FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

HAMPSHIRE COUNTY SCHOOLS CENTRAL OFFICE

111 SCHOOL ST.

ROMNEY WV 26757-0

Telephone: (304) 822-3528 **Fax:** (304) 822-5382

"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	Asst Principal	Candy Canan
	Principal	Joyce Malcolm
	Principal	Terrie Jo Saville
	Asst Principal	Erino Leone
	Principal	Ann Downs
	Administrative Asst.	Marianna Leone
	Director of Special Programs	Susan Brandon
	Principal	John Watson
	Testing Coordinator	Dr. Ed. Morgret
	Superintendent	Robin J. Lewis
	Director of Elem. Education	Deborah Hartsock
Business & Community	Business Retiree	James Hott
	Board Member	Nancy Alkire
	Business	Bill Wylie, Sr.
	Business Retiree	Walter Layman
Other	Recent Grad.	
	WVEA Rep.	
Parents		Susan Rubenstein
		Don Whetzel
Service Personnel		
Students		
Teachers		Nancy Hill
Technology Committee	Director of Technology	Lori Roeder

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

All Hampshire County students will make continuous progress toward mastery or beyond of the essential curriculum including 21st Century skills.
Vision Statement: LEARNING FOR ALL ...ALL MEANS ALL"!!

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. All children will make progress toward achieving mastery of the curriculum including 21st Century skills.
2. Schools and school systems are responsible for creating the conditions necessary for all students to learn.
3. Commitment to high standards in all aspects of the organization is essential to produce learning for all.
4. Strong instructional leadership and highly qualified personnel are required to build the systems and develop the culture to achieve learning for all.
5. Parents, treated as valued and respected partners involved in the activities of the school, enhance student learning.
6. The primary measures of school and school systems are the increase of students who achieve mastery and beyond and the decrease in the achievement gap among student sub-groups.
7. Transforming a school system to produce learning for all requires a systemic continuous improvement process.
8.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Grants	0.00
Step 7	85,762.00
Technology E-rate	64,678.74
Technology E-rate County Match	21,056.46
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
TFS/Elementary Technology	49,660.00
TFS/Secondary Technology	61,826.00
Title II	270,679.00
Title III Language Instruction LEP	525.00
Title V	5,513.00
Total	**$ 559,700.20**

DATA ANALYSIS

A. EXTERNAL DATA

ANALYSIS

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

Consistent increase in student enrollment and county population IMPACT: Additional staff and facilities, transportation, funding (state and federal), and instructional materials are needed.

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

Increase in percentage of persons 65 and older; increase in percentage of unwed mothers; Hampshire County's percentage is higher than state in mothers with less than 12th grade education; 21.4% poverty rate (a 1.4% increase) IMPACT: More day care and pre-K programs needed, retirees may not have vested interest in education.

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

Potential development with anticipated tax base increase within the next five years IMPACT: Meet increasing student enrollment/ county population needs

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

Single parent families increased by 79% (increase from 1990); unemployment rate is 5.5 %; 50% of residents work outside the county; 31% of student population is transient (Feb. 2005) IMPACT: Need for more day care/pre-school/after school care; additional support services for parents and grandparents as guardians; need for more counseling services in schools; continuously improve community support; strengthen partnership between home and school.

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

Single parent families, transient students, grandparents as guardians IMPACT: Increase counseling services available to families, improve interagency collaboration.

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?

Increasing drug abuse; poverty level increased by 1.4%; 52.2% increase in births to unmarried teens; abuse/neglect rate is 10.2% (US rate is 6.7%); free/reduced lunch rate is 52.1% (6.4% increase); IMPACT: Diminished resources: financial, personnel, and families. Negatively impacted are: student achievement, attendance, and the school system. Need more programs for Alternative Education/ counseling.

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

Additional courses to meet academic needs; assistive technology to meet needs of exceptional students; increased use of on-line assessments; meet the demands of a technological society IMPACT: Satellite learning, Virtual Schools, on-line learning

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

Employment, unwed mothers, family responsibilities, extra-curricular activities (i.e. 4-H, sports, church, fine arts) Negative impact: poor attendance, lack of parental support, little initiative, education is not valued (cyclical) Positive impact: sense of community involvement; greater sense of responsibility; increased attendance; increased motivation to succeed; learn good work habits; increased support systems.

Hampshire County's residential facilities: West Virginia Schools for the Deaf and Blind, The Potomac Center, Birch Lane and Washington Street Group Homes

Meet educational needs of residential students: education, transportation, related services, staff development, personnel, equipment, instructional materials, facilities IMPACT: Cost of educating Potomac Center students $692,531.

PRIORITIES

1. Provide support services

2. Build trust among school, parents, and community

3. Blend interagency efforts

B. STUDENT ACHIEVEMENT DATA

ANALYSIS

No Child Left Behind School Reports

2006 Report: Eight of nine schools met AYP. Romney Middle School received the designation of "need of improvement". Romney Middle School did not meet the Mathematics and Reading assessment standards for the Special Education subgroup.

2007 Report: Seven of nine schools met AYP. Romney Middle School, while demonstrating improvement in all categories from the previous year, was still designated as "Need Improvement" due to inadequate gains in Reading/Language Arts for the Special Education subgroup. Hampshire High School was also designated as "Need Improvement" due to both the Low SES and Special Education subgroups not meeting the participation standard. Furthermore, the Special Education subgroup at Hampshrie High School did not meet the Assessment Standards for Mathematics and Reading/Language Arts.

WESTEST Confidential Summary Report

2006 WESTEST Results: The percentage of students proficient in Reading/Language Arts, Mathematics, and Science increased from 2005 to 2006 as follows: Reading/Language Arts -- from 74.9% to 77.1%; Mathematics -- from 69.1% to

72.8%; and Science -- from 84.2% to 83.7%. However, county percent proficient in Reading/Language Arts (77.1%) and Mathematics (72.8%) was below the state percent proficient (80.2% and 75.5%, respectively). The Special Education subgroup had the lowest percent proficient of any other subgroup in all areas of WESTEST. Achievement gaps were present among the special education and the low SES subgroups. In Reading/Language Arts, the percentage of "all" students at or above mastery was 77%, whereas the percentages of special education and low SES students at or above mastery were 31 and 72.4 percent, respectively. In Mathematics, the percentage of "all" students at or above mastery was 73%, whereas the percentages of special education and low SES students at or above mastery were 30 and 68 percent, respectively.

2007 WESTEST Results: The percentage of students proficient in Reading/Language Arts and Mathematics increased from 2006 to 2007 as follows: Reading/Language Arts -- from 77.1% to 78.8%; Mathematics -- 72.8% to 73.1%. While Hampshire County's scores have increased each year for the last three years, the increases are below the county targets. Furthermore, the county percent proficient in Reading/Language Arts (78.8%) and Mathematics (73.1%) was below the state percent proficient (80.1% and 75.6%, respectively).

Achievement gaps continued to be present among the special education and the low SES subgroups. However, these gaps are narrower than they were three years ago, particularly with the low SES subgroup. In Reading/Language Arts, the percentage of "all" students at or above mastery was 78.8%, whereas the percentages of special education and low SES students at or above mastery were 29.8% and 75.5%, respectively. In Mathematics, the percentage of "all" students at or above mastery was 73.1%, whereas the percentages of special education and low SES students at or above mastery were 35.7% and 68.3%, respectively. The low SES students did show improvement over the previous year and met the initial targets for 2006-2007. The special education students showed some improvement in Mathematics but not in Reading/Language Arts. The special education students did not meet the targets for 2006-2007.

WESTEST Confidential Item Analysis Summary

(Weaknesses are based on a comparison of county and state data.)

The following analysis is based on the **2005 Confidential item Analysis Summaries**: Weaknesses were evident in Reading and Writing across all subgroups and all grades. Mathematics in Elementary Grades: Weaknesses were evident in Algebra and Data Analysis; Mathematics in Middle School Grades: Weaknesses were evident in Number and Operations, and Measurement; Mathematics in 10th Grade: Weakness in Algebra and Geometry.

The following analysis is based on the **2006 Confidential Item Analysis Summaries**: Based on an item analysis in the area of Reading/Language Arts, weaknesses in writing skills outnumbered weaknesses in reading skills by a 3-to-1 ratio. In grade 3, the writing weaknesses primarily related to problems with the mechanics of writing (e.g., spelling, capitalization, punctuation). In the upper grades, weaknesses primarily related to problems with the writing process (e.g., writing from a prompt, editing and revising, coherent writing that has a clear, logical progression of ideas). Also, a weakness in the correct use of pronouns was indicated in three grade levels (grades 5, 6, and 7).

Based on an item analysis in the area of Mathematics, for the elementary grades, the greatest weakness was in the Numbers and Operations Standard (e.g., multiplication, division, fractions, decimals, ordering fractions, writing equivalent numbers using fractions, decimals, percents and ratios); for the middle school grades, the greatest weakness was in the Measurement Standard (e.g., calculating volume, determinign exact measurements from scale drawings); for the high school, the greatest weaknesses were in the Algebra, Geometry, and Measurement Stadnards (e.g., defining variables, solving multi-step linear equations, defining circle relationships, calculating missing measures of angles).

The following analysis is based on the **2007 Confidential Item Analysis Summaries**: In Reading/Language Arts, reading and writing weaknesses were evident primarily in grades 4, 7, and 10. In grade 4, weaknesses were demonstrated in reading comprehension, sentence structure, and using writing strategies. In grades 7 and 10, weaknesses were demonstrated in making connections to text, recognizing author's purpose, identifying figurative language, writing complex sentences, and correctly applying adjectives and adverbs.

In Mathematics, the elementary grades demonstrated weaknesses in number/operations and measurement. Specifically, weaknesses were evident in estimating numbers; writing equivalencies of fractions, percents, ratios; ordering and comparing fractions and decimals, and calculating time.

While the math skills at the middle school level improved overall from the previous year, the greatest weakness was in the area of measurement (e.g., applying formulas for calculating perimeter, circumference and/or area).

The 10th grade demonstrated weaknesses across all standards, but the greatest concerns were in the areas of measurement and geometry (e.g., applying the Pythagorean Theorem; calculating missing measures of anges; applying formulas for calculating the area of various geometric figures).

WESTEST Confidential Roster Report

2006 Results: Reading: Percentages in the Novice category were (4.7) for the county and (4.1) for the state . However, the county percentage in Partial Mastery (18.2%) was higher than the state percentage (15.7%). The percentage in the "distinguished" category (4.9%) is lower than the state percentage (8.6%). Mathematics: Percentages in the "above mastery" (18.1%)and "distinguished" (3.8%)categories are lower than the state percentages (21.5% and 7.8%, respectively).

The 2007 results suggest the same concerns evident from the 2006 results. Specifically, more county students than state students scored in the Partial Mastery Performance Level, and conversely, less county students than state students scored in the Above Mastery and Distinguished Performance Levels. This pattern was evident in both the Reading/Language Arts and Mathematics tests.

WV Writing Assessment

The 2006 Writing Assessment county average was below the state average for two grade levels tested (grades 4 and7). The 10th grade showed 85% at or above mastery compared to 79% at the state level. 61% of 4th grade students obtained scores at or above mastery (lower than the state percent of 75%), and 70% of 7th grade student obtained scores at or above mastery (lower than the state percent of 75%).

The 2007 Writing Assessment results indicate percentage increases from the previous year for students at or above mastery for grades 7 and 10. The county percentages for grades 7 and 10 closely match the state percentages. However, 4th grade students showed a significant drop from the previous year from 61 percent proficient in 2006 to 47 percent proficient in 2007.

SAT/ACT Results

ACT Composite Scores were below national and state scores across the curricular areas. 59.2% of students took the ACT.

ACT Explore - Grade 8 Middle School

The 2006 ACT Explore Scores were the highest Hampshire County has ever seen. The Composite Score of 14.9 matched the national average and was higher than the previous year's score of 14.0. Scores were higher in all areas -- English, Mathematics, Reading, and Science. Compared to the national average, the lowest score was achieved in Mathematics (county mean of 14.6 compared to a national mean of 15.1).

ACT Plan - Grade 10 High School

The ACT Plan Composite Scores have been inching up gradually over the last three years (2003 = 16.1; 2004=16.2; 2005=16.4; 2006=16.5). However, county scores have consistently been below the national averages (2006 National Composite Score=17.5). Compared to the nation, the weakest area is in Mathematics (county score of 16.1 compared to a national average of 17.4). Of the two Mathematics subscales (Pre-Algebra/Algebra and Geometry), the lowest score was obtained on the Pre-Algebra/Algebra subscale (county score of 7.3 compared to a national average of 8.4).

AP Testing Report/AP Rate

Number of students taking AP classes increased, but the number of students taking AP tests is still low.

Informal Reading Assessment

Aimsweb formative assessment has been implemented county-wide over the last three years for grades K - 2. Benchmark assessments are given three times a year. Kindergarten and first grade students are assessed in early literacy skills, and first and second grade students are assessed in reading fluency, reading comprehension, and spelling. Results are used to guide instruction and to identify students in need of more intensive interventions.

Informal Math Assessment

Aimsweb formative assessment has been implemented county-wide over the last three years for grades K - 2. Benchmark assessments are given three times a year. Kindergarten students are assessed in early numeracy skills, and first and second grade students are assessed on computation fluency. Results are used to guide instruction and to identify students in need of more intensive interventions.

Formative and Benchmark Assessments

No aggregate data collected county-wide.

PRIORITIES

1. Improve student achievement in the areas of Reading/Language Arts and Mathematics.

2. Close the achievement gap among Special Education and Low SES subgroups.

3. Provide rigorous high school classes.

4. Increase number of students taking AP courses and tests.

5. Increase number of students taking ACT.

6. Increase number of students pursuing post-secondary education.

7. Improve writing across the curriculum at all grade levels.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Attendance rate has remained the same for the last three years at 97.6%.

Discipline Referral Report

Most frequently reported discipline incidences as reported on WVEIS: (1) disobeying teachers in a willful manner; (2) profane, derogatory, or racial remarks; (3) failure to follow classroom rules; (4) disruption of educational process. There were 1,968 discipline referrals in the 2005 - 2006 school year, as compared with 3,402 discipline referrals during the 2004 - 2005 school year. This represents a decrease of 1,434 discipline referrals.

Dropout Rates/Graduation Rates (by subgroup if available)

85% graduation rate for 2006, 84% graduation rate for 2005; graduation rate for economically disadvantaged students (77%) , an increase from the previous year (69.9%); graduation rate for the special ed. subgroup decreased from 82.4% (2004) to 73.8% (2005). Graduation rate for 2006 was 85%.

College Enrollment Rate

College going rate increased from 41% (2003) to 59.7% (2004). 56% of 2005 graduates reported plans to attend a two or four year college and 67.2% of the 2006 grads reported post secondary educational plans.

College Developmental Course Rate

39% in developmental math classes; 13% in developmental English classes; 43% in any developmental classes.

PRIDE Survey

Based on student report data, 5th and 8th grade students reported greater tobacco, alcohol, marijuana, cocaine, and hallucinogen use than the national average. Eleventh grade data was similar to the national average (e.g., county tobacco use: 35.6% vs. 38.9% for the national; county beer use: 52.5% vs. 54.2% for the nation). Increasing meth use is a concern.

Results of Nationally Recognized Physical Fitness Test

Youth Risk Behavior Survey

No county data available, however, we will be participating in the Search Institute Asset Development Program for the 2007 - 2008 year, which will provide baseline data.

CIMP Self Assessment

Results of the 2006 - 2007 CIFMP indicate the following needs and concerns: Professional special education staff shall meet the WV standard for highly qualified. The district shall maintain required caseload limits. The district shall conduct an ongoing awareness campaign that informs individuals of the nature of and availability of special education and related services. Drop out rates of students with disabilities will be comparable to those for all students. Students with disabilities must make continuous progress within the state's system for educational accountability (meeting AYP).

Special Education Data Profiles

The percentage of students with disabilities (17.87%) is slightly higher than the state average (17.44%). The percentage of students served in Out of School Environment (1.01%) is lower than the state average (1.13%). The percentage of students served in Regular Education: Full-Time (80.40%) is higher than the state average (63.60%). WESTEST data in reading / language arts reflects 30.82% of the students with disabilities achieved mastery and above as compared with State data (37.99%) WESTEST data in math reflects 33.70% of the students with disabilities achieved mastery and above as compared with State data (36.12%). West Virginia Alternate Assessment data reflects that in the area of reading, 67.44% of the students assessed reached mastery or above, as compared with State data (66.46%). In the area of math, 69.77% reached mastery or above as compred with State data (64.81%).

Gear-up Parent Survey (7th Grade); 2004-2005

85% of parents of 7th graders have reported that their children have not talked to school personnel about what classes are needed to graduate. 41 % of parents want training in understanding the computer and the internet; 41% of parents want information about financial aid; 26% of parents want a brush-up course in mathematics.

Gear-up Student Survey (11th grade); 2004-2005

38% of 11th grade students report not talking to adults at home about attending college. 46% of 11th graders report not talking to counselors about college. 14% report not having sufficient funds to attend college.

PRIORITIES

1. Increase the graduation rate.

2. Increase/improve student/family support.

3. Promote healthier lifestyles among students.

4. Increase student engagement in instructional activities. Utilize PBS to address discipline.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

Finance, Personnel, and Policies; see Corrective Action Plan. The WVDE is working in conjunction with Hampshire County Schools through State intervention to correct financial and personnel citations. Policies are being updated.

North Central Report on Schools

NA

Monitoring Reports (Special Education and NCLB)

Addressed under Highly Qualified Personnel

Walkthrough Summmaries

Top three curricular weaknesses: (1) Taxonomy -- consistent use of lower level questions; (2) CSO/Essential Question not evident; (3) On target for grade level and course. Top six instructional weaknesses: (1) little differentiated instruction; (2) graphic organizers (3) content reading strategies; (4) note taking/ summarizing; (5) writing across the curriculum; (6) collaborative co-teaching.

High Schools that Work Assessment Report

Recommendations: (1) Greater involvement of parents in scheduling and career plans: (2) More collaboration between academic and career/technical teachers; (3) more collaboration between the high school and the feeder schools; (4) provide a structured system for extra help during the school day.

Making Middle Grades Matter Report

Recommendations: (1) Need to raise expectations; (2) Provide extra help during the school day; (3) raise the level of rigor in the core academic areas.

High Schools that Work Annual Report

See High Schools That Work Assessment Report above.

Highly Qualified Personnel Report

92.5% of teachers are highly qualified. Among the remaining 7.5%, many of them are special education teachers and reading specialists.

Framework Assessment of High Yield Practices

Assessment of Systemic Continuous Improvement Process: Results from Leadership Team: High Score: An expectation that change will be an on-going continuous process. Low Scores: County has or is in the process of addressing the previous low scores (beliefs, mission, implementation process) County-wide curriculum practices results: Results from administrators: High Score: Standards-based curriculum (3.58) Low Score: Benchmarking (2.79) Results from teachers: High Score: Standards-based curriculum (3.79) Low Score: Support system (2.93) Assessment of High Yield Instructionsl Practices: Results from Leadership Team: High Score: Research-based practices Low Score: Standards-based lesson and unit design

Digital Divide Report (Technology)

Digital Divide Survey results show that 35.1% of all computers are Windows XP. Windows 95 and Windows 98 machines need to be replaced as appropriate in 2007-2008. Students per computer in county for Windows XP is 9.58 versus the state ratio of 6.04.

All available technology funding for 2007-08 will be appropriated to purchase 21st century technology tools. Digital Divide data will be reviewed again after the collection of the October 15th data.

PRIORITIES

1. More highly qualified teachers.

2. Continue to improve high expectations for all students and ensure all students receive standards-based curriculum.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: 1. All students will achieve mastery or beyond in the core areas of reading/language arts, mathematics, and science.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	1.1. The percentage of students in grades 3-8 and grade 10 that score at mastery or above in reading/language arts will increase by 3% annually.	increase 3% mastery in R/LA	73.00	88.00
1.2	1.2. The percentage of students in grades 3-8 and grade 10 that score at mastery or above in mathematics will increase by 4% annually.	increase 4% mastery in Math	67.00	87.00
1.3	1.3. The percentage of students in grades 3-8 and grade 10 that score at mastery or above in science will remain at least at baseline data through 2007-2008 and will increase by 3% annually beginning 2008-2009.	increase by 3% in Science	83.00	89.00
1.4	1.4. The percentage of highly qualified teachers in core subject areas will increase by 4 percent annually.	HQT increase by 4%	96.00	0.00
1.5	1.5. The percentage of students pursuing post-secondary education will increase by 4 percent annually.	post secondary education increase by 4%	67.00	84.00

Goal 2: 2. Hampshire County Schools will close the achievement gap among all subgroups in the core areas of reading/language arts, mathematics, and science.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	2.1. The percentage of nonproficient students in the disabilities subgroup in grades 3-8 and grade 10 on the reading/language arts indicator will decrease by 10% from the preceding school year.	decrease disabilities in RLA by 10%	74.80	44.20
2.2	2.2. The percentage of nonproficient students in the disabilities subgroup in grades 3-8 and grade 10 on the mathematics indicator will decrease by 10% from the preceding school year.	decrease disabilities in math by 10%	71.70	42.30
2.3	2.3. The percentage of nonproficient students in the disabilities subgroup in grades 3-8 and grade 10 on the science indicator will decrease by 10% from the preceding school year beginning 2008-2009.	decrease disabilities in Science by 10%	44.80	36.30
2.4	2.4. The percentage of nonproficient students in the economically disadvantaged subgroup in grades 3-8 and grade 10 on the reading/language arts indicator will decrease by 10% from the preceding school year.	10% R/LA decrease disadvantaged nonprof	32.80	19.30
2.5	2.5. The percentage of nonproficient students in the economically disadvantaged subgroup in grades 3-8 and grade 10 on the mathematics indicator will decrease by 10% from the preceding school year.	10% math decrease disadvantaged nonprof	39.10	23.10
2.6	2.6. The percentage of nonproficient students in the economically disadvantaged subgroup in grades 3-8 and grade 10 on the science indicator will decrease by 10% from the preceding school year beginning 2008-2009.	decrease by 10% Low SES in Science	21.50	17.40
2.7	2.7. The percentage of highly qualified teachers in core subject areas will increase by 4 percent annually.	HQT increased by 4%	96.00	0.00
2.8	2.8. The number of discipline referrals will decrease by 5 percent annually.	Decrease discipline referrals by 5%	3144.00	2437.00

Goal 3: All students will have equitable access to technology to achieve mastery or beyond in the core areas of reading/language arts, mathematics, and science.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	All students will have increased access to	Technology - Academic	0.00	85.00

technology to enhance student learning and improve academic achievement.	Achievement

Goal 1: 1. All students will achieve mastery or beyond in the core areas of reading/language arts, mathematics, and science.

Objective 1.1 1.1. The percentage of students in grades 3-8 and grade 10 that score at mastery or above in reading/language arts will increase by 3% annually.

As measured by:
WESTEST * * Targets from 2007-2008 to 2009-2010 have been adjusted to be consistent with the original targets. The Target for 2006-2007 should read "79.00" to be consistent with the original targets.

Baseline Data 73.00

Targets		Actual	
2005-2006	76.00	**2005-2006**	77.00
2006-2007	80.00	**2006-2007**	79.00
2007-2008	82.00	**2007-2008**	N/A
2008-2009	85.00	**2008-2009**	N/A
2009-2010	88.00	**2009-2010**	N/A

Objective 1.2 1.2. The percentage of students in grades 3-8 and grade 10 that score at mastery or above in mathematics will increase by 4% annually.

As measured by:
WESTEST * * Targets from 2007-2008 to 2009-2010 have been adjusted to be consistent with the original targets. The Target for 2006-2007 should read "75.00" to be consistent with the original targets.

Baseline Data 67.00

Targets		Actual	
2005-2006	71.00	**2005-2006**	73.00
2006-2007	77.00	**2006-2007**	73.00
2007-2008	79.00	**2007-2008**	N/A
2008-2009	83.00	**2008-2009**	N/A
2009-2010	87.00	**2009-2010**	N/A

Objective 1.3 1.3. The percentage of students in grades 3-8 and grade 10 that score at mastery or above in science will remain at least at baseline data through 2007-2008 and will increase by 3% annually beginning 2008-2009.

As measured by:
WESTEST * * Targets from 2007-2008 to 2009-2010 have been adjusted to be consistent with the original targets. The Target for 2006-2007 should read "83.00" to be consistent with the original targets.

Baseline Data 83.00

Targets		Actual	
2005-2006	83.00	**2005-2006**	84.00
2006-2007	85.00	**2006-2007**	86.00
2007-2008	83.00	**2007-2008**	N/A
2008-2009	86.00	**2008-2009**	N/A
2009-2010	89.00	**2009-2010**	N/A

Objective 1.4 1.4. The percentage of highly qualified teachers in core subject areas will increase by 4 percent annually.

As measured by:

Baseline Data 96.00

Targets		Actual	
2005-2006	98.00	**2005-2006**	92.50
2006-2007	96.50	**2006-2007**	0.00
2007-2008	100.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 1.5 1.5. The percentage of students pursuing post-secondary education will increase by 4 percent annually.

As measured by:

Baseline Data 67.00

Targets		Actual	
2005-2006	69.00	**2005-2006**	68.00
2006-2007	72.00	**2006-2007**	0.00
2007-2008	76.00	**2007-2008**	N/A
2008-2009	80.00	**2008-2009**	N/A
2009-2010	84.00	**2009-2010**	N/A

Goal 2: 2. Hampshire County Schools will close the achievement gap among all subgroups in the core areas of reading/language arts, mathematics, and science.

Objective 2.1 2.1. The percentage of nonproficient students in the disabilities subgroup in grades 3-8 and grade 10 on the reading/language arts indicator will decrease by 10% from the preceding school year.

As measured by:
WESTEST * * Targets from 2007-2008 to 2009-2010 have been adjusted to be consistent with the original targets. The Target for 2006-2007 should read "60.60" to be consistent with the original targets.

Baseline Data 74.80

Targets		Actual	
2005-2006	67.30	**2005-2006**	69.10
2006-2007	52.00	**2006-2007**	70.20
2007-2008	54.50	**2007-2008**	N/A
2008-2009	49.10	**2008-2009**	N/A
2009-2010	44.20	**2009-2010**	N/A

Objective 2.2 2.2. The percentage of nonproficient students in the disabilities subgroup in grades 3-8 and grade 10 on the mathematics indicator will decrease by 10% from the preceding school year.

As measured by:
WESTEST * * Targets from 2007-2008 to 2009-2010 have been adjusted to be consistent with the original targets. The Target for 2006-2007 should read "58.00" to be consistent with the original targets.

Baseline Data 71.70

Targets		Actual	
2005-2006	64.50	**2005-2006**	66.20
2006-2007	52.00	**2006-2007**	64.30
2007-2008	52.20	**2007-2008**	N/A
2008-2009	47.00	**2008-2009**	N/A
2009-2010	42.30	**2009-2010**	N/A

Objective 2.3 2.3. The percentage of nonproficient students in the disabilities subgroup in grades 3-8 and grade 10 on the science indicator will decrease by 10% from the preceding school year beginning 2008-2009.

As measured by:
WESTEST * * Targets from 2007-2008 to 2009-2010 have been adjusted to be consistent with the original targets. The Target for 2006-2007 should read "44.80" to be consistent with the original targets.

Baseline Data 44.80

Targets		Actual	
2005-2006	44.80	**2005-2006**	41.30
2006-2007	35.00	**2006-2007**	37.50
2007-2008	44.80	**2007-2008**	N/A
2008-2009	40.30	**2008-2009**	N/A
2009-2010	36.30	**2009-2010**	N/A

Objective 2.4 2.4. The percentage of nonproficient students in the economically disadvantaged subgroup in grades 3-8 and grade 10 on the reading/language arts indicator will decrease by 10% from the preceding school year.

As measured by:
WESTEST * * Targets from 2007-2008 to 2009-2010 have been adjusted to be consistent with the original targets. The Target for 2006-2007 should read "26.50" to be consistent with the original targets.

Baseline Data 32.80

Targets		Actual	
2005-2006	29.50	**2005-2006**	27.60
2006-2007	24.00	**2006-2007**	24.50
2007-2008	23.80	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	19.30	**2009-2010**	N/A

Objective 2.5 2.5. The percentage of nonproficient students in the economically disadvantaged subgroup in grades 3-8 and grade 10 on the mathematics indicator will decrease by 10% from the preceding school year.

As measured by:
WESTEST * * Targets from 2007-2008 to 2009-2010 have been adjusted to be consistent with the original targets. The Target for 2006-2007 should read "31.70" to be consistent with the original targets.

Baseline Data 39.10

Targets		Actual	
2005-2006	35.20	**2005-2006**	32.20
2006-2007	27.00	**2006-2007**	31.70
2007-2008	28.50	**2007-2008**	N/A
2008-2009	25.70	**2008-2009**	N/A
2009-2010	23.10	**2009-2010**	N/A

Objective 2.6 2.6. The percentage of nonproficient students in the economically disadvantaged subgroup in grades 3-8 and grade 10 on the science indicator will decrease by 10% from the preceding school year beginning 2008-2009.

As measured by:
WESTEST * * Targets from 2007-2008 to 2009-2010 have been adjusted to be consistent with the original targets. The Target for 2006-2007 should read "21.50" to be consistent with the original targets.

Baseline Data 21.50

Targets		Actual	
2005-2006	21.50	**2005-2006**	21.90
2006-2007	18.00	**2006-2007**	17.50
2007-2008	21.50	**2007-2008**	N/A
2008-2009	19.40	**2008-2009**	N/A
2009-2010	17.40	**2009-2010**	N/A

Objective 2.7 2.7. The percentage of highly qualified teachers in core subject areas will increase by 4 percent annually.

As measured by:

Baseline Data 96.00

Targets		Actual	
2005-2006	98.00	**2005-2006**	92.50
2006-2007	96.50	**2006-2007**	0.00
2007-2008	100.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 2.8 2.8. The number of discipline referrals will decrease by 5 percent annually.

As measured by:

Baseline Data 3144.00

Targets		Actual	
2005-2006	2992.00	**2005-2006**	0.00
2006-2007	2842.00	**2006-2007**	0.00
2007-2008	2700.00	**2007-2008**	N/A
2008-2009	2565.00	**2008-2009**	N/A
2009-2010	2437.00	**2009-2010**	N/A

Goal 3: All students will have equitable access to technology to achieve mastery or beyond in the core areas of reading/language arts, mathematics, and science.

Objective 3.1 All students will have increased access to technology to enhance student learning and improve academic achievement.

As measured by:

Baseline Data 0.00

Targets		Actual	
2005-2006	35.00	**2005-2006**	0.00
2006-2007	55.00	**2006-2007**	0.00
2007-2008	65.00	**2007-2008**	N/A
2008-2009	75.00	**2008-2009**	N/A
2009-2010	85.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Prioritization and Mapping	Title I compliance 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)*
Adjustment of Instructional Time	Title I compliance 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) Title I compliance 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.

Highly Qualified Teachers	Title I compliance 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. Title I compliance The US Department of Educations' *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
Time and Resources to Support School-Based Learning Communities	Title I compliance 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	**Innovative approaches to meeting subgroup needs** 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. **Coordination Requirements for disabilities, LEP, Migratory Children, Neglected and Delinquent** 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.
	Innovative approaches to meeting subgroup needs **Targeted assistance**	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
	Innovative approaches to meeting subgroup needs **Additional Educational Assistance**	Title I compliance 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.
Developmental Guidance with Character and Career Education Development	Title I compliance 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)

Strategies that Develop Students having 21st Century Learning Skills

Title I compliance

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 Oaks, 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
Effective Transition Pre K to Post Secondary	Title I compliance 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).
Parents as Respected and Valued Partners	Title I compliance 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 sited in *A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement,* by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."
Change Based on Internal and External Factors	Title I compliance 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) Dufour, Richard and Robert Eaker (1998)
Use of Data to Target Improvement Efforts	Title I Compliance 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. (Bernhartdt, 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.)

Technology Plan

Submitted by - lhr28001 2007-09-13 13:37:27.0

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,

Hampshire County Schools has the responsibility of generating action steps to obtain the necessary resources (i.e., hardware, software, professional development, infrastructure, and technical support) to meet the needs of 21st century learners. To learn 21st century skills, students and teachers must have access to technology tools and resources in order to access information, solve problems, and communicate. Equitable access to technology must be addressed to provide students and staff with necessary technology equipment. Hampshire County Schools will continue to provide virtual course offerings to assure that all students have access to rigorous curriculum and provide flexibility to students to complete a quality academic program. The E-Learning Grant will be utilized to support professional development opportunities. Software will be provided that supports basic skills acquisition and aligns with the WV CSOs. This software will also address 21st century skills in addition to reading, mathematics, writing, and technology. SAS, SchoolKit, EdClass, Marco Polo, Bridges and Microsoft office tools provide for 21st century content, learning skills, and technology tools. Antivirus software is provided for all student and administrative computers through statewide implementation. Hampshire County Schools will purchase computer hardware with services from SUCCESS and BASIC skills contracts. We will strive to increase parental and community involvement by providing central and school websites for information and communication. We will continue to plan with state coordinators for the sucessful implementation of statewide and federal technology initiatives (e.g., BSCE, SUCCESS, Technology infrastructure, E-rate, EETT, Filtering) that supports the acquisition of 21st century skills and improves student achievement.

Technology Needs Assessment

Digital Divide Survey results show that 35.1% of all computers are Windows XP. Windows 95 and Windows 98 machines need to be replaced as appropriate in 2007-2008. Students per computer in county for Windows XP is 9.58 versus the state ratio of 6.04.

All available technology funding for 2007-08 will be appropriated to purchase 21st century technology tools. Digital Divide data will be reviewed again after the collection of the October 15th data.

Action Steps

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Implement the use of whiteboard and data projectors into every core curriculum lab K-12.(TECH)

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 28, 2006	June 1, 2010	August 28, 2006	June 1, 2010

Purpose

Persons Responsible Technology Coordinator Tech Integration Specialist Principal Teachers

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Install Odyssey Lab at John J Cornwell Elementary School to provide access to 21st century tools and provide for integration of curriculum.

Projected Begin Date July 1, 2007
Projected End Date June 1, 2010
Actual Begin Date July 1, 2007
Actual End Date June 1, 2010

Purpose To provide equitable access to 21st century learning for students.
Persons Responsible Director of Technology. Principal Teachers
Target Audience Staff and students at John J Cornwell.

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement
Associated High Yield Strategies None

Action Step Update technology equipment at Hampshire High School and Romney Middle School for use of "Tools for Schools" funds.

Projected Begin Date July 1, 2007
Projected End Date June 1, 2010
Actual Begin Date July 1, 2007
Actual End Date June 1, 2010

Purpose To provide 21st century tools for staff and students.
Persons Responsible Director of Technology. Technology Integration Specialists.

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

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement
Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Curriculum software will be integrated into K-12 classrooms to improve student achievement and mastery of 21st century skills. (TECH)

Projected Begin Date July 1, 2007
Projected End Date June 1, 2010
Actual Begin Date July 1, 2007
Actual End Date June 1, 2010

Purpose Odyssey, Ed Class, SAS in Schools, Marco Polo, Intel Teaching and Bridges will be available in school labs as appropriate by grade level to aid teachers in instruction.
Persons Responsible Director of Technology Technology Integration Specialists Classroom Teachers

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement
Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Implement palm pilots to administer DIBELS in K-3 grades at Romney and Augusta Elementary Schools.(TECH)

Projected Begin Date August 28, 2006
Projected End Date June 1, 2010
Actual Begin Date August 28, 2006
Actual End Date June 1, 2010

Purpose To provide technology tools for informal reading assessment.

Persons Responsible
Technology Coordinator
Principal Teachers

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

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

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step 5.3 All schools will have a T-1 Data Access Line maintained. (TECH)

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2010

Actual Begin Date
July 1, 2007

Actual End Date
June 30, 2010

Purpose To assure equitable access for students at all schools.

Persons Responsible
Director of Technology.
RESA VIII.

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

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Provide yearly acceptable use policy and internet safety training for staff and students. (TECH)

Projected Begin Date
July 1, 2007

Projected End Date
June 1, 2010

Actual Begin Date
July 1, 2007

Actual End Date
June 1, 2010

Purpose

Persons Responsible
Director of Technology.
Technology Integration Specialists. RESA VIII
Staff Principals

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

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies None

Action Step Teachers will utilize phone/long distance/T1 lines to commuicate with parents. (TECH)

Projected Begin Date
July 1, 2007

Projected End Date
June 1, 2010

Actual Begin Date
July 1, 2007

Actual End Date
June 1, 2010

Purpose Student progress and needs will be communicated effectively with voice lines and networking will enable communication via email, webpages, etc.

Persons Responsible
Director of Technology
Principals Teachers

Federal Compliances
Technology 03-Providing

Collaboration/Communication Tools (Telecommunications Network/Email)

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Ensure that Microsoft Office is provided on every computer K-12 to provide access to 21st century technology tools. (TECH)

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 1, 2010	July 1, 2007	June 1, 2010

Purpose To prepare students for the world of work and allows for 21st century skills.

Persons Responsible Director of Technology. Technology Integration Specialists.

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Implement mobile/wireless access for every school. (TECH)

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 28, 2006	June 1, 2010	August 28, 2006	June 1, 2010

Purpose To provide equitable internet access to all student within the school.

Persons Responsible Technology Coordinator Princicpals

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

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step 6.1 Hampshire High School students will have access to distance learning through the Eastern WV Technical College Video Conferencing Lab.(TECH)

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 1, 2010	August 28, 2007	June 1, 2010

Purpose To provide access to virtual courses beyond the walls of HHS through distance learning.

Persons Responsible Principal Director of Secondary/Vocational Programs

Federal Compliances Title V 06. Programs to provide for gifted and talented needs, Technology 05-Delivery of 21st Century Content through Distance Learning

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Ensure that all students in the county have access to WV Virtual School classes.(TECH)

Projected Begin Date July 1, 2006

Projected End Date June 1, 2010

Actual Begin Date July 1, 2006

Actual End Date June 1, 2010

Purpose To provide a rigorous curriculum for every student.

Persons Responsible Technology Coordinator Principals Class Facilitators

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

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

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Parents as Respected and Valued Partners

Action Step Encourage and implement a schedule for community use of school computer labs. (TECH)

Projected Begin Date July 1, 2007

Projected End Date June 1, 2010

Actual Begin Date July 1, 2007

Actual End Date June 1, 2010

Purpose To provide opportunites for the community to access technology tools.

Persons Responsible Director of Technology. Technology Integration Specialists. Library Media Specialist.

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

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Parents as Respected and Valued Partners

Action Step Implement use of Edline/Grade Quick web-based grading software and web page management software to increase school-home communication. (TECH)

Projected Begin Date August 28, 2006

Projected End Date June 1, 2010

Actual Begin Date August 28, 2006

Actual End Date June 1, 2010

Purpose To improve communication with families/community to improve student achievement.

Persons Responsible Technology Coordinator Principals Teachers

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

Technology 07-Professional Development for 21st Century Instruction

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Provide and implement a training schedule for SAS in Schools. (TECH)

Projected Begin Date July 1, 2007

Projected End Date June 1, 2010

Actual Begin Date July 1, 2007

Actual End Date June 1, 2010

Purpose To provide training to grade 8-12 teachers to align activities with WV CSOs.

Persons Responsible Director of Technology Technology Integration Specialists. Principals SAS Trainers

Professional Development Trainer Led

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Provide professional staff development in Odyssey software and integration into curriculum.

Projected Begin Date July 1, 2007

Projected End Date June 1, 2010

Actual Begin Date July 1, 2007

Actual End Date June 1, 2010

Purpose To provide staff support on integrating 21st century skills into the curriculum.

Persons Responsible Director of Technology Technology Integration Specialists. Principal Professional Trainer.

Target Audience Teachers

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

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Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step Provide training and encourage the use of Marco Polo lessons aligned to the CSOs. (TECH)

Projected Begin Date July 1, 2007

Projected End Date June 1, 2010

Actual Begin Date July 1, 2007

Actual End Date June 1, 2010

Purpose To provide technology resources to enrich the curriculum.

Persons Responsible Director of Technology Technology Integration Specialists. Principals Teachers

Intended Impact on Audience K-12 teachers.

Professional Development Trainer Led

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

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Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies None

Action Step 5.4 Hampshire County Schools will utilize RESA VIII technicians to install and maintain computer networks and conduct equipment repairs. (TECH)

Projected Begin Date July 1, 2007

Projected End Date June 30, 2010

Actual Begin Date July 1, 2007

Actual End Date June 30, 2010

Purpose To assure that all networks and equipment are fully operational to ensure student equity in

Persons Responsible Director of Technology. Technology Integration Specialists. RESA VIII technicians.

computer access.

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

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies None

Action Step Ensure that schools standardize the maintenance and upgrade of networks through Norton Anti-virus and Deep Freeze. (TECH)

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2006	June 1, 2010	July 1, 2006	June 1, 2010

Purpose To maintain the networks in good working order and decrease repairs.

Persons Responsible
Technology Coordinator
Technology Mentors

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

Technology 09-Adult Literacy

Plan Section

Associated Goals/Objectives Technology - Academic Achievement

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step 7.1 Adults will have access to technology through Adult Education and GED classes at the Career Training Center. (TECH)`

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 1, 2010	July 1, 2007	June 1, 2010

Purpose To provide adult learners with access to the use of technology for learning.

Persons Responsible
Director of Secondary and Vocational Education. Adult Education Teachers.

Federal Compliances
Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	0.00		0.00	0.00
		Data Lines	60,240.00		45,612.00	14,628.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	7,224.00		5,383.00	1,841.00
		Paging	0.00		0.00	0.00
		Voice	18,271.00		13,684.00	4,588.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	85,735.00		64,679.00	21,056.00

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

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	0.00		0.00	0.00
		Data Lines	60,240.00		45,612.00	14,628.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	7,224.00		5,383.20	1,840.80
		Paging	0.00		0.00	0.00
		Voice	18,271.00		13,683.54	4,587.66
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	85,735.00		64,678.74	21,056.46
TFS/Elementary E-rate Application	2007	State Totals - Elemenary TFS	0.00		0.00	0.00
		State Totals - TFS/Elementary	0.00		0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2006	Cellular	0.00		0.00	0.00
		Data Lines	42,840.00		33,042.00	9,798.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	20,340.00		15,090.00	5,250.00
		Paging	0.00		0.00	0.00
		Voice	64,711.20		48,533.40	16,177.80
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	127,891.20		96,665.40	31,225.80
State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	0.00		0.00	0.00
		Data Lines	49,815.00		39,996.00	9,819.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	1,434.65		1,147.72	286.93
		Internet Access	0.00		0.00	0.00
		Long Distance	8,760.00		6,750.00	2,010.00
		Paging	0.00		0.00	0.00
		Voice	21,518.40		16,896.96	4,621.44
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	81,528.05		64,790.68	16,737.37
State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00		0.00	0.00

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?	09/17/2001
3. When was the public meeting held for CIPA Compliance?	09/17/2001
4. Provide the URL to your acceptable use policy.	http://boe.hamp.k12.wv.us

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	9	0	9
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	2	0	2
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