

# FIVE-YEAR STRATEGIC PLAN 2005-2010

## Annual Update 2007

E-rate Funding Year 2008-2009

**CABELL COUNTY SCHOOLS CENTRAL 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

<b>Administration</b>	Principal, Beverly Hills Middle	Gary Cook
	Principal, Highlawn Elementary School	Robin Harmon
	Director of Special Education	Kathy McCoy
	Administrative Assistant for Elementary Education	Dennis Caldwell
	Principal, CMHS	David Tackett
	Coordinator Student Support	Sherri Woods
	Director of Communications	Jedd Flowers
	Administrative Assistant- Secondary Schools	Todd Alexander
	Assistant Superintendent	Geraldine J. Sawrey
	Assistant Superintendent	Judy Forbush
	Director of Curriculum and Assessment	Jeff Smith
	Director of Career Technical Education	Robert McClain
	Assistant Superintendent	Michael O'Dell
Superintendent	William A. Smith	
<b>Business &amp; Community</b>	Community Member	Sylvia Ridgeway
	Higher Education	Jane McKee
	Chamber of Commerce	Tracy Straub
<b>Federal Programs</b>	Coordinator of Title Services	Allyson Schoenlein
<b>Other</b>	Board Member	Bennie Thomas
	Board Member	Bessie Holley
	Board Member	Suzanne Oxley
<b>Parents</b>	Parent Educator	Billie Chapman
	parent	Brandon Jackson
	Parent Member LSIC	Loretta Gunn
<b>Service Personnel</b>	Secretary	Valerie Leggett
<b>Students</b>	Student	Amelia Rapp
	Student, Graduate	Brandon Hensley
<b>Teachers</b>	Teacher	Brenda Stevenson
	County Teacher's Association	Betty Stepp
	Elementary Teacher	Tara Maynard
	Middle School Teacher	Mary Lafon
<b>Technology Committee</b>	secretary	Karen McClanahan
	nCompass Consultant	Annette Lewis
	SYSOP	Barbara Meek
	network engineer	Brian Cordle
	Technology Specialist	Rodney Adkins
	Coordinator of Technology	Dennis Adkins

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

Cabell County Schools will empower all students to reach their highest potential so they will become life-long learners and responsible 21st century citizens.

## CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

### We believe...

1. • the school system must provide a safe and nurturing environment conducive to learning for all.
2. • the school system must model, embrace and celebrate diversity.
3. • achievement is the new civil right for all students.
4. • the school system must empower our students to reach their full potential and be responsible 21st century citizens.
5. • the school system must provide high quality teachers who actively engage and motivate learners through meaningful instruction and assessment.
6. • the school system must promote and utilize state of the art technology to enhance teaching and learning.
7. • the community and the school system must be responsive and proactive to each others' needs by sharing resources and support.
8. • effective communication is essential among school personnel, students, parents and the community to ensure a quality school system.

# Annual Budget

## Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	1,457,646.00
Ed Tech Federal	150,000.00
Grants	30,000.00
Other Funds	55,000.00
Step 7	823,717.00
Technology E-rate	519,801.88
Technology E-rate County Match	260,397.20
Technology Local Share	98,782.00
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	175,346.00
TFS/Elementary Technology	162,868.00
TFS/Secondary Technology	201,286.00
Title I	5,073,961.65
Title II	979,137.00
Title III Language Instruction LEP	27,650.00
Title IV Safe and Drug Free Carryover Budget	9,961.02
Title IV Safe and Drug Free Schools	86,905.25
Title V	18,436.00
<b>Total</b>	<b>\$ 10,130,895.00</b>

# DATA ANALYSIS

## A. EXTERNAL DATA ANALYSIS

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

Cammack and Miller Elementary Schools consolidated into Southside Elementary this year creating a larger school. However, the combined attendance area for the two schools is typically viewed as part of the same Huntington neighborhood. Therefore, there were few concerns about their consolidation. West and Cammack Middle Schools also consolidated this year into Huntington Middle. These schools served two distinct neighborhoods with dissimilar demographics which caused concern in the community and within the district about their consolidation. Deliberate and detailed planning made for a smooth opening for the school year. Actual enrollment was below the projected enrollment, leading to speculation that some parents opted to enroll their students in private schools rather than in the new consolidated school. However, district enrollment data indicates a general decline in student population both at the middle and high school levels. The 548 PreK students enrolled has stabilized elementary enrollment and the overall enrollment figures of the district. A decrease in enrollment impacts state funding for the district and, therefore, is of great concern to the district.

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

Cabell County's population continues to decline. Its population continues to age and the number of school-age children continues to decline as there has been a 11.1% decrease in children under the age of 18 from 1990 to 2005. Enrollment among black, hispanic, and Asian students has seen a modest gain over the past five years, while enrollment among American Indian students has remained steady. With the exception of the African American population, each of the other ethnic minorities represent less than 1% of the school population. The number and diversity of LEP students in the district continues to increase.

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

Per capita income increased 4% between 2004 and 2005, representing a per capita income of 106% relative to the state's average and 81% relative to the national average. District free and reduced lunch data trends continue to show significant numbers of children living in poverty throughout the district who require significant supports. 2006 Kids Count data shows the percentage of children living in poverty has increased slightly.

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

All economic indicators indicate modest growth in Cabell County. However, this growth is below both state and national growth averages.

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

Data from the 2006 WV Kids Count Databook indicates an increase in teen birth rates in the county from 2002 from 9.3% to 10.1% in 2004. This is higher than the state average of 9.2%. Juvenile delinquency cases and the free/reduced lunch rate have increased.

### **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?**

The PRIDE Survey revealed that students' greatest concerns for their personal safety while at school centered on interactions in the parking lot, in the bathroom, or on the school bus. Eleventh and twelfth grade students showed the greatest percentage among students who have used tobacco, alcohol, or marijuana.

2005 YRBS data shows similar data for the State of West Virginia. 42% of Middle and High school students state that they have consumed alcohol in the past month. 20% had used marijuana in the last month and 27% reported that they had used cocaine or inhalants at least once in the past. Tobacco use was at an alarming 61% stating that they had tried smoking, with 25% reported smoking during the last month.

There is general concern throughout the county about the increase in drug traffic and related crime. Under the umbrella of the local United Way, a drug abuse coalition is developing strategies to address the growing drug problem in Huntington. The coalition includes Cabell County Schools personnel.

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

28 percent of high school students access foreign news sources via the Internet. 90 percent of children between ages 5 and 17 use computers. 94 percent of online teens use the Internet for school-related research. Teens spend more time online using the Internet than watching television. 29 94 percent of online teens use the Internet for school-related research.30 24 percent have created their own web pages.31 16 percent of teens are shareholders in the stock market.32

## PRIORITIES

1.

We will provide safe school environments that emphasize 21st century teaching and learning to encourage more parents to enroll students in the district schools and to assure those who are enrolled have access to a rigorous and relevant curriculum and meaningful relationships with caring adults.

2.

We will continue to aggressively build the district's PreK program to help assure children have the foundational skills they need to be successful in kindergarten while helping to stabilize district enrollment figures.

3.

The needs of students with Limited English Proficiency need to be appropriately addressed by highly qualified ESL teachers.

4. We will support teens with children and provide information to discourage teen pregnancy.

## B. STUDENT ACHIEVEMENT DATA ANALYSIS

### No Child Left Behind School Reports

Math performance, as with the rest of the state, continues to lag behind that of reading/language arts. In addition, our middle and high schools struggle with achievement in math and reading/language arts in the special education and low SES subgroups. While our elementary and high school students achieved AYP in reading, it was by confidence interval or Safe Harbors. Therefore, reading achievement continues to be a concern for us as we look toward our 2014 target of 100% proficiency.

The participation rate was an issue at one school, Huntington High School. The high mobility rate of the student population, coupled with students involved in the court system prove to be very challenging in spite of several distinct measures having been put into place to assure adequate participation. Participation rates for our high schools increased in 2007 over that of 2006 in both math and reading/language arts. We will work with our student support services coordinator to maintain accurate enrollment records for students who move out of state but never withdraw. In addition, we will work with the court system to anticipate change of placement for students during the week of WESTEST.

### WESTEST Confidential Summary Report

Math scores showed slight increases at the elementary level, while the middle and high school math scores decreased slightly. RLA scores at all three levels showed increases. The following chart illustrates the overall gains we experienced in the special education and low SES subgroups:

Spec. Ed subgroup	Math	Reading/Lang.Arts
Elementary	+3.8	+3
Middle School	+1	+2.5
High School	+12.8	+17.6
Low SES Subgroup	Math	Reading/Lang. Arts
Elementary	+1.5	+1.6
Middle School	-1.6	+ .4
High School	+2.9	+7.2

Nevertheless, with the higher starting points, we relied on confidence interval, safe harbors, and averaging in the areas where we achieved AYP.

### WESTEST Confidential Item Analysis Summary

**High School:** Math scores showed weaknesses in all five objectives. In reading, weaknesses were found in three objectives, and likewise in writing.

**Middle School:** Math scores showed weaknesses at the 6th grade level in algebra, geometry and data analysis. 7th grade math scores indicated weaknesses in all five standards. The 8th grade showed weaknesses in algebra, geometry and measurement. Reading and writing in all three grade levels showed weaknesses in selective objectives.

**Elementary School:** Math scores showed weaknesses in numbers and operations and measurement in all three grade levels. Reading and Writing in all three grade levels showed weaknesses in selective objectives.

### WV Writing Assessment

Students in the fourth and seventh and tenth grades exceeded the state average on the Writing Assessment. However, several elementary and middle schools showed obvious areas of needed improvement. Mechanics and sentence structure tend to be the weaker analytic traits at all three levels, providing the district with a good direction in which to focus our professional development.

### SAT/ACT Results

Our percentage of SAT test takers has increased since 2005. The verbal and math mean scores have remained steady.

ACT test takers have increased over 2005. We have exceeded the state average in English, reading, math and science consistently over the past five years.

### ACT Explore - Grade 8 Middle School

ACT EXPLORE scores showed a slight decline in 2006-2007. Science continues to be the strongest area.

### ACT Plan - Grade 10 High School

Students in 2006-2007 scored slightly higher than the previous year. As with the EXPLORE, Science continues to be the stronger of the subtests.

### AP Testing Report/AP Rate

Eleventh and twelfth grade students scoring 3 or higher increased significantly in 2007 from 35% in 2006 to 48% in 2007. The district's initiative to increase enrollment in these rigorous courses has not negatively impacted the percentage of students scoring 3 or higher.

**End of Course Testing Report for Career and Technical Education**

More than 82% of students passed the End-of-Course Exams.

**Informal Reading Assessment**

Teachers keep individual records of the WV Informal Reading Assessment.

**Informal Math Assessment**

Teachers keep individual records of the WV Informal Math Assessment. The Math Department has developed an easy-to-use record system which correlates with the county's Curriculum Pacing Guide. The County Benchmark Assessment will likely accommodate several of the IMA items.

**Formative and Benchmark Assessments**

In the fall of 2005, the county initiated benchmark assessments in reading, language arts, and math in grades K-10, including Algebra I and geometry. Assessments are given three times each year and are based on curriculum pacing guides developed by teachers. Central office curriculum staff holds grade level meetings and department meetings to review benchmark data at the end of each testing cycle.

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

The required form is used to identify WVEIS data on LEP students. The LEP teachers who work directly to remediate student weaknesses using English as their second language, analyze this data to draw conclusions about instruction and scheduling support.

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

The 63 LEP students in grades 3-12 in Cabell County who tested on WESTELL received the following composite scores:

*Level 5 Advanced:* 8/63 = 13%

*Level 4 Average:* 22/63 = 35%

*Level 3 Limited:* 15/63 = 24%

*Level 2 Very Likely:* 11/63 = 16%

*Level 1 Negligible:* 7/63 = 11%

The 20 LEP students in grades K-2 in Cabell County who tested on WESTELL received the following composite scores:

*Level 5 Advanced:* 6/20 = 30%

*Level 4 Average:* 3/20 = 15%

*Level 3 Limited:* 5/20 = 25%

*Level 2 Very Likely:* 6/20 = 30%

*Level 1 Negligible:* 0/20 = 0%

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

83 LEP students took the WESTEST.

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

Since we no longer use percentiles as a measure of student performance on the WESTEST, it is not possible to answer this question.

**PRIORITIES**

1. District resources will be directed to assure all schools and the district meet AYP. Although the district's goal is to improve outcomes for **all** students, special attention must be directed to the special education and low SES subgroups as a whole and at particular schools who failed to make AYP due to the performance of these subgroups. The district must also aim its resources at closing the achievement gap for African American students across the district. Careful attention must also be paid to the participation rate, especially at Huntington High School.

2.

Teachers will utilize WESTEST and Writing Assessment results, benchmark assessments as well as a variety of classroom assessment techniques (assessment for learning) to direct classroom instruction. Student grades must reflect student learning.

3. The district will give priority to improving the mathematics achievement of all students across all subgroups using research-based strategies as math scores continue to lag behind reading scores.

4. Improving reading achievement for all students across all subgroups utilizing research-based instructional strategies will continue to be a district priority across all grade levels.

5.

In order to assure students are prepared to be 21st century citizens, the district will continue to increase enrollment in rigorous and coursework, such as AP and honors courses and to increase enrollment in career technical courses. Particular attention needs to be paid to students from subgroups whose enrollment in such coursework has traditionally been low.

6. Cabell's LEP students must continue to reach proficiency as measured by AMAO's to meet AYP

**C. OTHER STUDENT OUTCOMES  
ANALYSIS**

**Attendance Report (by subgroup if available)**

The attendance rate for all subgroups increased slightly from 2006 at 96.7% to 96.83% in 2007.

Attendance rates for subgroups were reported as follows: white -97.90%, black- 97.51%, hispanic-97.32%, Asian- 98.55%, Indian-94.94%, LEP-97.59%, Spec Ed -97.43%, Low SES-96.99%

**Discipline Referral Report**

Student expulsions in the district have declined from 109 in FY05 to 73 in FY07. The suspension of special education students is proportionate to the suspension rate of the general population.

**Dropout Rates/Graduation Rates (by subgroup if available)**

The county's graduation rate in 2006 was 80.5 while in 2007 it was 80.33, showing a slight decrease. One high school showed a slight increase while the other high school, Huntington High, showed a decrease and is below 80%. Data indicates a need for sustained vigilance regarding this issue.

Graduation rates varied by subgroup as follows: white - 70.74%, African American - 72.46%, hispanic - 87.5%, Asian - 100%, LEP - 100%, Special Education- 79.58%, Low SES - 64.97%. This data indicates the data should focus resources to close the graduation gap for African American and Low SES students.

There were 51% fewer Freshman dropouts during the 2006-2007 school year compared with the data from the previous school year.

Course failures for core courses offered during the freshman year were reduced from 705 in the 2005-2006 school year to XXX during the 2006-2007 school year.

**College Enrollment Rate**

Cabell County's college-going rate declined from 62.7% in 2006 to 58% in 2007.

**College Developmental Course Rate**

Twenty-five percent of Cabell County's college-going graduates had to enroll in developmental reading and/or math courses upon entering college in the fall, 2003. This increased in 2005 to 32.6% of Cabell's students who attend college needing developmental math, developmental English or both. 14.2 % needed to enroll in developmental English while 26.7 needed to enroll in developmental math.

**PRIDE Survey**

In comparing the national 2005-2006 and the 2004-2005 PRIDE Survey, teenagers' use of tobacco continues to decline in the 6th, 7th, and 12th grades, but increased in all other grade levels. The teenagers' use of alcohol increased in all grades but 6th, 7th, and 10th grade, while staying the same for 8th graders. The use of marijuana increased only in the 8th, 11th, and 12th grades.

West Virginia continues to have a greater tobacco usage rate than the state average in 2006 only in the 8th grade. This has improved since 2005. Alcohol use in the 9th, 11th and 12th grades is higher than the state average. And Marijuana use is only higher than the state average in the 11th and 12th grades.

Students perceive tobacco has more harmful effects than either alcohol or marijuana. They also perceive that their parents disapprove more of tobacco and marijuana use than alcohol.

Weekends are when the use of tobacco, alcohol and illicit drugs are most used, and most often it is at a friend's home. Even though schools are not in session during the weekends, schools continue to be held responsible for student use. Schools continue to be the least likely place for students to use tobacco, alcohol or drugs, but many students do report that they in these activities before and after school.

**Results of Nationally Recognized Physical Fitness Test**

Marshall University's School of Medicine through their *Let's Get Moving* project conducted health fairs at all of the district's elementary schools last year and calculated the BMI index of all 5th graders. The data indicates that 43% of all 5th graders are obese or overweight.

Fitness Gram results further show the following disconcerting results:

**Cabell County Fitness Gram Statistics FY07**

	Aerobic Cap.	Body Comp	Curl Up	Upper Body Strength	Flexibility	Trunk Strength
Grade	% in range	% in range	% in range	% in range	% in range	% in range
4th	79%	79%	81%	81%	83%	82%
5th	82%	81%	84%	83%	82%	84%
6th	82%	83%	85%	82%	81%	80%
7th	82%	85%	87%	82%	80%	79%

8th	80%	82%	83%	78%	78%	78%
9th	58%	58%	60%	60%	61%	61%
10th	65%	66%	68%	67%	67%	65%
11th	55%	55%	55%	57%	59%	59%
12th	61%	61%	61%	62%	61%	62%
<b>Total</b>	<b>76%</b>	<b>77%</b>	<b>79%</b>	<b>77%</b>	<b>77%</b>	<b>77%</b>

The district's curriculum supervisor for the related and fine arts will share this data with physical education teachers to help inform their instruction. She will also work with physical education teachers to ensure adequate preparation for the assessment and proper scoring of data.

**Youth Risk Behavior Survey**

The Youth Risk Behavior Surveillance System (YRBSS), measures behaviors that fall into six categories: 1) Behaviors that result in unintentional injuries and violence; 2) Tobacco use; 3) Alcohol and other drug use; 4) Sexual behaviors that result in HIV infection, other sexually transmitted diseases and unintended pregnancies; 5) Dietary behaviors; and 6) Physical activity. The survey is administered every two years. Trend data from 1993 through 2005 was examined. Although all indicators under the "injury and violence" showed a decline, the percentage of students who feel unsafe at school has increased. All risk factors associated with tobacco use declined. Indicators associated with alcohol and other drug use that increased during this period include use of marijuana and the use of cocaine and crack. All risk factors associated with sexual behavior had declined over the period measured. Although the percentage of students at risk for becoming overweight and who were overweight increased, the percentage of students who described themselves as overweight decreased. Trend data for behaviors related to physical activity remained relatively constant.

**CIMP Self Assessment**

Cabell County Schools self-assessment revealed the following concerns: 1) highly qualified special education teachers are not available to fill all positions; 2) special education students across all grade levels are not making adequate yearly progress; 3) procedures related to the discipline of special education students are not followed consistently throughout the district; 4) graduation rates for students with disabilities are not comparable to the graduation rate for all students; 5) provision of prior written notice in a timely and consistent manner; 6) Meet AYP for student with disabilities; 7) inconsistently following policy related to the transition of students to post secondary education; and, 8) a review of special education files indicated less than 80% compliance related to IEP compliance.

**Special Education Data Profiles**

The current data profile indicates that Cabell County has identified 17.4 % as in need of special education (disabled and gifted) verses the state average of 18.82%. The district identifies 15.96% of its population as having a disability compared to the state average of 17.44%. The percentage by ethnicity is approximately the same as the previous year. The percentage of students with autism is significantly higher than the average percentage of the state. This most likely is due to the plethora of intensive services available to persons with autism unique to the Huntington area rather than over-identification. The percentage of district students identified as mentally impaired is significantly above the state average except for the profound. The district's population of students with learning disabilities is lower than the state average with trend data showing a decline from 6.64% of the population identified as LD in 1998 to 3.63% identified in 2006. The number and percentage of gifted students identified has increased over time.

The participation rate on the WESTEST for special education students was 97%. However, one school, Huntington High School, failed to meet the standard for participation rate for special education and low SES students. Corrective measures will be noted in the school's strategic plan.

The following schools did not make AYP in the special education subgroup due to assessment performance: Barbourville Middle (reading and math), Beverly Hills Middle (math), Milton Middle (reading and math).

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

In 2006-07, 164 LEP students were enrolled out of 12,340 total students. Title III is inadequate in and of itself to meet the needs of these students. Therefore, the district must utilize county funds to provide an adequate program.

**LEP - What are the major language groups?**

The 164 students represent 34 different languages spoken at home. No single language predominates, but there are clusters of students speaking Spanish, Arabic and Mandarin Chinese.

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

We do not have data which disaggregates the immigration status of our LEP students and their families.

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

0 %

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

Twenty of 28 schools are serving LEP students. This represents 79% of our K-12 schools. The greatest educational challenges occur when middle and high school students enroll in Cabell County schools. They are expected to learn English at the same time they are expected to absorb dense and abstract academic content. They also have huge gaps in background information which must be filled before they can understand content. These students represent the proverbial workers who are trying to build a plane while flying it.

EDGE credits: The number of students who received EDGE credit increased from 326 to 1,434.

Dual Credit: 296 students received dual credit.

6 On-line University coursework: high school students were enrolled in on-line college courses

Career-Technical completers: In 2007, there were 97 career technical completers. In 2006 there were 114.

Advanced Placement: 371 students took AP exams.

2007 Cabell Midland graduates were awarded 76 Promise Scholarships. Huntington High graduates were awarded 68.

## PRIORITIES

1.

Improve district graduation, attendance and drop out rates by engaging students in the curriculum and in school and by providing various student supports to build resiliency traits. Each high school needs to provide a Freshman Academy proactively address the dropout rate by actively teaching freshmen how to be successful in high school. An attendance worker assigned as a "graduation mentor" can actively intervene with seniors at risk of dropping out to encourage completion of needed credits. Special attention needs to be given to closing the gap for high school graduation that exists between the overall population and African American and low SES students.

2.

Improve outcomes for students with disabilities including reading and mathematics achievement, graduation rates with a regular diploma and decreasing suspension and expulsion rates. All special education students need to be served by highly qualified teachers.

3.

The district will actively work to increase student enrollment in rigorous coursework such as Advanced Placement, honors, EDGE and dual credit courses, especially students in subgroups whose enrollment in such courses are traditionally low such as low SES and African American students. By doing so, the district hopes to improve its college going rate as well as decrease the percentage of students who attend college and need to enroll in developmental coursework.

4.

Assure highly qualified staff are available to teach all students including LEP and special education students.

## D. CULTURE AND CONDITIONS ANALYSIS

### Office of Performance Audits Compliances and Recommendations

OEPA visited seven elementary schools in the Spring of 2007. All received full accreditation status. Each school will address any OEPA findings in their 2007-2008 strategic plan. Cabell Midland High School is due to be revisited by OEPA in September of 2007 to follow up on a review conducted during the 2005-2006 school year.

The district was also reviewed by OEPA in the Spring of 2007 and was granted full accreditation status. However, the report noted the district's strategic plan did not adequately address AYP concerns related to specific subgroups in specific subjects as well as the participation rate at Huntington High School. It also noted the graduation rate at Huntington High School needed to be monitored carefully. OEPA cited five findings related to service and professional personnel practices that must be corrected.

### North Central Report on Schools

Cabell Midland High School was reviewed in the Spring of 2007. Huntington High will be reviewed in the 07-08 school year.

### Monitoring Reports (Special Education and NCLB)

See previous section description under Special Education Continuous Monitoring.

### Walkthrough Summaries

Individual school principals have walk-through data available. 100% of the district's schools were monitored by the district leadership team during the 2006-2007 school year. Individual principals submitted improvement plans to address concerns shared with them at the conclusion of their school's monitoring.

The elementary schools were monitored on five criteria. Out of a possible average score of 15, the schools averaged 13.7 overall. All five areas were strong, each averaging 2.7 on a 3.0 scale.

The middle schools showed weaknesses in Learning-Focused Strategies, co-teaching, lesson plans, and course syllabi. The high schools need improvement in lesson plans, course syllabi, and co-teaching.

### High Schools that Work Assessment Report

Major recommendations for consideration include:

Improving instruction to emphasize critical thinking skills.

Building consensus among faculty for a mission statement which emphasizes preparation of students for post high school.

Provide consistent message to students that conveys high expectations for all.

Increase activities in the math curriculum that help students understand the relevance of mathematics to every day life and the world of work.

Provide more rigor in science and language arts assignments.

Provide students with indepth knowledge that will lead to further learning in the career technical fields.

Emphasize assessment to improve student learning.

Strengthen transitions from middle to high school and from high school to post secondary environments.

#### **Making Middle Grades Matter Report**

*Cabell County Schools is entering year two of its five year plan reinvestment plan in its middle schools. This coming school year, teams of teachers will hold groups of students in common and will share planning time. Stakeholders from the district's middle school planning team will be invited to review the plan and the district's progress toward it this Fall. The plan is based around the best practices identified by the National Middle School Association in their publication, This We Believe.*

#### **High Schools that Work Annual Report**

This data represents a site visit conducted in the Fall of 2005 to each of the two high schools as well as the career technical center. Major recommendations included 1) reviewing and refining the present guidance and advisement system; 2) providing the organization, structure and schedule to give academic and career/technical teachers the time to plan and deliver integrated instruction aimed at teaching high level academic and technical content; 3) addressing the challenge of having high expectations for all and getting more students to meet them; and, 4) district and school leadership must articulate the role and expectations for secondary education within the five year strategic plan and how HSTW aligns with the plan.

#### **Highly Qualified Personnel Report**

Highly Qualified Personnel are closely monitored by the office of Professional and Support Personnel. 100% of support personnel are highly qualified for this school year. 91.7% of Professional personnel are also highly qualified. A policy is in place to achieve 100% highly qualified in all core classrooms, which includes payment of course work for teachers who are placed in positions for which they are not highly qualified.

#### **Digital Divide Report (Technology)**

Reports show that about 90% of our 5000 computers run the Windows XP operating system. This year we will completely remove all non XP machines from our schools. The network backbone in middle schools needs to be increased to gigabit speeds (West and Enslow were upgraded in 2005-2006). Fifty percent of our network switches are 7 to 8 years old; we must start to replace them. Lastly, but most importantly, we must increase technology staff development; it is the key to successful technology integration. Only about 50% of our teachers acrued 1 to 5 hours of training in 2005-2006. We have learned the importance of teacher presentation stations over the past 24 months and we see the need for every classroom to have this equipment, making this a high pirority for us. Therefore, we will be adding 100 new whiteboards this year.

The 2006-2007 strategic plan was reviewed by the district strategic planning committee in the Spring of 2007. Committee members were provided with a special session related to 21st century teaching and learning and made suggestions for modifying the district plan to reflect 21st century concerns.

#### **Instruction and Learning Appaisal conducted by AEL Spring 2007**

Edvantia conducted an Instruction and Learning Appraisal (ILA) at eleven of the district's 30 schools for the purpose of determining the level of implementation of various district initiatives targeted to improve outcomes for special education students, specifically the co-teaching model and RtI.

The ILA yielded few specific recommendations related to implementation of these initiatives. The report did note lack of access to the West Virginia CSOs for students working below grade level in reading and recommended reviewing the instructional delivery system used. Finding common planning time for co-teachers was also noted as a need and the ILA recommended the district form a task force of county and school administrators and teacher leaders to evaluate co-teaching and RtI.

The ILA also noted the lack of specific content area knowledge on the part of some special education teachers at the high school level and recommended investigating mini-courses to improve teacher knowledge.

Staff development needs that stood out during the ILA process were delivering differentiated instruction, implementing the co-teaching and inclusion models, and integrating technology effectively. Utilizing higher level critical thinking and questioning strategies also was noted as an overall need.

Finally, the ILA recommended helping principals revise walkthroughs to focus specifically on identified issues of student engagement and use of instructional time.

## **PRIORITIES**

1. The district's strategic plan must adequately address those subgroups at each grade level that did not make AYP, assuring its resources are directed to improve any identified deficiencies.

2.

The district must utilize a planning process similar to that used to devise the district's four year middle school reinvestment plan to address the restructuring of the district's high schools, including career-technical offerings. The district must continue to implement the middle school reinvestment plan. An emphasis of both plans must stress rigor, relevance and relationships and assure schools are structured around the correlates of effective schools.

3.

The district must continue to move toward 100% of its teaching staff being highly qualified. Additionally, the district must continue to "grow" teacher leaders and increase the efficacy of building administrators through staff development while assuring its schools are structured around the correlates of effective schools.

4. Technology software and hardware must continually be updated. Teachers must continue to receive high quality staff development regarding the use and integration of technology in the classroom.

## GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

**Goal 1:** Assure that each Cabell County teacher utilizes research-based instructional design, management, delivery, and assessment systems that result in highly engaged students who achieve mastery of the essential curriculum and beyond so they can be successful participants in 21st Century society.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
1.1	An increasing percentage of students in all subgroups will achieve proficiency in mathematics, reading, language arts, science and social studies in grades PK-8 and 10 (excepting social studies in grade 10).	1.1: Increase achievement proficiency.	74.00	89.00
1.2	An increasing number of high school students will take rigorous course work such as Advanced Placement, honors, and dual credit courses.	1.2: More students in rigorous courses	125.00	165.00
1.3	An increasing number of students will enroll in career technical courses.	1.3: Increase career tech enrollment	50.00	110.00
1.4	System wide monitoring will be used to gather information on the quality of overall school operations, the presence of correlates of effective schools and district-wide initiatives in 100 % of our schools in order to provide the district and individual schools with the data needed to assure continuous improvement.	1.4 Monitor for Achievement	0.00	100.00

**Goal 2:** All schools will have the leadership, culture and organizational practices representative of effective schools' research and the commitment and knowledge to create structures and services that result in all students mastering the essential curriculum needed for 21st century success.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
2.1	A system-wide focus on 21st Century student learning and high expectations for all students will be created, nurtured and sustained by school and district cultures that value and demonstrate trust, collegiality, teamwork and professionalism.	2.1 High Expectations	74.00	89.00
2.2	School-based professional learning communities will be developed and utilized in each district school so that individual schools may develop, implement and evaluate strategies to address their school performance goals and support increased student achievement.	2.2 Professional Learning Communities	0.00	30.00
2.3	Schools across all programmatic levels will be structured based on current research to maximize the success of all students.	2.3 School restructuring	0.00	28.00

**Goal 3:** Parents and the community will be treated as valued partners to assure all 21st century learners receive the support needed to achieve mastery and beyond of the essential curriculum.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
3.1	All students will have a caring adult actively engaged in their education.	3.1 Adult Support	74.00	89.00
3.2	Implement student support programs, including a comprehensive and seamless safe and drug-free school plan to assure that students develop the resiliency traits that are necessary for 21st century success.	3.2 Safe and Drug Free Schools	25.10	16.00
3.3	Increase utilization of student support resources and services across the district to improve the district's graduation rate including before and after school tutoring, counseling and mental health services, evening school, Saturday school, recovery school programs and attendance workers and mentors.	3.3 Support to improve graduation rate	0.00	0.00

**Goal 4:** To provide, maintain, and train teachers in the use of technology that supports

Cabell County Schools prioritized curriculum and strategies in order to increase student achievement, with the ultimate goal of producing well educated, technology literate citizens for the 21st century.

<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
4.1 Teachers will adopt and demonstrate the successful use of 21st century instructional technology. This will include online resources, productivity tools, courseware, interactive teacher presentation stations, and wireless devices, etc.	4.1 Technology - Tools and Staff Dev.	0.00	100.00
4.2 To provide sufficient bandwidth and access for online instruction and assessment, school-to-school and school-to-home communications, as-well-as administrative functions.	4.2 Technology Infrastructure /Comm.	0.00	30.00
4.3 To provide the most appropriate instructional software and hardware to meet the needs of our ever-changing curriculum. This shall include both upgrades and maintenance.	4.3 Technology - Refresh and Maintenance	70.00	40.00

**Goal 1:** Assure that each Cabell County teacher utilizes research-based instructional design, management, delivery, and assessment systems that result in highly engaged students who achieve mastery of the essential curriculum and beyond so they can be successful participants in 21st Century society.

**Objective 1.1** An increasing percentage of students in all subgroups will achieve proficiency in mathematics, reading, language arts, science and social studies in grades PK-8 and 10 (excepting social studies in grade 10).

**As measured by:**  
WESTEST Data

<b>Baseline Data</b>		<b>74.00</b>	
	<b>Targets</b>		<b>Actual</b>
	<b>2005-2006</b>	77.00	<b>2005-2006</b> 76.10
	<b>2006-2007</b>	80.00	<b>2006-2007</b> 77.50
	<b>2007-2008</b>	78.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	86.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	89.00	<b>2009-2010</b> N/A

**Objective 1.2** An increasing number of high school students will take rigorous course work such as Advanced Placement, honors, and dual credit courses.

**As measured by:**  
Number of students enrolled in AP, honors, and dual credit courses.

<b>Baseline Data</b>		<b>125.00</b>	
	<b>Targets</b>		<b>Actual</b>
	<b>2005-2006</b>	135.00	<b>2005-2006</b> 369.00
	<b>2006-2007</b>	145.00	<b>2006-2007</b> 366.00
	<b>2007-2008</b>	385.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	160.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	165.00	<b>2009-2010</b> N/A

**Objective 1.3** An increasing number of students will enroll in career technical courses.

**As measured by:**  
Number of students successfully completing E.D.G.E. credit courses and other credentially programs.

<b>Baseline Data</b>		<b>50.00</b>	
	<b>Targets</b>		<b>Actual</b>
	<b>2005-2006</b>	70.00	<b>2005-2006</b> 97.00
	<b>2006-2007</b>	80.00	<b>2006-2007</b> 218.00
	<b>2007-2008</b>	230.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	100.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	110.00	<b>2009-2010</b> N/A

**Objective 1.4** System wide monitoring will be used to gather information on the quality of overall school operations, the presence of correlates of effective schools and district-wide initiatives in 100 % of our schools in order to provide the district and individual schools with the data needed to assure continuous improvement.

**As measured by:**  
the % of schools systemically monitored by the county leadership team during the year.

<b>Baseline Data</b>		<b>0.00</b>	
	<b>Targets</b>		<b>Actual</b>
	<b>2005-2006</b>	0.00	<b>2005-2006</b> 87.00
	<b>2006-2007</b>	90.00	<b>2006-2007</b> 100.00
	<b>2007-2008</b>	100.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	100.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	100.00	<b>2009-2010</b> N/A

**Goal 2:** All schools will have the leadership, culture and organizational practices representative of effective schools' research and the commitment and knowledge to create structures and services that result in all students mastering the essential curriculum needed for 21st century success.

**Objective 2.1** A system-wide focus on 21st Century student learning and high expectations for all students will be created, nurtured and sustained by school and district cultures that value and demonstrate trust, collegiality, teamwork and professionalism.

**As measured by:**  
WESTEST Data.

<b>Baseline Data</b>		<b>74.00</b>	
	<b>Targets</b>		<b>Actual</b>
<b>2005-2006</b>	77.00	<b>2005-2006</b>	76.10
<b>2006-2007</b>	80.00	<b>2006-2007</b>	77.50
<b>2007-2008</b>	78.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	86.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	89.00	<b>2009-2010</b>	N/A

**Objective 2.2** School-based professional learning communities will be developed and utilized in each district school so that individual schools may develop, implement and evaluate strategies to address their school performance goals and support increased student achievement.

**As measured by:**  
Number of schools who have initiated and embraced a professional learning communities model.

<b>Baseline Data</b>		<b>0.00</b>	
	<b>Targets</b>		<b>Actual</b>
<b>2005-2006</b>	4.00	<b>2005-2006</b>	6.00
<b>2006-2007</b>	10.00	<b>2006-2007</b>	8.00
<b>2007-2008</b>	12.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	20.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	30.00	<b>2009-2010</b>	N/A

**Objective 2.3** Schools across all programmatic levels will be structured based on current research to maximize the success of all students.

**As measured by:**  
The number of schools in the district structured for student success and research based practices

<b>Baseline Data</b>		<b>0.00</b>	
	<b>Targets</b>		<b>Actual</b>
<b>2005-2006</b>	0.00	<b>2005-2006</b>	20.00
<b>2006-2007</b>	20.00	<b>2006-2007</b>	25.00
<b>2007-2008</b>	28.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	28.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	28.00	<b>2009-2010</b>	N/A

**Goal 3:** Parents and the community will be treated as valued partners to assure all 21st century learners receive the support needed to achieve mastery and beyond of the essential curriculum.

**Objective 3.1** All students will have a caring adult actively engaged in their education.

**As measured by:**  
Westest data.

<b>Baseline Data</b>		<b>74.00</b>	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	77.00	<b>2005-2006</b>	76.10
<b>2006-2007</b>	80.00	<b>2006-2007</b>	77.50
<b>2007-2008</b>	78.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	86.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	89.00	<b>2009-2010</b>	N/A

**Objective 3.2** Implement student support programs, including a comprehensive and seamless safe and drug-free school plan to assure that students develop the resiliency traits that are necessary for 21st century success.

**As measured by:**  
Pride Survey results, WVEIS discipline reports of safe schools violations.

<b>Baseline Data</b>		<b>25.10</b>	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	23.00	<b>2005-2006</b>	29.00
<b>2006-2007</b>	21.00	<b>2006-2007</b>	29.00
<b>2007-2008</b>	19.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	17.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	16.00	<b>2009-2010</b>	N/A

**Objective 3.3** Increase utilization of student support resources and services across the district to improve the district's graduation rate including before and after school tutoring, counseling and mental health services, evening school, Saturday school, recovery school programs and attendance workers and mentors.

**As measured by:**  
District graduation rate data.

<b>Baseline Data</b>		<b>0.00</b>	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	0.00	<b>2005-2006</b>	0.00
<b>2006-2007</b>	0.00	<b>2006-2007</b>	80.30
<b>2007-2008</b>	82.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	0.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	0.00	<b>2009-2010</b>	N/A

**Goal 4:** To provide, maintain, and train teachers in the use of technology that supports Cabell County Schools prioritized curriculum and strategies in order to increase student achievement, with the ultimate goal of producing well educated, technology literate citizens for the 21st century.

**Objective 4.1** Teachers will adopt and demonstrate the successful use of 21st century instructional technology. This will include online resources, productivity tools, courseware, interactive teacher presentation stations, and wireless devices, etc.

**As measured by:**

The number of teachers using interactive presentation stations (porvide through the Digital Divide Survey)and the number of teachers participating in more that 5 hours of technology related training.

Baseline Data		0.00	
Targets		Actual	
2005-2006	20.00	2005-2006	23.00
2006-2007	40.00	2006-2007	40.00
2007-2008	60.00	2007-2008	N/A
2008-2009	80.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

**Objective 4.2** To provide sufficient bandwidth and access for online instruction and assessment, school-to-school and school-to-home communications, as-well-as administrative functions.

**As measured by:**

The % of schools with 100mb digital ethernet connectivity to the web. The digital divide survey will provide this information.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	50.00	2006-2007	0.00
2007-2008	10.00	2007-2008	N/A
2008-2009	20.00	2008-2009	N/A
2009-2010	30.00	2009-2010	N/A

**Objective 4.3** To provide the most appropriate instructional software and hardware to meet the needs of our ever-changing curriculum. This shall include both upgrades and maintenance.

**As measured by:**

Digital Divide Survey Reports of the % of workstations using the current version of MS Windows.

Baseline Data		70.00	
Targets		Actual	
2005-2006	80.00	2005-2006	84.00
2006-2007	90.00	2006-2007	90.00
2007-2008	0.00	2007-2008	N/A
2008-2009	25.00	2008-2009	N/A
2009-2010	40.00	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 type="checkbox"/>	Classroom Environments <input type="checkbox"/>	Culture of Support and Trust and Collaboration <input type="checkbox"/>	Culture that Accepts Responsibility for Students <input checked="" type="checkbox"/>	District Leadership to Create Learning Centered Schools <input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<b>Presence of the Correlates of Effective Schools</b>	Effective Transition Pre K to Post Secondary <input type="checkbox"/>	Systemic Design and Implementation <input type="checkbox"/>
Pre K-12 Literacy Model <input 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"/>		
<b>Other Strategies</b>				

# 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)
<p>District Leadership to Create Learning Centered Schools</p> <hr/> <p>Integration of 21st Century Learning</p> <hr/> <p>Research-Based High Yield Instructional Strategies</p> <hr/> <p>21st Century Content</p> <hr/> <p>Culture that Accepts Responsibility for Students</p>	<p>There are 13 strategies required annually for compliance with NCLB mandates. They will be incorporated in the plan each year : Use of data to target improvements, Highly qualified teachers/paraprofessionals, Proactive parent involvement system, Parents as respected and valued partners, Strategies for providing social, emotional and academic support, Effective preschool early intervention programs, Effective student transitioning Pre-K to post secondary, Adjustment of instructional time by grade, class, School and system to meet the need of varied learners, Frequent monitoring of student progress, and Innovative approaches to meeting subgroup needs.</p> <p>Formative assessments distributed three times during the school year. Central office staff will visit with school principals and staff members to discuss the use of the formative assessment data.</p>	<p><a href="#">Adjustment of Instructional Time</a></p> <p><a href="#">Frequent Monitoring of Student Progress</a></p> <p><a href="#">Effective Transition PreK - Post Secondary</a></p> <p><a href="#">Proactive Parent Involvement System</a></p> <p><a href="#">Use of Data to Target Improvement Efforts</a></p> <p><a href="#">School Improvement Support System</a></p> <p><a href="#">Formative Assessments</a></p> <p><a href="#">Highly Qualified Teachers</a></p> <p><a href="#">Strategies for Providing Social/Emotional and Academic Support</a></p> <p><a href="#">Parents as Respected and Valued Partners</a></p> <p><a href="#">Change Based on Internal and External Factors</a></p> <p><a href="#">Innovative Approaches to Meeting Subgroup Needs</a></p> <p><a href="#">Change as an On-Going Continuous Process</a></p> <p><a href="#">Classroom Environments</a></p> <p><a href="#">Standards-Based Curriculum</a></p> <p><b>Other Strategy</b> Conflict Resolution/Peer Mediation</p> <p><b>Other Strategy</b> Social Skills Training</p> <p><b>Other Strategy</b> Refusal/Resistance Skills Training</p>	<p><b>District Leadership to Create Learning Centered Schools:</b> Schools will have regularly scheduled monitoring visits from the county leadership team to develop accountability for schools to have learning centered classrooms.</p> <p><b>Integration of 21st Century Learning:</b></p> <p><b>Integration of 21st Century Content:</b> WV IGO's will be used to create grade level pacing guides, clearly integrating expectations for 21st century content.</p> <p><b>Research-Based High Yield Instructional Strategies:</b> The district will identify specific research-based instructional</p>		

Other Strategy  
Risk & Protective  
Factor Approach

Other Strategy  
Social Influences

Other Strategy  
School Climate

strategies  
which will be  
embedded in  
classrooms  
and monitored  
by  
administrators

**Culture that  
Accepts  
Responsibility  
for Students:**  
Administrators  
will model and  
expect staff  
behaviors  
based on the  
strategic plan  
beliefs

# HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
<p>District Leadership to Create Learning Centered Schools</p>	<p>Tom Peters states in his book, <i>In Search of Excellence</i>, "What gets measured, gets done." This is as true in schools as in any other workplace in America. Therefore a system of monitoring must exist that assures that research-based instruction is being implemented consistently and pervasively with quality. (excerpted from the West Virginia Achieves Learning Packet, <u>Monitoring Systems for Quality Curriculum and Instruction</u>.)</p> <p>"Monitoring refers to feedback - tracking the extent to which goals are met. It must be timely and it must be specific. Just because a school has provided training in a new intervention does not mean that staff members are actually using it. In fact, it is not uncommon for an intervention to be considered ineffective when, in fact, the intervention was improperly or only partially implemented." (excerpted from Robert Marzano, <u>What Works in Schools</u> (p. 35-48 and 165-171.)</p> <p>"Data help monitor and assess performance. The monitoring of effective instruction is the heart of effective instruction. Data almost always points to action - they are the enemy of comfortable routines. By ignoring data, we promote inaction and inefficiency." (excerpted from Mike Schmoker, <u>Results: the Key to Continuous School Improvement</u> p. 29-48.)</p>
<p>Integration of 21st Century Learning</p>	<p>Professional development is a critical component in the school improvement process. Reforms in education today succeed to the degree that they adapt to and capitalize on variability within a system. Reforms must be shaped and integrated in ways that best suit regional, organizational, and individual context, including the local values, norms, policies, structures, resources, and processes (Griffin and Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin and Rowan, 1993). Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are procedural guidelines that appear to be critical in the professional development process. These guidelines are derived from research on change processes. (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman and Miles, 1984; Prochaska, Diclemente, and Norcross, 1992; McLaughlin, 1990). These guidelines reflect a framework for developing an optimal mix of professional development processes and technologies that work best in a specific context.</p> <p>Guideline 1: Recongnize change as both an individual and an organizational process;                      Guideline 2: Think big, but start small; Guideline 3: Work in teams to maintain support;                      Guideline 4: Include procedures for feedback on results; Guideline 5: Provide follow-up, support, and pressure; Guideline 6: Integrate programs.</p> <p>What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained (Guskey, Thomas</p>

	1995).
Research-Based High Yield Instructional Strategies	High performing school systems understand that enhancing the quality of instruction is critical to student success. Research has validated that the quality of teacher instruction is a more powerful achievement variable than a student's background characteristics. The use in classrooms of research-based instructional strategies adds to the quality of instruction, and the learning and achievement of the student. These strategies include (1) a laser-like focus on student achievement, (2) focus on a select number of improvement indicators, (3) consistent and pervasive use of "writing to inform," (4) frequent assessments with multiple opportunities for improvement, (5) focus on achievement and continuous progress of students, and (6) use of performance assessments. High performing systems carefully plan the implementation of research-based instructional strategies to assure their effectiveness by providing adequate professional and ongoing support. (Research from <u>Classroom Instruction that Works</u> by Robert Marzano and from the West Virginia Achieves Learning Community Resource Packet, <u>Research Based High Yield Instructional Strategies</u> ).
21st Century Content	Core academic subjects remain the foundation of a good education. NCLB identifies these as English, reading and language arts, mathematics; science; foreign languages; civics; government; economics; arts; history; and geography. In addition, education and business leaders identify four significant, emerging content areas that are critical to success in communities and workplaces of the 21st century. Schools need to give greater prominence in the curriculum to these four areas: 1. Global Awareness - Promoting understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences. 2. Financial, Economic and Business Literacy - Helping students better manage their personal finances and contribute more productively in workplaces. 3. Civic Literacy - Helping students understand, analyze and participate in government and in the community both globally and locally. 4. Health and Wellness Awareness - Adopting habits that contribute to personal health. In order to gain this knowledge, students will need to apply a plethora of 21st century learning skills, including Information and Communication skills, Thinking and Reasoning skills, and Personal and Workplace Productivity skills. (Adapted from publications of the Partnership for 21st Century Skills.)
Culture that Accepts Responsibility for Students	<p>"High performing schools accept responsibility for creating the conditions that will bring all students to mastery and beyond and to produce greater equity in results. The level of academic success of poor, minority, and special education students relates directly to school-wide culture, to instructional practices in the classroom, and to organizational policies and practice." (excerpted from the West Virginia Achieves Learning Community Resource Packet, <u>Valuing All Students and Addressing Social, Emotional and Physical Needs</u>, p. 9)</p> <p>"Equally important to academic reform is the belief that high expectations for all students are necessary to help students meet rigorous course standards in academic and career/technical classrooms. High performing school systems understand the importance of creating and nurturing and supportive classroom environment with high expectations for all. Teachers draw on the culture, life experiences, and knowledge of all students in ways that show respect and appreciation for cultural diversity. Classroom management practices are designed to develop responsibility and personal growth; practices which embarrass, demean or belittle are never used. Teachers interact with all students in a way that shows regard and high expectations for academic success." (excerpted from the West Virginia Achieves Learning Community Resource Packet, <u>Nurturing and Supportive Classroom Environments with High Expectations for All</u>, pp.8- 9)</p>

# Technology Plan

Submitted by - gjs12001 2007-10-16 15:22:11.0

## 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 21<sup>ST</sup> 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 21<sup>ST</sup> 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 21<sup>st</sup> 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 21<sup>ST</sup> 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 21<sup>ST</sup> 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- 21<sup>ST</sup> 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 21<sup>ST</sup> 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 21<sup>ST</sup> 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 plays a strong supporting role to curriculum and instruction in Cabell County Schools. With four computers in nearly every classroom and computer labs in every school, sheer numbers don't show a real picture of our needs. With 5000+ computers a replacement cycle takes nearly six years to complete. Therefore we try to replace nearly 900 units each year. This year we will replace computer in Kindergarten, first and second grade classrooms. We know all too well that professional staff development is crucial if true technology integration is to be achieved. Therefore, a large portion of our budget reflects training costs and stipends for staff development. In 2008 we will offer 14 semester courses in technology through the Marshall University Graduate College. Each year we also provide a great number of short courses on specific technology topics and equipment. Additionally, Our budget includes Ed. Tech round 5 which will be used to fund Technology Integration Specialists (TIS) in two of our schools. We are also working with teachers to certify their computer and internet skills with IC3 certification from Certiport. IC3 is a nationally recognized certification. In the past two years we have added nearly 350 whiteboard teachers presentation stations to our classroom. These units have proven to be one of our most successful projects, therefore, we will add another 100 units this year. Teachers love the new technology and are adapting their teaching methods to fit this 21st. century method of curriculum delivery.

### Technology Needs Assessment

Reports show that about 90% of our 5000 computers run the Windows XP operating system. This year we will completely remove all non XP machines from our schools. The network backbone in middle schools needs to be increased to gigabit speeds (West and Enslow were upgraded in 2005-2006). Fifty percent of our network switches are 7 to 8 years old; we must start to replace them. Lastly, but most importantly, we must increase technology staff development; it is the key to successful technology integration. Only about 50% of our teachers accrued 1 to 5 hours of training in 2005-2006. We have learned the importance of teacher presentation stations over the past 24 months and we see the need for every classroom to have this equipment, making this is a high priority for us. Therefore, we will be adding 100 new whiteboards this year.

## Action Steps

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

**Plan Section** Title IV

**Associated Goals/Objectives** 3.2 Safe and Drug Free Schools **Associated High Yield Strategies** None

**Action Step** Renew the subscription for Discovery Health Connections

- A - Renew Subscription of Discovery Health
- B - Provide review and overview of Discovery Health Program for SADD mentors and Counselors
- C - Continue implementation of the Discovery Health Program within each school
- D - Review reports produced by the Discover Health Program and evaluate usefulness of it.

<b>Projected Begin Date</b> August 1, 2007	<b>Projected End Date</b> June 9, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> Students will be made aware of the consequences of using Tobacco, Alcohol, and other Drugs	<b>Persons Responsible</b> Safe and Drug Free Mentors	<b>Intended Impact on Audience</b> Counselors and Safe and Drug Free Mentors will implement the Discovery Health Connections Program	
<b>Professional Development</b> Trainer Led	<b>Professional Description Other</b> New counselors and safe and drug free mentors at the school level will receive training in implementing the Discovery Health Connections	<b>Federal Compliances</b> Title IV 01. Alcohol ,Title IV 02. Tobacco ,Title IV 03. Other Drugs, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	

**Plan Section** Technology

**Associated Goals/Objectives** 4.2 Technology Infrastructure /Comm.

**Associated High Yield Strategies** None

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

- TE01** - Purchase interactive whiteboard technology equipment for thirteen of our schools.
- TE02** - Rewire the English and foreign language departments at Cabell Midland High School.
- TE03** - Purchase new network switching equipment for five schools.

<b>Projected Begin Date</b> July 1, 2006	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Cabell County schools.	<b>Persons Responsible</b> Technology Dept.	<b>Target Audience</b> Students and educators	<b>Federal Compliances</b> 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** 4.2 Technology Infrastructure /Comm.

**Associated High Yield Strategies** None

**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.

- TE01** - Purchase, install, and train a variety of ancillary software products to improve basic skills in reading and math.
- TE02** - Implement Adobe suite products in our high schools and other selected sites. These products include: Acrobat, InDesign, Photoshop, Illustrator, Flash, Fireworks, and others.
- TE03** - Use EETT funding to hire two Technology Integration Specialist - one each for Highlawn and Spring Hill Elementary Schools

<b>Projected Begin Date</b> July 1, 2006	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To improve the use of 21st century tools and resources to improve student achievement.	<b>Persons Responsible</b> Technology Dept.	<b>Target Audience</b> Students and educators	<b>Federal Compliances</b> 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** 4.2 Technology Infrastructure /Comm.

**Associated High Yield Strategies** None

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

- 03** - Provide cellular, paging, and long distance phone services for all facilities
- TE01** - Provide 10mb Tranparent Lan Services (TLS)lease lines and centrex telephone service to all schools
- TE02** - Provide Primary Rate ISDN telephone services to the Central Office, Huntington High School and Cabell Midland High School.

<b>Projected Begin Date</b> July 1, 2006	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS

**Persons Responsible** Technology Dept.

**Target Audience** Students and educators

**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** Special Education

**Associated Goals/Objectives** 1.1: Increase achievement proficiency. ,2.1 High Expectations

**Associated High Yield Strategies** Research-Based High Yield Instructional Strategies ,Integration of 21st Century Learning

**Action Step** To purchase equipment, materials and supplies required for the implementation of IEP's of identified SWD

<b>Projected Begin Date</b> August 30, 2007	<b>Projected End Date</b> June 30, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** Purchase materials, supplies and equipment to ensure the provision of a free, appropriate public education for eligible SWD and exceptionalities as appropriate, specifically, evaluation instruments and related items, classroom materials and supplies and computer equipment for special education classrooms.

**Persons Responsible** Special Education Director and Supervisors

**Target Audience** Special Education teachers and students

**Federal Compliances** Special Education 03. Materials Supplies and Equipment, Technology 04-Increased Access for Students and Teachers to 21st Century Tools

**Federal Compliance Monies** \$ 50,000.00

SpecEd State Funds~\$ 50,000.00

**Plan Section** Technology

**Associated Goals/Objectives** 4.2 Technology Infrastructure /Comm.

**Associated High Yield Strategies** None

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

- TE01** - Continue our computer replacement cycle by purchasing 670 new computers for grades K, 1, and 2. This will double the number of computers in Kindergarten classrooms. We will also provide 70 new computers to Pre-Kindergarten classrooms.
- TE02** - Improve computer access to four middle schools by eliminating the few remaining Windows 98 computers (125 total units).

<b>Projected Begin Date</b> July 1, 2006	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To improve the **Persons Responsible** **Target Audience**

integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement

Technology Dept. Students and educators

**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** 4.2 Technology Infrastructure /Comm.

**Associated High Yield Strategies** None

**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

**TE01** - In addition to continuing to participate in the WV Virtual School, we will be providing interactive distance learning equipment at Geneva Kent Elementary School this year.

<b>Projected Begin Date</b> July 1, 2006	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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<b>Purpose</b> 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).	<b>Persons Responsible</b> Technology Dept.	<b>Target Audience</b> Students and educators
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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** 4.2 Technology Infrastructure /Comm.

**Associated High Yield Strategies** None

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

**TE01** - Computer System Operators will provide technology demonstrations at PTA and PTO meetings across the county

<b>Projected Begin Date</b> July 1, 2006	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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<b>Purpose</b> To improve communication and collaboration among stakeholders	<b>Persons Responsible</b> Technology Dept.	<b>Target Audience</b> Students and educators
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**Federal Compliances** Technology 06- 21st Century Parent/Community/Partnership Collaboration

### Technology 07-Professional Development for 21st Century Instruction

**Plan Section** Special Education

**Associated Goals/Objectives** 1.1: Increase achievement proficiency. ,2.1 High Expectations **Associated High Yield Strategies** 21st Century Content ,Research-Based High Yield Instructional Strategies ,Integration of 21st Century Learning ,District Leadership to Create Learning Centered Schools

**Action Step** Provision of staff development for increased knowledge, skill expansion and research for special education administrators, teachers, and support personnel

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2008	?	?
<b>Purpose</b> Out of county travel to attend meetings/conferences, materials for book studies and learning communities, and trainers as determined necessary to assure the district stays abreast of compliance issues and research based strategies to improve student achievement and increase expectations for all students	<b>Persons Responsible</b> Special Education Director and Special Education Supervisors	<b>Target Audience</b> Special Education Administrators, Teachers, and support personnel	<b>Intended Impact on Audience</b> To increase knowledge and expand the skills of the administrators, teachers and support personnel; to provide training in technology, RtI, Co-teaching and other county initiatives

Professional Development	Professional Development Other Description	Federal Compliances	Federal Compliance Monies
Coaching ,Learning Community ,Study Group ,Trainer Led ,Web Based	The topics to be addressed through staff development will be RtI, Co-Teaching, Differentiated Instruction, Closing the Achievement Gap, and other research based strategies to assure AYP for special Education students. The staff development will be provided in a variety of ways and the money will be spent on stipends, travel, materials, substitutes and trainers. The target audience will be administrators, teachers and other support personnel.	Special Education 04. Professional Development, Technology 07- Professional Development for 21st Century Instruction	\$ 21,320.00
SpecEd School Age-\$ 10,000.00 SpecEd State Funds-\$ 11,320.00			

**Plan Section** Technology

**Associated Goals/Objectives** 4.2 Technology Infrastructure /Comm. **Associated High Yield Strategies** None

**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

- TE01** - Provide teacher training in utilizing technology to improve student achievement through the use of Compass math, Language, and Reading, Bridges, WV Clearinghouse Web, On-Line writing assessment, Plato, website resources, etc.
- TE03** - Provide on-site white board training to promote proper integration of the products with the curriculum.
- TE02** - Provide a variety of workshops and semester courses to improve teachers' skills in integrating technology in to their curriculum.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2006	June 30, 2009	?	?
<b>Purpose</b> To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources	<b>Persons Responsible</b> Technology Dept.	<b>Target Audience</b> Students and educators	

**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** 4.2 Technology Infrastructure /Comm.

**Associated High Yield Strategies** None

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

**TE01** - Provide a maintenance contract for repairs beyond the volume or expertise of our staff technicians ability to handle.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2006	June 30, 2009	?	?

**Purpose** To provide a stable and robust 21st century learning environment  
**Persons Responsible** Technology Dept.  
**Target Audience** Students and educators

**Federal Compliances** Technology 08- Maintenance and Repair of 21st Century Tools

### Technology 09-Adult Literacy

**Plan Section** Technology

**Associated Goals/Objectives** 4.2 Technology Infrastructure /Comm.

**Associated High Yield Strategies** None

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

**TE01** - Provide the Adult Basic Education and Literacy program with two computers and updated software. Additionally we will provide space in our schools for these programs as needed.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2006	June 30, 2009	August 22, 2007	June 30, 2008

**Purpose** To provide 21st century skills for adults/community  
**Persons Responsible** Technology Dept.  
**Target Audience** Students and educators

**Federal Compliances** Technology 09- Adult Literacy

### E-rate Budgets

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2008 Bundled Voice/Long Distance	0.00	0.00	0.00
	Cellular	16,820.00	11,270.00	5,551.00
	Data Lines	504,096.00	336,432.00	167,664.00
	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	5,227.00	3,371.00	1,857.00
	Paging	1,090.00	730.00	360.00
	Voice	252,966.00	168,000.00	84,966.00
	WAN	0.00	0.00	0.00
	Web Hosting	0.00	0.00	0.00
E-rate Totals		780,199.00	519,802.00	260,397.00

TFS/Elementary E-rate Application	2008 State Totals - Elementary TFS	0.00	0.00	0.00
	State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2008 State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2007 Bundled Voice/Long Distance	0.00	0.00	0.00
	Cellular	16,820.00	11,269.67	5,550.73
	Data Lines	504,096.00	336,432.02	167,664.10

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	5,227.00	3,370.66	1,856.78
Paging	1,089.00	730.03	359.57
Voice	252,965.00	167,999.50	84,966.02
WAN	0.00	0.00	0.00
Web Hosting	0.00	0.00	0.00
E-rate Totals	780,199.00	519,801.88	260,397.20

TFS/Elementary E-rate Application	2007	State Totals - Elemenary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2006	Cellular	0.00	0.00	0.00
		Data Lines	162,576.00	112,992.00	49,584.00
		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	3,354.00	2,422.53	931.47
		Paging	0.00	0.00	0.00
		Voice	239,206.20	160,065.57	79,140.63
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	405,136.20	275,480.10	129,656.10

State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2005	Cellular	0.00	0.00	0.00
		Data Lines	217,872.72	162,268.48	55,604.24
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	221,335.00	185,247.50	36,087.50
		Internet Access	0.00	0.00	0.00
		Long Distance	3,459.84	2,588.16	871.68
		Paging	0.00	0.00	0.00
		Voice	319,557.36	221,759.75	97,797.61
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	762,224.92	571,863.89	190,361.03

State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00	0.00	0.00
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## 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?

11/06/2001

3. When was the public meeting held for CIPA Compliance?

09/25/2001

4. Provide the URL to your acceptable use policy.

<http://boe.cabe.k12.wv.us/Policy%20Manual/1%20policies/Section%20I%20contents.htm>

	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?	2	1	3
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?	24	0	24
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?	1	1	2
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?			