

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

CLAY COUNTY SCHOOLS CLAY COUNTY SCHOOLS

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"Good plans shape good decisions.
That's why good planning helps to make elusive dreams come true."
Lester R. Bittel, *The Nine Master Keys of Management*

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Ms.	Lavern Taylor	
	Ms.	Michelle Samples	
	Mrs.	Joan Haynie	
	Ms.	Cindy Willis	
	Mr.	Larry Gillespie	
	Ms.	Bev Nichols	
	Mr.	Kenneth Tanner	
	Mr.	Philip Dobbins	
	Mr.	Danny Brown	
	Ms.	Pam Mullins	
	Mr.	Mike Mullins	
		Special Education Director	Bev
	Business & Community	Mr.	Dennis Legg
		Ms.	Carrie Belt
Parents	Ms.	Regina Bragg	
	Ms.	Robin Legg	
Service Personnel	Ms.	Mary Beth Dorsey	
	Ms.	Mary Kathryn King	
Students	Ms.	Lisa Sears	
	Ms.	Jerrica Caudill	
Teachers	Ms.	Donna Abel	
	Ms.	April Kearns	
	Ms.	Teresa Morris	

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 Clay County Schools Mission is Excellence in Education through Caring, Commitment, and Success.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. that caring, commitment, and success in the professional and service personnel work force can be achieved through effective staff development, constructive supervision, evaluation of work skills, and trust in the ability of our employees
2. that caring, commitment, and success can be achieved by all students through skilled instruction, innovative school programs, provision of opportunities to demonstrate talents and abilities, purposeful management of student behavior, diverse student support services, and development of work readiness skills
3. that caring, commitment, and success will be achieved among all staff and all students through a shared vision of success for the Clay County School System and a belief that the school system can and will meet the instructional, social, emotional, and technological needs of students
4. that caring, commitment, and success will be achieved by all students and in the school community through parent and citizen involvement, shared decision making, and effective communication
5. that through the emphasis on caring and commitment, success for all students will be achieved as measured by the West Virginia Measures of Academic Progress, and the West Virginia Performance Based Accreditation System.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	62,000.00
General	2,400.00
Rural and Low Income Schools	63,113.00
Technology E-rate	245,344.09
Technology E-rate County Match	32,752.73
Technology Local Share	22,765.31
Technology TFS/Elementary E-rate	7,600.00
Technology TFS/Elementary E-rate County Match	1,900.00
Technology TFS/Secondary E-rate	47,957.12
Technology TFS/Secondary E-rate County Match	11,989.28
Telecommunications	15,717.50
TFS/Elementary Technology	52,985.90
TFS/Secondary Technology	35,672.00
Title II	216,188.00
Title IV Safe and Drug Free Schools	17,660.55
Title V	3,634.00
Total	\$ 839,679.48

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

During the past few years, district enrollment has remained relatively static, with a decline of less than 1% during from 2000 to 2005. There was a slight increase in 2006 in total enrollment but that appears to be a variation from the expected pattern. The impact of this slight decline in data has not yet resulted in a reduction in personnel through layoffs. Should the district experience continued enrollment decreases at the same rate, necessary reductions in staff will likely be accomplished through attrition.

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

Based on the Bureau of Business and Economic Research figures for 2000, nearly 1/4 of the population in the school district is 55 years of age or older. There is no significant minority population in the district. Implications are that our population is aging and that school enrollment will likely decline at a slow, steady pace, barring other external forces. According to the West Virginia Regional Research Institute (Long Term Projections), Clay County will experience a slight population increase at the rate of 1% every five years. Coupled with the aging trend, school enrollment is projected to remain fairly steady over the next several years.

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

There have been no significant changes in the socio-economic demographics of our county. Our county has the 2nd highest poverty rate in West Virginia. The implications are that the socio-economic status of our school population will not be changing any time soon.

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

Thirty-six percent of the population (age 21 to 64) is employed and thirty-three percent are disabled. Most workers commuted to other locations (outside the county) and the average commuting distance is 45 minutes. There appears to be no encouraging economic trends with the county at this time. The implications are our children will continue to be economically disadvantaged to a large degree.

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

Our unemployment rate is 4% higher than the state median. Our household income is 25% lower than the state median. Our poverty rate is about 50% higher than the state median. Less than 10% of adults (age 25 and over) have a college degree. We have no significant minority population. This data implies that we will continue to serve a large percentage of economically disadvantaged children.

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 significant social issues in our school district include poverty, lack of economic opportunities for the general population of the district, a relatively low education level among the population, a growing drug culture, and a significant health deficiency among the district population. An alarming set of facts was released by the WV Hospital Association for 2000: Clay County ranks 4th out of 55 WV counties in highest unemployment rate, 1st in teen pregnancy rate, 1st sedentary lifestyle, 10th in obesity, 4th in hypertension, 1st in smokeless tobacco use, 3rd in cancer rate, 5th in lung cancer rate, and 2nd in unintentional injuries. Statistics from the West Virginia KIDS COUNT Data Book, 2000 report for Clay County: the rate of low birth weight babies is 8.5%, infant mortality rate is 8%, child death rate is 53.8 (per 10,000), teen birth rate is 70.3 (per 1,000), and 39.1% of birth mothers have less than a 12th grade education. These shocking numbers almost guarantee that the poorest, most-disadvantaged children will be left behind, unless additional assistance is given. Clay County children, especially the poorest, have little opportunity to see past the poor socio-economic conditions that surrounds them.

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

Given the socio-economic conditions of our student population, technological change has some huge implications that include the following: 1. Growing technologies has the potential to allow are population to overcome barriers that traditionally placed our citizens at a disadvantage. The availability of educational resources through the internet has made it possible to overcome rural isolation. 2. The use of technology in our schools carries with it the potential of helping to level the "playing field" for a high-poverty school district. Through federal and state grants, E-rate, NCLB technology funding, and other resources, even the most isolated students can have the best instructional tools. 3. Online educational opportunities offer huge hope for students in a poor, isolated, rural area. 4. The growing importance of technology in the workplace has the potential to help students in our school district. The use of online and simulation technology creates greater opportunities for students and adults in our district to acquire job skills. 5. The use of technology to quickly and efficiently record and analyze data makes school reform and improvement more and more possible and feasible. The use of computer technology to provide remedial lessons, skill gap lessons, and corrective lessons is an important, emerging trend.

In our school district, student activities and commitments do not appear to be a significant problem. Rather, the lack of available student activities and organizations likely are hurting student achievement. The lack of strong, supportive parents in many cases leave children without a vision and without real hope. Such children do not often experience feeling of success and do not build confidence that can lead to a successful career.

PRIORITIES

1. The health statistics cited in item 6 above are a high priority -- and a condition that can be reasonably affected through the actions of the school district.
2. The socio-economic status of our students is a high priority -- This condition can be affected through an increase in the college-going rate.
3. The technological changes that are occurring create the potential to positively affect the education level of our population and the employment rate of our adult population.

4. Drug and alcohol prevention among students is a high priority.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

1. Our graduation rate continues to meet the NCLB requirement. The rate was 84.68% for 2005; this rate is improving but still too low. 2. Our Proficiency rates for students with disabilities do not meet NCLB requirements in the areas of reading and mathematics. "Cell size" has shielded six of our seven schools from being identified, however. 3. Proficiency levels for all students in all areas have been mediocre for the most part, but significant gains were made in 2006. Still improvement is needed.

2. At the 10th grade level, mathematics and reading/language arts proficiency rates for all students and low ses students were fair to good. Proficiency rates for students with disabilities remains below desired levels, but cell size shields identification. Writing assessment proficiency rates were higher than ever before and were among the best performing systems in West Virginia.

3. At the Middle School level, mathematics and reading/language arts proficiency rates were significantly better in grades 6 and 7, and 8, and well above average statewide scores. Writing assessment proficiency rates were significantly better and place our system among the upper half of systems in the state.

4. At the Elementary level, mathematics and reading/language arts proficiency rates were significantly better in grades 4 and 5. Results were significantly weaker in 3rd grade. Overall, our system is performing about average in both reading/language arts and mathematics.

5. Clay County Middle School did not meet AYP requirements for students with disabilities, although significant improvement occurred again. Safe Harbor was narrowly missed for the 3rd year in a row.

6. All other accountability requirements were met.

WESTEST Confidential Summary Report

Clay County Schools made significant gains in the secondary, middle, and elementary levels in 2006, but declined somewhat in 2007 (especially in 3rd grade). This is true in both reading/language arts and mathematics. Mathematics scores at the elementary level rose from very low to above average for WV School Systems in 2006 but declined somewhat in 2007. Students continue to perform lower on items that require higher level thinking skills. Also, scores for students with disabilities are much lower than scores for all students, even though the gap has shrunk somewhat. There continues to be a very slight gap in performance relating to low SES students -- much less than the average gap throughout the state. There is no other sub-groups to be considered in Clay County.

Writing scores were much improved at the secondary and middle school levels. Elementary writing scores have been about average for WV School Systems until 2007. State average scores declined significantly in the state, while county elementary scores remained at the same level. This placed scores in the top 20% of the state in proficiency rates. Online writing practice appears to have strengthened student performance at the middle and high school levels.

WESTEST Confidential Item Analysis Summary

The item analysis generally indicates the following: In mathematics, students areas of greatest need include geometry and problem solving. In areas of reading and language arts, the areas of greatest need generally include those requiring inference and comprehension.

WESTEST Confidential Roster Report

Subgroup information is discussed above. There are no additional concerns that are revealed by the confidential roster report.

WV Writing Assessment

We are currently at or near the state average at the elementary level. We are significantly above the state average at the middle and high school levels. Last year we were significantly below the state average.

SAT/ACT Results

ACT scores improved in 2005. They are at the highest level in a number of years. Performance is above the state average in nearly every area. However, national comparisons are less favorable. A review of ACT performance over the years shows a significant performance deficit when compared to national averages. ACT performance is a high priority item.

ACT Explore - Grade 8 Middle School

ACT Explore scores are generally at or slightly below the state average.

ACT Plan - Grade 10 High School

ACT Plan scores are generally at or slightly above the state average.

AP Testing Report/AP Rate

The number of AP classes offered at the secondary level is below the state average. The percentage of students who take and pass the test is also below the state average and needs improvement.

End of Course Testing Report for Career and Technical Education

Our end of course results for Career and Technical Education show that we are at or above the passing rate for all areas tested with the exception of one.

Informal Reading Assessment

Reading assessment results seem to indicate moderate to good progress at all schools.

Informal Math Assessment

Assessment results in Math seem to indicate moderate progress in mathematics. Improvement is needed.

Formative and Benchmark Assessments

Clay County is began the process of district- wide formative and benchmark assessments in 2006. This work is continuing.

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

Clay County has no LEP students at this time.

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

No LEP students exist in Clay County.

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

Clay County has no LEP students.

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

Clay County has no LEP students

Graduation Rate

Our graduation rate is meeting the 80% standard. We are at 84.68%, but we need improvement in this area.

PRIORITIES

1. Mathematics proficiency rates in elementary schools need attention.
2. Special Education proficiency rates at all levels (especially middle school where the cell size is larger) need attention.
3. ACT Explore scores, ACT Plan scores, and ACT scores are a priority issue. We need improvement in these areas.
4. Reading/Language Arts is a priority issue based on assessment results, especially at the elementary level.
5. Mathematics and Reading proficiency rates for all students, and low SES subgroups are in need of improvement.
6. Writing is a priority issue based on assessment results, especially at the elementary level.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Attendance rates are generally good. Our lowest area is at the high school level. Significant gains were made last year at the middle school level. The County Attendance Rate for 2005 was about 97%. The unofficial 2006 rate is about at the same level.

Discipline Referral Report

Discipline is generally good. We have no persistently dangerous schools. The rates of suspension are somewhat of a concern at the middle school level. Also the high rate of special education student discipline incidents is a concern. Our suspension rate appears to be about average in comparison to all WV County Districts.

Dropout Rates/Graduation Rates (by subgroup if available)

Our graduation rate is currently 84% and meets the standard. On the other hand, the rate needs increased to at least 90%.

College Enrollment Rate

We are currently at about 45% and well below the state average. We are in need of improvement in this area.

College Developmental Course Rate

Our rate is about 29% and well below the state average of 35%. This is quite good for our district, but needs improvement.

PRIDE Survey

The survey generally shows that students become more accepting of drug and alcohol use with each advancement in grade level. Student use of drugs and alcohol generally takes place at the homes of friends. School incidents are quite low. Also, student exhibition of positive character is quite good in the Clay County School District.

Results of Nationally Recognized Physical Fitness Test

Our students are generally not very physically fit. Our county has a very high "sedimentary lifestyle" rate.

Youth Risk Behavior Survey

See the comments in the PRIDE Survey section.

CIMP Self Assessment

The certified special education teachers is currently at 90.4%, however, the county percentage is still not at the required 100% of highly qualified personnel. Professional personnel employed still needs improvement for meeting the definition of highly qualified.

During the current year, one student of eighteen, who was referred by birth to three, did not have an EC meeting by his third birthdate. This was due to the parent's neglect of attending meetings, and the lack of the parent promptly providing the child for assessment. This child did not meet the requirements for placement and the birthdate was missed by only one day.

During the current year, 92.46% of special education parents participated in some form during the IEP process. Since this is slightly down from the previous year's percentage of 96%, there is a need for improvement in both parent involvement for decision making and development of the IEP.

There has not been a parent's group until this year. A parent advisor has been contracted and she is currently working on establishing a PERCs group in Clay County. This group will increase the number of parents participating in training.

The number of special education students suspended or removed, although less than one percent, is at .025% and general education students were at .005%. This does not indicate a serious problem, however, it is not proportionate

when compared to general education students. Students who were removed for more than ten days during the school year need to have FBAs completed and all but one student had a BIP provided. One middle school students did not receive a BIP after ten days of suspension.

The middle school did not make AYP for students with disabilities.

There is a need for professional development geared toward the three tier reading model and research based, effective intervention strategies to successfully implement this model.

Special Education Data Profiles

Special education students in Clay County scored at the 25.51% in mathematics. When compared to special education students across the state at 34.10%, a significant difference and an area of need is identified.

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

Not applicable.

PRIORITIES

1. Graduation Rate needs improvement.
2. College-going rates need improvement.
3. College developmental course rates need decreased.
4. The general health of our students is in need of improvement.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

1. The proficiency rates for special populations is a prime concern. There is a huge gap at all grade levels. 2. The proficiency rates for low SES is a moderate concern. There is a gap of approximately 5%. 3. The proficiency rates for elementary mathematics is a concern, although some gains were achieved in the 2006 school year.

North Central Report on Schools

We have one high school in the district. The school is North Central Accredited.

Monitoring Reports (Special Education and NCLB)

Proficiency rates are a concern. See OEPA remarks above. Otherwise, we appear to be in compliance.

Walkthrough Summaries

We have instituted walkthroughs in all schools. Results seem to show that student engagement does not meet teacher and administrator expectations.

High Schools that Work Assessment Report

Our HSTW Assessment shows improving trends in high expectations and gains in mathematics and reading. We are about average for the schools in the SREB.

Making Middle Grades Matter Report

We currently have no data to report.

High Schools that Work Annual Report

We are in compliance and student performance is about average.

Highly Qualified Personnel Report

We are not at 100%. We are experiencing some turnover in special education. We are also having difficulty in Foreign Language Recruitment. We are also experiencing more turnover than usual throughout the system. This has led to some difficulty in recruiting and finding highly qualified instructors in every classroom.

Framework Assessment of High Yield Practices

There is a need to focus on effective teaching strategies as a means of school improvement.

Digital Divide Report (Technology)

Clay County ranks favorably among WV Counties in terms of computers available for use. Our bandwidth at some elementary schools had been less than desired, but now expanded bandwidth has been achieved. We hope to continue to increase bandwidth because of anticipated usage.

PRIORITIES

1. 1. Focus on the most effective teaching strategies to improve student performance.
2. Focus on Standards-Based Mathematics throughout all grade levels and prioritize and map the mathematics curriculum.
3. Focus on Extra-time and Extra-help for special populations.
4. Focus on raising expectations in Reading and Mathematics.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Increase the proficiency rates in reading and mathematics for students with disabilities.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	The percentage of elementary students with disabilities who are proficient in mathematics will increase to 100% by 2014.	Elementary Mathematics with Disabilities	31.80	70.80
1.2	The percentage of elementary students with disabilities who are proficient in reading will increase to 100% by 2014.	Elementary Reading with Disabilities	47.00	77.00
1.3	The percentage of middle school students with disabilities who are proficient in mathematics will increase to 100% by 2014.	Middle School Math with Disabilities	30.10	69.10
1.4	The percentage of middle school students with disabilities who are proficient in reading will increase to 100% by 2014.	Middle School Reading with Disabilities	36.10	71.60
1.5	The percentage of high school students with disabilities who are proficient in mathematics will increase to 100% by 2014.	High School Mathematics w/Disabilities	11.11	61.11
1.6	The percentage of high school students with disabilities who are proficient in reading will increase to 100% by 2014.	High School Reading w/Disabilities	44.44	75.84

Goal 2: Increase the proficiency rates of all students in the area of mathematics.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	The percentage of elementary students who are proficient in mathematics will increase to 100% by 2014.	Elementary Mathematics	65.30	84.30
2.2	The percentage of middle school students who are proficient in mathematics will increase to 100% by 2014.	Middle School Mathematics	72.30	87.80
2.3	The percentage of high school students who are proficient in mathematics will increase to 100% by 2014.	High School Mathematics	64.50	84.50

Goal 3: Enhance the college-going rate by improving student preparedness; that is, improving average student scores on the ACT Explore, ACT Plan, and the ACT.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	The average ACT Composite score for Clay County will increase to 23 by 2014.	ACT Composite	20.30	21.80
3.2	The average ACT Explore score for Clay County will increase to 17 by 2014	ACT Explore	14.20	15.70
3.3	The average ACT Plan score for Clay County will increase to 19.8 by 2014	ACT Plan	17.10	18.70

Goal 4: Improve student proficiency rates on the WV Writing Assessment and improve writing scores on the ACT.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	The writing proficiency rate for elementary school students will increase to 100% by 2014.	Elementary Writing Proficiency	73.51	88.50
4.2	The writing proficiency rate for middle school students will increase to 100% by 2014.	Middle School Writing Proficiency	65.10	84.60
4.3	The writing proficiency rate for high school students will increase to 100% by 2014.	High School Writing Proficiency	81.54	91.80

Goal 5: Increase the proficiency rates of all students in the area of reading.

	Objective	Objective Short Name	Baseline	5-year Target
5.1	The reading proficiency rate for elementary students will be 100% by 2014.	Elementary Reading	80.70	91.70
5.2	The reading proficiency rate for middle school students will be 100% by 2014.	Middle School Reading	79.70	90.70
5.3	The reading proficiency rate for high school students will be 100% by 2014.	High School Reading	75.20	89.20

Goal 6: All students will be educated in a safe and drug-free learning environment that

supports academic achievement. (Title IV)

	Objective	Objective Short Name	Baseline	5-year Target
6.1	To increase the identification and involvement of students to the Student Assistance Team by 5%.	Student Assistance Team	0.00	0.00
6.2	To reduce the number of violence and/or weapons related incidents in or on school grounds by 5%.	Violence	0.00	0.00
6.3	To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 5%.	Bullying	0.00	0.00
6.4	To reduce the number of alcohol, tobacco, and/or drug policy violations by 5%.	ATOD Violations	0.00	0.00

Goal 7: Utilize current technology to enhance reading/language arts and mathematics performance for all children; Objective is to provide current technology for integration, 100% of instructional computers will be upgraded to XP Operating System by 2010.

	Objective	Objective Short Name	Baseline	5-year Target
7.1	To provide current technology for integration, 100% of instructional computers will be upgraded to XP Operating System by 2010.	Technology Availability	0.46	1.00
7.2	Enhance usage of technology equipment to improve student achievement.	Technology Equipment/Student Achievement	20.00	100.00
7.3	Enhance technology integration to improve student achievement	Technology Integration/Student Achievement	15.00	33.00
7.4	Provide communication tools and using the internet/email for student achievement.	Provide Telecommunications Network Tools	50.00	0.00
7.5	Provide increased technology access for students and teachers.	More Tech. Access for Students/Teachers	0.00	100.00
7.6	Delivery of all courses will be provided by using technology as one of the resources necessary for achievement of Content standards.	Course delivery will include technology	10.00	100.00
7.7	All teachers will receive professional development in the integration of technology into the curriculum.	Professional Development in Technology	50.00	100.00
7.8	Technology will be maintained and repaired as needed so that technology integration is not limited.	Maintenance/Repair of Technology	85.00	100.00
7.9	Technology resources will be utilized to assist adults in achieving literacy.	Adult Literacy in Technology	0.00	0.00

Goal 1: Increase the proficiency rates in reading and mathematics for students with disabilities.

Objective 1.1 The percentage of elementary students with disabilities who are proficient in mathematics will increase to 100% by 2014.

As measured by:
Westest Assessment

Baseline Data		31.80	
Targets		Actual	
2005-2006	39.40	2005-2006	0.00
2006-2007	47.00	2006-2007	0.00
2007-2008	54.60	2007-2008	N/A
2008-2009	62.20	2008-2009	N/A
2009-2010	70.80	2009-2010	N/A

Objective 1.2 The percentage of elementary students with disabilities who are proficient in reading will increase to 100% by 2014.

As measured by:
Westest Assessment

Baseline Data		47.00	
Targets		Actual	
2005-2006	53.00	2005-2006	0.00
2006-2007	59.00	2006-2007	0.00
2007-2008	65.00	2007-2008	N/A
2008-2009	71.00	2008-2009	N/A
2009-2010	77.00	2009-2010	N/A

Objective 1.3 The percentage of middle school students with disabilities who are proficient in mathematics will increase to 100% by 2014.

As measured by:
Westest Assessment

Baseline Data		30.10	
Targets		Actual	
2005-2006	37.90	2005-2006	0.00
2006-2007	45.70	2006-2007	0.00
2007-2008	53.50	2007-2008	N/A
2008-2009	61.30	2008-2009	N/A
2009-2010	69.10	2009-2010	N/A

Objective 1.4 The percentage of middle school students with disabilities who are proficient in reading will increase to 100% by 2014.

As measured by:
Westest Assessment

Baseline Data		36.10	
Targets		Actual	
2005-2006	43.20	2005-2006	0.00
2006-2007	50.30	2006-2007	0.00
2007-2008	57.40	2007-2008	N/A
2008-2009	64.50	2008-2009	N/A
2009-2010	71.60	2009-2010	N/A

Objective 1.5 The percentage of high school students with disabilities who are proficient in mathematics will increase to 100% by 2014.

As measured by:
Westest Assessment

Baseline Data		11.11	
Targets		Actual	
2005-2006	21.11	2005-2006	0.00
2006-2007	31.11	2006-2007	0.00
2007-2008	41.11	2007-2008	N/A
2008-2009	51.11	2008-2009	N/A
2009-2010	61.11	2009-2010	N/A

Objective 1.6 The percentage of high school students with disabilities who are proficient in reading will increase to 100% by 2014.

As measured by:
Westest Assessment

Baseline Data		44.44	
Targets		Actual	
2005-2006	50.64	2005-2006	0.00
2006-2007	57.24	2006-2007	0.00
2007-2008	63.44	2007-2008	N/A
2008-2009	69.64	2008-2009	N/A
2009-2010	75.84	2009-2010	N/A

Goal 2: Increase the proficiency rates of all students in the area of mathematics.

Objective 2.1 The percentage of elementary students who are proficient in mathematics will increase to 100% by 2014.

As measured by:

Westest Assessment

Baseline Data			65.30
	Targets		Actual
	2005-2006	69.10	2005-2006 0.00
	2006-2007	0.00	2006-2007 0.00
	2007-2008	76.70	2007-2008 N/A
	2008-2009	80.50	2008-2009 N/A
	2009-2010	84.30	2009-2010 N/A

Objective 2.2 The percentage of middle school students who are proficient in mathematics will increase to 100% by 2014.

As measured by:

Westest Assessment

Baseline Data			72.30
	Targets		Actual
	2005-2006	75.40	2005-2006 0.00
	2006-2007	78.50	2006-2007 0.00
	2007-2008	81.60	2007-2008 N/A
	2008-2009	84.70	2008-2009 N/A
	2009-2010	87.80	2009-2010 N/A

Objective 2.3 The percentage of high school students who are proficient in mathematics will increase to 100% by 2014.

As measured by:

Westest Assessment

Baseline Data			64.50
	Targets		Actual
	2005-2006	68.50	2005-2006 0.00
	2006-2007	72.50	2006-2007 0.00
	2007-2008	76.50	2007-2008 N/A
	2008-2009	80.50	2008-2009 N/A
	2009-2010	84.50	2009-2010 N/A

Goal 3: Enhance the college-going rate by improving student preparedness; that is, improving average student scores on the ACT Explore, ACT Plan, and the ACT.

Objective 3.1 The average ACT Composite score for Clay County will increase to 23 by 2014.

As measured by:

ACT Test

Baseline Data				20.30
	Targets		Actual	
2005-2006	20.60	2005-2006		0.00
2006-2007	20.90	2006-2007		0.00
2007-2008	21.20	2007-2008		N/A
2008-2009	21.50	2008-2009		N/A
2009-2010	21.80	2009-2010		N/A

Objective 3.2 The average ACT Explore score for Clay County will increase to 17 by 2014

As measured by:

ACT Explore Test

Baseline Data				14.20
	Targets		Actual	
2005-2006	14.50	2005-2006		0.00
2006-2007	14.80	2006-2007		0.00
2007-2008	15.10	2007-2008		N/A
2008-2009	15.40	2008-2009		N/A
2009-2010	15.70	2009-2010		N/A

Objective 3.3 The average ACT Plan score for Clay County will increase to 19.8 by 2014

As measured by:

ACT Plan Test

Baseline Data				17.10
	Targets		Actual	
2005-2006	17.40	2005-2006		0.00
2006-2007	17.70	2006-2007		0.00
2007-2008	0.00	2007-2008		N/A
2008-2009	18.40	2008-2009		N/A
2009-2010	18.70	2009-2010		N/A

Goal 4: Improve student proficiency rates on the WV Writing Assessment and improve writing scores on the ACT.

Objective 4.1 The writing proficiency rate for elementary school students will increase to 100% by 2014.

As measured by:

WV Writing Assessment

Baseline Data				73.51
	Targets		Actual	
2005-2006	76.50	2005-2006		0.00
2006-2007	79.50	2006-2007		0.00
2007-2008	82.50	2007-2008		N/A
2008-2009	85.50	2008-2009		N/A
2009-2010	88.50	2009-2010		N/A

Objective 4.2 The writing proficiency rate for middle school students will increase to 100% by 2014.

As measured by:

WV Writing Assessment

Baseline Data				65.10
	Targets		Actual	
2005-2006	69.00	2005-2006		0.00
2006-2007	72.90	2006-2007		0.00
2007-2008	76.80	2007-2008		N/A
2008-2009	80.70	2008-2009		N/A
2009-2010	84.60	2009-2010		N/A

Objective 4.3 The writing proficiency rate for high school students will increase to 100% by 2014.

As measured by:

WV Writing Assessment

Baseline Data				81.54
	Targets		Actual	
2005-2006	83.60	2005-2006		0.00
2006-2007	85.65	2006-2007		0.00
2007-2008	87.70	2007-2008		N/A
2008-2009	89.75	2008-2009		N/A
2009-2010	91.80	2009-2010		N/A

Goal 5: Increase the proficiency rates of all students in the area of reading.

Objective 5.1 The reading proficiency rate for elementary students will be 100% by 2014.

As measured by:
Westest

Baseline Data				80.70
	Targets		Actual	
	2005-2006	82.90	2005-2006	0.00
	2006-2007	85.10	2006-2007	0.00
	2007-2008	87.30	2007-2008	N/A
	2008-2009	89.50	2008-2009	N/A
	2009-2010	91.70	2009-2010	N/A

Objective 5.2 The reading proficiency rate for middle school students will be 100% by 2014.

As measured by:
Westest

Baseline Data				79.70
	Targets		Actual	
	2005-2006	81.90	2005-2006	0.00
	2006-2007	84.10	2006-2007	0.00
	2007-2008	86.30	2007-2008	N/A
	2008-2009	88.50	2008-2009	N/A
	2009-2010	90.70	2009-2010	N/A

Objective 5.3 The reading proficiency rate for high school students will be 100% by 2014.

As measured by:
Westest

Baseline Data				75.20
	Targets		Actual	
	2005-2006	78.00	2005-2006	0.00
	2006-2007	80.80	2006-2007	0.00
	2007-2008	83.60	2007-2008	N/A
	2008-2009	86.40	2008-2009	N/A
	2009-2010	89.20	2009-2010	N/A

Goal 6: All students will be educated in a safe and drug-free learning environment that supports academic achievement. (Title IV)

Objective 6.1 To increase the identification and involvement of students to the Student Assistance Team by 5%.

As measured by:
Student Assistance Program Logs

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	7.00
2006-2007	0.00	2006-2007	72.00
2007-2008	75.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 6.2 To reduce the number of violence and/or weapons related incidents in or on school grounds by 5%.

As measured by:
WVEIS weapons violations and aggressive conduct (2006-2007 856 AC and 3 weapons)

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	105.00
2006-2007	0.00	2006-2007	859.00
2007-2008	816.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 6.3 To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 5%.

As measured by:
WVEIS (CHB 10 CHR2 2006-2007)

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	75.00
2006-2007	0.00	2006-2007	12.00
2007-2008	11.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 6.4 To reduce the number of alcohol, tobacco, and/or drug policy violations by 5%.

As measured by:
WVEIS (CODE S)

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	75.00
2006-2007	0.00	2006-2007	54.00
2007-2008	51.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Goal 7: Utilize current technology to enhance reading/language arts and mathematics performance for all children; Objective is to provide current technology for integration, 100% of instructional computers will be upgraded to XP Operating System by 2010.

Objective 7.1 To provide current technology for integration, 100% of instructional computers will be upgraded to XP Operating System by 2010.

As measured by:
Digital Divide Survey

Baseline Data		0.46	
Targets		Actual	
2005-2006	0.59	2005-2006	0.00
2006-2007	0.74	2006-2007	0.00
2007-2008	0.87	2007-2008	N/A
2008-2009	1.00	2008-2009	N/A
2009-2010	1.00	2009-2010	N/A

Objective 7.2 Enhance usage of technology equipment to improve student achievement.

As measured by:
% of teachers using computers daily for student instruction as measured by local survey.

Baseline Data		20.00	
Targets		Actual	
2005-2006	36.00	2005-2006	0.00
2006-2007	52.00	2006-2007	0.00
2007-2008	68.00	2007-2008	N/A
2008-2009	84.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 7.3 Enhance technology integration to improve student achievement

As measured by:
% of time technology is used in the average classroom during the instructional day as measured by local survey

Baseline Data		15.00	
Targets		Actual	
2005-2006	25.00	2005-2006	0.00
2006-2007	33.00	2006-2007	0.00
2007-2008	33.00	2007-2008	N/A
2008-2009	33.00	2008-2009	N/A
2009-2010	33.00	2009-2010	N/A

Objective 7.4 Provide communication tools and using the internet/email for student achievement.

As measured by:
All teachers will have access accounts and implement acceptable use policy.

Baseline Data		50.00	
Targets		Actual	
2005-2006	75.00	2005-2006	60.00
2006-2007	100.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 7.5 Provide increased technology access for students and teachers.

As measured by:
All teachers and students will have access to a computer lab, mobile lab, intelliboard, a Technology Integration Specialist, and appropriate software for integration.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	50.00	2006-2007	0.00
2007-2008	75.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 7.6 Delivery of all courses will be provided by using technology as one of the resources necessary for achievement of Content standards.

As measured by:
Percentage of teachers who utilize one or more of the following - virtual field trips, School Kit, Whiteboards, Marco Polo (or similar sites) or other equivalent tools to deliver content

Baseline Data		10.00	
Targets		Actual	
2005-2006	25.00	2005-2006	30.00
2006-2007	50.00	2006-2007	0.00
2007-2008	65.00	2007-2008	N/A

2008-2009	85.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 7.7 All teachers will receive professional development in the integration of technology into the curriculum.

As measured by:

Percentage of teachers receiving professional development in technology integration.

Baseline Data		50.00	
	Targets		Actual
2005-2006	100.00	2005-2006	65.00
2006-2007	100.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 7.8 Technology will be maintained and repaired as needed so that technology integration is not limited.

As measured by:

All technology hardware, and communication networks will be operational and in good working order.

Baseline Data		85.00	
	Targets		Actual
2005-2006	100.00	2005-2006	85.00
2006-2007	100.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 7.9 Technology resources will be utilized to assist adults in achieving literacy.

As measured by:

Percentage of school evenings that technology is available for use by adults.

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

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 checked="" type="checkbox"/>	Culture that Accepts Responsibility for Students <input 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 checked="" 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 checked="" 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 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 checked="" type="checkbox"/>	
Balanced Assessment System <input type="checkbox"/>	Research-Based High Yield Instructional Strategies <input type="checkbox"/>	Presence of the Correlates of Effective Schools	Effective Transition Pre K to Post Secondary <input checked="" type="checkbox"/>	Systemic Design and Implementation <input type="checkbox"/>	
Pre K-12 Literacy Model <input type="checkbox"/>	Authentic Classroom Assessments <input checked="" type="checkbox"/>		Understanding the Need to Develop 21st Century Graduates <input checked="" type="checkbox"/>	Parents as Respected and Valued Partners <input checked="" type="checkbox"/>	Use of Data to Target Improvement Efforts <input checked="" 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 checked="" 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 checked="" type="checkbox"/>	Analyze Trends and Establish Priorities for School Improvement <input type="checkbox"/>	Data-Based System for Monitoring Student Academic and Personal Progress <input checked="" type="checkbox"/>	Collaboratively Developed Strategic Plan <input type="checkbox"/>	
	Instructional Support System <input checked="" type="checkbox"/>	Time and Resources to Support School-Based Learning Communities <input checked="" 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 checked="" 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"/>			
Other Strategies					
Comprehensive Multi-Component					
Conflict Resolution/Peer Mediation					
School Climate					
Anti-Bullying Norms & Policies					
Strategies for providing social emotional and academic support					
Effective preschool intervention programs					
Adjusting instructional time by grade class school and system to meet the need of varied learners					
Innovative approaches to meeting subgroup needs					

Class Size Reduction
Social Skills Training

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)
21st Century Content					
Prioritization and Mapping					
Differentiated Instruction					
Authentic Classroom Assessments					
Highly Qualified Teachers					
Culture of Support and Trust and Collaboration					
Leadership Development					
Understanding the Need to Develop 21st Century Graduates					
Support for School-Based Professional Development that is Ongoing and Embedded					
Effective Transition Pre K to Post Secondary					
Parent Involvement Communication System					
Data-Based System for Monitoring Student Academic and Personal Progress					
District Leadership to Create Learning Centered Schools					
Change Based on Internal and External Factors					
Use of Data to Target Improvement Efforts					
Accelerated Learning					
Instructional Support System					
Time and Resources to Support School-Based Learning Communities					
Innovative Approaches to Meeting Subgroup Needs					
Strategies that Develop Students having 21st Century Learning Skills					
Parents as Respected and Valued Partners					
Other Strategy Comprehensive Multi-Component					
Other Strategy Conflict Resolution/Peer Mediation					

<p>Other Strategy School Climate</p>					
<p>Other Strategy Anti-Bullying Norms & Policies</p>					
<p>Other Strategy Strategies for providing social emotional and academic support</p>					
<p>Other Strategy Effective preschool intervention programs</p>					
<p>Other Strategy Adjusting instructional time by grade class school and system to meet the need of varied learners</p>					
<p>Other Strategy Innovative approaches to meeting subgroup needs</p>					
<p>Other Strategy Class Size Reduction</p>					
<p>Other Strategy Social Skills Training</p>					

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
21st Century Content	
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. 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. (Erin Hogan Fouberg, Summative versus Formative Assessment, Teaching and Learning Technologies, TIP)</p>
Differentiated Instruction	
Authentic Classroom Assessments	
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. Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. Education Policy Analysis Archives, Vol. 8 Number 1. The US Department of Education's Secretary's Third Annual Report on Teacher Quality, (2004) states: "A highly qualified teacher matters because the academic achievement levels of students who are taught by good teachers increase at greater rates than the levels of those who are taught by other teachers. In fact, highly qualified teachers are able to raise the academic achievement levels of all students to high levels--not just the students who are already performing well." Thus, the need for highly qualified 21st Century proficient teachers is apparent. Secretary's Third Annual Report on Teacher Quality. Available at http://www.ed.gov/about/reports/annual/teachprep/2004/index.html</p>
Culture of Support and Trust and Collaboration	
Leadership Development	
Understanding the Need to Develop 21st Century Graduates	
Support for School-Based Professional Development that is Ongoing and Embedded	
Effective Transition Pre K to Post Secondary	<p>A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).</p>
Parent Involvement Communication System	
Data-Based System for Monitoring Student Academic and Personal Progress	
District Leadership to Create Learning Centered Schools	
Change Based on Internal and External Factors	<p>Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993) Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power</p>

	and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993) Dufour, Richard and Robert Eaker (1998) Dufour, Richard and Robert Eaker (1998)
Use of Data to Target Improvement Efforts	High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) Data Analysis for Continuous School Improvement (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (Guide to Using Data in School Improvement Efforts. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory. Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources. Jerald, Craig. (2002) Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.)
Accelerated Learning	
Instructional Support System	Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs. Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, Va. Association for the Supervision and Curriculum Development. Orkwis, R., & McLane, K. (1998). A curriculum every student can use: Design principles for student access. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)
Time and Resources to Support School-Based Learning Communities	Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement. Fuchs, L.S., Fuchs, D (2002)
Innovative Approaches to Meeting Subgroup Needs	There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research. The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same. Lezotte, Lawrence W. (1991) Correlates of Effective Schools. Okemis, MI Effective Schools Products, Ltd.
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. Mac Iver, D.J. & 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. "Transition from Middle School into High School" by Nancy B. Mizell & Judith L. Irvin Source: National Middle School Association info@nmsa.org High School Transition Research: Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org What Does Research Say About School-to-Work Transition? www.ncrel.org Transition to College: Separation and Change for Parent and Students. www.aboutourkids.org Title I compliance Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils,

	<p>pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials. Marzano, Robert J. (2003). <i>What Works In Schools</i>. Alexandria, Va. Association for the Supervision and Curriculum Development Payne, Ruby K. (1996). <i>A Framework for Understanding Poverty</i>. Highlands, TX. Aha! Process, Inc. Title I compliance Instructional strategies and models in a targeted assistance school must focus on enabling participating students to meet the State's student performance standards. The selection of instructional models to use in a targeted assistance school will be made by each school based on the needs of participating students. Although extended time strategies are strongly encouraged, other strategies such as in-class models and collaborative teaching among Part A and regular classroom teachers can also benefit participating children. Given that the students who will be participating in targeted assistance programs are those who are failing, or most at risk of failing, to meet the challenging standards, thoughtful consideration to program design is essential. Policy Guidance for Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies - April 1996</p>
<p>Parents as Respected and Valued Partners</p>	<p>More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994). Similar finding have been cited in <i>A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement</i>, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."</p>
<p>Other Strategy Comprehensive Multi-Component</p>	<p>Programs that use a combination of (1) normative education, (2) information about the consequences of drugs and violence and (3) social skills training, including social influences training (especially peer pressure resistance skills) are more successful in preventing drug use, crime and delinquency than using a single approach. Supporting Citations: Dent, C.W. et al. (1995). Two-year behavior outcomes of Project No Tobacco Use. <i>Journal of Clinical and Consulting Psychology</i>, 63, 676-677. Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), <i>Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress</i> (pp. 5-1 - 5-74). Washington, DC: US Department of Justice. Hansen, W.B. (1992) School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990. <i>Health Education Research: Theory and Practice</i> 7(3), 403-430. Hawkins, W.B., Catalano, R.F. & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. <i>Psychological Bulletin</i>, 112(1), 64-105.</p>
<p>Other Strategy Conflict Resolution/Peer Mediation</p>	<p>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. Supporting Citations: DuRant, R.J. et al. (1996). Comparison of two violence prevention curricula for middle school adolescents. <i>Journal of Adolescent Health</i>, 19, 111-117. Johnson, D.W. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research. <i>Review of Educational Research</i>, 66(4), p.459-506. Lindsay, Paul (1998). Conflict resolution and peer mediation in public schools: what works?. <i>Mediation Quarterly</i>, v.16, no.1, 85-99. Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) A review of selected school-based conflict resolution and peer mediation projects. <i>Journal of School Health</i> 65(10), 426-431.</p>
<p>Other Strategy School Climate</p>	<p>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. Supporting Citations: Cotton, Kathleen. (2001). Schoolwide and classroom discipline. <i>School Improvement Research Series, Close-Up #9</i>. O'Donnell J., Hawkins, J.D., and Abbot, R.D. (1995). Predicting serious delinquency and substance use among aggressive boys.. <i>Journal of Clinical and Consulting Psychology</i>, 63, 529-537. Gottfredson, D.C. (1989). Developing effective organizations to reduce school disorder. In C. Moles (Ed.), <i>Strategies to reduce student misbehavior</i> (pp. 87-104). Washington, D.C.: Office of Educational Research and Improvement. Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), <i>Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress</i> (pp. 5-1 - 5-74). Washington, DC: US Department of Justice. Gottfredson, D.C. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: investigation of a school-wide social skills training program and contextual interventions . <i>School Psychology Review</i> 27(3), pp. 446-459. Gresham, F.M., Sugai, G., Horner, R.H., et al. (1998) Classroom and schoolwide practices that support children's social competence: a synthesis of research. Draft final report for American Institutes of Research and Office of Special Education Programs. Horner, R.H., Sugai, G., Lewis-Palmer, T. and Todd, A.W. (2001). Teaching school-wide behavioral expectations. <i>Report on Emotional & Behavioral Disorders in Youth</i>, 1(4), pp. 77-79. Lewis TJ, Sugai G, Colvin G (1998). Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. <i>School Psychology Review</i>, 27(3), pp. 446-459. McNeely CA, Nonnemaker JM, Blum RW (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. <i>Journal of School Health</i>, 72 (4), pp. 138-146.</p>
<p>Other Strategy Anti-Bullying Norms & Policies</p>	<p>Studies show that anti-bullying policies, along with encouragement of appropriate behavior, can dramatically reduce bullying at school and lower the likelihood of later aggression and delinquency which often follows. In addition, research suggests that school climate improves only when schools develop and implement a comprehensive anti-bullying plan designed to teach pro-social behavior, limit aggressive behavior and teach skills that promote positive interactions between students. Supporting Citation: Leff SS, Power TJ, Costigan TE, et al. (2003). Assessing the climate of the playground and lunchroom: implications for bullying prevention programming. <i>School Psychology Review</i> (32) 3, 418-430. Olweus, D. (1994). Bullying at school: Basic facts and effects of a school-based intervention program. <i>Journal of Child Psychology and Psychiatry</i> (35) 7, 1171-1190. Orpinas, P, Horne, AM (2004). A Teacher-focused approach to prevent and reduce students' aggressive behavior. <i>American Journal of Prevention Medicine</i> (26) 1 supp, 29-38. Rodkin PC, Hodges EVE (2003). Bullies and victims in the peer ecology: four questions for psychologists and school professionals. <i>School Psychology Review</i> (32) 3, 384-400.</p>
<p>Other Strategy Strategies for providing social emotional and academic support</p>	<p>Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs. Tomlinson, C.A. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, Va. Association for the Supervision and Curriculum Development. Orkwis, R., & McLane, K. (1998). A curriculum every student can use: Design principles for student access. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)</p>
<p>Other Strategy Effective preschool intervention programs</p>	<p>This study investigated the contributions of curriculum approach and parent involvement to the short- and long-term effects of preschool participation. Four components comprise the program: early intervention, parent involvement, structured language/basic skills learning approach, and program continuity between preschool and elementary school. Results indicate that implementation of an instructional approach rated high by Head Teachers in teacher-directed and child-initiated activities was most consistently associated with children's outcomes, including school readiness at</p>

	<p>kindergarten entry, reading achievement in third and eighth grades, and avoidance of grade retention. Parent involvement in school activities, as rated by teachers and by parents, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach. Findings indicate that instructional approaches that blend a teacher-directed focus with child-initiated activities and parental school involvement are origins of the long-term effects of participation in the Child-Parent Centers. The most direct teaching (and specific content) produced larger cognitive gains early on in terms of IQ and achievement test performance (Dale & Cole, 1988) . This explanation would be premised on the idea that children living in poverty need highly structured, teacher directed activities to be able to benefit from early intervention. Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson & Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income. Overall, findings of the study indicate that the successful integration of a diverse set of classroom learning activities and opportunities for parent involvement are origins of the long-term effects of preschool participation reported in previous studies (Reynolds, 2000; Reynolds et al., 2001) The patterns of outcomes indicate that a high degree of child initiated learning, regardless of level of teacher direction, promotes higher levels of school readiness, third and eighth grade reading, and high school completion. In contrast, increased end-of-kindergarten achievement in early literacy and math is related to greater teacher directed curriculum. This difference could be explained in a variety of ways but the explanation most compelling to us is that a teacher directed basic skills preschool program promotes early literacy skills that makes the transition to kindergarten and kindergarten achievement easier. Longer-term child outcomes, especially high school completion, come with the benefits typically attributed to child initiated activity – engagement based on child interest, social learning, and learning how to learn. In conclusion, two components of preschool intervention—a blended instructional approach and parental involvement—significantly contributed to children’s short- and long-term school performance. These components, although not exclusively responsible for program impacts, can be major elements in promoting early learning for children at risk. Graue, E., Clements, M. A., Reynolds, A. J., & Niles, M. D. (2004, December 24). Education Policy Analysis Archives</p>
<p>Other Strategy Adjusting instructional time by grade class school and system to meet the need of varied learners</p>	<p>The 1994 report of the National Education Commission on Time and Learning, Prisoners of Time, is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation’s schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are “captives of the clock and calendar”. The Commission’s analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas. National Education Commission on Time and Learning, Prisoners of Time: Report of the National Educational Commission on Time and Learning, April 1994. According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006) For the past 150 years, American public schools have held time constant and let learning vary. The key to liberating learning lies in unlocking time. Adjustment of instructional time by grade, class, school and system to meet the needs of varied learners has been identified as a high yield strategy. There is no magic number of days or hours which guarantees that all students will learn. Given an average academic day of 5.5 hours and a 180 day school year, many students will need more time and some will need less. In addition, many students today are growing up without family support for their education when they return home. Therefore, schools must offer additional instruction beyond the academic school day to augment their learning. Time may be added before school, after school, within the school day in addition to regular instruction and/or during the summer break to remediate and accelerate regular instruction. Research shows that to be academically effective, extended time must last minimally either one hour, four days a week during the school year, or for four to six weeks during the summer. Prisoners of Time: Report of the National Education Commission on Time and Learning, April 1994. Cooper, Harris. “Is the School Calendar Outdated?” Paper presented at the conference, “Summer Learning and the Achievement Gap: First National Conference,” John Hopkins University Center for Social Organization of Schools, Baltimore MD (July 18, 2000.) Hail, 2006 and Vaughn, 2000.</p>
<p>Other Strategy Innovative approaches to meeting subgroup needs</p>	<p>Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student’s participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials. Marzano, Robert J. (2003). What Works In Schools. Alexandria, Va. Association for the Supervision and Curriculum Development Payne, Ruby K. (1996). A Framework for Understanding Poverty. Highlands, TX. Aha! Process, Inc. There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research. The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same. Lezotte, Lawrence W. (1991) Correlates of Effective Schools. Okemis, MI Effective Schools Products, Ltd.</p>
<p>Other Strategy Class Size Reduction</p>	
<p>Other Strategy Social Skills Training</p>	<p>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 Comprehensive, Multi-Component Approach. Supporting Citations: Dent, C.W. et al. (1995). Two-year behavior outcomes of Project No Tobacco Use. Journal of Clinical and Consulting Psychology, 63, 676-677. Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress (pp. 5-1 - 5-74). Washington, DC: US Department of Justice. Hansen, W.B. (1992) School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990. Health Education Research: Theory and Practice 7(3), 403-430. Horner, R.H., Sugai, G., Lewis-Palmer, T. and Todd, A.W. (2001). Teaching school-wide behavioral expectations. Report on Emotional & Behavioral Disorders in Youth , 1(4), pp. 77-79. Lewis TJ, Sugai G, Colvin G (1998). Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. School Psychology Review, 27(3), pp. 446-459. Mayer, G.R., and Sulzer-Azaroff, B. (1991). Interventions for vandalism. In G. Stoner, M.K. Shinn and H.M. Walker (Eds.) Interventions for achievement and behavior problems (pp. 559-580). Washington, D.C.: National Association of School</p>

Psychologists Payton JW, Wardlaw DM, Graczyk PA et al. (2000). Social and emotional learning: a framework for promoting mental health and reducing risk behaviors in children and youth. *Journal of School Health* 70 (5) pp. 179-185.

Pilgrim, Colleen et al. (1998). Implementation and impact of a family-based substance abuse prevention program in rural communities. *Journal of Primary Prevention*, 18(3), 341-361.

Technology Plan

Submitted by - kct16001 2007-10-02 19:11:48.0

E-rate Year 2008-2009

Federal Compliances

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

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

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

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

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

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

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

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

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

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

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

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

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

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

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

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

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

Technology 09- ADULT LITERACY

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

Narrative Summary

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

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

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

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

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

Technology is used to improve student achievement, enhance learning and instill essential 21st century skills for student success in higher education and the workplace in the following manner: An ongoing technology academy is provided for staff members that provides training in MS Word Programs, Compass Learning, Reinventing Education, Reading 180, I Know, Marco Polo, United Streaming, SAS in Schools, Skills Bank, Homeroom.com, email, building web pages, and several other key packages which are used to integrate technology into the curriculum.

Also, we have pursued a model of placing 3 to 5 workstations in each classroom, at least one computer lab in each small school, and multiple labs in larger schools. We are also working to place mobile labs in each school. Our plan also calls for maintaining, and increasing if possible, bandwidth to make sure all schools have continuous T1 access.

In addition, the county is seeking to fully utilize erate funding to enhance internal connections to provide the best possible access for students. Walkthroughs have been initiated at all schools to assure teachers are using high-yield strategies and integrating technology into the curriculum. We are seeking also to provide mobile labs at our schools in order to increase flexibility of technology integration. We are also working to implement distance learning into each of our schools.

Technology Needs Assessment

Clay County ranks favorably among WV Counties in terms of computers available for use. Our bandwidth at some elementary schools had been less than desired, but now expanded bandwidth has been achieved. We hope to continue to increase bandwidth because of anticipated usage.

Action Steps

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

Plan Section Special Education

Associated Goals/Objectives Elementary Mathematics with Disabilities, Elementary Reading with Disabilities, Middle School Math with Disabilities, Middle School Reading with Disabilities, High School Mathematics w/Disabilities, High School Reading w/Disabilities, Elementary Mathematics, High School Mathematics, Elementary Reading, Middle School Reading, High School Reading, Professional Development in Technology

Associated High Yield Strategies Instructional Support System, Highly Qualified Teachers, Differentiated Instruction, Culture of Support and Trust and Collaboration, Innovative Approaches to Meeting Subgroup Needs, Strategies that Develop Students having 21st Century Learning Skills

Action Step Pay registration fees, expenses, and employ substitutes in order for sp. ed. professionals to attend conferences and/or workshops.

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2008

Actual Begin Date
July 1, 2007

Actual End Date
June 30, 2008

Purpose To gain valuable resources and strategies to improve student achievement.

Persons Responsible
Special Education Director

Target Audience
Special Education Staff and Students

Intended Impact on Audience Teachers will gain knowledge to assist with increasing student achievement.

Professional Development Self-Study, Trainer Led

Federal Compliances Special Education 04. Professional Development, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Federal Compliance Monies
\$ 8,750.00

SpecEd School Age-\$ 4,000.00 SpecEd Pre-School-\$ 750.00 SpecEd State Funds-\$ 4,000.00

Plan Section Special Education

Associated Goals/Objectives Elementary Mathematics with Disabilities,Elementary Reading with Disabilities ,Middle School Math with Disabilities ,Middle School Reading with Disabilities ,High School Mathematics w/Disabilities ,High School Reading w/Disabilities ,Elementary Mathematics ,High School Mathematics ,ACT Explore ,Elementary Reading ,Middle School Reading ,High School Reading ,Student Assistance Team ,Technology Availability ,Technology Equipment/Student Achievement,Technology Integration/Student Achieveme,More Tech. Access for Students/Teachers ,Professional Development in Technology

Associated High Yield Strategies Accelerated Learning ,Instructional Support System ,Highly Qualified Teachers ,Differentiated Instruction ,Culture of Support and Trust and Collaboration ,Innovative Approaches to Meeting Subgroup Needs ,Strategies that Develop Students having 21st Century Learning Skills ,Use of Data to Target Improvement Efforts ,School Climate ,Strategies for providing social emotional and academic support ,Effective preschool intervention programs

Action Step Provide 50% (1.0 FTE) of Special Education Director’s salary and benefits.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
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Purpose To provide leadership, organization, and training to teachers, classroom aides, personal care aides, and contract personnel. NCLB requires a highly qualified and trained staff. Documents and testing need to be maintained on a timeline to provide FAPE and compliance.	Persons Responsible Superintendent & Special Education Director	Target Audience Special Education Staff
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Federal Compliances Special Education 01. Personnel, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	Federal Compliance Monies \$ 39,230.25
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SpecEd State Funds-\$ 39,230.25

Plan Section Special Education

Associated Goals/Objectives Elementary Mathematics with Disabilities,Elementary Reading with Disabilities ,Middle School Math with Disabilities ,Middle School Reading with Disabilities ,High School Mathematics w/Disabilities ,High School Reading w/Disabilities ,Course delivery will include technology

Associated High Yield Strategies Instructional Support System ,Differentiated Instruction ,Culture of Support and Trust and Collaboration ,Innovative Approaches to Meeting Subgroup Needs ,Comprehensive Multi-Component ,School Climate ,Strategies for providing social emotional and academic support

Action Step Provide 50% stipends, fixed costs, and presenter fees for classroom aides, Head Start collaborating aides, and personal care aides (36) to attend sustained, job embedded staff development sessions.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date September 1, 2007	Actual End Date June 30, 2008
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Purpose To allow opportunities for paraprofessionals to gain knowledge of best practices to utilize in their roles as educators.	Persons Responsible Special Education Director and Title II Director	Target Audience Paraprofessionals and student achievement	Intended Impact on Audience To assist paraprofessionals with ways to assist students.
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Federal Compliances Special Education 04. Professional Development, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	Federal Compliance Monies \$ 11,088.00
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SpecEd School Age-\$ 11,088.00

Plan Section Special Education

Associated Goals/Objectives Elementary Mathematics with Disabilities,Elementary Reading with Disabilities ,Elementary Mathematics ,Elementary Writing Proficiency ,Elementary Reading ,Technology Integration/Student Achieveme

Associated High Yield Strategies 21st Century Content ,Accelerated Learning ,Instructional Support System ,Differentiated Instruction ,Support for School-Based Professional Development that is Ongoing and Embedded ,Data-Based System for Monitoring Student Academic and Personal

Progress ,Innovative Approaches to Meeting Subgroup Needs ,Use of Data to Target Improvement Efforts

Action Step Provide 50% of stipends and benefits for a curriculum facilitator/coach and K-3 Academy staff members (22 teachers and interventionists) to participate in bi-monthly meetings.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
Purpose To provide sustained, job related staff development to elementary teachers (K-3). To provide guidance, assistance, and information for the implementation of the three tier reading model. To assist interventionists in research- based strategies usage. To chair and/or assist committees using this model for LD placement.	Persons Responsible Special Education Director & Title I Director	Target Audience All K-3 elementary teachers and students.	Intended Impact on Audience To increase student achievement and teacher understanding of three tier reading.

Professional Development Coaching ,Learning Community ,Study Group ,Trainer Led	Federal Compliances Special Education 04. Professional Development, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	Federal Compliance Monies \$ 13,000.00
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SpecEd School Age-\$ 13,000.00

Plan Section Special Education

Associated Goals/Objectives Elementary Mathematics with Disabilities,Elementary Reading with Disabilities ,Middle School Math with Disabilities ,Middle School Reading with Disabilities ,High School Mathematics w/Disabilities ,High School Reading w/Disabilities ,Student Assistance Team ,Bullying

Associated High Yield Strategies Instructional Support System ,Differentiated Instruction ,Culture of Support and Trust and Collaboration ,Innovative Approaches to Meeting Subgroup Needs ,School Climate ,Strategies for providing social emotional and academic support

Action Step Provide a location for two full days of inservice training for special education professionals and paraprofessionals.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
Purpose To train and educate special education staff in research based strategies for usage in the classroom and other educational settings.	Persons Responsible Special Education Director	Target Audience Special Education Staff	Intended Impact on Audience To increase student achievement and positive behavior in the educational environment

Professional Development Trainer Led	Federal Compliances Special Education 04. Professional Development, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	Federal Compliance Monies \$ 1,000.00
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SpecEd School Age-\$ 500.00 SpecEd State Funds-\$ 500.00

Plan Section Special Education

Associated Goals/Objectives Elementary Mathematics with Disabilities,Elementary Reading with Disabilities ,Middle School Math with Disabilities ,Middle School Reading with Disabilities ,High School Mathematics w/Disabilities ,High School Reading w/Disabilities ,Student Assistance Team

Associated High Yield Strategies Accelerated Learning ,Instructional Support System ,Culture of Support and Trust and Collaboration ,Innovative Approaches to Meeting Subgroup Needs ,Parents as Respected and Valued Partners ,Parent Involvement Communication System ,Strategies for providing social emotional and academic support

Action Step Provide a location, materials, and presenters for monthly parent workshops.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date September 4, 2007	Actual End Date May 25, 2008
Purpose To build an informed support group of parents and educators to aid in the education of exceptional students.	Persons Responsible Special Education Director	Target Audience Parents and teachers of exceptional students.	Intended Impact on Audience To increase parental knowledge of exceptionalities and effective practices for increasing student

achievement. To build a support group of staff and parents working together.

Professional Development Learning Community ,Study Group ,Trainer Led

Federal Compliances Special Education 04. Professional Development, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Federal Compliance Monies \$ 3,600.00

SpecEd School Age-\$ 2,600.00 SpecEd State Funds-\$ 1,000.00

Plan Section Special Education

Associated Goals/Objectives Elementary Mathematics with Disabilities,Elementary Reading with Disabilities ,Middle School Math with Disabilities ,Middle School Reading with Disabilities ,High School Mathematics w/Disabilities ,High School Reading w/Disabilities ,Elementary Mathematics ,Middle School Mathematics ,High School Mathematics ,Elementary Writing Proficiency ,Middle School Writing Proficiency ,High School Writing Proficiency ,Student Assistance Team ,Course delivery will include technology

Associated High Yield Strategies 21st Century Content ,Accelerated Learning ,Highly Qualified Teachers ,Differentiated Instruction ,Culture of Support and Trust and Collaboration ,Time and Resources to Support School-Based Learning Communities ,Support for School-Based Professional Development that is Ongoing and Embedded ,Innovative Approaches to Meeting Subgroup Needs ,Comprehensive Multi-Component

Action Step Provide books, audio materials, and supplies for professional development sessions.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date September 5, 2007	Actual End Date May 25, 2008
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Purpose To supply participants with needed supplies for trainings.	Persons Responsible Special education Director, Title I Director, and Title II Director	Target Audience Clay County School Employees
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Federal Compliances Special Education 03. Materials Supplies and Equipment, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Federal Compliance Monies \$ 2,000.00

SpecEd School Age-\$ 2,000.00

Plan Section Special Education

Associated Goals/Objectives Elementary Mathematics with Disabilities,Elementary Reading with Disabilities ,Middle School Math with Disabilities ,Middle School Reading with Disabilities ,High School Mathematics w/Disabilities ,High School Reading w/Disabilities ,Technology Availability ,More Tech. Access for Students/Teachers

Associated High Yield Strategies 21st Century Content ,Instructional Support System ,Differentiated Instruction ,Culture of Support and Trust and Collaboration ,Innovative Approaches to Meeting Subgroup Needs ,Comprehensive Multi-Component ,School Climate

Action Step Provide stipends and fixed costs for 22 teachers and one presenter to meet monthly for a two hour VENT (Valuable Experiences from a Network of Teachers) meeting.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date September 25, 2007	Actual End Date May 27, 2008
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Purpose To discuss policies, law interpretations, best practices, and a topic from attendees of out-of county trainings (Whoever goes to a workshop, will present learned materials). Also, to build support, mentor new teachers, and share effective experiences/strategies that increase student achievement.	Persons Responsible Special Education Director	Target Audience Special Education Staff
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Intended Impact on Audience To build a team of informed and supported members that increases job satisfaction and student achievement.

Federal Compliances Special Education 04. Professional Development, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Federal Compliance Monies \$ 13,000.00

SpecEd School Age-\$ 10,000.00 SpecEd State Funds-\$ 3,000.00

Plan Section Special Education

Associated Goals/Objectives Elementary Mathematics with Disabilities, Elementary Reading with Disabilities ,Middle School Math with Disabilities ,Middle School Reading with Disabilities ,High School Mathematics w/Disabilities ,High School Reading w/Disabilities ,Elementary Mathematics ,High School Mathematics ,Elementary Reading ,Middle School Reading ,High School Reading ,Student Assistance Team

Associated High Yield Strategies Accelerated Learning ,Instructional Support System ,Differentiated Instruction ,Culture of Support and Trust and Collaboration ,Time and Resources to Support School-Based Learning Communities ,Support for School-Based Professional Development that is Ongoing and Embedded ,Innovative Approaches to Meeting Subgroup Needs ,School Climate

Action Step Provide stipends, fixed costs, and facilitator fees for two (one fall and one spring for 23 teachers) book studies.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date September 5, 2007	Actual End Date May 25, 2008
Purpose To equip special education staff with research-based effective strategies to assist SWD academically, socially, and behaviorally.	Persons Responsible Special Education Director	Target Audience Special education teachers and students	Intended Impact on Audience Assist teachers with techniques to increase student performance in all educational settings.
Professional Development Learning Community ,Study Group ,Trainer Led		Federal Compliances Special Education 04. Professional Development, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	Federal Compliance Monies \$ 16,000.00

SpecEd School Age=\$ 15,871.25 SpecEd State Funds=\$ 128.75

Plan Section Title I

Associated Goals/Objectives Elementary Mathematics with Disabilities, Elementary Reading with Disabilities ,Elementary Mathematics ,Elementary Writing Proficiency ,Elementary Reading ,Technology Integration/Student Achieveme

Associated High Yield Strategies 21st Century Content ,Accelerated Learning ,Instructional Support System ,Differentiated Instruction ,Support for School-Based Professional Development that is Ongoing and Embedded ,Data-Based System for Monitoring Student Academic and Personal Progress ,Innovative Approaches to Meeting Subgroup Needs ,Use of Data to Target Improvement Efforts

Action Step Provide 50% of stipends and benefits for a curriculum facilitator/coach and K-3 Academy staff members (22 teachers and interventionists) to participate in bi-monthly meetings.

- 1 - Conduct a K-3 Reading Academy to train teachers to implement the three tiered reading model
- 2 - Conduct professional development on phonemic awareness for for K-1 teachers.
- 3 - Provide bi-monthly professional development for K-3 teachers to conduct researched based book studies and to support the implementation of the K-3 reading model
- 4 - Conduct professional development for elementary classroom teachers and interventionists regarding the use of the new reading textbook adoption in our three tier reading program.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
Purpose To provide sustained, job related staff development to elementary teachers (K-3). To provide guidance, assistance, and information for the implementation of the three tier reading model. To assist interventionists in research- based strategies usage. To chair and/or assist committees using this model for LD placement.	Persons Responsible Special Education Director & Title I Director	Target Audience All K-3 elementary teachers and students.	Intended Impact on Audience To increase student achievement and teacher understanding of three tier reading.
Professional Development Coaching ,Learning Community ,Study Group ,Trainer Led		Federal Compliances Title I 03. Professional Development ,Title I 04. Highly Qualified Teachers and Paraprofessionals, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	

Plan Section Title IV

Associated Goals/Objectives Elementary

Associated High Yield Strategies Accelerated

Mathematics ,Middle School Mathematics ,High School Mathematics ,Elementary Writing Proficiency ,Middle School Writing Proficiency ,High School Writing Proficiency ,Elementary Reading ,Middle School Reading ,High School Reading ,Course delivery will include technology

Learning ,Instructional Support System ,Differentiated Instruction ,Innovative Approaches to Meeting Subgroup Needs ,Strategies that Develop Students having 21st Century Learning Skills

Action Step Contract a gifted teacher for the LEA's identified exceptional students.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date August 22, 2007	Actual End Date June 10, 2008
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Purpose To deliver services and provide FAPE for exceptional students from a highly qualified, certified teacher.	Persons Responsible Special Education Director	Target Audience Identified exceptional students
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Federal Compliances Special Education 02. Services, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	Federal Compliance Monies \$ 12,000.00
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SpecEd State Funds=\$ 12,000.00

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

Plan Section Special Education

Associated Goals/Objectives Elementary Reading with Disabilities ,Middle School Reading with Disabilities ,High School Reading w/Disabilities ,Elementary Writing Proficiency ,Middle School Writing Proficiency ,High School Writing Proficiency ,Course delivery will include technology

Associated High Yield Strategies 21st Century Content ,Instructional Support System ,Differentiated Instruction ,Data-Based System for Monitoring Student Academic and Personal Progress ,Innovative Approaches to Meeting Subgroup Needs

Action Step Purchase READ 180 conversion kits for the three schools using this program.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
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Purpose The conversion kits are needed to update and enhance the three stages of a research based, skills improvement, program for SWD.	Persons Responsible Special Education Director	Target Audience SWD
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Federal Compliances Special Education 03. Materials Supplies and Equipment, Technology 02- Technology Integration for 21st Century Skills/Student Achievement	Federal Compliance Monies \$ 15,000.00
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SpecEd School Age=\$ 15,000.00

Plan Section Title I

Associated Goals/Objectives Elementary Mathematics ,Middle School Mathematics ,High School Mathematics ,Elementary Writing Proficiency ,Middle School Writing Proficiency ,High School Writing Proficiency ,Elementary Reading ,Middle School Reading ,High School Reading

Associated High Yield Strategies Authentic Classroom Assessments ,Data-Based System for Monitoring Student Academic and Personal Progress

Action Step The LEA Title I program utilizes funds to support additional student assessments and additional assistance beyond the Westest.

- 1 - Ensure schools use assessments to diagnose, plan and provide supplemental instruction for students using tiered instruction and assessment for learning.
- 2 - Assist schools in identifying students who may be at-risk academically utilizing dibels and results from other assessments.
- 3 - Coordinate and integrate services provided by Title I, Special Education, and other programs such as homeless, migratory, and neglected and delinquent students.
- 4 - Conduct a K-3 Academy to train teachers in three tiered instruction and using dibels to monitor student progress.
- 5 - Provide on going professional development to assist in the implementation of the K-3 Reading program and assesment for learning.
- 6 - Clay County Administrators will attend WVDE professional development on Assessment for Learning and share information with their

staffs.

7 - Send a team of teachers from CCMS and CCHS to AIMS training.

Projected Begin Date July 2, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
Purpose Monitor student progress and provide early interventions	Persons Responsible Bev Nichols, Special Education Director, Joan Haynie, Title I Director, Kenneth Tanner, Title II Director, Principals, Academic coaches, classroom teachers and interventionists	Target Audience Students with academic deficiencies	Intended Impact on Audience Using data to improve instruction and provide early interventions leading to increased student achievement
Professional Development Trainer Led	Professional Development Other Description Train staff in utilizing assessment for learning, K-3 Reading, AIMS, Dibels, etc.	Federal Compliances Title I 09. Additional Assessments and Educational Assistance ,Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

Plan Section Technology

Associated Goals/Objectives Technology Equipment/Student Achievement, Technology Integration/Student Achieveme, More Tech. Access for Students/Teachers

Associated High Yield Strategies 21st Century Content ,Differentiated Instruction ,Authentic Classroom Assessments ,Understanding the Need to Develop 21st Century Graduates

Action Step Implement usage of I Know, Skills Bank, Homeroom.com, and Compass Learning as tools to help students become proficient in the CSOs.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
Purpose Help students become proficient in the CSOs.	Persons Responsible Principals, Technology Coordinator, Technology Integration Specialists, Teachers	Target Audience Students	
Federal Compliances RLIS 03. Educational Technology, Technology 02-Technology Integration for 21st Century Skills/Student Achievement			

Plan Section Technology

Associated Goals/Objectives Elementary Mathematics ,Middle School Mathematics ,High School Mathematics ,ACT Composite ,ACT Explore ,ACT Plan ,Elementary Writing Proficiency ,Middle School Writing Proficiency ,High School Writing Proficiency ,Elementary Reading ,Middle School Reading ,High School Reading ,Technology Integration/Student Achieveme

Associated High Yield Strategies 21st Century Content ,Differentiated Instruction ,Innovative Approaches to Meeting Subgroup Needs

Action Step Integrate Skills Bank and Homeroom.com software into the middle, high and elementary school curriculum

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
Purpose Enhance proficiency rates and college readiness	Persons Responsible Principals; County Technology Coordinator; County Assessment Coordinator	Target Audience Students, Staff,	Intended Impact on Audience Staff can effectively implement
Professional Development Trainer Led	Federal Compliances RLIS 03. Educational Technology ,Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement		

Plan Section Technology

Associated Goals/Objectives Professional Development in Technology **Associated High Yield Strategies** Innovative approaches to meeting subgroup needs

Action Step Students complete the "Following the Leaders" Formative assessments; I Know formative assessments; teacher-made formative and summative assessments

Projected Begin Date August 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Determine the success of children in meeting the state student academic achievement standards

Persons Responsible
Principals, Teachers

Federal Compliances Title I 09. Additional Assessments and Educational Assistance ,Title V 01. Technology activities related to school-based reform, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives Course delivery will include technology **Associated High Yield Strategies** None

Action Step Use of Compass Learning, Skills Bank, Homeroom.com, Reading 180, Orchard, SAS in Schools, I Know, Discovery United Streaming, Marco Polo, MS Word products, Online Writing Software, and several other packages to integrate technology into the classroom

Projected Begin Date August 26, 2007	Projected End Date June 8, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Enhance student achievement through technology integration

Persons Responsible
Principals, Teachers, Tech Integration Specialists, Technology Coordinator

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

Plan Section Technology

Associated Goals/Objectives None,Technology Availability ,Technology Equipment/Student Achievement,Technology Integration/Student Achieveme,More Tech. Access for Students/Teachers **Associated High Yield Strategies** None

Action Step Utilize SUCESS, Basic Skills, and Telecommunications Funding to enhance technology integration within curriculum

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date July 1, 2007	Actual End Date July 1, 2000
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Purpose Enhance technology integration within the curriculum as a means of raising basic skills performance

Persons Responsible
Kenneth Tanner, Technology Coordinator; Local School Principals;

Target Audience
students and staff

Federal Compliances Title V 02. Development or acquisition of instructional materials ,Title V 04. Programs to improve academic achievement of disadvantaged, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives None,Technology Availability ,Technology Equipment/Student Achievement,Technology Integration/Student Achieveme,More Tech. Access for Students/Teachers **Associated High Yield Strategies** None

Action Step Utilize SUCESS, Basic Skills, and Telecommunications Funding to enhance technology integration within curriculum

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose Enhance technology integration within the curriculum as a means of raising basic skills performance	Persons Responsible Kenneth Tanner, Technology Coordinator; Local School Principals;	Target Audience students and staff	
Federal Compliances Title I 03. Professional Development ,Title II 02. Professional Development ,Title V 01. Technology activities related to school-based reform, Technology 02-Technology Integration for 21st Century Skills/Student Achievement			

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

Plan Section Technology

Associated Goals/Objectives Technology Availability **Associated High Yield Strategies** District Leadership to Create Learning Centered Schools ,Use of Data to Target Improvement Efforts

Action Step Provide 8-16 cell phones and 2 additional cell phones with internet access capabilities

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
Purpose Enhance communication tools through use of cell phones and portable electronic devices	Persons Responsible Technology Coordinator; Superintendent	Target Audience Staff	
Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)			

Plan Section Technology

Associated Goals/Objectives Provide Telecommunications Network Tools **Associated High Yield Strategies** None

Action Step Provide ongoing communications necessary for all children and teacher to meet federal and state technology standards for the 21st Century. This includes the cellular lines, T1 Data lines, Local and long distance telephone service, internal connections, routers, switches, and servers needed to meet each of our other technology goals

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
Purpose Meet 21st century Technology Standards and goals	Persons Responsible Superintendent, Technology Coordinator		
Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)			

Plan Section Technology

Associated Goals/Objectives Provide Telecommunications Network Tools **Associated High Yield Strategies** None

Action Step Utilize cellular, data, and long distance communication lines to help plan and implement effectively an instructional program integrated with current technology.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Provide for appropriate planning and implementation of a technology-rich curriculum to enhance student performance.

Persons Responsible Kenneth Tanner, Technology Coordinator, Larry Gillespie, Superintendent, Joan Haynie, Administrative Assistant to the Superintendent, and other Central Office Personnel; Principals, Instructors, and Service Personnel;

Target Audience students, staff,

Federal Compliances Title V 01. Technology activities related to school-based reform, Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Provide Telecommunications Network Tools

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities

Action Step Utilize internal connections and telecommunications network for internet research, email, standards-based lesson planning, Marco Polo, SAS curriculum, Online Spanish, and school website.

Projected Begin Date
August 26, 2007

Projected End Date
June 8, 2009

Actual Begin Date
?

Actual End Date
?

Purpose Improve use of the telecommunications network to provide access and opportunities for students.

Persons Responsible Technology Coordinator, Principals, Teachers, Tech Integration Specialists.

Target Audience students and staff

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 High School Mathematics w/Disabilities ,High School Reading w/Disabilities ,High School Mathematics ,High School Reading ,Technology Equipment/Student Achievement,More Tech. Access for Students/Teachers ,Adult Literacy in Technology

Associated High Yield Strategies Differentiated Instruction ,Data-Based System for Monitoring Student Academic and Personal Progress ,Innovative Approaches to Meeting Subgroup Needs ,Strategies that Develop Students having 21st Century Learning Skills ,Effective Transition Pre K to Post Secondary ,Strategies for providing social emotional and academic support

Action Step Purchase a hands-on, career exploration program for SWD.

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2008

Actual Begin Date
July 1, 2007

Actual End Date
June 30, 2008

Purpose To provide high school SWD opportunities for vocational assessment, career exploration, and career development skills for transition into the work force, technical schools, and/or college.

Persons Responsible Special Education Director

Target Audience High school SWD.

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

Federal Compliance Monies \$ 21,900.00

SpecEd School Age-\$ 21,900.00

Plan Section Technology

Associated Goals/Objectives Technology Integration/Student Achievement,More Tech. Access for Students/Teachers

Associated High Yield Strategies 21st Century Content ,Differentiated Instruction ,Authentic Classroom Assessments ,Innovative Approaches to Meeting Subgroup Needs ,Strategies that Develop Students having 21st Century Learning Skills

Action Step Incorporate practice online writing assessments at all schools.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Enhance writing proficiency rates of students.	Persons Responsible Principals; County Assessment Coordinator; County Technology Coordinator
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Target Audience Students

Federal Compliances Title V 01. Technology activities related to school-based reform, Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives More Tech. Access for Students/Teachers

Associated High Yield Strategies Adjusting instructional time by grade class school and system to meet the need of varied learners

Action Step Provide increased access to Technology by maintaining and upgrading computers; Purchase of mobile labs will be a priority in an effort to provide at least one mobile lab per school.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Provide increased access to technology designed to enhance student proficiency and implement 21st Century Learning Initiatives	Persons Responsible RLIS, and Technology Directors
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Target Audience Students

Federal Compliances RLIS 03. Educational Technology, 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 Provide Telecommunications Network Tools,More Tech. Access for Students/Teachers ,Course delivery will include technology

Associated High Yield Strategies None

Action Step Implement a program of Distance Learning to make available additional opportunities for students in foreign language, math and science.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Provide additional opportunities for students to learn through innovative use of technology -specifically distance learning.	Persons Responsible Kenneth Tanner, Technology Coordinitor
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Target Audience Students, staff and adults

Federal Compliances RLIS 03. Educational Technology, Technology 05-Delivery of 21st Century Content through Distance Learning

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

Plan Section Technology

Associated Goals/Objectives Technology Availability ,Technology Equipment/Student Achievement,Technology Integration/Student Achieveme

Associated High Yield Strategies 21st Century Content ,Instructional Support System

Action Step Assure access by scheduling all students into computer labs, continue process of installing mobile labs in schools, upgrade obsolete computers to maintain 3 per classroom, and open school computer labs after school for students and parents.

Projected Begin Date August 28, 2007	Projected End Date June 8, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Increase access to technology for students, teachers, and parents.	Persons Responsible Principals, Technology Integrations Specialists, Technology Coordinator, Teachers.
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Federal Compliances RLIS 03. Educational Technology, Technology 06-21st Century Parent/Community/Partnership Collaboration

Technology 07-Professional Development for 21st Century Instruction

Plan Section Title II

Associated Goals/Objectives Elementary Mathematics ,Middle School Mathematics ,High School Mathematics ,Elementary Writing Proficiency ,Middle School Writing Proficiency ,High School Writing Proficiency ,Elementary Reading ,Middle School Reading ,High School Reading ,Technology Integration/Student Achieveme

Associated High Yield Strategies 21st Century Content ,Time and Resources to Support School-Based Learning Communities

Action Step Offer book studies at all schools that are researched based and job embedded.

1 - Conduct book study on Teaching for Tomorrow by Ted McCain at all CCS

Projected Begin Date September 4, 2007	Projected End Date June 2, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose Improve the teaching proficiency of staff.	Persons Responsible Title II Director, Principals	Target Audience Professional Teaching Staff
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Professional Development Learning Community	Federal Compliances Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction
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Plan Section Title II

Associated Goals/Objectives Elementary Mathematics ,Elementary Writing Proficiency ,Elementary Reading

Associated High Yield Strategies Effective Transition Pre K to Post Secondary

Action Step Provide opportunities for pre school teachers to participate in school/county based professional development

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose Encourage preschool teachers to participate in research based professional development	Persons Responsible LEA Preschool director, Preschool teachers, Principals, Kindergarten teachers	Intended Impact on Audience Enhanced Ability to provide effective Pre-K Content
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Professional	Professional	Federal Compliances RLIS 02. Teacher
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Development Learning Community ,Trainer Led **Development Other Description** Participation in a collaborative Pre-K PD with Marshall University Professional Development ,Title I 03. Professional Development ,Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

Plan Section RLIS

Associated Goals/Objectives Elementary Mathematics ,Middle School Mathematics ,High School Mathematics ,Elementary Writing Proficiency ,Middle School Writing Proficiency ,High School Writing Proficiency ,Elementary Reading ,Middle School Reading ,High School Reading ,Technology Integration/Student Achieveme,Professional Development in Technology

Associated High Yield Strategies Leadership Development

Action Step Provide an ongoing Principals' Leadership Academy for school administrators

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose Equip school administrators with the knowledge and skills needed to implement NCLB 21st Century Learning and increase student proficiency

Persons Responsible
Kenneth Tanner, Assistant Superintendent; Larry Gillespie, Superintendent
Joan Haynie, Administrative Assistant

Federal Compliances RLIS 02. Teacher Professional Development ,RLIS 08. Administration ,Title I 01. Local Review of Accountability Indicators ,Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Maintenance/Repair of Technology

Associated High Yield Strategies None

Action Step Implement technology maintenance program including collaboration with RESA III, maintenance team, reporting procedure, and sysop support

Projected Begin Date August 28, 2007	Projected End Date June 1, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Provide timely and effective maintenance of all computers, internal connections, and technology infrastructure to assure student and teacher access.

Persons Responsible
County Superintendent, RESA III Director, Technology Coordinator and Personnel Director

Target Audience
Students, Staff and adults

Federal Compliances RLIS 03. Educational Technology, Technology 08-Maintenance and Repair of 21st Century Tools

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Adult Literacy in Technology

Associated High Yield Strategies Differentiated Instruction

Action Step Provide expanded adult access by scheduling computer labs to be open during evening hours; also recruit adults

needing additional technology training and acces to complete GED Courses, and/or needing limited credits to complete high school diploma

Projected Begin Date August 2, 2007	Projected End Date June 8, 2009	Actual Begin Date ?	Actual End Date ?
Purpose Enhance technology access for adults needing educational services	Persons Responsible Principals, Technology Coordinator, Tech Integration Specialists	Target Audience adults	
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	8,810.00	7,400.00	1,410.00
		Data Lines	46,320.00	38,909.00	7,411.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	195,713.00	176,141.00	19,571.00
		Internet Access	0.00	0.00	0.00
		Long Distance	3,600.00	3,024.00	576.00
		Paging	0.00	0.00	0.00
		Voice	23,654.00	19,870.00	3,785.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		278,097.00	245,344.00

TFS/Elementary E-rate Application	2008	State Totals - Elementary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	9,500.00	80	7,600.00
TFS/Secondary E-rate Application	2008	State Totals - TFS/Secondary	59,946.40	80	47,957.12
					11,989.28

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	8,809.00	7,400.34	1,409.58
		Data Lines	46,320.00	38,908.80	7,411.20
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	195,712.00	176,141.25	19,571.25
		Internet Access	0.00	0.00	0.00
		Long Distance	3,600.00	3,024.00	576.00
		Paging	0.00	0.00	0.00
		Voice	23,654.00	19,869.70	3,784.70
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		278,096.00	245,344.09

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	2,304.00	1,981.44	322.56
		Data Lines	36,480.00	31,372.80	5,107.20
		Internal Conn Maint	0.00	0.00	0.00

Internal Connections	195,712.50	168,312.75	27,399.75
Internet Access	0.00	0.00	0.00
Long Distance	3,723.84	3,202.50	521.34
Paging	0.00	0.00	0.00
Voice	23,520.00	20,227.20	3,292.80
WAN	0.00	0.00	0.00
Web Hosting	0.00	0.00	0.00
E-rate Totals	261,740.34	225,096.69	36,643.65
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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	2,040.00		1,754.40	285.60
	Data Lines	40,440.00		34,778.40	5,661.60
	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	7,320.00		6,295.20	1,024.80
	Paging	0.00		0.00	0.00
	Voice	24,296.00		20,894.56	3,401.44
	Web Hosting	24,000.00		20,640.00	3,360.00
	E-rate Totals	98,096.00		84,362.56	13,733.44
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State Basic Skills E-rate Application 2005	Clay ES	6,320.00	90	5,688.00	632.00
	HE White ES	12,577.00	90	11,319.30	1,257.70
	Lizemore ES	9,704.00	80	7,763.20	1,940.80
	Valley Fork ES	8,330.00	80	6,664.00	1,666.00
	State Totals - BS/CE	28,601.00		24,770.50	3,830.50
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State SUCCESS E-rate Application 2005	Clay County HS	53,771.15	80	43,016.92	10,754.23
	Clay County MS	6,175.25	90	5,557.73	617.52
	State Totals - SUCCESS	59,946.40		48,574.65	11,371.75
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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? 02/04/2002

3. When was the public meeting held for CIPA Compliance? 06/18/2001

4. Provide the URL to your acceptable use policy. <http://www.claycountyschools.org>

	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
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7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	7	0	7
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?			

WORK PLAN SUMMARY

Support/Capacity Building Process

Process Monitoring

Evaluation Process