in his book <i>What Works in Schools</i>. In the standards based movement it has been proven that clear standards make a difference in student achievement. But how do we guarantee that these standards are taught in a manner that enhances student achievement? This is where prioritization and mapping of the standards come into play. When teachers have a plan for when they will teach a standard, prioritize and logically sequence skills, and then assess those skills, student achievement will rise. Prioritization and mapping is related to the Effective Schools research on "opportunity to learn". With out a guaranteed and viable curriculum, students may not be given the opportunity to learn required standards.</p> <p>The first thing needed in prioritizing and mapping the curriculum is to identify and communicate the essential content for all students. Next, we need to ensure that the essential content can be addressed in the amount of time available for instruction. This can be done by sequencing and organizing the essential content so that students have ample time to learn it. And lastly, assesses essential skills to identify gaps in student learning.</p> <p>Marzano, Robert J. (2003). <i>What Works in Schools</i>. Alexandria, Va. Association for the Supervision and Curriculum Development.</p>
Pre K-12 Literacy Model	
<p>Other Strategy Effective preschool and early intervention program</p>	<p>This study investigated the contributions of curriculum approach and parent involvement to the short- and long-term effects of preschool participation. Four components comprise the program: early intervention, parent involvement, structured language/basic skills learning approach, and program continuity between preschool and elementary school. Results indicate that implementation of an instructional approach rated high by Head Teachers in teacher-directed and child-initiated activities was most consistently associated with children's outcomes, including school readiness at kindergarten entry, reading achievement in third and eighth grades, and avoidance of grade retention. Parent involvement in school activities, as rated by teachers and by parents, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach. Findings indicate that instructional approaches that blend a teacher-directed focus with child-initiated activities and parental school involvement are origins of the long-term effects of participation in the Child-Parent Centers. The most direct teaching (and specific content) produced larger cognitive gains early on in terms of IQ and achievement test performance (Dale & Cole, 1988) . This explanation would be premised on the idea that children living in poverty need highly structured, teacher directed activities to be able to benefit from early intervention.</p> <p>Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson & Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income.</p> <p>Overall, findings of the study indicate that the successful integration of a diverse set of</p>

classroom learning activities and opportunities for parent involvement are origins of the long-term effects of preschool participation reported in previous studies (Reynolds, 2000; Reynolds et al., 2001)

The patterns of outcomes indicate that a high degree of child initiated learning, regardless of level of teacher direction, promotes higher levels of school readiness, third and eighth grade reading, and high school completion. In contrast, increased end-of-kindergarten achievement in early literacy and math is related to greater teacher directed curriculum. This difference could be explained in a variety of ways but the explanation most compelling to us is that a teacher directed basic skills preschool program promotes early literacy skills that makes the transition to kindergarten and kindergarten achievement easier. Longer-term child outcomes, especially high school completion, come with the benefits typically attributed to child initiated activity – engagement based on child interest, social learning, and learning how to learn.

In conclusion, two components of preschool intervention—a blended instructional approach and parental involvement—significantly contributed to children’s short- and long-term school performance. These components, although not exclusively responsible for program impacts, can be major elements in promoting early learning for children at risk.

Graue, E., Clements, M. A., Reynolds, A. J., & Niles, M. D. (2004, December 24). *Education Policy Analysis Archives*

Technology Plan

Submitted by - jlr02001 2007-07-25 15:53:50.0

E-rate Year 2008-2009

Federal Compliances

Federal/State Compliances listed below must be addressed in the county/school plan.

Technology -01 – USING TECHNOLOGY EQUIPMENT/INFRASTRUCTURE FOR EQUITABLE ACCESS TO 21ST CENTURY TECHNOLOGY TOOLS

List one or more activity/strategy that describes how the county/school will budget for and use the technology equipment/infrastructure that supports the acquisition of twenty-first century skills. The action steps should ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in the public schools.

Technology 02 - TECHNOLOGY INTEGRATION FOR 21ST CENTURY SKILLS/STUDENT ACHIEVEMENT

List one or more activity/strategy that focuses on using technology to improve achievement of all students with special emphasis on high need and high poverty students. The strategies/action steps should include how 21st century tools and skills will allow students to access information, solve problems, communicate clearly, make informed decisions, acquire new knowledge, construct products, reports and systems and access online assessment systems.

Technology 03- PROVIDING COLLABORATION/COMMUNICATION TOOLS (TELECOMMUNICATIONS NETWORK/EMAIL)

List one or more activity/strategy that describes how the county/school will ensure that the use of telecommunications and internal connections in the schools will enhance student learning. The action steps/strategies should ensure sufficient bandwidth to support teaching and learning and to provide satisfactorily for instructional management needs.

Technology 04- INCREASED ACCESS FOR STUDENTS AND TEACHERS TO 21ST CENTURY TOOLS

List one or more activity/strategy that describes how the county/school will provide increased access to technology for students and teachers. .

Technology 05 – DELIVERY OF 21ST CENTURY CONTENT THROUGH DISTANCE LEARNING

List one or more activity/strategy that describes how the county/school will use innovative strategies (e.g., distance learning) to provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Technology 06- 21ST CENTURY PARENT/COMMUNITY/PARTNERSHIP COLLABORATION

Include strategies for promoting collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers.

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

Include professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology. Include strategy(ies) (e.g., technology integration specialists). to provide ongoing support and assistance to teachers in integrating technology into twenty-first century instruction.

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

List one or more activity/strategy that describes how the school/county will implement, support, maintain and repair all computer equipment and internal connections.

Technology 09- ADULT LITERACY

List one or more activity/strategy that describes how the school/ county will collaborate with adult literacy providers when appropriate.

Narrative Summary

The county and school technology plans provide a description of how the county and schools plan to allocate adequate resources to provide students with equitable access to 21st century technology tools, including instructional offerings and appropriate curriculum, assessment and technology integration resources aligned to both the content and rigor of state content standards as well as to learning skills and technology tools. The plans include the various technologies that enable and enhance the attainment of 21st century skills outcomes for all students. How we plan for technology in our county and schools is based upon the validation from research-based evaluation findings from previous West Virginia-based evaluation projects.

In addition, through the technology planning process, the county and schools continue to study and include emerging technologies for application in a twenty-first century learning environment. The purchase of technology through state contracts provides for uniformity in technological hardware and software standards and procedures. State provided anti-virus protection software helps to ensure network security and integrity. Expanded bandwidth, along with additional local, state and federal funding, provide increased ability for the county to ensure that the capabilities and capacities of the technology infrastructure are adequate for acceptable performance of the

technology being implemented in the public schools. As an additional benefit, the county and schools enjoy the opportunity to purchase from state contracts that allow us to be able to take advantage of appropriate bulk purchasing abilities and to purchase from competitively bid contracts.

An added benefit for our county and school data collection and reporting to the Department of Education and to the federal government is WVEIS, the state-provided comprehensive statewide uniform integrated education management and information system. Also developed by WVEIS, the online county and school's technology plan's structure allows flexibility to adjust the plan based on developing technology, federal and state requirements and changing local school and county needs. The online county and school technology plans are developed in compliance with United States Department of Education regulations and Federal Communications Commission requirements for federal E-rate discounts. The county and schools also continue to seek applicable federal government funds, philanthropic funds, and other partnership funds (or any combination of these types of funds) to augment state appropriations and encourage the pursuit of funding through grants, gifts and donations.

Some technology initiatives in schools and counties may not be adequately addressed in the goals/objective/strategy section of the technology planning section. The county and school narrative allow planning teams to structure a framework/narrative description to describe how the county and schools will allocate adequate resources to provide students and teachers to twenty-first century technology tools,

Technology Needs Assessment

1. There is a great discrepancy in the student to computer ratio at Philippi Elementary School with relation to the state and other schools in Barbour County. 2. Distance learning in the form of Virtual School is not being used. No requests or needs are presently identified. 3. Ongoing technology integration training needs to be provided. 4. Initially, 33% of the computers in use have an XP operating system. At this time 48% of the student computers have the XP operating system. There is a need to replace lower levels of the operating system within 4 years, if not sooner. 5. Labs at all schools need to have the number of computers available within the labs maintained to the size of the largest class section within the school that that lab serves. 6. There is a need to improve communications through the use of cellular telephone service as we improve our safe schools initiative. 7. Schools need to realize that they all communicate using e-mail as the county office has eliminated the majority of paper communication with the schools. 8. Four of the schools need to establish web sites to allow for additional community communication. 9. DIBELS assessments using the Palm devices needs to be extended to the 3rd grade. 10. Teachers need to assure that the technology CSO's are fulfilled for all students.

Action Steps

Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies 21st Century Content

Action Step TECH/01: Provide 21st century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology.

- 01** - Provide computer technology equipment to each classroom for increased student access in order to enhance learning and improve student achievement.
- 02** - Provide handheld technology to students for increased access in order to enhance learning and improve student achievement.
- 03** - Using funds from TFS Elementary, TFS Secondary, TI, and EdTech, provision of computers and other technological support materials will be made available to staff and students.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Barbour County schools..	Persons Responsible School Principals, County Technology Coordinators	Target Audience Students
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Federal Compliances Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies 21st Century Content

Action Step TECH/02: Focus on 21st century technology tools and resources that improve achievement of all students, with a

special emphasis on high need and low SES students.

- 01 - Provide computer equipment to each classroom for student-oriented demonstration, research, and record keeping.
- 02 - Staff members will be evaluated using the six criteria established in the West Virginia Professional Personnel Evaluation Process on a regular basis.
- 03 - Using funds from TFS Elementary, TFS Secondary, TI, and EdTech, computers and other technological support materials will be made available to staff and students.
- 04 - Use of networked software to introduce, reinforce, and enrich core content areas as well as writing skills curriculum. At the elementary level, CompassLearning Software will be available for use, while all schools will focus on Internet available resources.
- 05 - Use of networked software to introduce, reinforce, and enrich core content areas as well as writing skills curriculum
- 06 - Add keyboarding instruction in all elementary schools in 3rd grade.
- 7 - Transform Media Centers into Media/Technology Centers

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the use of 21st century tools and resources for improved student achievement.

Persons Responsible School principals and county technology manager

Target Audience Students

Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies 21st Century Content

Action Step TECH/03: Ensure that the use of telecommunications and internal connections in the schools will enhance student learning.

- 01 - Web Sites will be available at all schools that are kept up-to-date.
- 02 - Provide access to the Internet (data lines) WVEIS, to provide a safe school environment (telephone, long distance, cellular and paging service), to maintain a stable network, and to maintain or provide improved communication between school, home, and community.
- 03 - To provide 51 lines for long distance, 51 lines for local phone service, 8 pagers, 8 high bandwidth circuits and 1 existing and 15 new cellular lines

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve communication, provide access to the internet (digital resources), and access to WVEIS.

Persons Responsible County technology manager

Target Audience All stakeholders

Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies 21st Century Content

Action Step TECH/04: Provide increased access for students and teachers to 21st century tools and resources

- 01 - Upgrade antiquated equipment that no longer supports software functionality.
- 02 - Expand lab size at each school to accommodate the largest class size.
- 03 - Provide wireless connectability to access for students and teachers.
- 04 - Expand the use of PDA's through grade 6 for the DIBELS initiative.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the integration of 21st century tools and

Persons Responsible Administrators

Target Audience Students, teachers, administrators

resources across the curriculum to provide rigor, enhance learning and improve student achievement.

Federal Compliances Technology 04- Increased Access for Students and Teachers to 21st Century Tools

Technology 05-Delivery of 21st Century Content through Distance Learning

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies 21st Century Content

Action Step TECH/05: Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources

01 - Distance learning opportunities will be provided to students who cannot schedule a class due to conflict or lack of availability.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide rigor/enhance learning/improve achievement	Persons Responsible Administrators/teachers	Target Audience Students
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Federal Compliances Technology 05- Delivery of 21st Century Content through Distance Learning

Technology 06-21st Century Parent/Community/Partnership Collaboration

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies 21st Century Content

Action Step TECH/06: Promote parental involvement and improved collaboration with community/home through the user of 21st century tools and resources

01 - All school facilities will have two-way communication (local and long distance phone service {wired and cellular}) between the school facilities, emergency providers, service providers, educational support providers, etc, for essential communication activities.

02 - Each school will establish a two-way communication between the school and home utilizing strategies such as parent-teacher conferences, regular phone calls, web site, emails, newsletters, meetings, etc..

03 - Parents and community members will be given opportunities for computer-based instruction.

04 - Provide access to the Internet, WVEIS, to provide a safe school environment, to maintain a stable network, and to maintain or provide improved communication between school, home, and community.

05 - Teachers will provide parents with their access e-mail account at the beginning of each year, encouraging them to use e-mail as a preferred means of communication.

06 - Training sessions will be made available for parents at each school to receive instruction in Internet use, Internet safety, basic computer skills, adult literacy, and workshops on assisting students with computer learning activities.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve communication	Persons Responsible Administrators/teachers	Target Audience All stakeholders
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Federal Compliances Technology 06- 21st Century Parent/Community/Partnership Collaboration

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies 21st Century Content

Action Step TECH/07: Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources.

01 - Ongoing and sustained training of staff in the innovative strategies of technology integration into the curriculum through Compass Training, EdVenture Group provided training, WVDE provided training, and TIS provided training.

02 - Teachers will be trained to use e-mail and provided an access e-mail account.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources.	Persons Responsible Technology manager	Target Audience Administrators/teachers	Intended Impact on Audience 21st century learning skills are emphasized during professional learning community sessions. Also, trainer led activities will take place.
Professional Development Learning Community	Federal Compliances Technology 07-Professional Development for 21st Century Instruction		

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies 21st Century Content

Action Step TECH/08: Maintain and repair all 21st century tools and internal connections

- 01** - Maintain/repair equipment as the need arises, in a timely manner.
- 02** - Replace and maintain equipment that is not functioning.
- 03** - Improve infrastructure & networking software to allow for improved technology integration, enhanced learning, and improved student achievement.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide a stable and robust 21st century learning environment.	Persons Responsible Technology manager/RESA/vendors	Target Audience All stakeholders	Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies 21st Century Content

Action Step TECH/09: To collaborate with adult literacy providers to provide 21st century skills for community.

- 01** - Coordinate with Adult Basic Skills/GED Preparation Program Coordinator in providing technological support.
- 02** - Collaboration with all technology support providers within the county in order to provide adult literacy programs.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide 21st century skills for adults/community.	Persons Responsible Technology manager/adult literacy providers.	Target Audience Stakeholders	Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year	Annual	Disc%	Commit	County Match
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Funding Source	Year	Annual	Disc%	Commit	County Match
E-rate funds	2005 Cellular	408.00		334.56	73.44
	Data Lines	40,206.00		33,373.32	6,832.68
	Internal Conn Maint	0.00		0.00	0.00
	Internal Connections	0.00		0.00	0.00
	Internet Access	0.00		0.00	0.00
	Long Distance	2,640.00		2,164.80	475.20
	Paging	924.00		757.68	166.32
	Voice	18,180.00		15,114.00	3,066.00
	Web Hosting	0.00		0.00	0.00
	E-rate Totals		62,358.00		51,744.36
State Basic Skills E-rate Application 2005	Kasson ES	7,258.00	80	5,806.40	1,451.60
	Phillippi ES	12,508.00	90	11,257.20	1,250.80
	State Totals - BS/CE	19,766.00		17,063.60	2,702.40
State SUCCESS E-rate Application 2005	Philip Barbour HS	11,519.71	80	9,215.77	2,303.94
	State Totals - SUCCESS	11,519.71		9,215.77	2,303.94

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

Look at the information included in this section. Revise if any of the information listed is incorrect or needs to be updated.

1. Do you have an Acceptable Use Policy? Yes No

2. If yes, what is the last date of adoption/revision? 02/11/2002

3. When was the public meeting held for CIPA Compliance? 06/25/2001

4. Provide the URL to your acceptable use policy. <http://www.wvschools.com/barbourcountyschools/>

	Other Schools	Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	9	1	10
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0

13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?			