FIVE-YEAR STRATEGIC PLAN
2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

HARDY COUNTY SCHOOLS   HARDY CO BOARD OF EDUC - CENTRAL OFFICE

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Assistant Superintendent	Barbara Whitecotton
	Administrative Assistant	Sharon Hammer
	Director of Student Services	Juanita Hoover
	Principal	Douglas Hines
	Principal	Beverly Coppe
	Principal	Rebecca Brill
	Principal	David Jones
	Superintendent	Ronald Whetzel
Business & Community	Community	Carmen Ridder
	Family Issues Task Force	Miriam Leatherman
	Summit Community Bank	Scott Jennings
	Mt. State Financial Services	Joe Brennskag
	American Woodmark Corp	Fred LeMasters
	Pilgrim's Pride Corp	Jeff Dearing
	Hardy Telecommunications	Derek Barr
	Pendleton County Bank	Sheldon Arbaugh
	American Woodmark	Tom Shanholtz
ESL Parent	ESL Parent	Elia Lopez Lolez
Federal Programs	Title II Director	Sharon Hammer
	TitleIII Director	Juanita Hoover
	Title I Director	Barbara Whitecotton
Other	TitleIII Contact	Joe Ann Hartman
Parents		Betty Stickley
		Tessa Foltz
		Joan Mathias
		Patty Krauskopf
	Parent	Marsha Hahn
	Parents	Vic and Missy Shockey
Service Personnel	Clerk	Stephanie Ours
	Food Service	Sherry Barb
	Director of Maintenance	Garry Moore
	Custodian	Sara Stewart
Teachers	ESL Teacher	Allison Vincell
	Title I Teacher	Kathy Hardy
	Health Teacher	Charlotte Hill
	English Teacher	Michael Funkhouser
	Vocational Teacher	Sheila Kelican
	Elementary Teacher	Jennifer J. Butts
	Elementary Teacher	Janae Shields
	Math Teacher	Melody Leatherman
	English Teacher	JoEllen Halterman
Technology Committee	County Tech Administrator	Charles Landes
	Librarian	Elizabeth Webster
	Business Teacher	Kristal Roberson
	Paraprofessional	Jennifer Southerly
	Lang. Arts Teacher	Ronald DeMedici
	Principal	Beverly Coppe
	Elem. Teacher	Michelle Holstein
	Computer/Math Teacher	Louise Miller
	Director of Technology	Barbara Whitecotton
	Business Teacher	Sheila Kelican
	Health Teacher	Charlotte Hill

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

Helping Children Succeed: Every One, Every Time

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...
1. Our students have the ability to learn and succeed.
2. Our staff will consist of highly qualified personnel.
3. Our schools are centers that enhance life-long learning.
4. Our commitment to high standards for quality education is essential.
5. Our schools will provide safe, supportive and nurturing environments for everyone.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Carl D. Perkins	20,282.00
Step 7	361,644.00
Technology E-rate	106,520.01
Technology E-rate County Match	35,506.66
Technology Infrastructure	33,198.00
Technology Local Share	9,425.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	57,110.06
Technology TFS/Secondary E-rate County Match	19,036.69
TFS/Elementary Technology	30,540.00
TFS/Secondary Technology	38,465.05
Title II	127,950.00
Title III Language Instruction LEP	6,475.00
Title V	3,000.00
Total	**$ 849,152.47**

DATA ANALYSIS

A. EXTERNAL DATA
ANALYSIS

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

Hardy County Schools projected it would have a strong steady increase in student enrollment. However, that trend has not been seen over the past 3 years.In fact, the trend has shown a stable student enrollment with exception of the adding of the preK program. The trend has shown an increase in Latino students but no significant growth in any of the other groups or subgroups.

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

The racial makeup of Hardy County has changed with a greater population of Latino people joining the county work force. The county is not seeing a growth in the number of persons under 18 years of age staying in the county. The county is experiencing a trend for a more senior population with individuals from outside the county purchasing property and making this their retirement residence from more populated urban areas. We are seeing an significant increase in need for ESL services for our students.While the number of LEP students appears to be stabilizing, this is a transient population. Of the origional 11 students in 2002-03, 8 are still enrolled. There were 7 new students in 03-04, 14 new students in 04-05, 18 new students in 05-06 and 11 new students in 06-07. 19 students have enrolled and moved since 02-03. This means an increase need for facilities, highly qualified teachers, support staff, transportation, maintenance and food service. Since Hardy County has a tax relief on senior citizens known as the "Homestead Act", we are facing a potential for a decreased tax base resulting from the increase in senior citizens qualifying for this decrease in paid taxes.

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

Hardy County has experienced a continued slow decline in unemployment due to the increased employment opportunities brougt about by an increase in industries in the county. However, the level of socio-economic growth has not seen a significant upward trend. The county remains basically a "blue collar" county with wages being based on relatively uniform wage rates in all the industries. The towns within the county have seen a growth in service industries that include food service and hotel/motel businesses. These service industries operate with rates of pay relative to the minimim wage rates. As a county we have experienced economic growth to a level that our citizens can be fully employed. However, the level of social comfort that the employment provides has not seen measurable growth relative to the economic growth. We remain largely a "blue collar" economy with social norms and values relative to what has always existed within the county.

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

Hardy County has seen a steady decline in unemployment. This is due to employment opportunitie brought about by increased industry in the county. However, with the increase in opportunities we have not seen a significant increase in the amount of available spendable money relative to the overall economic status of the state and nation. Our county's economy is basically an $8-$10/hr. economy. Our citizens who earn higher rates of pay travel outside our county and state borders to earn these wages. Approximately 31 % of our residents travel outside Hardy County for work. While outside the county borders, these residents spend money that would greatly benefit the businesses within the county. With the increase of employment opportunities, Hardy County has seen a steady increase in its Latino student population. This increase has brought about a need for increased serices in the form of teachers, facilities, transportation, maintenance, support services and food service. The growth has been steady and not explosive with the population being centered on the West side of the county and largely in the elementary and middle schools. Therefore, we are facing the need for providing services to all of our 5 schools without creating fragmentation of services among them.

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

The median family income for families in Hardy County is up, the percent of children in poverty is up, the per pupil expenditure spent in education is down, the percent of children in single parent families is up and our high school drop out rate is also going up relative to the 2002 and 2003 Kids Count statistics. However, Hardy County has one of the highest employment rates in the state. Our families are working, but working for factories that do not pay high hourly rates. Our school community has seen a significant growth in families where both parents are working to sustain the 24 hour work force in our factories. The racial background of our families has begun to change as the factories are bringing in Hispanic families to supply the labor force that is not available in the county nor the surrounding counties to provide for the increased need for labor. We have seen in the county a significant decrease in parent involvement in our schools as our parents are sharing the responsibilities of child care by working different shifts to eliminate the need for paying for child care. With the decrease of parent involvment in the education of their children, we are seeing our students struggle in school to achieve. They do not get the parent contact to help with their school work that is needed to support them each day. Hardy County Schools are seeing a need to reach out to the parents to insure that the contact with the school is being made in order to improve the academic progress of our children. We also see a need to make a connection with our community to address these issues in order to build a more effective school system that will provide for the students and the needs that they now have. We are in need of addressing the student that we now have in school. Our challenge will be to identify the characteristics of that student and to begin to address his or her needs.

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?

Hardy County has seen an increase in the use of drugs, alcholol, and criminal acts in the county. As our family characteristics are changing we are seeing changes in our school climate also. We have not found many of our children to be experiencing homelessness but our rate of children living in single families and experiencing "the working poor" symdrome appear to be increasing. Our children are experimenting with drugs and alcholol at a much earlier age. They are also getting involved in sexual relationsips at a younger age. Relative to the Kids Count statistics, Hardy County is also seeing an significant increase in juvinile delinquency rates: up to 55.6 % in 2002 from 19.5 % in 2001. In addition, teen deaths, resulting from violence, was up to 79.5 % in 2002, which was an increase of 53 % that had occurred in

2000. A recent survey of community assets was conducted that confirmed the previous data to be continuing to be true. Howevr, even with the community having identified deficiencies in their assests to insure a balance social growth for the students in the county, the students reported an overall sense of adult caring for them.

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

Hardy County students have access to technology throughout our system. Our hardware structure is equal to or above other counties in the state. Our students use laptops and classroom computers as instructional tools in their daily classroom activities. Our instructional staff as well as our service personnel staff have access and are expected to use computers daily for acccessing e-mail and completing their daily tasks. Our students see our school and county staff using technology to complete their daily tasks and are modeling these behaviors. Our students are greatly involved in the use of technology to complete their academic work on a daily basis. We feel that our students will be prepared for the technology that they will need to be active participants in the future work force. We believe and model the expectation that technology will be an active component of the lives of our children. We not only expect that our children will use technology, we believe they should be proficient and competent in its use.

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

Many of the students in Hardy County at the secondary level are involved in work. As we see our students enter the work force prior to graduating from high school, we are seeing also a decrease in their commitment to the highest quality of work in their academics as well as the liklihood that students will elect to leave school before their graduation date. Our drop out rates are showing an upward trend which may be due to our students entering the workforce earlier than expected. Contrary to our students entering the work force early is the impact that our athletic programs have on the retention of our students in school as well as a catalyst to helping students to maintain adequate grades in order to particpate. Many of our secondary and middle school students participate in after school athletic programs that are regulated by the WVSAAC guidelines that insists on a 2.0 grade point average for participation. The community also has many programs that entice our students to take part in. Oftentimes, our students do not regulate the amount of time that is spent in these activities relative to the need to be at home completing "academic chores".

Corridor H Highway and Community College

With the building of Corridor H in the county, the county has experienced an economic growth in the form of increased industries within the county. With the opening up of the county. the county has seen an increased number of people traveling to and through the county for work and pleasure. A present and potential future impact of the road system has and will continue to be a increased value of property within the county. With these increased activities will potentially be a greater tax base from which the school system will benefit. The new community college provides opportunite for the school system to provide to our students with articulation agreements. This enables our students to get 2 years of college while attending high school. This will allow our student to move ahead in their education while still in high school.

PRIORITIES

1. To address issues that will impact the academic achievement for all students in Hardy County.

2. To provide highly qualified instructional staff, facilities and services so that all students can benefit from the educational services in Hardy County Schools.

3. To build the most effective school system possible that will address the social, economic and behavioral issues that our children have that are enrolled within our schools.

4. To implement strategies that will enhance the involvement of our parents and community partners in the education of our children.

B. STUDENT ACHIEVEMENT DATA

ANALYSIS

No Child Left Behind School Reports

All 5 schools in Hardy County made AYP for 2006-07. However, the special education subgroup continues to remain a problem in all schools. Moorefield Middle School moved their special education subgroup into Safe Harbors and Confidence Interval through increasing the student achievement levels of these students. They continue to show over the past 3 years to have a steady growth in achievement with the special education subgroup along with a decline in the number of students in this subgroup even though it remains about the 50 cell size. East Hardy Early Middle School has reduced the number of students tested to below the 50 cell size in their special education subgroup but have not shown a continuous growth in student achievement with this subgroup over the past 3 years. In fact, their results show a decrease in achievment in the special education subgroup for the 2006-07 school from the 2005-06 school year. Moorefield Elementary School's special education subgroup also showed a decline in numbers keeping them below the 50 cell size, but not an increase in student achievement from the 05-06 school year. Both Moorefield High School and East Hardy High School have cell sizes below 50 but also are not showing a continuous achievement gain their special education subgroup. In addition, Moorefield Elementary and East Hardy Early Middle Schools have potential problems with the SES subgroup in the area of reading/language arts. Thses groups are within the 50 cell size and were in the confidence interval for AYP accountability.

WESTEST Confidential Summary Report

This report indicates that the county is continuing to show an upward growth in all areas. However,the growth in reading has not shown the growth that the math assessment reveals. Students also are clustered in the mastery performance level with a smaller group in the novice and partial mastery. Also, the groupings in the above mastery and distinquished are significantly lower than the group in the mastery performance level. The data indicates upward growth in our SES students in both math and reading. The trend for the students with disabilities has overall shown an upward growth in math and reading. Likewise, our Black population has shown an upward trend even though this group is not

large enough for accountability purposes.

WESTEST Confidential Item Analysis Summary

The item analysis indicates that our students are continuing to need attention in reading comprehension. Our students also continue to have problems with math application skills, graphing skills and the ability to read and use charts.

WESTEST Confidential Roster Report

Hardy County has 41.19% of their students achieving below mastery in math and/or reading. There are 92 students in 3rd grade, 90 students in 4th grade, 56 students in 5th grade, 93 students in 6th grade, 58 students in 7th grade, 63 students in 8th grade and 47 students in 10th grade for a total of 489 students scoring from novice to partial mastery in either or in both math and reading/language arts.The goal is to reduce this non-proficient group by 10% each year. These numbers do not reflect a decrease in the number or percentage of students scoring below mastery for the 05-06 school year as predicted.

WV Writing Assessment

Hardy County Schools achieved 84.34% at or above mastery in their 7th grade scores on the WV Writing Assessment. The 10th grade has 90.68% at or above mastery on the writing assessement. Our 4th grade writing assessment has taken a significant decrease for the 06-07 school year. Our county percentage for those at or above mastery was 59% which is down from 75% for the 05-06 school year.

SAT/ACT Results

The ACT results indicate scores at or above the state level in most areas. The concern is the for the overall performance of the state relative to the nation. Our students need to be growing somewhat faster to exceed the state. The trend we are seeing shows appropriate growth at this time.

ACT Explore - Grade 8 Middle School

The ACT Explore test data indicates that a large percentage of our students would not be successful at college at the time of assessment. Hardy County needs to put a greater attention and emphasis on this test regarding the relativity of its results. The use of this assessment data has not been adequately used in the systemic assessment of our students. We are beginning to use the data more effectively with this upcoming year. The high schools and middle schools need to work collaboratively using the Explore and Plan to analyze growth and predict success. Its use needs to be more a part of the total system of assessment for Hardy County Schools in grade 8 resulting in a more balance assessment system.

ACT Plan - Grade 10 High School

Hardy County Schools are scoring at or above the national average on the ACT Plan. However, our scores need to show a significant growth in order to insure that our students will be be successful. Our scores do not indicate that our students will be successful in college without taking developmental courses. The high school ACT Plan needs to be used collaboratively with the ACT Explore to predict success in high school as well as in post high school educational choices.

AP Testing Report/AP Rate

The county needs to encourage more students to participate in AP courses as well as take the assessment for these courses. Those students participating in the classes and the assessment are improving in English and social studies. Those students taking the AP Biology are also doing better. Higher expectations and rigor is needed in the English and social studies class in order to improve student results.

End of Course Testing Report for Career and Technical Education

The CTE program in Hardy County has shown significant growth during the 06-07 school year. The number of completers improved and the number of students passing the end of course tests also improved. The data entry at the county level was excellent during the year allowing for correct information to be allocated to the county. Our high schools are cleaning up their scheduling and are becoming more effective in working with students to insure their completion of concentration. Even though we have shown excellent growth, our high schools need to do more work in the scheduling of students to show significant improvement and promise.

Informal Reading Assessment

The Informal Reading test is currently being used at Moorefield Elementary School. It is a paper test and it is difficult to look at trend data across a group of children.

Informal Math Assessment

Informal math is used in Hardy County. Our concerns center around the subjectivity of the test and benchmarking relative to the examiner as well as it being a paper test.

Formative and Benchmark Assessments

We are seeing more of our schools using the I Know website for benchmarking units of study that have been constructed upon the WV CSOs. We need to see more consistent use of this site. We are implementing benchmark test on a 6 or 9 week basis for our schools this school year that will asssess growth in math and reading/language arts.

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

When students enroll in Hardy County Schools, parents complete a Home Language Questionnaire. Information is forwarded to the Title III Director. All ESL students are individually assessed with the Woodcock-Munoz to determine their English proficiency and amount of service to be provided by an ESL teacher.

- Level I   Elementary   30 minutes 3 times a week   Middle/High   45 minutes   3 times a week
- Level 2   Elementary   30 minutes 2 times a week   Middle/High   45 minutes   2 times a week
- Level 3   Elementary   30 minutes 1 time a week   Middle/High   45 minutes   1 time a week
- Level 4   Monitor
- Level 5   Proficient
- In order to exit the ESL program the following must be met:1) a composite score of 5 on WESTELL 2 years in a row and 2) a RLA Mastery on WESTEST

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

- Negligible
- Very Limited
- Limited
- Average
- Advanced
- Fully Proficient

2006-07 WESTELL scores are not yet available.

A crosstabulation summary of 6 students WESTELL 04-06 reflects 5 students scoring a composite score of 4 and 1 student with a composite score of 5.

LEP - What are the number and percent of LEP students participating in the statewide assessment program?
100% of Hardy County students participate in statewide assessment.

PK-3rd are given Informal assessment

3-8th, 10th are given WESTEST

K-12th, are given WESTELL

LEP - What are the number and percent of LEP students at or above the 50th percentile on the statewide assessment program?
2006-07 WESTEST results are not yet available.

DIBELS

DIBELS is presently being used very successfully at East Hardy Early Middle School in grades K-3. The results have shown promising progress for its two years of implementation. Moorefield Elementary School will be using Ames Web this school year to regularly asses the K-3 students. Moorefield Middle School and Moorefield High School will be part of a pilot project for AIM this school year. They will be implementing benchmarking to assess student progress and assign intervention tiers.

PRIORITIES

1. To increase student achievment by reducing the number of non-proficient students over the next 5 years.

2. To increase parent involvment in the education of their children in order to increase overall student achievement of all our students

3.

To implement a writing program that reflects a preK-12 writing process and emphasizes the importance of all content areas in the development of the writing process in students.

4. To provide a system of benchmarking that will insure the tracking of progress of students and allow for appropriate intervention.

5.

To provide a benchmarking and intervention program that will increase student achievement for students in grades k-12.

6. To implement a system of mapping curriculum that will provide a guildeline based on the WV Content Standards and Objectives.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Hardy County attendance summaries do not indicate significant concerns. The county has shown a 94-97 % attendance rate over the last 3 years. These rates are relative to all subgroups.

Discipline Referral Report

Hardy County Schools have an inconsistency in their reporting system. This is creating a validity problem when making comparisons between schools as well as when the county is evaluating data to determine the level of behavior problems in each of schools. We have reported incidents of behaviors that range from disruptive behaviors to the use of drugs and alcohol. We have dispostition of behaviors from parent and teacher conferences to recommendations for expulsions. Our need is to design a uniform agreement of reported behaviors for all schools so that the data reported will have equity in its representation of each of our 5 schools.

Dropout Rates/Graduation Rates (by subgroup if available)

Hardy County graduation rates have shown a steady decline over the past 3 to 4 years. However, both high schools this year have shown a positive increase in the number of students graduating. Moorefield High School conintues to struggle with this. East Hardy High School's graduation rate improved for the 06-07 school year.

College Enrollment Rate

Relative to the 2003 HEPC statistics,Hardy County had a college enrollment rate of 50 %.The greatest number was from Moorefield High School with a rate of 56 %. East Hardy High School had a rate of 36 %. The concern as a county would be to increase the college enrollment for East Hardy High School will attempting to increase the rate overall for the county.

College Developmental Course Rate

Relative to the HEPC 2003 statistics, Hardy County had a developmental math course rate of 24 % and a developmental course rate for English of 18 %. In other courses, the county had a developmental course rate of 30 %. The highest concern identified is that even though Moorefield High School had the highest college enrollment rate, they also had a significantly higher rate of developmental courses being needed. Overall, the developmental course rate for those students from Hardy County who are enrolling in colleges appears to be higher than acceptable for our students to be successful in the work force.

PRIDE Survey

Hardy County students report use of drugs, alcohol and tobacco. Our students also report concerns of safety in our schools as well as in their homes and community. Our concern is that our schools, families and community are not aware of what our students need in order for them to be successful citizens in both our schools and communities. We are also getting an increased report of students taking guns to school. These reports have not been substantiated by student disciplinary actions in the county but also can not be ignored. Hardy County Schools did not participate in the Pride Survey in 06-07 due to using the community assests survey. They will be using the survey for the 07-08 school year.

Results of Nationally Recognized Physical Fitness Test

Due to the changes in the reporting of physical fitness information, the data available for this is not available. All schools participated in the new physical fitness assessment program that was implemented during 05-06. Beginning the 06-07 data will be collected and analyzed for meeting of goals.

CIMP Self Assessment

Upon review of the Self Assessment Plan for Hardy County ther were four area of Need Improvement. The first area to be addressed was training for service personnel. A summer academy for service personnel was just completed. It focused on the documented needs of the service personnel. Provision of information to agencies and organizations has been improved but is not yet compliant. The Pre K Collabrative Team has facilitated and encouraged better provision of information . A more comprehensive plan is still needed. The third area for improvement deals with PERCS, PTI, WVDE and the district providing training for parents. The first step to complianace has been taken by establishing a PERC. There is a physical site with equipment and supplies. Staff was hired and has resigned. This is an area that continues to need improvement The final area of need addresses AYP for special students. The county has taken several step to address this. 1. Special students are served through inclusion   2. Hardy County coninues to provide quality staff development on the instructional strategies for teaching all children. 3. Hardy County continues to recruit and hire fully certified teachers.

Special Education Data Profiles

Assessment data reports that Hardy County continues to have high percentage of students with disabilities scoring below mastery. Those groups reporting the greatest number of below mastery are SLD, MI, BD and other health impairments.

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

2005-06 identifies 41 LEP students, 41/2234 or 1.8%

2006-07 identifies 42 LEP students, 42/2331 or 1.8%

LEP - What are the major language groups?

2005-06   39 Spanish   2 Chinese

2006-07   41 Spanish   1 Chinese

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

2005-06 27 Immigrant   14 Non-Immigrant

 27/41 65.8% of LEP identified students

 27/2234 1.2% of school population

2006-07 29 Immigrant   13 Non-Immigrant

  29/42 or 69.0% of LEP identified students

  29/2331 or 1.2% of school population

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

2005-06 41 Migrant

  41/41   100% LEP students

  41/2234   1.8% school population

2006-07   42 Migrant

  42/42 or 100% of LEP students

  42/2331 or 1.8% of school population

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

2005-06 41 LEP students   2006-07 42 LEP students

PK-2   PK-2

K-10   K-4

1-6	1-11
2-2	2-6
3-6	3-2
4-1	4-5
5-3	5-1
6-3	6-4
7-2	7-4
8-3	8-1
9-1	9-2
10-1	10-0
11-1	11-0
12-0	12-0

LEP What is available for families to promote language acqusition?

Currently 20+ families are involved in learning English and Spanish through a community lending program.

Students completing concentrations in CTE programs

Hardy County students increased the number of completers of concentrations in the CTE program. The number of concentrations were much greater for the 06-07 school year with even greater projections for the 07-08 school year.

PRIORITIES

1. Increase our graduation rate at both high schools.

2. Increase our enrollment in post-high school institutions with a decrease in the number of students having to enroll in developmental courses at entry.

3. Design an effective school system that addresses the collection of data and interventions for social misbehaviors of our students.

4.

Improvement of the Career and Technical Education program that reflects appropriate data entry and increased number of students completing concentrations.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

Four out of five schools have meet AYP for this school year. East Hardy Early Middle School met AYP this school year but will need to do so for another year in order to not be identified for School Improvement. Moorefield Middle School remains identified for School Improvement since they did not meet AYP for two consecutive years. Both identified schools are now in corrective action. The subgroup that continues to give our schools problems is our special education group. Also, our SES subgroup indicates issues that need to be carefully monitored to prevent them from becoming an identified subgroup.

North Central Report on Schools

Both of the high schools have made accreditation with North Central. At this date, a concern is the lack of electives at our high schools.

Monitoring Reports (Special Education and NCLB)

We have 4 schools who have made AYP and two that are in corrective action. We do have schools that are making AYP by means of confidence intervals as well as by averaging. We also have a growing Latino population that is not doing well due to English being their second language. Additionally, our subgroups of special education and SES are areas of concern that need monitoring and intervention programs.

Walkthrough Summmaries

We are in the beginning phase of this process. We will be developing this during this school year. We will also be adding a walkthrough component that will be specifically monitoring our implementation of differentiated instruction and tiered intervention.

High Schools that Work Assessment Report

N/A

Making Middle Grades Matter Report

N/A

High Schools that Work Annual Report

N/A

Highly Qualified Personnel Report

We will need to continue to develop staff development and other opportunities for our teachers to become certified. One of our greatest concern is not only to attract but to retain our teachers that we now have.

Framework Assessment of High Yield Practices

Hardy County School system needs to address curriculum mapping, prioritizing of curriculum, development of professional learning communities in order to implement co-teaching and differentiated instructional strategies as well as other research based strategies that will bring about a more effective school system that will increase student achievement. In addition, the county needs to address parent involvment as well as community involvment in the education of our children. Communication within our system and with our parents and community needs to be improved and increased. An effective school system needs to evolve that will address the needs of our students, parents, staff, and community so that are children are receiving an education that will equal or exceed any student in the state and/or nation.

Digital Divide Report (Technology)

The ratio of computers to students in Hardy County Schools has increased over the last five years. There has also been a movement toward upgrading the operating systems to Windows XP. However, more work needs to be done towards upgrading to the most current operating system. Hardy County has reported 228 computers with less than Windows XP. This is an increase of 201 computers which have an operating system of XP or above than what was reported the previous year. Even with this increase, the county needs to continue to upgrade their computers to Windows XPor above. In addition, the county needs to explore the use of distance learning and virtual schools classes in order to bring about more class offering to the student population. Infrastructure has also improved with upgardes to wiring, wireless access points, and servers, but continued and ongoing upgrading of wiring and hardware also needs be addressed. Also, training in the integration of computers and other 21st Century technology into classroom activities needs to increase.

PRIORITIES

1. Continued Implementation of a school improvement model that will include curriculum development, instructional strategies, parent and community involvment and data driven decisions regarding choices that will impact student achievement in all subgroups as well as improve the communication within the school system and with parents and the community.

2. Develop a system for recruiting, retraining and retaining teachers that are highly qualified.

3. Continue to upgrade the operating systems and increase staff training in the use of 21st. Century technology.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Technology Goal: To improve student achievement, enhance student learning, and improve 21st Century skills through the integration of technology

	Objective	Objective Short Name	Baseline	5-year Target
1.1	By 2010, Hardy County Schools will increase the percentage of Windows XP or above workstations and laptops available to students	1.1 Windows xp	61.00	100.00
1.2	Hardy County schools will increase the number of instructional staff provided with professional development in the use of technology to enable them to produce 21st Century Learners in technology	1.2 Prof. Develop for staff	0.00	210.00
1.3	Instructional staff will increase their use of 21st Century skills and technology for communication and system maintenance that will help in the improvement of achievement within student subgroups.	1.3 Use of 21st Cent. Skills	0.00	0.00

Goal 2: To increase student achievement

	Objective	Objective Short Name	Baseline	5-year Target
2.1	To decrease the number of the total of non-proficient students scoring below mastery by 10% each year.	2.1 non-proficient students	32.30	27.05
2.2	To provide access to services that will improve learning for all students and decrease the number of students requiring support services.	2.2 Support services	0.00	320.00
2.3	To provide to a K-12 intervention program that will decrease the percentage of non-proficient students by 10% each school year.	2.3 Instructional interventions	0.00	27.05

Goal 3: To insure that effective school strategies that enhance student achievement are implemented.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	By 2010, 100% of all teachers and instructional aides will be highly-qualified	3.1 Highly qualified	92.00	100.00
3.2	To establish baseline criteria needed to meet annual yearly progress so that research based, effective school practices can be implemented.	3.2 Baseline criteria	0.00	91.00
3.3	To decrease by 10% the number of students reporting they have only 0-10 of the community assets that affects their daily lives.	3.3 school climate criteria	0.00	15.00
3.4	To implement effective school strategies and interventions that will have a positive impact on student achievement of all students in the county.	3.4 Implement effect. school pract.	0.00	27.05

Goal 4: To implement a Career and Technical Education program that will result in 21st Century Learners.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	By 2010, 90% of the CTE students completing a concentration will be scoring a level 5 in basic skills.	4.1 Basic Skills for CTE	0.00	90.00
4.2	4.2 By 2010, 95% of the CTE students will be scoring mastery on end of course tests.	4.2 End of course tests	0.00	95.00
4.3	4.3 By 2010, placement data on students completing concentrations in CTE will reflect 75% of placements to be relevant to the concentration completed.	4.3 Placement data	0.00	75.00

Goal 5: To increase student achievement through parent involvement, professional learning communities and community involvment.

	Objective	Objective Short Name	Baseline	5-year Target
5.1	By 2010, Hardy County Schools will decrease the total number of non-proficient students by 10% each year by delivering effective instruction to all students by	5.1 Prof. devel for staff	32.30	27.05

	Objective	Objective Short Name	Baseline	5-year Target
	meeting the professional development needs of all instructional staff.			
5.2	By 2010, Hardy County Schools will decrease the percentage of the total of non-proficient students by 10% each year through enhancing the ability of parents to support the education of their children.	5.2 Parent involvement	32.30	27.05
5.3	By 2010, Hardy County Schools will identify and have in place and fully implemented 100% of the student support services needed for their school improvement plan.	5.3 student support services	0.00	100.00
5.4	By 2010, Hardy County Schools will reduce displinary behaviors of students in schools and classrooms by 25% through proactively involving the parents and the community.	5.4 Disruptive behaviors	1350.00	912.00
5.5	By 2010, Hardy County schools will have a 100% operational parent resource center to provide advocacy services to all parents/guardians and students.	5.5 Parent Resource Center	0.00	100.00
5.6	By 2010, Hardy County Schools will decrease the total number of students scoring below mastery by enhancing the ability of the community to support the education of students.	5.6 Community involvement	32.30	27.05
5.7			0.00	0.00

Goal 6:

Objective	**Objective Short Name**	**Baseline**	**5-year Target**

Goal 1: Technology Goal: To improve student achievement, enhance student learning, and improve 21st Century skills through the integration of technology

Objective 1.1 By 2010, Hardy County Schools will increase the percentage of Windows XP or above workstations and laptops available to students

As measured by:
Digital Divide

Baseline Data			61.00
Targets		**Actual**	
2005-2006	68.80	**2005-2006**	67.60
2006-2007	76.60	**2006-2007**	83.30
2007-2008	84.40	**2007-2008**	N/A
2008-2009	92.20	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 1.2 Hardy County schools will increase the number of instructional staff provided with professional development in the use of technology to enable them to produce 21st Century Learners in technology

As measured by:
Digital Divide, classroom projects, e-walks, teacher evaluations,state CSOs for technology

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	175.00
2007-2008	185.00	**2007-2008**	N/A
2008-2009	195.00	**2008-2009**	N/A
2009-2010	210.00	**2009-2010**	N/A

Objective 1.3 Instructional staff will increase their use of 21st Century skills and technology for communication and system maintenance that will help in the improvement of achievement within student subgroups.

As measured by:
WESTEST

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

Goal 2: To increase student achievement

Objective 2.1 To decrease the number of the total of non-proficient students scoring below mastery by 10% each year.

As measured by:
WESTEST, WESTELL

Baseline Data			32.30
Targets		**Actual**	
2005-2006	29.90	**2005-2006**	41.19
2006-2007	37.08	**2006-2007**	0.00
2007-2008	33.38	**2007-2008**	N/A
2008-2009	30.05	**2008-2009**	N/A
2009-2010	27.05	**2009-2010**	N/A

Objective 2.2 To provide access to services that will improve learning for all students and decrease the number of students requiring support services.

As measured by:
The number of students accessing educational support services thru special education.

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	351.00
2007-2008	340.00	**2007-2008**	N/A
2008-2009	330.00	**2008-2009**	N/A
2009-2010	320.00	**2009-2010**	N/A

Objective 2.3 To provide to a K-12 intervention program that will decrease the percentage of non-proficient students by 10% each school year.

As measured by:
WESTEST

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	41.19
2006-2007	37.08	**2006-2007**	0.00
2007-2008	33.38	**2007-2008**	N/A
2008-2009	30.05	**2008-2009**	N/A
2009-2010	27.05	**2009-2010**	N/A

Goal 3: To insure that effective school strategies that enhance student achievement are implemented.

Objective 3.1 By 2010, 100% of all teachers and instructional aides will be highly-qualified

As measured by:
the highly qualified report from the West Virginia Department of Education.

Baseline Data			92.00
Targets		**Actual**	
2005-2006	92.00	**2005-2006**	92.00
2006-2007	94.00	**2006-2007**	0.00
2007-2008	96.00	**2007-2008**	N/A
2008-2009	98.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 3.2 To establish baseline criteria needed to meet annual yearly progress so that research based, effective school practices can be implemented.

As measured by:
a systemic data collection process

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	75.00
2006-2007	79.00	**2006-2007**	0.00
2007-2008	83.00	**2007-2008**	N/A
2008-2009	87.00	**2008-2009**	N/A
2009-2010	91.00	**2009-2010**	N/A

Objective 3.3 To decrease by 10% the number of students reporting they have only 0-10 of the community assets that affects their daily lives.

As measured by:
Community Assets Survey

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	21.00
2007-2008	19.00	**2007-2008**	N/A
2008-2009	17.00	**2008-2009**	N/A
2009-2010	15.00	**2009-2010**	N/A

Objective 3.4 To implement effective school strategies and interventions that will have a positive impact on student achievement of all students in the county.

As measured by:
WESTEST, WESTELL, IRA, IMA

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	41.19
2006-2007	37.08	**2006-2007**	0.00
2007-2008	33.38	**2007-2008**	N/A
2008-2009	30.05	**2008-2009**	N/A
2009-2010	27.05	**2009-2010**	N/A

Goal 4: To implement a Career and Technical Education program that will result in 21st Century Learners.

Objective 4.1 By 2010, 90% of the CTE students completing a concentration will be scoring a level 5 in basic skills.

As measured by:
ACT Work Keys

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	50.00
2006-2007	60.00	**2006-2007**	55.00
2007-2008	70.00	**2007-2008**	N/A
2008-2009	80.00	**2008-2009**	N/A
2009-2010	90.00	**2009-2010**	N/A

Objective 4.2 4.2 By 2010, 95% of the CTE students will be scoring mastery on end of course tests.

As measured by:
End of Course Tests

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	65.00	**2006-2007**	0.00
2007-2008	75.00	**2007-2008**	N/A
2008-2009	85.00	**2008-2009**	N/A
2009-2010	95.00	**2009-2010**	N/A

Objective 4.3 4.3 By 2010, placement data on students completing concentrations in CTE will reflect 75% of placements to be relevant to the concentration completed.

As measured by:
CTE placement data

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	45.00	**2006-2007**	75.00
2007-2008	50.00	**2007-2008**	N/A
2008-2009	65.00	**2008-2009**	N/A
2009-2010	75.00	**2009-2010**	N/A

Goal 5: To increase student achievement through parent involvement, professional learning communities and community involvment.

Objective 5.1 By 2010, Hardy County Schools will decrease the total number of non-proficient students by 10% each year by delivering effective instruction to all students by meeting the professional development needs of all instructional staff.

As measured by:
attendance and participation in professional learning communities, administrative walk throughs and WESTEST, WESTELL, writing assessment, informal reading assessment, and informal math assessment

Baseline Data			32.30
Targets		**Actual**	
2005-2006	29.70	**2005-2006**	41.19
2006-2007	37.08	**2006-2007**	0.00
2007-2008	33.38	**2007-2008**	N/A
2008-2009	30.95	**2008-2009**	N/A
2009-2010	27.05	**2009-2010**	N/A

Objective 5.2 By 2010, Hardy County Schools will decrease the percentage of the total of non-proficient students by 10% each year through enhancing the ability of parents to support the education of their children.

As measured by:
parent satisfaction surveys, school climate analysis, professional learning communities and school conducted parent trainings, WESTEST,WESTELL, informal reading assessment, and informal math assessment.

Baseline Data			32.30
Targets		**Actual**	
2005-2006	29.70	**2005-2006**	41.19
2006-2007	37.08	**2006-2007**	0.00
2007-2008	33.38	**2007-2008**	N/A
2008-2009	30.05	**2008-2009**	N/A
2009-2010	27.05	**2009-2010**	N/A

Objective 5.3 By 2010, Hardy County Schools will identify and have in place and fully implemented 100% of the student support services needed for their school improvement plan.

As measured by:
the Hardy County School's School Improvement plan matrix

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.25	**2005-2006**	0.25
2006-2007	0.50	**2006-2007**	0.50
2007-2008	0.50	**2007-2008**	N/A
2008-2009	0.75	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 5.4 By 2010, Hardy County Schools will reduce displinary behaviors of students in schools and classrooms by 25% through proactively involving the parents and the community.

As measured by:
10th month discipline report reflecting total incidents of reported disciplinary behaviors.

Baseline Data			1350.00
Targets		**Actual**	
2005-2006	1282.00	**2005-2006**	2882.00
2006-2007	2161.00	**2006-2007**	1749.00
2007-2008	1621.00	**2007-2008**	N/A
2008-2009	1216.00	**2008-2009**	N/A
2009-2010	912.00	**2009-2010**	N/A

Objective 5.5 By 2010, Hardy County schools will have a 100% operational parent resource center to provide advocacy services to all parents/guardians and students.

As measured by:
parent satisfaction surveys and profile data of the use of the center.

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.25	**2005-2006**	0.10
2006-2007	0.50	**2006-2007**	0.20
2007-2008	0.75	**2007-2008**	N/A
2008-2009	100.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 5.6 By 2010, Hardy County Schools will decrease the total number of students scoring below mastery by enhancing the ability of the community to support the education of students.

As measured by:
the WESTEST, informal math assesment, informal reading assessment, and a school climate

analysis.

Baseline Data   32.30

Targets		**Actual**	
2005-2006	29.70	**2005-2006**	41.19
2006-2007	37.08	**2006-2007**	0.00
2007-2008	33.38	**2007-2008**	N/A
2008-2009	30.05	**2008-2009**	N/A
2009-2010	27.05	**2009-2010**	N/A

Objective 5.7

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

Goal 6:

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Pre K-12 Literacy Model	
Research-Based High Yield Instructional Strategies	
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:

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 Oakes, CA: Corwin Press.

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

Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The

Boston Globe, B1-B2.

<u>Middle School Transition Research</u>:

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

Adjustment of Instructional Time	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)
Highly Qualified Teachers	Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. "" /> Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. *Education Policy Analysis Archives,* Vol. 8 Number 1. The US Department of 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
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."

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).

Title I compliance

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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).
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. (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.)
21st Century Content	
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. 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. <:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" />Alexandria, Va. Association for the Supervision and Curriculum Development Payne, Ruby K. (1996). A Framework for Understanding Poverty. Highlands, TX. Aha! Process, Inc. There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research. The correlates are a means to achieving high and equitable levels of student learning. It

	is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the <u>effective schools research</u> 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.
Leadership Development	
District Monitoring System for School Accountability	

Technology Plan

Submitted by - bsw31001 2007-06-19 14:12:06.0

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,

The use of technology in Hardy County is designed as a systemic approach to increase the availability of services while assuring equity within all of the schools. The focus is not only to place computer hardware and software in the hands of students and teachers but to provide them with the staff development that makes the computer and software instructional tools in the daily activities in the classrooms. The aim of the system is to provide our students not only with the computer and software knowledge to use these pieces effectively but also to enable them to be competitive in the 21 Century workplace market. Not only is technology emphasized with students and teachers, our principals, secretarial, custodial, and cafeteria staff are expected to meet standards of use in order to perform their duties. The effective and competent use of technological hardware and software has become a systemic goal of Hardy County Schools.

Technology Needs Assessment

The ratio of computers to students in Hardy County Schools has increased over the last five years. There has also been a movement toward upgrading the operating systems to Windows XP. However, more work needs to be done towards upgrading to the most current operating system. Hardy County has reported 228 computers with less than Windows XP. This is an increase of 201 computers which have an operating system of XP or above than what was reported the previous year. Even with this increase, the county needs to continue to upgrade their computers to Windows XPor above. In addition, the county needs to explore the use of distance learning and virtual schools classes in order to bring about more class offering to the student population. Infrastructure has also improved with upgardes to wiring, wireless access points, and servers, but continued and ongoing upgrading of wiring and hardware also needs be addressed. Also, training in the integration of computers and other 21st Century technology into classroom activities needs to increase.

Action Steps

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

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Plan Section Technology

Associated Goals/Objectives 1.2 Prof. Develop for staff ,1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step All schools in Hardy County will complete a technology plan that addresses the use of the Internet, e-mail, standards based lesson plans on-line, the use of software packages for pre-teaching, re-teaching and teaching, the use of computers as instructional tools and the use of web based programs for curriculum planning.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 23, 2007	October 15, 2010	?	?

| Purpose To insure the connectivity of technology to the improvement of school achievement. | Persons Responsible School technology committee, school curriculum committee, school principal | Target Audience teachers and students | |
| | | **Federal Compliances** Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools | |

Plan Section Technology

Associated Goals/Objectives 1.1 Windows xp ,1.3 technology

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

Action Step Review of digital divide survey

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
September 1, 2007	September 30, 2010	?	

?

Purpose To insure that technology is in place that will provide for increased student achievment.

Persons Responsible County technology coordinators, principals, and teachers

Target Audience Schools

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

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Plan Section Technology

Associated Goals/Objectives 1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step Students will be given computer classes in the basic operation of computers as well as in the use of computers to complete classwork through the use of TFS Elementary and TFS Secondary computers.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
August 25, 2007	June 30, 2010	?	?

Purpose To increase ability of students to use computers in class projects, research, classwork and project presentations.

Persons Responsible principals,school technology committees and school curriculum committees.

Target Audience Students

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

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Plan Section Technology

Associated Goals/Objectives 1.3 technology

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

Action Step The county computer system will be maintained with Norton Anti-Virus and Windows updates to insure effective use of computers through county, TFS Elementary, TI and TFS Secondary funds.

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

Purpose To help prevent the invasion of viruses in the county computer system and having access to most recent updates for Windows.

Persons Responsible County technology committee, county technician and county maintenance and facilities director.

Target Audience School computer systems

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 Technology

Associated Goals/Objectives 1.3 technology

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

Action Step Provide computer access through TFS Elementary, TI and TFS Secondary to ALL students in Hardy County Schools to use in research project (Internet usage), completing class projects, completing daily classwork, and for presenting of classwork through computer use such as PowerPoint.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
August 25, 2007	June 30, 2010	?	?

Purpose To increase

Persons Responsible

Target Audience

student achievement by using challenging and innovative methods of completing and presenting student work.

Teachers, principals and county technology team.

Students

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

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Plan Section Technology

Associated Goals/Objectives 1.2 Prof. Develop for staff ,1.3 Use of 21st Cent. Skills ,1.3 technology

Associated High Yield Strategies 21st Century Content ,Research-Based High Yield Instructional Strategies ,Strategies that Develop Students having 21st Century Learning Skills

Action Step Provide through TI, TFS Elementary and TFS Secondary training in the effective use of computers as daily instructional strategies.

Projected Begin Date December 15, 2007	**Projected End Date** June 1, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To insure the integration of computers and effective use of computers by teachers and students in classwork.	**Persons Responsible** County technology team	**Target Audience** Teachers	**Intended Impact on Audience** To increase the use of technology use in our classrooms as well as in teacher planning.
Professional Development Learning Community ,Trainer Led	**Professional Development Other Description** Provide training to staff on the use of technology as innovative approaches to student learning.	**Federal Compliances** Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

Plan Section Technology

Associated Goals/Objectives 1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step Schools will continue to develop and implement an planning tools involving 21st Century skills such lesson plans.

Projected Begin Date October 15, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To insure the connectivity of technology to the improvement of school achievement.	**Persons Responsible** School technology committee, school curriculum committee, school principals.	**Target Audience** Teachers	
		Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

Plan Section Technology

Associated Goals/Objectives 1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step Students will use SAS and Marco Polo and SchoolKit to supplement class activities relevant to the content standards and objectives.

Projected Begin Date August 25, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To increase information base for students to increase their level of academic performance.	**Persons Responsible** school technology leaders and principal.	**Target Audience** Teachers and students	
		Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

Plan Section Technology

Associated Goals/Objectives 1.3 technology   **Associated High Yield Strategies** Use of Data to Target Improvement Efforts

Action Step Test Mate Clarity will be used to provide aggregated data for analysis of WESTEST Data

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

Purpose To identify the strengths and weaknesses of students.

Persons Responsible Principals, teachers,administrative leadership team

Target Audience Principals and teachers

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

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Plan Section Technology

Associated Goals/Objectives 1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step The instructional staff will use computer equipment as part of their daily classroom activities to insure the integration of computers into their instructional strategies.

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

Purpose To increase the ability to teach, pre-teach and re-teach skills to all students.

Persons Responsible Principals

Target Audience Teachers

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

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Plan Section Technology

Associated Goals/Objectives 1.3 Use of 21st Cent. Skills ,1.3 technology

Associated High Yield Strategies 21st Century Content ,Research-Based High Yield Instructional Strategies ,Strategies that Develop Students having 21st Century Learning Skills

Action Step To provide a technology integration specialist in all schools to collaborate in the use of 21st Century technology into the classroom

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 15, 2007	June 30, 2010	?	?

Purpose To integrate 21st century technology into the regular classroom through collaboration between a special educator and a regular educator

Persons Responsible Assistant Superintendentfor School Improvement, Special Ed. TIS, Principals.

Target Audience Schools

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 Technology

Associated Goals/Objectives 1.3 technology   **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step The county will provide long distance, data lines,cellular phone service and voice service to schools using e-rate discounts.

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

Purpose To provide improved safety and enhanced communications with homes, county office, and the community.

Persons Responsible Director of Maintenance and Facilities.

Target Audience Schools

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

Plan Section Technology

Associated Goals/Objectives 1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step The use of computers, numonics boards and software packages for pre-teaching, re-teaching as well as for daily instruction as provided by TI, TFS Elementary and TFS Secondary.

Projected Begin Date October 15, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?

Purpose To insure the connectivity of technology to the improvement of school achievement

Persons Responsible School technology committee, school curriculum committee, and school principal

Target Audience 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 Technology

Associated Goals/Objectives 1.1 Windows xp ,1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step Increase the percentage of computers using the most updated operating system by 10% each year through Tools for Schools Elementary, Tools for School Secondary, TI and MicroSoft voucher funds.

Projected Begin Date October 2, 2007	**Projected End Date** May 1, 2010	**Actual Begin Date** ?	**Actual End Date** ?

Purpose To upgrade computers to most current operating system in order to increase student achievement through technology.

Persons Responsible Assistant Superintendent and coordinator of technology hardware.

Target Audience schools

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

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Plan Section Technology

Associated Goals/Objectives 1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step Increase the number of computers and white boards in our schools through Tools for School Elementary, TI and Tools for School Secondary.

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

Purpose To increase the number of computers in our schools so that more

Persons Responsible County technology committee and director

Target Audience Teachers and students

students will have access to computers to complete classwork activities.

of technology.

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

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Plan Section Technology

Associated Goals/Objectives 1.1 Windows xp ,1.2 Prof. Develop for staff ,1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step Plan for services for technology and communication infrastructure for the Moorefield Intermediate School that will open in the school year of 2008

06 - Request internal connections infrastructure for new school - 8 switches, 3 servers (DNS, DHCP, Email, Web), 20 wireless access points, 40 antennas

01 - Request discounts for 100 CAT 6 drops

02 - Request discounts for 3 UPS

03 - Request discounts for 3 racks

04 - Request discounts for 3 cabinets

05 - Request discounts for router for new school

Projected Begin Date January 2, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To provide technology and communication services for Moorefield Intermediate School	**Persons Responsible** Steve Williams,Charles Landes, Barbara Whitecotton	**Target Audience** MIS staff and students	**Intended Impact on Audience** Use of 21st Century skills in the instruction of students.
Professional Development Trainer Led	**Professional Development Other Description** Provide training for staff in the use of 21st Century technology skills and tools.	**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 1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step The secondary student will be encouraged to use Virtual Schools and Distance Learning.

Projected Begin Date August 26, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To increase opportunities for taking of courses not given in their schools.	**Persons Responsible** Principals, Assistant Superintendent	**Target Audience** Students	
		Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning	

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

Plan Section Technology

Associated Goals/Objectives 5.2 Parent involvement ,5.6 Community involvement ,1.3 technology

Associated High Yield Strategies 21st Century Content ,Strategies that Develop Students having 21st Century Learning Skills ,Parents as Respected and Valued Partners

Action Step Hardy County Schools will maintain a website that will keep our parents and community informed of relevant

school/county information.

Projected Begin Date August 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To increase parent involvment and participation.	**Persons Responsible** County technician and administrative assistant.	**Target Audience** Parents and community	
		Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration	

Plan Section Technology

Associated Goals/Objectives 1.3 technology

Associated High Yield Strategies 21st Century Content ,Strategies that Develop Students having 21st Century Learning Skills ,Parents as Respected and Valued Partners

Action Step Provide training to parents and staff in the usefulness of programs provided through TI and TFS Secondary such as School Kit.

Projected Begin Date November 1, 2007	**Projected End Date** June 1, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To increase student achievement	**Persons Responsible** Principals	**Target Audience** Parents and staff	**Intended Impact on Audience** Use of software packages for interventions in students learning.
Professional Development Trainer Led	**Professional Development Other Description** Provide training relevant to school software such as SchoolKit to parents and staff.	**Federal Compliances** Technology 06-21st Century Parent/Community/Partnership Collaboration	

Technology 07-Professional Development for 21st Century Instruction

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Plan Section Technology

Associated Goals/Objectives 1.3 technology

Associated High Yield Strategies Research-Based High Yield Instructional Strategies ,Strategies that Develop Students having 21st Century Learning Skills

Action Step Continue to update skills in using the Basic Skills program and/or Odessey

Projected Begin Date September 1, 2007	**Projected End Date** June 1, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To provide intervention strategies for students lacking in the basic skills	**Persons Responsible** Technology coordinator and teachers	**Target Audience** students and teachers	**Intended Impact on Audience** Increase use of the programs as interventions to student learning.
Professional Development Trainer Led	**Professional Development Other Description** Provide training in the use of Odessey as well as update skills in Compass	**Federal Compliances** Technology 07-Professional Development for 21st Century Instruction	

Plan Section Technology

Associated Goals/Objectives 1.3 Use of 21st Cent. Skills ,1.3 technology

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

Action Step Continue to provide professional development on the use of e-mail, the use of computers as instructional tools, standards based lesson planning, use of the Internet for classroom research, and use of a web based program for curriculum mapping.

Projected Begin Date September 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To increase student achievement through the use of technology	**Persons Responsible** Principals, teachers, Director of Technology	**Target Audience** teachers and students	**Intended Impact on Audience** Improve use of technology in the classroom that will impact the achievement of students.
Professional Development Coaching ,Learning Community ,Trainer Led	**Professional Development Other Description** Provide training on the components of technology that will enable teachers to provide for the 21st. Century learner	**Federal Compliances** Technology 07-Professional Development for 21st Century Instruction	

Plan Section County

Associated Goals/Objectives 2.3 Instructional interventions ,3.4 Implement effect. school pract. ,5.1 Prof. devel for staff ,1.3 technology

Associated High Yield Strategies Pre K-12 Literacy Model ,Research-Based High Yield Instructional Strategies ,Adjustment of Instructional Time ,District Monitoring System for School Accountability ,Leadership Development ,Use of Data to Target Improvement Efforts

Action Step Continue to provide training to all administrative and instructional staff regarding research based strategies for improvement of curriculum, instruction and accountability

Projected Begin Date September 15, 2007	**Projected End Date** June 30, 2008	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To provide innovative and student centered methods of instruction to all instructional staff to increase the level of competency in implementing a standards based curriculum.	**Persons Responsible** administrativeleadership team	**Target Audience** Administators, teachers and paraprofessionals	**Intended Impact on Audience** Teachers will used varied strategies to reach all students and provide interventions when needed.
Professional Development Learning Community ,Trainer Led	**Professional Development Other Description** Continue to provide professional development on strategies for differentiating instruction and intervention strategies.	**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 1.3 technology

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

Action Step Provide through TFS Elemenary and TFS Seconday maintenance of wiring and hardware for individual schools infrastructure.

Projected Begin Date August 25, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To insure a well managed and updated computer system throughout the county that can be effectively accessed by staff and students.	**Persons Responsible** County technology team and directors of technology.	**Target Audience** Schools	
		Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools	

Plan Section Technology

Associated Goals/Objectives 1.3 technology   **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step Services will be contracted through RESA and individuals and made available for school level needs for maintenance and repair of computers in the schools.

Projected Begin Date August 26, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?

Purpose To provide technical assistance to schools to ensure that all computers are operating correctly.

Persons Responsible SuperintendentAssistant Superintenanttechnical consultant, principals.

Target Audience Schools

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

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Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives 5.2 Parent involvement ,5.6 Community involvement ,1.3 technology

Associated High Yield Strategies 21st Century Content ,Strategies that Develop Students having 21st Century Learning Skills ,Parents as Respected and Valued Partners

Action Step Through use of professional learning communities, business and community roundtables, and the parent resource center, collaborative activities will be promoted to increase adult knowledge and use of computers in our schools.

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

Purpose To provide services to underserved students and parents in order to improve student achievement and parent use of computers.

Persons Responsible Superintendent, admisistrative leadership team

Target Audience Parent and community members

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc%	Commit	County Match
554911	1539078	Moorefield Intermediate School	76,146.00	1	57,110.06	0.00
		State Totals - Secondary TFS	76,146.00		57,110.06	19,036.69

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	41,594.00		31,196.00	10,399.00
		Cellular	1,368.00		1,026.00	342.00
		Data Lines	35,000.00		27,000.00	8,000.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	69,223.00		51,917.00	17,306.00
		Internet Access	0.00		0.00	0.00
		Long Distance	0.00		0.00	0.00
		Paging	0.00		0.00	0.00

			Annual	Disc%	Commit	County Match
		Voice	0.00		0.00	0.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	142,027.00		106,520.00	35,507.00

			Annual	Disc%	Commit	County Match
TFS/Elementary E-rate Application	2008	Moorefield Elementary	0.00		0.00	0.00
		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	East Hardy Elementary	0.00		0.00	0.00
		Moorefield High	0.00		0.00	0.00
		Moorefield Intermediate	76,146.00	70	57,110.06	19,036.69
		Moorefield Middle	0.00		0.00	0.00
		State Totals - TFS/Secondary	76,146.00		57,110.06	19,036.69

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	41,594.00		31,195.50	10,398.50
		Cellular	1,368.00		1,026.00	342.00
		Data Lines	29,841.00		22,381.13	7,460.37
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	69,223.00		51,917.38	17,305.79
		Internet Access	0.00		0.00	0.00
		Long Distance	0.00		0.00	0.00
		Paging	0.00		0.00	0.00
		Voice	0.00		0.00	0.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	142,026.00		106,520.01	35,506.66

			Annual	Disc%	Commit	County Match
TFS/Elementary E-rate Application	2007	Moorefield Elementary	0.00		0.00	0.00
		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	East Hardy Elementary	0.00		0.00	0.00
		Moorefield High	0.00		0.00	0.00
		Moorefield Intermediate	76,146.00	70	57,110.06	19,036.69
		Moorefield Middle	0.00		0.00	0.00
		State Totals - TFS/Secondary	76,146.00		57,110.06	19,036.69

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2006	Cellular	1,469.28		1,131.35	337.93
		Data Lines	13,680.00		10,533.60	3,146.40
		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	5,195.43		4,000.48	1,194.95
		Paging	0.00		0.00	0.00
		Voice	25,822.05		19,882.98	5,939.07
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	46,166.76		35,548.41	10,618.35
State Basic Skills E-rate Application	2006	Moorefield Elementary	13,374.40	80	10,699.52	2,674.88
		State Totals - BS/CE	13,374.40		10,699.52	2,674.88
State SUCCESS E-rate Application	2006	East Hardy Elementary	11,090.00	80	8,872.00	2,218.00
		Moorefield High	16,057.20	70	11,240.04	4,817.16
		Moorefield Middle	8,653.40	80	6,922.72	1,730.68
		State Totals - SUCCESS	35,800.60		27,034.76	8,765.84

Funding Source	Year		Annual	Disc%	Commit	County Match

E-rate funds	2005	Cellular	1,375.92		1,086.98	288.94
		Data Lines	33,382.20		26,371.94	7,010.26
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	3,400.32		2,686.25	714.07
		Paging	0.00		0.00	0.00
		Voice	16,898.88		13,350.12	3,548.76
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	55,057.32		43,495.29	11,562.03
State Basic Skills E-rate Application	2005	Moorefield ES	10,745.40	80	8,596.32	2,149.08
		State Totals - BS/CE	10,745.40		8,596.32	2,149.08
State SUCCESS E-rate Application	2005	East Hardy HS	20,958.55	70	14,670.99	6,287.56
		Easty Hardy Early MS	17,817.05	80	14,253.64	3,563.41
		Moorefield MS	24,960.95	80	19,968.76	4,992.19
		Moorefiled HS	14,830.52	80	11,864.42	2,966.10
		State Totals - SUCCESS	78,567.07		60,757.81	17,809.26

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?　　　　　　　　　　　　　　　　　04/22/2002

3. When was the public meeting held for CIPA Compliance?　　　　　　　　　　　　　10/15/2001

4. Provide the URL to your acceptable use policy.

www.hardycountyschools.com

	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?	5	1	6
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0

13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0

16. Please identify for E-Rate requirements any other configurations that
may exist for buildings connecting to the Internet?

WORK PLAN SUMMARY

Support/Capacity Building Process

The individual schools in Hardy County will be given technical assistance in the area of school improvement as requested by the school principal and improvement teams. Principals and primary leadership teams will be provided with professional development, financial assistance and technical assistance as identified through their school needs and interest groups. School improvement efforts will be centered around the county's school improvement plan that will reflect activities in curriculum, data management, parent involvement and professional learning communities. Individual schools will reflect in their Five Year Strategic plans goals, objectives, action steps and assessments to accomplish these improvement efforts.

Process Monitoring

Schools will be responsible for providing data to the Superintendent on a quarterly basis that will identify the progress that the school has made toward the achievement of their identified goals and objectives. Each school will provide a portfolio of data that will indicate the need for changes in school plans or for continuing the direction originally mapped. An end of the year report will be provided to the Superintendent that will give evidence of goals achieved and the direction that the school will need to take for the following school year.

Evaluation Process

County Office personnel along with school personnel will review school plans using a rubric to determine the effectiveness of the actions steps identified by the school to accomplish their goals provided in the Five Year Strategic Plan. Effectiveness of the steps will be judged on their ability to accomplish the goal and objective stated as being needed by the school.