

# FIVE-YEAR STRATEGIC PLAN 2005-2010

## Annual Update 2007

E-rate Funding Year 2008-2009

**CALHOUN COUNTY SCHOOLS CALHOUN COUNTY BOARD OF EDUCATION**

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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	Karen Kirby
	Dir of Support Services	Donnie Pitts
	Director - CGCC	John Bennett
	Principal	Jackie Shimer
	Principal	Bryan Sterns
<b>Business &amp; Community</b>	Superintendent	Jane Lynch
	Community/Business	Richard Fitzwater
	Community	Sandy Osborne
<b>Parents</b>	Community	Michael Ritchie
	Mrs.	Jenna Jett
	Mrs.	Kelley Houchin
<b>Teachers</b>	Mr.	Steve Whited
	Mrs.	Judy Prusack
	Mrs.	Sharon Pitts
	Mrs.	Maggie Bennett
	Mrs.	Teresa Goodnight
	Mrs.	Anita Parsons
	Sped Supervisor	Kathy Nichols
Mrs.	Angie Sims	

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

The staff of Calhoun County Schools in cooperation with the parents and community shall ensure a high quality education to enable students to become literate, self-sufficient, and life-long learners who contribute positively to society.

## CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

### We believe...

1. All students have the right to a safe environment; to be treated by everyone with respect, fairness, equity, and equality, and to have the opportunity to grow and develop self-confidence as learners. Student learning is greatly influenced by attitudes that surround them. The more positive the influences, the more likely children are to succeed!
2. All students have the responsibility to treat everyone with respect; to come to school motivated to learn; and to assume ownership for their learning in the areas of reading, writing, numeracy, technology and problem solving.
3. Parents have the responsibility to send their children to school ready to learn, to make sure their basic needs (food, clothing, shelter, love) are met, to ensure their children are socially competent, and to support and sustain a partnership with the school.
4. Teachers have the responsibility to remain current in the knowledge of their subject area and effective teaching practices resulting in a variety of effective learning experiences designed for the learning needs of all students. Teachers also need to be lifelong learners, and serve as positive role models, and be leaders in their classrooms.
5. Administrators have the responsibility to establish an environment that is safe and conducive to learning; to maintain a positive school climate; to serve as supportive, professional role models to staff, and to be team leaders with high expectations.
6. Support staff members have the responsibility to interact with students, parents, and other staff in a respectful manner; to model the philosophy of the school and school system, and to keep in communication with parents.
7. Community members have the responsibility to provide support services that support the mission of the school system.

# Annual Budget

## Required Strategic Plan Budget Funding Source Totals

<b>Funding Source</b>	<b>Amount</b>
Rural and Low Income Schools	36,179.00
Technology E-rate	37,140.00
Technology E-rate County Match	8,460.00
Technology Infrastructure	11,566.00
Technology Local Share	4,468.00
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
TFS/Elementary Technology	14,316.00
TFS/Secondary Technology	18,687.36
Title II	134,273.00
Title IV Safe and Drug Free Carryover Budget	8,632.00
Title IV Safe and Drug Free Schools	21,803.00
Title V	2,000.00
<b>Total</b>	<b>\$ 297,524.36</b>

# DATA ANALYSIS

## A. EXTERNAL DATA ANALYSIS

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

Enrollment decline has caused reduction in the number of teachers, usually at the middle/high level.

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

The population is aging.

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

No significant changes.

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

Plant closings have caused unemployment to rise.

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

More eligible children participating in Head Start.

**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?**

Poverty, unemployment, school dropouts, and poor attendance are the biggest problems the school system faces today.

According to 2005 West Virginia Youth Risk Behavior Survey: 25.3% of high school students were smokers, 41.5% of high school students used alcohol and 19.6% of high school students used marijuana.

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

We must incorporate 21st Century Skills into the curriculum.

### PRIORITIES

1. Incorporate 21st Century Skills into the curriculum.

2.

Address student discipline and dropout problems.

3. Continue to provide tutoring services for students.

## B. STUDENT ACHIEVEMENT DATA ANALYSIS

### No Child Left Behind School Reports

Must maintain making AYP at all schools and at county level.

### WESTEST Confidential Summary Report

Special education subgroup needs to improve. Monitor low SES group.

### WESTEST Confidential Item Analysis Summary

Scores on constructed response questions are low. Percent of students at Above Mastery and Distinguished are below state levels.

### WV Writing Assessment

Performance on Writing Assessment diminishes in higher grades. Need to improve the percent of students achieving top writing assessment scores (5 and 6)

### SAT/ACT Results

ACT results not very good. Composite is below the state average in 6 of the last 8 reported years.

### ACT Explore - Grade 8 Middle School

2004 EXPLORE results below state average in all areas as well as composite.

### ACT Plan - Grade 10 High School

2004 PLAN scores below state average in all areas as well as composite.

### AP Testing Report/AP Rate

No AP courses offered.

### Informal Reading Assessment

NA. Use DIBELS.

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

NA

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

NA

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

NA

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

NA

## PRIORITIES

1. Improve student achievement in special education subgroup.
2. Improve ACT scores.
3. Improve performance on constructed response items.
4. Increase Writing Assessment performance especially in higher grades.
5. Increase percentage of students achieving highest level of performance - (Distinguished on WESTEST, Six on Writing Assessment, etc.)

## C. OTHER STUDENT OUTCOMES

### ANALYSIS

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

None.

#### Discipline Referral Report

Must reduce number of referrals.

The RESA V Consortium (Calhoun, Pleasants, Wirt) had the following referrals for the 2006-2007 school year:

Aggressive Conduct: Calhoun Co. 305 violations, Pleasants Co. 204 violations, Wirt Co. 162 violations

Medicine/OTC: Calhoun Co. 2 violations, Pleasants Co. 2 violations, Wirt Co. 6 violations

Illegal Drugs, Tobacco, Alcohol: Calhoun Co. 51 violations, Pleasants Co. 0 violations, Wirt Co. 44 violations

Weapons: Calhoun Co. 1 violations, Pleasants Co. 0 violations, Wirt Co. 1 violations

Need to reduce incidents of aggressive conduct.

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

Must increase the graduation rate.

#### College Enrollment Rate

Must increase the college going rate.

#### College Developmental Course Rate

Must reduce the numbers in developmental courses.

#### PRIDE Survey

NA.

#### Results of Nationally Recognized Physical Fitness Test

Needs to improve.

#### Youth Risk Behavior Survey

#### WEST VIRGINIA YOUTH RISK BEHAVIOR SURVEY 2005

#### TOBACCO

Percentage of students who smoked cigarettes on one or more of the past 30

days 25.3%

Percentage of students who smoked cigarettes on school property on one or more of the past 30

days 8.3%

#### ALCOHOL

Percentage of students who had at least one drink of alcohol on one or more of the past 30

days 41.5%

Percentage of students who had at least one drink of alcohol on school property on one or more of the past

30 days 6.4%

#### MARIJUANA/OTHER DRUGS

Percentage of students who used marijuana one or more times during the past 30

days 19.6%

Percentage of students who used marijuana on school property one or more times during the past 30

days 4.9%

Percentage of students who were offered, sold, or given an illegal drug on school property by someone during the past 12 months

24.8%

Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during their life time

6%

**CIMP Self Assessment**

Conduct surveys of disabled and non-disabled graduates to compare rates involved in post-secondary activities for indicator 5.45.

**Special Education Data Profiles**

Increase % of MI students achieving at mastery on WESTEST.

**PRIORITIES**

1.

Reduce the dropout rate.

2. Increase college going rate.

3. Reduce number of in and out of school suspensions.

4.

Reduce number of students in developmental courses.

**D. CULTURE AND CONDITIONS****ANALYSIS****Monitoring Reports (Special Education and NCLB)**

Increase the number of teachers practicing consultation.

CIMP Focused Monitoring: 1) IEP's need to be developed according to Interim Guidance, 2) attitudes and instruction need to be improved to ensure success and achievement for students with disabilities, and 3) the percent of 3rd grade students scoring at mastery on the WESTEST Reading test needs to be increased to 30% for 2007.

**Highly Qualified Personnel Report**

Only one teacher not "highly qualified". They are enrolled in a program and will finish at the end of 2006/07 school year.

**Digital Divide Report (Technology)**

Infrastructure currently exceeds minimum standards.

A thorough analysis of the digital divide survey data found 44 computers at Arnoldsburg School using the Windows 98 operating system which need to be updated and/or replaced.

A wireless solution will be implemented at CM/HS.

All teachers and administrators at CM/HS will be provided wireless laptop computers.

Elementary schools will migrate to Odyssey software.

Web-based Plato software will be utilized at CM/HS.

**PRIORITIES**

1. Replace Windows 98 computers in all schools.

2. Improve consultation between regular and special education teachers.

3. Improve graduation rate at CM/HS.

4. Increase percent proficient in math and reading/language arts.

# GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

## Goal 1: Improve student academic performance.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
1.1	Improve Mathematics Scores at Arnoldsburg School	1.1 Improve Math scores at Arnoldsburg.	91.00	95.00
1.2	Improve Reading Scores at Arnoldsburg School	1.2 Improve Rdg. scores at Arnoldsburg.	83.00	87.00
1.3	Improve Mathematics Scores at Pleasant Hill School	1.3 Improve Math scores at Pleasant Hill	77.00	89.00
1.4	Improve Reading Scores at Pleasant Hill School	1.4 Improve Rdg. scores at Pleasant Hill	81.00	87.00
1.5	Improve Mathematics Scores at Calhoun Middle High School	1.5 Improve Math Scores at CMHS.	75.00	83.00
1.6	Improve Reading Language Arts Scores at Calhoun Middle High School	1.6 Improve Rdg./L.A. scores at CMHS.	75.00	83.00

## Goal 2: Increase graduation rate and reduce student retentions and suspensions.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
2.1	Increase Graduation Rate	2.1 Increase Graduation Rate	80.00	85.00
2.2	Reduce Retentions	2.2 Reduce retentions.	18.00	12.00
2.3	Reduce suspensions	2.3 Reduce suspensions.	304.00	154.00
2.4	Maintain/improve attendance rate.	2.4 Maintain/Improve attendance.	0.00	0.00

## Goal 3: Improve school effectiveness.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
3.1	Improve ratings on satisfaction surveys by standardizing surveys and improving communications.	3.1 Improve county satisfaction rate.	70.00	75.00
3.2	Increase time for meaningful collaboration and problem solving among staff.	3.2 Increase staff collaboration time.	0.00	0.00
3.3	Improve the effectiveness of administrators, particularly in academic achievement.	3.3 Develop instructional Leadership	0.00	0.00

## Goal 4: All students will be educated in a safe and drug-free learning environment that supports academic achievement.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
4.1	Increase the number of students identified and involved in the referral process by the SAT by 5%.	4.1 Student Assistance Team	0.00	0.00
4.2	Assure the appropriate administration and coordination of the Title IV program.	4.2 Title IV Coordination	0.00	0.00
4.3	Increase skill of students in utilizing nonviolent means to solve interpersonal conflict by 5%.	4.3 Peer Mediation/Preventive Discipline	0.00	0.00
4.4	Increase the security of students while attending or traveling to and from school by 5%.	4.4 Security	8.50	0.00
4.5	Reduce the number of violence and/or weapons related incidents in or on school grounds by 5%.	4.5 Weapons/Violence Violations	610.00	0.00
4.6	Reduce the number of alcohol, tobacco, and/or other drug policy violations by 5%.	4.6 ATOD Violations	78.00	0.00

## Goal 5: Provide students and staff with equitable access to technology infrastructure and curriculum/instruction that supports acquisition of 21st Century skills.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
5.1	Replace/upgrade all Windows 98 computers.	5.1 Technology (OS)	0.00	0.00
5.2	Provide all middle/high school teachers and administrators with wireless laptop computers.	5.2 Technology (Laptops)	0.00	0.00
5.3	Migrate to Odyssey software.	5.3 Technology (Odyssey)	0.00	0.00
5.4	Provide web-based Plato software.	5.4 Technology (Plato)	0.00	0.00



**Goal 1:** Improve student academic performance.

**Objective 1.1** Improve Mathematics Scores at Arnoldsburg School

**As measured by:**  
Westest Scores

<b>Baseline Data</b>		91.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	91.00	<b>2005-2006</b>	81.25
<b>2006-2007</b>	92.00	<b>2006-2007</b>	85.29
<b>2007-2008</b>	93.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	94.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	95.00	<b>2009-2010</b>	N/A

**Objective 1.2** Improve Reading Scores at Arnoldsburg School

**As measured by:**  
WESTEST Scores

<b>Baseline Data</b>		83.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	83.00	<b>2005-2006</b>	82.50
<b>2006-2007</b>	84.00	<b>2006-2007</b>	82.35
<b>2007-2008</b>	85.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	86.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	87.00	<b>2009-2010</b>	N/A

**Objective 1.3** Improve Mathematics Scores at Pleasant Hill School

**As measured by:**  
Westest Scores

<b>Baseline Data</b>		77.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	77.00	<b>2005-2006</b>	75.86
<b>2006-2007</b>	80.00	<b>2006-2007</b>	82.43
<b>2007-2008</b>	83.00	<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 1.4** Improve Reading Scores at Pleasant Hill School

**As measured by:**  
Westest Scores

<b>Baseline Data</b>		81.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	81.00	<b>2005-2006</b>	73.56
<b>2006-2007</b>	84.00	<b>2006-2007</b>	77.02
<b>2007-2008</b>	85.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	86.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	87.00	<b>2009-2010</b>	N/A

**Objective 1.5** Improve Mathematics Scores at Calhoun Middle High School

**As measured by:**  
WESTEST Scores

<b>Baseline Data</b>		75.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	75.00	<b>2005-2006</b>	72.73
<b>2006-2007</b>	77.00	<b>2006-2007</b>	67.79
<b>2007-2008</b>	79.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	81.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	83.00	<b>2009-2010</b>	N/A

**Objective 1.6** Improve Reading Language Arts Scores at Calhoun Middle High School

**As measured by:**  
Westest Scores

<b>Baseline Data</b>		75.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	75.00	<b>2005-2006</b>	69.93
<b>2006-2007</b>	77.00	<b>2006-2007</b>	66.75
<b>2007-2008</b>	79.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	81.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	83.00	<b>2009-2010</b>	N/A

**Goal 2:** Increase graduation rate and reduce student retentions and suspensions.

**Objective 2.1** Increase Graduation Rate

**As measured by:**  
WVDE Calculated Graduation Rate

<b>Baseline Data</b>		80.00	
	<b>Targets</b>		<b>Actual</b>
	<b>2005-2006</b>	81.00	<b>2005-2006</b> 72.45
	<b>2006-2007</b>	82.00	<b>2006-2007</b> 80.70
	<b>2007-2008</b>	83.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	84.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	85.00	<b>2009-2010</b> N/A

**Objective 2.2** Reduce Retentions

**As measured by:**  
School Reported Retention Data

<b>Baseline Data</b>		18.00	
	<b>Targets</b>		<b>Actual</b>
	<b>2005-2006</b>	16.00	<b>2005-2006</b> 60.00
	<b>2006-2007</b>	15.00	<b>2006-2007</b> 14.00
	<b>2007-2008</b>	14.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	13.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	12.00	<b>2009-2010</b> N/A

**Objective 2.3** Reduce suspensions

**As measured by:**  
WVEIS Suspension Data

<b>Baseline Data</b>		304.00	
	<b>Targets</b>		<b>Actual</b>
	<b>2005-2006</b>	274.00	<b>2005-2006</b> 464.00
	<b>2006-2007</b>	244.00	<b>2006-2007</b> 156.00
	<b>2007-2008</b>	214.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	184.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	154.00	<b>2009-2010</b> N/A

**Objective 2.4** Maintain/improve attendance rate.

**As measured by:**

<b>Baseline Data</b>		0.00	
	<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> 0.00
	<b>2007-2008</b>	0.00	<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 3:** Improve school effectiveness.

**Objective 3.1** Improve ratings on satisfaction surveys by standardizing surveys and improving communications.

**As measured by:**

Aggregate satisfaction rate on county survey.

<b>Baseline Data</b>				70.00
	<b>Targets</b>		<b>Actual</b>	
	<b>2005-2006</b>	71.00	<b>2005-2006</b>	0.00
	<b>2006-2007</b>	72.00	<b>2006-2007</b>	0.00
	<b>2007-2008</b>	73.00	<b>2007-2008</b>	N/A
	<b>2008-2009</b>	74.00	<b>2008-2009</b>	N/A
	<b>2009-2010</b>	75.00	<b>2009-2010</b>	N/A

**Objective 3.2** Increase time for meaningful collaboration and problem solving among staff.

**As measured by:**

Schedules of schools as well as Accrued Instructional Time and ISE utilization.

<b>Baseline Data</b>				0.00
	<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>	0.00
	<b>2007-2008</b>	0.00	<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

**Objective 3.3** Improve the effectiveness of administrators, particularly in academic achievement.

**As measured by:**

Administrative evaluations, academic data

<b>Baseline Data</b>				0.00
	<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>	0.00
	<b>2007-2008</b>	0.00	<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:** All students will be educated in a safe and drug-free learning environment that supports academic achievement.

**Objective 4.1** Increase the number of students identified and involved in the referral process by the SAT by 5%.

**As measured by:**

School SAT logs as reported by individual schools SDFS contacts. Information for baseline data will be collected during the 2006-2007 school year.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Objective 4.2** Assure the appropriate administration and coordination of the Title IV program.

**As measured by:**

Employment of one coordinator per school.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	3.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Objective 4.3** Increase skill of students in utilizing nonviolent means to solve interpersonal conflict by 5%.

**As measured by:**

Number of Peer Mediation in RESA V/Title IV schools (Baseline this year)

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Objective 4.4** Increase the security of students while attending or traveling to and from school by 5%.

**As measured by:**

As measured by the WVYRBS.

Baseline Data		8.50	
Targets		Actual	
2005-2006	8.50	2005-2006	8.50
2006-2007	0.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Objective 4.5** Reduce the number of violence and/or weapons related incidents in or on school grounds by 5%.

**As measured by:**

Discipline Referral Reports.

Baseline Data		610.00	
Targets		Actual	
2005-2006	610.00	2005-2006	225.00
2006-2007	215.00	2006-2007	55.00
2007-2008	40.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Objective 4.6** Reduce the number of alcohol, tobacco, and/or other drug policy violations by 5%.

**As measured by:**

Discipline Referral Reports.

Baseline Data		78.00	
Targets		Actual	
2005-2006	78.00	2005-2006	20.00
2006-2007	19.00	2006-2007	45.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Goal 5:** Provide students and staff with equitable access to technology infrastructure and curriculum/instruction that supports acquisition of 21st Century skills.

**Objective 5.1** Replace/upgrade all Windows 98 computers.

**As measured by:**

Digital Divide Surveys

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	44.00
2006-2007	0.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Objective 5.2** Provide all middle/high school teachers and administrators with wireless laptop computers.

**As measured by:**

Digital Divide Surveys

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	1.00
2006-2007	53.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Objective 5.3** Migrate to Odyssey software.

**As measured by:**

Number of user licenses.

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	65.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Objective 5.4** Provide web-based Plato software.

**As measured by:**

Number of user licenses.

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	7.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	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 type="checkbox"/>	District Leadership to Create Learning Centered Schools <input type="checkbox"/>	
21st Century Content <input 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 checked="" 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 checked="" type="checkbox"/>	Balanced Professional Development <input type="checkbox"/>	Strategies that Develop Students having 21st Century Learning Skills <input checked="" type="checkbox"/>	Change Based on Internal and External Factors <input type="checkbox"/>	
Balanced Assessment System <input type="checkbox"/>	Research-Based High Yield Instructional Strategies <input type="checkbox"/>	<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"/>	Use of Data to Target Improvement Efforts <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 checked="" 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 checked="" 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>					
Conflict Resolution/Peer Mediation					
Social Skills Training					
Refusal/Resistance Skills Training					
Risk & Protective Factor Approach					
Social Influences					

## 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>Differentiated Instruction</p> <p>As background information, provide copies of <u>Fair Isn't Always Equal</u> to all members of District Leadership Team who attended spring '06 state conference – Superintendent, Directors of C&amp;I and Federal Programs, both elementary principals, middle high school assistant principal and four teachers (one from each elementary and one from 5-8 and one from 9-12).</p> <p>Provide Superintendent, and Director of Federal Programs and Director of Curriculum and Instruction with numerous DI articles provided by Carla Williamson for study.</p> <p>Standards Based Math</p> <p>Calhoun County</p>	<p>Differentiated Instruction</p> <p>State of School System address by superintendent at staff development session to tie initiatives together with DI.</p> <p>August 17 and 18 will be DI training for all 5-12 teachers and elementary related arts teachers. The training will be presented by Carla Williamson and four members of the WV DI cadre.</p> <p>July 31- August 2 both Technology Integration Specialists will attend training in Pendleton County to become more aware of DI so it can be more effectively incorporated into the Technology Academy in August.</p> <p>Establish county book studies for <u>Fair Isn't Always Equal</u>.</p> <p>Review county grading and reporting policies and procedures.</p> <p>Provide sustained support to MHS teachers on ISE as well as regular instructional days through regular visits</p>	<p>Differentiated Instruction</p> <p>Support DI in classrooms with regular visits from DI cadre members on ISE and regular instructional days.</p> <p>MHS administrators will check lesson plans for evidence of DI and observe teachers during observation/evaluation sessions as well as classroom walk throughs and will provide feedback to teachers.</p> <p>A professional learning community will be formed around the concepts of DI and the "APL" training.</p> <p>Data will be collected and analyzed to determine the impact of DI on student failure , graduation, and drop-out rates .</p> <p>Standards Based Math</p> <p>Professional Learning Communities will continue to investigate connections between Differentiated Instruction, SBM, and Assessment for Learning.</p>		

<p>Prioritization and Mapping</p> <p>Highly Qualified Teachers</p>	<p>Schools had requested and received a waiver for adoption of elementary math books.</p> <p>The elementary county textbook committee originally recommended Saxon Math which was rejected by the County Office Staff. The subsequent recommendation was for the Harcourt series which is not truly standards based but much more so than the original choice.</p> <p>Calhoun County received two legislative grants totaling \$20,000 to support SBM in the two elementary schools.</p> <p><b>Formative Assessments</b></p> <p>Calhoun County Schools Leadership Team (Superintendent, 2 Directors, and three building level administrators) will attend three day Assessment training in Grand Rapids,</p>	<p>by DI cadre members</p> <p><b>Standards Based Math</b></p> <p>K-4 teachers from both elementary schools will attend a three day SBM workshop in August along with new math teachers at the middle level. The workshops will be led by Murrel Hoover and Cathy Walker, who will also provide follow-up staff development on ISE as well as regularly scheduled instructional days.</p> <p>Palm based math assessments available through Wireless Generation will be implemented at grades K-3. The elementary Technology Integration Specialist will be the major trainer on this implementation after having been trained as a Trainer of Teachers.</p> <p>The fifth grade math teacher will attend TERC training in July in support of "Investigations."</p> <p>Principals will observe SBM during classroom observations and walk-throughs and provide feedback to teachers.</p> <p><b>Formative Assessments</b></p>	<p>Additional staff development will be provided to deepen skills of elementary and middle school teachers to fully implement SBM in all classrooms with follow-up sessions on ISE days as well as regular instructional days.</p> <p><b>Formative Assessments</b></p> <p>Expand the number of professional learning communities and solicit additional facilitators.</p> <p>Devise a process for training new employees and providing support for them.</p> <p>Use evaluation findings to make improvements and adjustments to the implementation of AfL with emphasis on making all initiatives work together for improved student achievement.</p> <p>Arrange for classroom visitations in successful programs.</p> <p><b>Define Standards for Success</b></p> <ul style="list-style-type: none"> <li>• Improvement in Teaching</li> <li>• Improvement in Student Learning</li> <li>• Narrowing Student</li> </ul>		
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<p>Integration of 21st Century Learning</p>	<p>Michigan.</p>	<p>Superintendent will conduct ½ day workshop for Leadership Team focusing on information from the Portland training and team member reactions to <u>Classroom Assessment for Student Learning</u>.</p>	<p>Achievement Gaps.</p>	
<p>Strategies that Develop Students having 21st Century Learning Skills</p>	<p>Superintendent will attend three day conference plus a one day pre-conference in Portland, Oregon with Rick Stiggins.</p>	<p>Superintendent will provide address to open the fall staff development sessions reflecting on the vision that wraps Assessment for Learning together DI, SBM, Technology Integration, and 21<sup>st</sup> Century Learning Skills.</p>	<p>Provide staff development in the construction of meaningful assessments for learning.</p>	
<p>Analyze Trends and Establish Priorities for School Improvement</p>	<p>All members of Leadership Team will receive a copy of <u>Classroom Assessment for Student Learning</u>.</p>	<p>Superintendent will set an expectation of using these initiatives to narrow the achievement gaps and reducing failure and drop-out rates.</p>	<p>Further implement strategies for involving students in the assessments and interpretation.</p>	
<p>Differentiated Instruction</p>	<p>Establish PLC for District Leadership Team.</p>	<p>Sustained efforts will be made to further educate the Leadership Team to be better able to lead the county in the AfL work.</p>	<p>Safe and Orderly Environment</p>	
<p><b>Other Strategy</b> Conflict Resolution/Peer Mediation</p>	<p>Safe and Orderly Environment</p>	<p>Study and evaluate county policies for proposed changes to support AfL.</p>	<p>Refine implementation in 5-8 with focus on ever improved consistency.</p>	
<p><b>Other Strategy</b> Social Skills Training</p>	<p>CMHS middle school group ( teachers, assistant principal, county administrators) visit Stratton/Raleigh County to observe their Respect &amp; Protect program.</p>	<p>Superintendent will set an expectation of using these initiatives to narrow the achievement gaps and reducing failure and drop-out rates.</p>	<p>Support teachers needing to improve classroom/behavior management skills through training and/or mentoring.</p>	
<p><b>Other Strategy</b> Refusal/Resistance Skills Training</p>	<p>Decide whether to implement a program similar to Stratton’s.</p>	<p>Begin PLC for county teachers on AfL.</p>	<p>Devise a process for training new employees and providing support for them.</p>	
<p><b>Other Strategy</b> Risk &amp; Protective Factor Approach</p>	<p>The group decided to form a core team, schedule training, and implement a program in 5<sup>th</sup> and 6<sup>th</sup> grades</p>	<p>Develop strategies for involving</p>	<p>Decide on expansion to grades 9 through 12. If so, form or restructure core team, schedule training and plan for implementation.</p>	
<p><b>Other Strategy</b> Social Influences</p>				

in 2006-07 and expand it to 7<sup>th</sup> and 8<sup>th</sup> grades in 2007-08.

students in the assessments and interpretation.

Safe and Orderly Environment

July 10-11 Train (Don Chapman/WVDE, Debbie Lewis/Stratton) the core team in the philosophy of Respect & Protect and guide them in designing a program for CMHS middle school. At the request of the 7<sup>th</sup>-8<sup>th</sup> grade representative on the core team, it was decided to implement in 5<sup>th</sup> through 8<sup>th</sup> grade during the current school year.

August 21 Train (Don Chapman, Debbie Lewis, core team) all 5<sup>th</sup>-8<sup>th</sup> grade teachers in the philosophy and procedures of the program with the emphasis on consistency.

Aug. 28-June 1 Implement Respect & Protect in grades 5-8 with regular meetings of the core team to monitor implementation and make adjustments as needed.

Support teachers needing to improve

		<p>classroom/behavior management skills through training and/or mentoring.</p> <p>June Evaluate the effectiveness of the implementation, assess improvement in student behavior and achievement, make changes for the following year.</p>		
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# HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Prioritization and Mapping	<p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing.</p> <p>If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to “justify” the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier.</p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment</i>, <i>Teaching and Learning Technologies, TIP</i>)</p>
Highly Qualified Teachers	<p>Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. "" /&gt;</p> <p>Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. <i>Education Policy Analysis Archives</i>, Vol. 8 Number 1. The US Department of Educations' <i>Secretary's Third Annual Report on Teacher Quality</i>, (2004)</p>
Integration of 21st Century Learning	<p>We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin &amp; Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, &amp; Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. 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 <i>procedural guidelines</i> that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman &amp; Miles, 1984; Prochaska, DiClemente, &amp; Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time.</p> <p>Guideline #1: Recognize Change as Both an Individual and Organizational Process  Guideline #2: Think <b>Big</b>, but Start <b>Small</b>  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</p>

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.

Thomas Guskey (1995)

Strategies that Develop Students having 21st Century Learning Skills

High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary. Successful transition programs share the following four components:

**1. Parents Are Involved**

School systems must recognize that families are critical partners in providing continuity as children move between systems of care and education from pre k to post secondary. Factors that influence the involvement of parents in their children's education include teacher attitudes and behaviors and school and district leadership policies and practices. An important component includes training of teachers and other district staff on how to work effectively with parents.

**2. There is structured communication and collaboration among personnel between the sending school and the receiving school.**

School must plan and provide for structured communication and collaboration through the development of a school and program transition team that can facilitate for children and families. Transition teams that include parents can ensure that family members become active and lifelong participants throughout their child's school transitions.

**3. There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.**

To affect successful transition at all grade levels, school districts must provide leadership for all schools to assure that students are assured a seamless educational experience as they transition from school to school. District leadership should involve curriculum articulation, common discipline approaches, and effective school to school communication practices. Without a district level coordination of services, schools will invent their own method of transitioning students that could jeopardize a successful transitioning experience for students.

**4. Transition approaches include both social and academic support systems for students.**

High performing systems provide proper district leadership and professional development for staff on how to address the needs of students as they move from one school to another with regards to the social/emotional issues and adjustments that may occur as a result of the new social setting, the new routines regarding expectations, and the new size and diversity composition of the school.

**Pre-school Transition:**

Epstein, J. L., Coates, L., Salinas, K., Sanders, M., & Simon, B. (1997) School, family and community partnerships: Your handbook for action. Thousand Oakes, CA: Corwin Press.

Henderson, A., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.

Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2.

Middle School Transition Research:

Mac Iver, D.J., & Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464.

Linver, M.R. & Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3), 294-318.

	<p>Mac Iver, D.J. &amp; Epstein. J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622.</p> <p>“Transition from Middle School into High School” by Nancy B. Mizell &amp; Judith L. Irvin Source: National Middle School Association <a href="mailto:info@nmsa.org">info@nmsa.org</a></p> <p><b>High School Transition Research:</b> Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? <a href="http://www.sreb.org">www.sreb.org</a></p> <p>What Does Research Say About School-to-Work Transition? <a href="http://www.ncrel.org">www.ncrel.org</a></p> <p>Transition to College: Separation and Change for Parent and Students. <a href="http://www.aboutourkids.org">www.aboutourkids.org</a></p>
<p>Analyze Trends and Establish Priorities for School Improvement</p>	<p><b>Studies show that schools in which students feel as though they belong and that people in the school care about them experience less disorder and student misbehavior. Students who bond with positive people and institutions are less likely to become involved in violence and other behavior.</b></p>
<p>Differentiated Instruction</p>	<p>Differentiation instruction involves an overall dedication to attending to the learning needs of individual students or a small group of students and reacting responsively to those needs, rather than teaching a class as though all the students are alike and have the same needs.</p> <p>Differentiated Instruction is a research-based approach that is rooted in educational theory. In differentiated instruction, the teacher’s response to students is guided by the principles of respectful tasks, flexible grouping, ongoing assessment of student learning and adjustment of instruction, based on the assessment.</p> <p>In differentiated instruction, the teacher and the student are collaborators in learning, and instruction is focused on the learner’s needs.</p>
<p><b>Other Strategy</b> Conflict Resolution/Peer Mediation</p>	<p><b>Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to manage anger, control aggressive responses, understand conflict, and avoid and diffuse potentially violent confrontations. Peer mediation training is provided to a few selected students. They are taught to mediate disputes between other students. Both conflict resolution and peer mediation allow students to settle disagreements peacefully among themselves. Research has found that some programs have had a positive impact on students' attitudes about interpersonal violence, improve school discipline, and positively impact absenteeism.</b></p>
<p><b>Other Strategy</b> Social Skills Training</p>	<p><b>Social Skills Training means focusing on a range of social competency skills (e.g. developing self-control, stress management, responsible decision-making, social problem solving, and communication skills). It is an integral part of the <a href="#">Comprehensive, Multi-Component Approach</a>.</b></p>
<p><b>Other Strategy</b> Refusal/Resistance Skills Training</p>	<p><b>Activities that teach refusal or resistance skills are incorporated into the program along with opportunities for practice. These programs help prepare students to identify pressures to use drugs and give students the skills they need to resist peer pressure to use drugs.</b></p>

<p><b>Other Strategy</b> Risk &amp; Protective Factor Approach</p>	<p><b>Research suggests that prevention programs should address risk factors.</b></p>
<p><b>Other Strategy</b> Social Influences</p>	<p><b>An emphasis on social influences such as advertising and media as well as the influence of friends (peer resistance skills training) and family members as role models are an important part of the <a href="#">Comprehensive, Multi-Component Approach</a>. Research has shown that a focus on social influences is a critical aspect of effective drug prevention education.</b></p>

# Technology Plan

Submitted by - jel14001 2007-09-10 07:52:18.0

## 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,

The integration of 21st Century technology into the curriculum will improve student achievement. Consequently, all teachers will be provided a computer and appropriate peripherals. The appropriate ratios of computers to students will be maintained or exceeded and the recommended refresh cycles will be followed.

Teachers will attend county technology academies annually and Technology Integration Specialists will provide sustained support.

### Technology Needs Assessment

Infrastructure currently exceeds minimum standards.

A thorough analysis of the digital divide survey data found 44 computers at Arnoldsburg School using the Windows 98 operating system which need to be updated and/or replaced.

A wireless solution will be implemented at CM/HS.

All teachers and administrators at CM/HS will be provided wireless laptop computers.

Elementary schools will migrate to Odyssey software.

Web-based Plato software will be utilized at CM/HS.

### Action Steps

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

##### Plan Section Technology

**Associated Goals/Objectives** 5.1 Technology **Associated High Yield Strategies** None (OS)

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

- 01 - Replace/upgrade all Windows 98 computers with the goal of having all Windows XP or Vista operating systems.
- 02 - Update 26 new XP computers to the PC lab at Cahoun Middle/High School
- 03 - Add four new laptops to Calhoun MS/HS and 4 IPODS for podcasting, etc.
- 04 - Implement the use of 24 mobile presenters to enrich classroom instruction

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
July 1, 2006	June 30, 2009	?	?

**Purpose** To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Calhoun County schools.

**Persons Responsible**

**Federal Compliances**  
Technology 01-Using Technology

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

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

**Plan Section** Technology

**Associated Goals/Objectives** 5.3 Technology (Odyssey) **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.

- 01 - Continue the emphasis of integrating Compass Odyssey lessons (aligned to WV CSOs) into classroom instruction
- 02 - Add Compass Odyssey Algebra to Calhoun Middle/High
- 03 - Emphasize the use of Microsoft Office for productivity skills - all computers will be purchased with Office licenses
- 04 - Use Compass Odyssey for formative assessment and benchmarking

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
July 1, 2006	June 30, 2009	?	?

**Purpose** To improve the use of 21st century tools and resources to improve student achievement.

**Persons Responsible**

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

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

**Plan Section** Technology

**Associated Goals/Objectives** 5.3 Technology (Odyssey) **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.

- 01 - Provide an access email address for all middle/high school students.
- 02 - Provide access to the Internet through T-1 lines/data lines; collaborate with federal e-rate program to provide discounts for these lines
- 03 - Provide Long distance and voice telephone services to all schools for improved communication
- 04 - Encourage the use of the Internet in classroom instruction - to access standards based lesson plans; to use the Internet for research; to communicate with staff/students/parents and beyond

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
July 1, 2006	June 30, 2009	?	?

**Purpose** To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS.

**Persons Responsible**

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

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

**Plan Section** Technology

**Associated Goals/Objectives** 5.3 Technology (Odyssey) **Associated High Yield Strategies** None

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

- 01 - Provide updated laptop computers for all county teachers and administrators.
- 02 - Continue to add as many computers/printers/white boards/projectors as budget allows
- 03 - To begin the implementation of Apple I-Pods for podcasting, etc.
- 04 - Implement the use of mobile presenters

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
July 1, 2006	June 30, 2009	?	?

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

**Persons Responsible**

**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** 5.3 Technology (Odyssey)      **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

- 01 - Provide Spanish 1A and 1B to middle school students utilizing distance learning (WV Virtual Schools).
- 02 - Deliver courses through use of technology for Plato

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
July 1, 2006	June 30, 2009	?	?

**Purpose** 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).

**Persons Responsible**

**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** 5.1 Technology (OS)      **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

- 01 - Use email for communication
- 02 - use school and county web pages to communicate with students, staff, parents and community

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
July 1, 2006	June 30, 2009	?	?

**Purpose** To improve      **Persons Responsible**      **Target Audience** all

communication and collaboration among stakeholders

Principals

stakeholders

**Federal Compliances** Technology 06-21st Century Parent/Community/Partnership Collaboration

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

**Plan Section** Technology

**Associated Goals/Objectives** 5.1 Technology (OS) ,5.2 Technology (Laptops) ,5.3 Technology (Odyssey) ,5.4 Technology (Plato) **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

- 01 - Provide white board instruction professional development sessions
- 02 - Continue the support of Compass Odyssey through professional development

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

**Purpose** To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources

**Persons Responsible**

**Federal Compliances** Technology 07-Professional Development for 21st Century Instruction

**Plan Section** Rural Low Income

**Associated Goals/Objectives** 1.1 Improve Math scores at Arnoldsburg.,1.2 Improve Rdg. scores at Arnoldsburg. ,1.3 Improve Math scores at Pleasant Hill,1.4 Improve Rdg. scores at Pleasant Hil,1.6 Improve Rdg./L.A. scores at CMHS. ,5.1 Technology (OS) ,5.2 Technology (Laptops) ,5.3 Technology (Odyssey) **Associated High Yield Strategies** Integration of 21st Century Learning ,Strategies that Develop Students having 21st Century Learning Skills

**Action Step** Provide services of a technology integration specialist, focusing in the elementary schools. The county will provide additional funding to meet fixed costs.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 1, 2007	June 15, 2008	?	?

**Purpose** To coach and provide support for classroom teachers in the effective use of technology in the classroom.

**Persons Responsible** NCLB Supervisor

**Target Audience** instructional staff

**Federal Compliances** RLIS 03. Educational Technology, Technology 07-Professional Development for 21st Century Instruction

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

**Plan Section** Technology

**Associated Goals/Objectives** None,5.1 Technology (OS) ,5.2 Technology (Laptops) ,5.3 Technology (Odyssey) ,5.4 Technology (Plato) **Associated High Yield Strategies** None

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

- 01 - Contract with RESA V for computer repair.
- 02 - Continue the use of Deep Freeze and state provided Norton Anti-virus to maintain the stability/safety of the network
- 03 - Take advantage of TFS help desks for maintenance of computers/Compass software updates, etc.

<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 provide a stable and robust 21st century learning environment

**Persons Responsible**  
Supt/RESA V

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

**Technology 09-Adult Literacy**

**Plan Section** Technology

**Associated Goals/Objectives** 5.1 Technology (OS) ,5.2 Technology (Laptops) ,5.3 Technology (Odyssey) ,5.4 Technology (Plato)

**Associated High Yield Strategies** None

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

<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 provide 21st century skills for adults/community

**Persons Responsible**  
Supt/Calhoun Gilmer  
Career Center/  
Administrative Council

**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	0.00	0.00	0.00
		Data Lines	22,800.00	18,696.00	4,104.00
		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	1,200.00	984.00	216.00
		Paging	0.00	0.00	0.00
		Voice	1,800.00	1,440.00	360.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		45,600.00	37,140.00

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	0.00	0.00	0.00
Data Lines	22,800.00	18,696.00	4,104.00
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	1,200.00	984.00	216.00
Paging	0.00	0.00	0.00
Voice	44,400.00	36,156.00	8,244.00
WAN	0.00	0.00	0.00
Web Hosting	0.00	0.00	0.00
E-rate Totals	45,600.00	37,140.00	8,460.00

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	22,800.00	18,240.00	4,560.00
	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	1,500.00	1,200.00	300.00
	Paging	0.00	0.00	0.00
	Voice	22,500.00	18,000.00	4,500.00
	Web Hosting	0.00	0.00	0.00
	E-rate Totals	46,800.00	37,440.00	9,360.00

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	5,055.00	4,044.00	1,011.00
	Internal Conn Maint	24,000.00	19,200.00	4,800.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	0.00	0.00	0.00
	Long Distance	3,360.00	2,688.00	672.00
	Paging	0.00	0.00	0.00
	Voice	19,163.40	15,330.72	3,832.68
	Web Hosting	0.00	0.00	0.00
	E-rate Totals	51,578.40	41,262.72	10,315.68

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?

06/03/2002

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

06/03/2002

4. Provide the URL to your acceptable use policy.

boe.calh.k12.wv.us

		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	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	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?	3	1		4
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	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	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	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0	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	0
16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?				