FIVE-YEAR STRATEGIC PLAN
2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

HANCOCK COUNTY SCHOOLS HANCOCK COUNTY SCHOOLS

104 N. COURT STREET   PO BOX 1300

NEW CUMBERLAND WV 26047-1300

Telephone: (304) 564-3411 **Fax:** (304) 564-3990

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Superintendent	Suzan Smith
	Assistant Superintendent	Wayne Neely
	Principal	Chris Humberson
	Director of Secondary, Adult & Career Ed.	George Danford
	Dir. Student Services	Sue Krukowski
Business & Community	Advisor	Danny Kaser
		Marvin Six
Federal Programs	Director, Student Services/Title I/Safe - Drug Free	Sue Krukowski
	Coordinator, Special Education	Lynne Shroads
	Dir. Elementary Curriculum and Pre K	Betty Mc GIllen
Other	Dean, WVNCC	Jim Bull
Parents		Sam Paletta
		Jerry Sobotka
		Kathleen Paris
Service Personnel	County Commissioner	Jeff Davis
	Maintenance	George Hines
	Sheriff	Mike White
Students		Kaitlyn Pitchok
		Roxanne Hauldren
Teachers		Peggy Patterson
		Elaine High
		Toni Hinerman
		Annie Lauttamus
		Connie Maple
		Erin McConnachie
		Charlotte Smedley
Technology Committee	Coordinator	Jennifer DiGiacinto

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

Hancock County Schools' mission is to afford all students the academic and social skills necessary to become productive members of society.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. That education is a partnership among home, school and the community. Communication among all three is vital for children to achieve success in school.
2. That parents are their child's primary role model, but recognize that the child's education is everyone's responsibility.
3. That every child has value and a school culture that promotes the worth of every student is fundamental for learning.
4. That our schools must operate in a safe, orderly climate that is conducive to learning for all.
5. That all schools must have strong leaders who are committed to excellence and continuous improvement.
6. That the curriculum must set high expectations and be rigorous, relevant and challenging.
7. That schools must be supportive of change and innovation to meet the demands of a changing society.
8. That all children must be afforded the opportunity to learn and to succeed.
9. That students must develop lifelong learning skills to become productive members of society.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	154,000.00
Technology E-rate	86,004.91
Technology E-rate County Match	52,712.69
Technology Infrastructure	61,200.00
Technology Local Share	17,375.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	45,000.00
TFS/Elementary Technology	126,845.00
TFS/Secondary Technology	110,254.00
Title II	299,497.00
Title III Language Instruction LEP	350.00
Title IV Safe and Drug Free Carryover Budget	3,762.09
Title IV Safe and Drug Free Schools	21,748.49
Title V	66,200.79
Total	**$ 1,044,949.97**

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

With the sale of Weirton Steel (now Mittal Steel) many families have been forced to relocate. In recent years, Hancock County's work force has changed from a "production base" to a "service base." Some who have found affordable housing and lower taxes have impacted Hancock County as a "bedroom community." Although Mountaineer Race Track & Gaming Resort has expanded, there continues to be a decrease in enrollment because the loss of jobs in county overall has been greater than the development of new jobs. These economic changes have resulted in financial problems for the school system, resulting in the closing of schools and decrease in available funding.

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

The majority of our residents are senior citizens; 25% of them are on social security. Thus, passing needed school bond levies is a challenge. Some are likely to oppose additional school taxes because of the closing of schools and the loss of employment. Many of our youth, who are attending college and entering professional jobs, are moving south because of a lack of available job openings here. The incoming population, which is employed largely in service related jobs, cannot support economy. Available, inexpensive housing will attract a population who may let property values decrease or who are in our schools for a short time before moving once again.

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

The major change in family structure is the increase in single parent households. We have the highest unemployment rate in WV--12%. The increase in residents who hold service related jobs versus manufacturing jobs has resulted in an increase county-wide of our free/reduced lunch population, which has risen 5% since 2003. At one time, Weirton was highly ethnic, with many first generation immigrants residing in the city. That is no longer true. Nor do we have significant racial diversity. Overall, there is a drastic loss in population.

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

Again, there has been a decrease in industry, jobs, and population. Whether a person has a high school or college diploma, opportunities are limited. The population is aging. Young people are relocating and the number of free/reduced students is increasing each year. Family structure is changing. People are leaving to seek economic opportunities elsewhere, and the life of many children is less stable.

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

There is an increase in the number of children being raised by single parents (1,447 female householders; 375 male householders). This affects the family in many ways: (a) children are often home alone unsupervised; (b) there is less structure in the daily routine of having: meals, waking up, going to bed, getting homework done, etc.; (c) because child rearing tasks are often not shared, communication with parents and parent involvement is often limited; (d) a lower family income results in less exposure to cultural opportunities, travel, books, etc. Additionally, family size is smaller, so older brothers and sisters cannot offer support and care once provided. Many grandparents continue to work and are unavailable to help in child rearing, while some grandparents find themselves raising their grandchildren for various reasons. The mobility of Americans in general results in less extended family support.

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 increase in drug and alcohol abuse may be the cause for the increase of students requiring special education services. The family structure has changed and many grandparents / guardians are now raising our students. . Poverty among some is the result of loss of industry, more service type and minimum wage jobs. Gambling takes away from monies needed to support families. Crime rate is on the increase as a result of drug use, alcohol, and gambling. Home schooling is also on the rise. The number of home schooled students is 75.

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

The growth in the greater Pittsburgh area's technology development has had marginal impact in Hancock County. Lower taxes on property are offset by higher state taxes and commuting difficulties. Locally, entry level jobs in the service industry, retail, and manufacturing require a greater understanding of technology. In the schools, elementary students are benefiting from remedial and customized initiatives. Secondary students need to have a better understanding of how and when to use technology tools to accomplish tasks. There is a movement toward paperless processes. Students are being drawn to other areas due to technology opportunities in those areas.

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

Children in Hancock County are afforded the opportunity to participate in many varying sports programs (which are independent of school sports). In addition, many are also involved in music and dance classes that meet in the evenings and on the weekends.

PRIORITIES

1.

WESTEST results have improved each year; however, results indicate a priority need for improving student achievement in the sub group of Special Education.

2. Graduation rates have exhibited a steady increase over the last three years. The graduation rate for 06-07 in Hancock County averaged to 91.05%.

3. Staff development must be provided to assist our instructors in meeting the needs of our changing population.

4. More job training opportunities must be made available for secondary and the adult population.

B. STUDENT ACHIEVEMENT DATA
ANALYSIS

No Child Left Behind School Reports

While WESTEST results over the last years have shown a steady increase in percentage of mastery, the percent of students at/ above mastery in special education needs to increase at a greater rate. Special education will again be a top priority for the 2007-2008 school year.

WESTEST Confidential Summary Report

Based on 2006-2007 results, seven of nine schools in Hancock County made AYP. At the middle school level, the two schools not achieving AYP had difficulty in the Special Education subgroup. An action plan for improvement is currently being created.

WESTEST Confidential Item Analysis Summary

WESTEST results from 06-07 are being reviewed. Strengths and weaknesses in all areas will be determined and all professional staff have begun meeting at their respective schools to review the individual school results. School plans for improvement will be placed into action. In addition, a county team has been organized to work with all schools in implementing improvement strategies within their respective schools.

WESTEST Confidential Roster Report

The WESTEST Confidential Roster Report was reviewed and analyzed by the county improvement team members at the central office as well as at each school. Roster report information was used to assist each school in making plans for improving the sub group of special education as the top priority and low SES as the second priority. Special Education test results are not in compliance. Scores must improve to meet AYP in special education and SES.

WV Writing Assessment

Elementary Schools in Hancock County,ranked 4th statewide (based on 05-06 results). Elementary results for 06-07 will be reviewed when they are received in August.

Middle and high school results for 06-07 have shown improvement with the high schools showing the highest improvement in the county. One high school increased 6% at mastery and above while the other incresed 11% at mastery and above. The significant improvement at the high school level may have been due to the extensive emphasis that was placed on writing across the curriculum as well as the use ot Writing Roadmap

SAT/ACT Results

Comparing the years of 2003-2006, ACT/SAT results indicate that the percent of students taking the SAT has decreased to 15.7% (from 29.1% in 2003). The percent of students participating in the ACT was 52.4% in 2006 which is slightly down from 60.4% in 2003.

In comparing results on both tests, the SAT scores as well as the ACT composite have steadily increased between the years of 2003-2006.

ACT Explore - Grade 8 Middle School

Based on the ACT EXPLORE results for 2006-2007, middle school students in Hancock County scored equal to or better the national scores in all sub areas.

ACT Plan - Grade 10 High School

Based on ACT PLAN results for 2006-2007, Hancock County Schools scores are equal to or higher than the national norm in five (5) sub groups.

AP Testing Report/AP Rate

Based on combined results from both high schools in Hancock County, the percentage of students taking AP classes has increased from 2.6% to 4.7%.

End of Course Testing Report for Career and Technical Education

CTC End of Course results from 2004-2007 have been reviewed.. Strengths and weaknesses in all areas have been determined and discussed with the professional staff. Hancock County's scores have improved from an average of 84.44%passing the tests to 87.11%. This exceeds the State's average of 67.8%. Additionally, the Key Train software package has been purchased and is being used to assist with the improvement of our scores in all areas with a focus on any deficiencies.

Informal Reading Assessment

Hancock County Schools utilizes the Dibels program to assess the reading level / needs of all students in K-3.

This is used in lieu of the IRA.

Informal Math Assessment

During the 07-08 school year, the Director of Elementary Curriculum will work in conjunction with our county math team and building administrators to determine individual math improvement goals for each school. The goals will be based on the need indicated through IMA as well as the WESTEST.

Formative and Benchmark Assessments

Hancock County is currently working on nine week benchmarks for all grade levels. School teams as welll as the county team are invvolved in the development of the benchmarks.

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

Through the use of the WVEIS enrollment form, schools are able to identify students who may be in need of ESL services. If the enrollment form indicates that a language rather than English is spoken in the home or that a student was born in a country other than the United States, the information is immediately sent to the Title III Director. A meeting is then held with the parents and school professional staff to 1)explain the LEP services that are available for the child/children and 2)to determnine if the parents wish for their child to have ESL services.

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

Five LEP students were enrolled in our county for the 06-07 school year. However, two of those students left the state in May. The number of ESL students is less than one (1) percent.

Based on the WESTELL results, students ranged from very limited to limited in their level of English proficiency.

In the fall of 2007-2008 Hancock County has 5 LEP students. Four are at the elementary level and one at the middle school level.

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

Two students participated in the WESTELL assessment (one in second grade and the other in third grade).

These two students constitute less than 1% of the county enrollment.

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

During the 2006-2007 school year three elementary students participated in the WESTELL testing. The students were at the kindergarten, third and fourth grade levels. Comprehension levels ranged from one to 4 and composite scores ranged from 1 to 3.

PRIORITIES

1. WESTEST results indicate a need for improving student achievement in the sub group of special education.

2. Graduation rates have improved and must continue to improve so that state requirements are met.

3. Staff development must be provided to assist our instructors in meeting the needs of our changing population.

4. More job training opportunities must be made available for secondary and the adult population.

5. Families and community members must assist the school system by placing an importance on education.

6. Technology must continue to play a major role in education.

7. Maintain highly qualified teachers in our school system.

8. Maintain quality education in our schools with less available funding.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Elementary and middle school attendance rates exceed requirements during 2006-2007 with a 98.8% average. Secondary schools graduation rate averaged to 90.05 %.

Discipline Referral Report

A strong county discipline policy has been implemented to handle discipline problems. Discipline referrals are decreasing.

Dropout Rates/Graduation Rates (by subgroup if available)

Through diligent efforts at both high schools, along with the implementation of Credit Recovery, both high schools have exhibited graduation rates well above the state mandate of 80%. Evidence of this is the 91% rate for 2006-2007

College Enrollment Rate

The college enrollment rate in 2003 for Hancock County was 59%. The college enrollment rate for WV in 2003 was 59.39%.

College Developmental Course Rate

2003 data for Hancock County students: 18% took remedial math; 9% took remedial English; 24% of enrolled Hancock County students had to take a remedial class.

The results for more current years are not available at this time.

PRIDE Survey

The Pride Survey was not conducted during the 2006-07 school year. In lieu of this survey, the WVEIS Discipline Summary Report will be utilitzed to complete the SDFS grant for FY 08.

Results of Nationally Recognized Physical Fitness Test

Based on the 2006-2007 Fitnessgram, Hancock County Schools results indicated the following:
Aerobic Capacity - 67.535 average in range
Body Composition - 87.21 average in range
Curl Up - 98.93 average in range
Upper Body Strength - 87.06 average in range
Flexibility - 88.66 average in range
Trunk Lift - 99.13 average in range

The above results indicate a priority need for the area of Aerobic Capacity to be stressed during 07-08.

CIMP Self Assessment

1.2   6.1.3b Professional sp. ed. personnel employed or contracted by the district shall meet the WV standard for highly qualified.

As of June 2006 the following action steps have been implemented:

All principals have been trained on HQ criteria.

Co teaching has been implimented countywide.

Tuition reimbursement available to professional staff on teaching permits.

Information was disseminated on college classes and programs.

Mentoring and support provided to special education teachers.

1.5 9.1.3.I.U It is the responsibility of each public agency to collect and maintain current and accurate student data for planning the delivery of a FAPE and report data as required.

A "Teacher of Record" system was established to track timelines regarding eligibility and IEP's.

Continue to monitor timelines for testing between school psychologists and special education coordinator.

Contracted with additional psychological services.

Training was provided on policies and procedures for meeting guidelines.

Special Education Data Profiles

Hancock County Special Education percent of students with disabilities are slightly above the state percentile :

State	District	
19.81%	18.82%	October Child Count
19.16%	17.44%	December Child Count

District LRE is slightly above the state average. CIMP drill down activities show that the middle school scheduling hinders LRE reporting. A large majority of students with disabilities are taught by HQT by being scheduled in a co-teaching classroom environment. LRE is determined on an individual bases by the IEP team.

Assessement of Participation and Performance: participation above the state average

Performance: Students with disabilities Westest scores show significant progress.

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

During the FY07 Hancock County School had five ESL students enrolled. Two of these students moved from our county in May of 2007.   This constitutes less than 1% ESL population in our county.

LEP - What are the major language groups?

The major language group in FY 06 was Mandrin Chinese.   During 2007 Hancock County had three Spanish and two Mandrin Chinese.

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

All LEP students were born in the United States.

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

Hancock County has no migrant students.

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

Out of the ten schools in our county, three elementary schools and one middle school will have LEP students in FY 08 .

PRIORITIES

1. Monitor attendance rates on the high school level.

2. Collaborate with college personnel to find ways to reduce the number of students taking remediation courses.

3. Encourage students to attend post-secondary schools.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

County has corrected all non compliances and has full status. Continue monitoring annual assessments.

North Central Report on Schools

All schools involved have received full compliance on their annual assessment.

Monitoring Reports (Special Education and NCLB)

Efforts to continue to monitor reports and notify schools of any non-compliance are important.

Special Education Department was not a targeted county for monitoring in the school year of 2006-2007. However, the CIMP core team will continue to self monitor the counties special education programs and data.

Walkthrough Summmaries

All principals have received E- walk training and are utliizing this in their respective schools.

High Schools that Work Assessment Report

The High Schools The Work Assessment was administered to both high schools in the county. Each school exhibited improvement in Reading, Mathematics, and Science with both school having marked improvement in Reading.

Making Middle Grades Matter Report

Not applicable

High Schools that Work Annual Report

Both high schools have targeted improving students' transition to ninth grade as a focus area and each has exhibited improvement on ACT and SAT scores. Also, both schools have had an increase in their attendance rate, graduation rate, and the number of students taking AP courses.

Highly Qualified Personnel Report

During the 05-06 as well as the 06-007 year, all professional staff in Hancock County Schools met the definition of Highly Qualified.

Framework Assessment of High Yield Practices

The Professional Staff Development Council polled the teaching staff to determine the top three practices that required staff development. They are (1) accelerated learning for low achieving students; (2) differentiated learning; and (3) standards based unit and lesson design.

Digital Divide Report (Technology)

Excellent progress has been made in increasing availability of technology to all staff and students. Current XP OS student/computer ratio is 3.6 to 1 and overall county student to computer ratio is 2.6 to 1. Improvement must be made in technology staff development and a commitment to continue to provide up to date equipment including servers, computers, active whiteboards and data projectors.

PRIORITIES

1. Maintain the number of highly qualified teachers in Hancock County remain at 100%.

2. Improve test scores of special education students.

3. Strive to continue that all schools in Hancock County continue to meet AYP. At the county level, continue the emphasis of academic improvement to meet AYP.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students will meet or exceed state academic standards by 2013-2014.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	To increase annually the percentage of "all students" achieving mastery in Reading/Language Arts at the elementary level on WESTEST	Increase Mastery in RLA K-4 Westest	83.50	92.65
1.2	To increase annually the percentage of "all students" achieving mastery in Reading/Language Arts at the middle level on WESTEST	Increase Mastery RLA -Middle Schools	84.25	93.00
1.3	To increase annually the percentage of "all students" achieving mastery in Reading/Language Arts at the high school level on WESTEST	Increase Mastery RLA-High Schools	80.00	91.10
1.4	To increase annually the percentage of "all students" achieving mastery in Math at the elementary level on WESTEST	Increase Mastery Math-Elementary	86.00	93.75
1.5	To increase annually the percentage of "all students" achieving mastery in Math at the middle school level on WESTEST	Increase Mastery Math-Middle Schools	79.25	90.55
1.6	To increase annually the percentage of "all students" achieving mastery in Math at the high school level on WESTEST	Increase Mastery Math-High Schools	74.00	88.40
1.7	To increase annually the percentage of 4th grade students at or above mastery level on statewide Writing Assessment	Increase 4th Gr. Writing Assessment	82.40	92.15
1.8	To increase annually the percentage of of 7th grade students at or above mastery level on statewide Writing Assessment	Increase 7th Gr. Writing Assessment	84.00	92.85
1.9	To increase the percentage of 10th grade students at or above mastery level on statewide Writing Assessment	Increase 10th Gr. Writing Assessment	86.50	94.00

Goal 2: All students will graduate high school by 2013-2014.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	There will be an annual increase in the percentage of students graduating from high school.	Graduation Rate	87.00	95.00

Goal 3: 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
3.1	To decrease by 5% the total number of discipline referrals made at the schools who have implemented PBS.	Positive Behavior Support	0.00	0.00
3.2	To increase by 2% the skills of students in rejecting alcohol, tobacco and other drugs.	ATOD Skills	0.00	0.00
3.3	To increase the safety of students in school facilities by decreasing the number of violations by a minimum of 2%.	Security	0.00	0.00
3.4	To assist parents in working with their children to help them understand the dangers of ATOD through PTA/PTO presentations by counselors and audio/visual lending library resources available upon request from the parent. Note: This is being implemented in 06-07. No figures for 05-06 exist.	ATOD - Parent Involvement	0.00	0.00
3.5	To increase funding and support for other frederal programs. Funds to be blended with Title V for the Credit Recovery Progam to promote an increased graduation rate.	Other Federal Program Support	0.00	0.00
3.6	To increase the number of students involved in the SAT process by 2%.	School Assistance Teams	0.00	0.00
3.7	To decrease the number of bullying incidents during the FY 07 school year by a minimum of 1%.	Bullying	0.00	0.00
3.8	To reduce the number of alcohol, tobacco and other drug violations by a minimum of 5%.	ATOD Violations	0.00	0.00
3.9	To maintain a 100% participation rate in		0.00	0.00

the the number of schools providing Character Education programs to their students. Note: This is not a budgeted item.	Character Education	

			Baseline	5-year Target
3.10	To provide bullying presentation programs to all 3rd and 6th grade students in Hancock County Schools. Note: This is not a budgeted item.	Bullying Program Presentations	0.00	0.00

Goal 4: To Improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

	Objective	**Objective Short Name**	**Baseline**	**5-year Target**
4.1	Improve the student/computer ratio of computers using Windows XP operating system or above in order to improve technology integration and student achievement.	Technology	3.90	1.00
4.2			0.00	0.00

Goal 1: All students will meet or exceed state academic standards by 2013-2014.

Objective 1.1 To increase annually the percentage of "all students" achieving mastery in Reading/Language Arts at the elementary level on WESTEST

As measured by:
Annual state WESTEST Results

Baseline Data 83.50

Targets		Actual	
2005-2006	85.33	**2005-2006**	0.00
2006-2007	87.16	**2006-2007**	83.50
2007-2008	88.99	**2007-2008**	N/A
2008-2009	90.82	**2008-2009**	N/A
2009-2010	92.65	**2009-2010**	N/A

Objective 1.2 To increase annually the percentage of "all students" achieving mastery in Reading/Language Arts at the middle level on WESTEST

As measured by:
Annual state WESTEST Results

Baseline Data 84.25

Targets		Actual	
2005-2006	86.00	**2005-2006**	0.00
2006-2007	87.75	**2006-2007**	86.00
2007-2008	89.50	**2007-2008**	N/A
2008-2009	91.25	**2008-2009**	N/A
2009-2010	93.00	**2009-2010**	N/A

Objective 1.3 To increase annually the percentage of "all students" achieving mastery in Reading/Language Arts at the high school level on WESTEST

As measured by:
Annual state WESTEST Results

Baseline Data 80.00

Targets		Actual	
2005-2006	82.22	**2005-2006**	0.00
2006-2007	84.44	**2006-2007**	79.00
2007-2008	86.66	**2007-2008**	N/A
2008-2009	88.88	**2008-2009**	N/A
2009-2010	91.10	**2009-2010**	N/A

Objective 1.4 To increase annually the percentage of "all students" achieving mastery in Math at the elementary level on WESTEST

As measured by:
Annual state WESTEST Results

Baseline Data 86.00

Targets		Actual	
2005-2006	87.55	**2005-2006**	0.00
2006-2007	89.10	**2006-2007**	89.50
2007-2008	90.65	**2007-2008**	N/A
2008-2009	92.20	**2008-2009**	N/A
2009-2010	93.75	**2009-2010**	N/A

Objective 1.5 To increase annually the percentage of "all students" achieving mastery in Math at the middle school level on WESTEST

As measured by:
Annual state WESTEST Results

Baseline Data 79.25

Targets		Actual	
2005-2006	81.51	**2005-2006**	0.00
2006-2007	83.77	**2006-2007**	82.00
2007-2008	86.03	**2007-2008**	N/A
2008-2009	88.29	**2008-2009**	N/A
2009-2010	90.55	**2009-2010**	N/A

Objective 1.6 To increase annually the percentage of "all students" achieving mastery in Math at the high school level on WESTEST

As measured by:
Annual state WESTEST Results

Baseline Data 74.00

Targets		Actual	
2005-2006	76.88	**2005-2006**	0.00
2006-2007	79.76	**2006-2007**	78.00
2007-2008	82.64	**2007-2008**	N/A
2008-2009	85.52	**2008-2009**	N/A
2009-2010	88.40	**2009-2010**	N/A

Objective 1.7 To increase annually the percentage of 4th grade students at or above mastery level on statewide Writing Assessment

As measured by:
Annual WVDE Writing Assessment Results

Baseline Data			82.40

Targets		**Actual**	
2005-2006	84.35	**2005-2006**	0.00
2006-2007	86.30	**2006-2007**	87.00
2007-2008	88.25	**2007-2008**	N/A
2008-2009	90.20	**2008-2009**	N/A
2009-2010	92.15	**2009-2010**	N/A

Objective 1.8 To increase annually the percentage of of 7th grade students at or above mastery level on statewide Writing Assessment

As measured by:
Annual WVDE Writing Assessment Results

Baseline Data			84.00

Targets		**Actual**	
2005-2006	85.77	**2005-2006**	0.00
2006-2007	87.54	**2006-2007**	87.00
2007-2008	89.31	**2007-2008**	N/A
2008-2009	91.08	**2008-2009**	N/A
2009-2010	92.85	**2009-2010**	N/A

Objective 1.9 To increase annually the percentage of 10th grade students at or above mastery level on statewide Writing Assessment

As measured by:
Annual WVDE Writing Assessment Results

Baseline Data			86.50

Targets		**Actual**	
2005-2006	88.00	**2005-2006**	0.00
2006-2007	89.50	**2006-2007**	90.00
2007-2008	91.00	**2007-2008**	N/A
2008-2009	92.50	**2008-2009**	N/A
2009-2010	94.00	**2009-2010**	N/A

Goal 2: All students will graduate high school by 2013-2014.

Objective 2.1 There will be an annual increase in the percentage of students graduating from high school.

As measured by:
Annual graduation Rate.

Baseline Data   87.00

Targets		Actual	
2005-2006	88.44	**2005-2006**	93.18
2006-2007	89.88	**2006-2007**	91.00
2007-2008	93.32	**2007-2008**	N/A
2008-2009	94.00	**2008-2009**	N/A
2009-2010	95.00	**2009-2010**	N/A

Goal 3: All students will be educated in a safe and drug free learning environment that supports academic achievement. (Title IV)

Objective 3.1 To decrease by 5% the total number of discipline referrals made at the schools who have implemented PBS.

As measured by:
WVEIS Reports / PBS end of year summary report

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	15.00
2006-2007	13.00	**2006-2007**	11.00
2007-2008	10.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 3.2 To increase by 2% the skills of students in rejecting alcohol, tobacco and other drugs.

As measured by:
Pre/post life skills surveys.

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	85.00
2006-2007	89.25	**2006-2007**	89.47
2007-2008	91.17	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 3.3 To increase the safety of students in school facilities by decreasing the number of violations by a minimum of 2%.

As measured by:
The total number of WVEIS Discipline reports for the 06-07 school year. Based on the 06-07 violations (192) we target the 07-08 number of violations to be no more than 188 or a 2% decrease.

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	188.00
2006-2007	179.60	**2006-2007**	192.00
2007-2008	188.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 3.4 To assist parents in working with their children to help them understand the dangers of ATOD through PTA/PTO presentations by counselors and audio/visual lending library resources available upon request from the parent. Note: This is being implemented in 06-07. No figures for 05-06 exist.

As measured by:
Documented presentations by counselors and lending records maintained by the counselors. Of the 5 elementary schools in the county, a minimum of 3 of the 5 (3/5 ot 60%) will utilize the program.

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	5.00	**2006-2007**	2.00
2007-2008	3.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 3.5 To increase funding and support for other frederal programs. Funds to be blended with Title V for the Credit Recovery Progam to promote an increased graduation rate.

As measured by:
End of FY 07 graduation rate report(s).

Baseline Data   0.00

Targets		Actual	
2005-2006	90.00	**2005-2006**	93.18
2006-2007	94.00	**2006-2007**	93.00
2007-2008	93.32	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 3.6 To increase the number of students involved in the SAT process by 2%.

As measured by:
SAT referral logs supplied by building principals.

Baseline Data   0.00

Targets		Actual	
2005-2006	132.00	**2005-2006**	132.00

2006-2007	0.00	**2006-2007**	200.00
2007-2008	204.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 3.7 To decrease the number of bullying incidents during the FY 07 school year by a minimum of 1%.

As measured by:
WVEIS end of the year report Reduce 24 incidents in 06-07 to 22 incidents in 07-08

Baseline Data			0.00
Targets		**Actual**	
2005-2006	83.00	**2005-2006**	83.00
2006-2007	0.00	**2006-2007**	24.00
2007-2008	22.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 3.8 To reduce the number of alcohol, tobacco and other drug violations by a minimum of 5%.

As measured by:
WVEIS Discipline Summary Reports

Baseline Data			0.00
Targets		**Actual**	
2005-2006	42.00	**2005-2006**	42.00
2006-2007	0.00	**2006-2007**	28.00
2007-2008	26.60	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 3.9 To maintain a 100% participation rate in the the number of schools providing Character Education programs to their students. Note: This is not a budgeted item.

As measured by:
End of the year progress reports provided by the principal. In 05-06 77.70 % of the schools provided programs In 06-07 100% of the schools provided programs/ In 07-08 HCS wants to maintain a 100% participation rate of schools providing Character Education programs.

Baseline Data			0.00
Targets		**Actual**	
2005-2006	100.00	**2005-2006**	77.70
2006-2007	0.00	**2006-2007**	100.00
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 3.10 To provide bullying presentation programs to all 3rd and 6th grade students in Hancock County Schools. Note: This is not a budgeted item.

As measured by:
Documentation reports provided by the principals and counselors of all elementary and middle schools.

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

Goal 4: To Improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

Objective 4.1 Improve the student/computer ratio of computers using Windows XP operating system or above in order to improve technology integration and student achievement.

As measured by:
Digital Divide Survey reports the number of computers and Operating Systems. The goal is to achieve 100% of systems at Windows XP or above.

Baseline Data			3.90
Targets		**Actual**	
2005-2006	3.50	**2005-2006**	0.00
2006-2007	3.00	**2006-2007**	0.00
2007-2008	2.50	**2007-2008**	N/A
2008-2009	2.00	**2008-2009**	N/A
2009-2010	1.00	**2009-2010**	N/A

Objective 4.2

As measured by:

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 SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Balanced Assessment System	
Culture that Accepts Responsibility for Students	
Support for the Work of the School Strategic Planning Process	**Many educators and students are gravely concerned about disorder and danger in school environments, and with good reason: Each month approximately three percent of teachers and students in urban schools, and one to two percent in rural schools, are robbed or physically attacked. Nearly 17,000 students per month experience physical injuries serious enough to require medical attention (Harvard Education Letter 1987).** School personnel, students, and parents call attention to the high incidence of related problems in school environments--problems such as drug use, cheating, insubordination, truancy, and intimidation--which result in countless school and classroom disruptions and lead to nearly two million suspensions per year (Harvard Education Letter 1987). In addition to these school discipline issues, American classrooms are frequently plagued by other, more minor kinds of misbehavior which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton 1990).
Instructional Support System	
Instructional Monitoring System	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.)
Integration of 21st Century Learning	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.)
Collaboratively Developed Strategic Plan	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).
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)
Other Strategy Positive Behavior Support	During most of its twenty-two year existence, the Annual Gallup Poll of the Public's Attitudes Toward the Public Schools has identified "lack of discipline" as the most serious problem facing the nation's educational system. Many educators and students are also gravely concerned about disorder and danger in school environments, and with good reason: Each month approximately three percent of teachers and students in urban schools, and one to two percent in rural schools, are robbed or physically attacked. Nearly 17,000 students per month experience physical injuries serious enough to require medical attention (Harvard Education Letter 1987). School personnel, students, and parents call attention to the high incidence of related problems in school environments--problems such as drug use, cheating, insubordination, truancy, and intimidation--which result in countless school and classroom disruptions and lead to nearly two million suspensions per year (Harvard Education Letter 1987). In addition to these school discipline issues, American classrooms are frequently plagued by other, more minor kinds of misbehavior which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton 1990). At the same time, however, there are many schools which, regardless of their size, socioeconomic influences, student composition, or geographic setting, have safe and orderly classrooms and grounds. As the research literature makes clear, these welldisciplined, smooth-running school environments are not the product of chance. This report offers a synthesis of findings from research studies which have identified effective classroom- and school-level disciplinary practices 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. Cotton.Kathleen.(2001) SIRS
Other Strategy Social Skills Training	Research in the affective realm points to several areas of educational practice which can enhance student attitudes and improve school discipline. As outlined in EFFECTIVE SCHOOLING PRACTICES: A RESEARCH SYNTHESIS (Northwest Regional Educational Laboratory, 1984), these include: At the CLASSROOM level: 1.10 STANDARDS FOR CLASSROOM BEHAVIOR ARE EXPLICIT. Teachers let students know that there are high standards for behavior in the classroom. Consistent, equitable discipline is applied for all students. 1.11 PERSONAL INTERACTIONS BETWEEN TEACHERS AND STUDENTS ARE POSITIVE. Teachers pay attention to student interests, problems and accomplishments in social interactions both in and out of the classroom. Teachers make sure they let students know they really care. 1.12 INCENTIVES AND REWARDS FOR STUDENTS ARE USED TO PROMOTE EXCELLENCE. All students know about the rewards and what they need to do to get them. Rewards are chosen because they appeal to students. Rewards are related to specific student achievements. Some rewards may be presented publicly; some should be immediately presented, while others delayed to teach persistence. At the SCHOOL level: 2.7 DISCIPLINE IS FIRM AND CONSISTENT. 2.9 INCENTIVES AND REWARDS ARE USED TO BUILD STRONG MOTIVATION. Cotton.Kathleen (1989) SIRS

Other Strategy Social Influences	**An emphasis on social influences such as advertising and media as well as the influence of friends (peer resistance skills training) and family members as role models are an important part of the Comprehensive, Multi-Component Approach. Research has shown that a focus on social influences is a critical aspect of effective drug prevention education.** **Supporting Citation:** Epstein,J., Botvin,G., Baker,E. & Diaz,T. (1999). Impact of social influences and problem behavior on alcohol use among inner-city hispanic and black adolescents. *Journal of Studies on Alcohol*, 60(5), p. 595-604.
Other Strategy Refusal/Resistance Skills Training	**A review of school-based drug abuse prevention programs was conducted for 1989-1994. In addition to a comprehensive literature review, interviews were conducted with a panel of 15 leading experts in prevention research. Key elements of promising prevention curricula were identified. Effective prevention programs were found to be based on a sound theoretical or research foundation. They included developmentally appropriate information about drugs, social resistance skills training, and normative education. Broader based personal and social skills training appeared to enhance program effects. Effective programs used interactive teaching techniques and teacher training, and provided adequate coverage and sufficient follow-up. Cultural sensitivity to the target population was found to be critical to program success. Additional program components were expected to enhance curriculum effectiveness. Finally, experts agreed that adequate evaluation of prevention curricula was critical. Unfortunately, despite information about the types of curricula that are effective, the most promising prevention curricula are not widely disseminated. Reasons for under-utilization are explored, and recommendations made for correcting the situation.** **Dusenbury, L. & Falco, M. (1995). Eleven components of effective drug abuse prevention curricula. *Journal of School Health*, 65(10), 420-425.**
Other Strategy Risk @ Protective Factor Approach	**Research suggests that prevention programs should address risk factors.** **Supporting Citation:**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. *Pscyhological Bulletin*, 112(1), 64-105.
Other Strategy School Climate	**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. *School Improvement Research Series*, Close-Up 9.**

Technology Plan

Submitted by - svk29001 2007-09-14 12:34:24.0

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,

State of the art and well maintained hardware, software and network infrastructure are essential to allow effective integration of technology in the curriculum. Hancock County Schools intends to continually improve the quality and quantity of well maintained systems to allow maximum impact in the curriculum. Support technologies, including but not limited to state of the art telephone systems, voice mail, web based applications for substitute teacher assignment, professional staff development, maintenance and operation, and technical support will be improved and enhanced regularly. File servers will be replaced and updated in a timely manner to provide the necessary infrastructure for the system to operate properly. Wireless connectivity, already in place in all facilities, will continue to be expanded and secured. Anti-virus and anti-spyware initiatives will be maintained and monitored to allow efficient operation. Support will be provided by district staff and remote support opportunities will be expanded to allow a high percentage of uptime performance. Safety will be improved through continued implementation of digital video surveillance systems in every school and installation of GPS enabled phones in school buses monitored via the networks. A strong commitment to improve the educational process through the efficient use of technology will continue to guide future initiatives.

Technology Needs Assessment

Excellent progress has been made in increasing availability of technology to all staff and students. Current XP OS student/computer ratio is 3.6 to 1 and overall county student to computer ratio is 2.6 to 1. Improvement must be made in technology staff development and a commitment to continue to provide up to date equipment including servers, computers, active whiteboards and data projectors.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None

Action Step Tech 01/Hancock County will budget for and use the technology equipment/infrastructure that supports the acquistion of 21st century skills

> **01** - Add new servers to Broadview ES and BOE
>
> **02** - Update all servers county-wide to Windows 2003
>
> **03** - Increase wireless access points in areas without wireless access (elementary
>
> **04** - Add additional drops to classrooms where needed

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2010	?	?

Purpose To ensure that the capabilities of the technology infrastructure is adequatge for acceptable performance of the technology being implemented and for improved student achievement

Persons Responsible

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

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

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None

Action Step Tech 02/Hancock County will use technology to improve achievement of all students with special emphasis on high need and high poverty students.

    1 - To provide increased access to educational software for students by provide access to ODYSSEY

    2 - Increase the number of interactive whiteboards and data projectors located in all schools to ensure all computer labs have the equipment and to increase number of mobile setups

    3 - To provide secondary school student's access to PLATO educational software to increase enrichment/relearning opportunities.

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?

Purpose To show how 21st century tools and skills will allow students to access information, solve problems, communicate clearly, make informed decisions, aquire new knowledge, construct products, reports and systems, and access online assessment.

Persons Responsible

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

---

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

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None

Action Step Tech 03/Hancock County Schools will ensure that the use of telecommunications and internal connections in the schools will support student learning

    03 - Provide access to WVEIS for student management system

    04 - Use the Internet for research and access to standards based lesson plans

    05 - Provide United Streaming for enhancing instruction

    01 - Provide long distance, voice, and cellular serice to schools and appropriate administrative staff

    02 - Use GradeQuick and EDLINE in all schools

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?

Purpose To ensure sufficient bandwidth to support teaching and learning to provide satisfactorily for instructional management needs.

Persons Responsible

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

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

---

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None

Action Step Tech 04/Hancock County Schools will provide increased access to technology for students and teachers.

    1 - Expand wireless access speed and availability in all schools and district offices

    02 - Provide palm labs for secondary schools

    03 - Provide palm labs for elementary schools

	04	-	Update computers to eliminate all Windows 98 computers
	05	-	Update every administrative and secretary computers at elementary schools
	06	-	Provide tablet computers for all tech contacts at elementary schools
	07	-	Implement additional whiteboards and data projectors for classrooms

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

Purpose To increase access to all forms of technology including mobile computing resources, hardware, and software

Persons Responsible

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

---

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

---

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None

Action Step Tech05/Hancock County will use innovative strategies to provide for the delivery of rigorous and specialized courses that may not be available without the use of technology.

| | 01 | - | Provide WV Virtual School classes for students who need courses |
| | 02 | - | Provide professional development through online course delivery |

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

Purpose To provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Persons Responsible

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

---

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

---

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None

Action Step Tech06/Hancock County will include strategies for promoting parental involvement and improved communication with community/home through the effective use of technology.

	01	-	Use Grade Quick and Edline to communicate with parents and community
	02	-	Encourage the use of email and blogs for communication/collaboration
	03	-	Use school websites to communicate regularly with students, families and communities

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

Purpose To improve communication and collaboration among stakeholders

Persons Responsible

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None

Action Step Tech07/Hancock County will off professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology.

- **01** - Provide lunch to learns - 30 minute workshops for technology integration training
- **02** - Provide Compass Odyssey support for teachers
- **03** - Virtual field trip training sessions will be held
- **04** - Training for mobile palm labs
- **05** - Tech contacts will provide continued support and professional development for teachers

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?

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

Persons Responsible

Professional Development None

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

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None

Action Step Tech08/Hancock County will maintain and repair all computer equipment and internal connections.

- **01** - Tech contacts ensure hardware and software are working well
- **02** - Provide an online help desk tracking system
- **03** - Collaborate with RESA to provide maintenance for computers/internal connections
- **04** - Use state vendor help desks for maintenance and repair

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?

Purpose To provide a stable and robust 21st century learning environment

Persons Responsible

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

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None

Action Step Tech09/Hancock county will collaborate with adult literacy providers when appropriate.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2010	?	?

Purpose To provide 21st century skills for adults/community **Persons Responsible**

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	38,400.00	23,808.00	14,592.00
		Data Lines	51,480.00	31,918.00	19,562.00
		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	9,600.00	5,952.00	3,648.00
		Paging	0.00	0.00	0.00
		Voice	25,392.00	15,743.00	9,649.00
		WAN	0.00	0.00	0.00
		Web Hosting	13,846.00	8,584.00	5,261.00
		E-rate Totals	138,718.00	86,005.00	52,713.00
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	38,400.00	23,808.00	14,592.00
		Data Lines	51,480.00	31,917.60	19,562.40
		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	9,600.00	5,952.00	3,648.00
		Paging	0.00	0.00	0.00
		Voice	25,392.00	15,743.04	9,648.96
		WAN	0.00	0.00	0.00
		Web Hosting	13,845.00	8,584.27	5,261.33
		E-rate Totals	138,717.00	86,004.91	52,712.69
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	34,536.00	21,412.32	13,123.68
		Data Lines	55,605.00	34,475.10	21,129.90
		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	15,600.00	9,672.00	5,928.00
		Paging	0.00	0.00	0.00
		Voice	66,960.00	41,515.20	25,444.80

	WAN	0.00	0.00	0.00
	Web Hosting	11,664.00	7,231.68	4,432.32
	E-rate Totals	184,365.00	114,306.30	70,058.70
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	34,531.20	21,064.03	13,467.17
		Data Lines	57,405.00	35,017.05	22,387.95
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	4,800.00	2,928.00	1,872.00
		Long Distance	15,600.00	9,516.00	6,084.00
		Paging	3,420.00	2,086.20	1,333.80
		Voice	66,960.00	40,845.60	26,114.40
		Web Hosting	10,992.50	6,705.43	4,287.07
		E-rate Totals	193,708.70	118,162.31	75,546.39
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? 08/20/2001

3. When was the public meeting held for CIPA Compliance? 08/16/2001

4. Provide the URL to your acceptable use policy.

http://www.hancockschools.org/AUP2001.html

	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?	10	1	11
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	1	1
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

Through the continued implementation of co-teaching, prioritization and mapping of the curriculum, differentiated instruction, further definition of the power standards, and expanded professioinal development activities within the county, the varied needs of our target audience will be addressed. The multiple structural approached will help maximize each student's ability to succeed.

Process Monitoring

The Curriculum Team, principal, and professional staff at each school will meet throughout the year to assess the progress of the action steps implemented at the school and county level. The Professional Development Council will address the needs of the school / county in organizing needed staff development activities.

Evaluation Process

Through the use of survey information from professional staff development trainings, the schools and Professional Staff Development Council will utiilize two hours of each IS day during the 2007-2008 school year to hold professional staff development trainings.