FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

HARRISON COUNTY SCHOOLS HARRISON COUNTY BOARD OF EDUCATION

408 E.B. SAUNDERS WAY

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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	Curriculum Specialist	Cynthia Fazzini
	Supervisor Pupil Services	VIc Fisher
	Administrative Assistant	Ron Poole
	Pre-K Coordinator	Lisa Ray
	Personnel Director	Jeff Moss
	Administrative Assistant Support Services	Victor Gabriel
	K-12 RLA Coordinator	Heidi Griffith
	Administrative Assistant	Marcel Malfregeot
	Chief School Business Officer	Sharon Haddix
	Specialists	Angela Madia
	Math Science Coordinator	Rosemary Stromberg
	Administrative Assistant	Lindy Bennett
	Assistant Superintendent	Susan Collins
	Superintendent	Dr. Carl Friebel
Business & Community	MCM Business Systems	Suzi Lehosit
	Citynet	Drew Pomery
Federal Programs	Curriculum Specialist	Lola Brown
	Intervention Specialist	Christy Horne
	Director	M. Kay Devono
	Coordinator	Libby Bucy
Other	Coordinator of Health Services	Donna Moore
	Homeless Liaison	Jim Kirby
	Principal	Anthony Fratto
	Lead Psychologist	Stephanie Oberly
	RESA VII Healthy Schools	Adrianne Marsh
	RESA VII SDFS	Brooke Michael
Parents	Volunteer	Martha Levine
	Volunteer	Robin Altenburg
	Parent	Li-Jung Chang
	PERC Coordinator	Melody Waybright
Service Personnel	Secretary/Accountant	Judy Manley
Teachers	Elementary Teacher	Tammy Musil
	High School Teacher	Lori Scott
	ESL Lead Specialist	Eugenia Reesman
	Title I Teacher	Stephanie Runion
	Literacy Coach	Kym Burton
Technology Committee	Coordinator	James Eschenmann
	Technology Integration Specialist	Janet Benincosa

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.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Local Levy/Bond Money	1,463,176.00
Rural and Low Income Schools	358,542.00
Technology E-rate	491,378.64
Technology E-rate County Match	155,049.36
Technology Local Share	45,917.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	162,152.00
TFS/Elementary Technology	150,018.00
TFS/Secondary Technology	185,015.00
Title II	837,237.00
Title III Language Instruction LEP	13,650.00
Title IV Safe and Drug Free Carryover Budget	23,990.93
Title IV Safe and Drug Free Schools	159,974.40
Title V	15,244.00
Total	**$ 4,061,344.33**

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Increase student achievement in literacy and numeracy through an environment that supports 21st Century learning.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	1.1 The percentage of elementary students scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.	1.1 Elem RLA Mastery & Above	75.50	86.00
1.2	1.2 The percentage of middle school students scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.	1.2 MS Mastery & Above RLA	82.60	93.00
1.3	1.3 The percentage of high school students scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.	1.3 HS Mastery & Above RLA	80.00	90.00
1.4	1.4 The aggregate of all-students group for district students scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.	1.4 District All Stdn RLA Mastery /Above	79.60	89.00
1.5	1.5 The percentage of elementary students scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.	1.5 Elem Math Mastery/Above	72.00	87.00
1.6	1.6 The percentage of middle school students scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.	1.6 MS Math Mastery/Above	68.00	83.00
1.7	1.7 The percentage of high school students scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.	1.7 HS Math Mastery/Above	69.00	84.00
1.8	1.8 The aggregate of the district all-students group scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.	1.8 All Students Math Mastery/Above	70.00	85.00
1.9	1.9 Resa VII Consortium Student		0.00	2741.00

	Assistance teams will increase the number of student referrals to the Student Assistance program by 10%.	1.9 Student Assistance Team		
1.10	1.10 RESA VII consortium schools will reduce disciplinary violations related to bullying, harassment, and/or intimidation by 3% over the next three years.	1.10 Bullying	0.00	1962.00
1.11	1.11 RESA VII Consortium schools will reduce the number of alcohol, tobacco, and/or other drug policy violations 3%.	1.11 ATOD Violations	0.00	374.00
1.12	1.12 To assure the appropriate administration and coordination of the Title IV program.	1.12 Title IV Coordination	0.00	62.00
1.13	1.13 RESA VII Consortium schools will increase the safety of students while attending or traveling to and from school by purchasing security equipment and survelience devices for seven (7) counties.	1.13 Security	0.00	7.00
1.14	1.14 RESA VII Consortium Schools will utilize Peer Mediation in order to improve student skills in utilizing nonviolent means to solve interpersonal conflict by increasing the number of Peer Mediations by 10%.	1.14 Peer Mediation/Prev. Discipline	0.00	236.00
1.15	1.15 RESA VII Consortium schools will participate in the PBS program and will reduce the number of disciplinary violations by 5%.	1.15 School Positive Behavior Support	0.00	5483.00
1.16	1.16 95% of schools in RESA VII consortium will have parent communication.	1.16 Parent Involvement	0.00	58.00

Goal 2: Decrease achievement gap among all student subgroups in literacy and numeracy through an environment that supports 21st Century learning.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	2.1 The district average of students in three subgroups (Black, SES and SWD) scoring at mastery or above in math will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST hasbeen administered minus one) as measured by WESTEST.	2.1 District Subgroups Math Mastery/Abov	70.00	85.00
2.2	2.2 The average of middle school students in three subgroups (Black, SES, and SWD) scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one)as measured by WESTEST.	2.2 MS Subgroups Math Mastery/Abov	42.00	57.00
2.3	2.3 The district average of students in three subgroups (Black, SES, and SWD) scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by WESTEST.	2.3 District Subgroups RLA Mastery/Above	56.00	66.00
2.4	2.4 District targets for the annual increase in the percentage of students making progress in learning English will increase by 2% as measured by WESTELL	2.4 District LEP Progress on WESTELL	0.00	0.00
2.5	2.5 District targets for the annual increase in the percentage of children attaining English proficiency will incrrease by .5% as measured by WESTELL.	2.5 District LEP English Proficiency	0.00	6.00

Goal 3: Students and staff will have access to the most modern and advanced computer technologies, services, and applications.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	Studnets and staff will have access to the most modern and advanced computer technologies, services, and applications.	Technology Access	37.00	100.00

Goal 1: Increase student achievement in literacy and numeracy through an environment that supports 21st Century learning.

Objective 1.1 1.1 The percentage of elementary students scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.

As measured by:
WESTEST Data

Baseline Data 75.50

Targets		Actual	
2005-2006	78.00	**2005-2006**	82.00
2006-2007	80.00	**2006-2007**	80.20
2007-2008	82.00	**2007-2008**	N/A
2008-2009	84.00	**2008-2009**	N/A
2009-2010	86.00	**2009-2010**	N/A

Objective 1.2 1.2 The percentage of middle school students scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.

As measured by:
WESTEST Data

Baseline Data 82.60

Targets		Actual	
2005-2006	85.00	**2005-2006**	82.00
2006-2007	87.00	**2006-2007**	81.00
2007-2008	89.00	**2007-2008**	N/A
2008-2009	91.00	**2008-2009**	N/A
2009-2010	93.00	**2009-2010**	N/A

Objective 1.3 1.3 The percentage of high school students scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.

As measured by:
WESTEST Data

Baseline Data 80.00

Targets		Actual	
2005-2006	82.00	**2005-2006**	81.00
2006-2007	84.00	**2006-2007**	77.50
2007-2008	86.00	**2007-2008**	N/A
2008-2009	88.00	**2008-2009**	N/A
2009-2010	90.00	**2009-2010**	N/A

Objective 1.4 1.4 The aggregate of all-students group for district students scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.

As measured by:
WESTEST Data

Baseline Data 79.60

Targets		Actual	
2005-2006	81.00	**2005-2006**	82.00
2006-2007	83.00	**2006-2007**	79.56
2007-2008	85.00	**2007-2008**	N/A
2008-2009	87.00	**2008-2009**	N/A
2009-2010	89.00	**2009-2010**	N/A

Objective 1.5 1.5 The percentage of elementary students scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.

As measured by:
WESTEST Data

Baseline Data 72.00

Targets		Actual	
2005-2006	75.00	**2005-2006**	80.00
2006-2007	78.00	**2006-2007**	80.50
2007-2008	81.00	**2007-2008**	N/A
2008-2009	84.00	**2008-2009**	N/A
2009-2010	87.00	**2009-2010**	N/A

Objective 1.6 1.6 The percentage of middle school students scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.

As measured by:
WESTEST Data

Baseline Data 68.00

Targets		Actual	
2005-2006	71.00	**2005-2006**	73.00
2006-2007	74.00	**2006-2007**	72.80
2007-2008	77.00	**2007-2008**	N/A
2008-2009	80.00	**2008-2009**	N/A
2009-2010	83.00	**2009-2010**	N/A

Objective 1.7 1.7 The percentage of high school students scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.

As measured by:
WESTEST Data

Baseline Data 69.00

Targets		Actual	
2005-2006	72.00	**2005-2006**	75.00
2006-2007	75.00	**2006-2007**	71.50
2007-2008	78.00	**2007-2008**	N/A
2008-2009	81.00	**2008-2009**	N/A
2009-2010	84.00	**2009-2010**	N/A

Objective 1.8 1.8 The aggregate of the district all-students group scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one) as measured by the WESTEST.

As measured by:
WESTEST Data

Baseline Data 70.00

Targets		Actual	
2005-2006	73.00	**2005-2006**	76.00
2006-2007	76.00	**2006-2007**	74.93
2007-2008	79.00	**2007-2008**	N/A
2008-2009	82.00	**2008-2009**	N/A
2009-2010	85.00	**2009-2010**	N/A

Objective 1.9 1.9 Resa VII Consortium Student Assistance teams will increase the number of student referrals to the Student Assistance program by 10%.

As measured by:
Actual data is N/A for the 2005-2006 school year. Baseline data will be gathered over the 2006-2007 school year by Student Assistance Team Logs, WVEIS Attendance.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	2060.00
2007-2008	2266.00	**2007-2008**	N/A
2008-2009	2492.00	**2008-2009**	N/A
2009-2010	2741.00	**2009-2010**	N/A

Objective 1.10 1.10 RESA VII consortium schools will reduce disciplinary violations related to bullying, harassment, and/or intimidation by 3% over the next three years.

As measured by:
WEVIS Disciplinary Report (Aggressive Conduc--does not include Disruptive Behanvioror Inciting Behanior that causes disrupt) (RESA VII Consortium total)

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	1785.00
2006-2007	1696.00	**2006-2007**	2021.00
2007-2008	2001.00	**2007-2008**	N/A
2008-2009	1981.00	**2008-2009**	N/A
2009-2010	1962.00	**2009-2010**	N/A

Objective 1.11 1.11 RESA VII Consortium schools will reduce the number of alcohol, tobacco, and/or other drug policy violations 3%.

As measured by:
WVEIS Disciplinary Report (Illegal Drugs, Tobacco, Alcohol) (RESA VII Consortium Totals)

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	426.00
2006-2007	405.00	**2006-2007**	408.00
2007-2008	396.00	**2007-2008**	N/A
2008-2009	385.00	**2008-2009**	N/A
2009-2010	374.00	**2009-2010**	N/A

Objective 1.12 1.12 To assure the appropriate administration and coordination of the Title IV program.

As measured by:
Title IV Grant Application (Baseline data is number of school coordinator in Lewis, Doddridge,and Harrison county and one (1) RESA VII coordiantor). Actual data is the number of school coordinators in the following counties: Barbour, Doddridge, Gilmer, Harrison, Lewis, Preston, and Tucker - and one RESA VII employee.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	29.00
2006-2007	61.00	**2006-2007**	64.00
2007-2008	62.00	**2007-2008**	N/A
2008-2009	62.00	**2008-2009**	N/A
2009-2010	62.00	**2009-2010**	N/A

Objective 1.13 1.13 RESA VII Consortium schools will increase the safety of students while attending or traveling to and from school by purchasing security equipment and survelience devices for seven (7) counties.

As measured by:
Purchase Orders

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	7.00
2007-2008	7.00	**2007-2008**	N/A
2008-2009	7.00	**2008-2009**	N/A
2009-2010	7.00	**2009-2010**	N/A

Objective 1.14 1.14 RESA VII Consortium Schools will utilize Peer Mediation in order to improve student skills in utilizing nonviolent means to solve interpersonal conflict by increasing the number of Peer Mediations by 10%.

As measured by:
Peer Mediation LogsData for 05-06 from Peer Mediation programs in Robert L. Bland (Lewis Co.), Doddridge Middle (Dodd. Co.), six (6) middle schools from Harrison Co., and five (5) high schoolsfrom Harrison Co.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	163.00
2006-2007	179.00	**2006-2007**	272.00
2007-2008	196.00	**2007-2008**	N/A
2008-2009	215.00	**2008-2009**	N/A
2009-2010	236.00	**2009-2010**	N/A

Objective 1.15 1.15 RESA VII Consortium schools will participate in the PBS program and will reduce the number of disciplinary violations by 5%.

As measured by:
WVEIS Disciplinary Report (Data from only Disruptive Behanior & Inciting Behaviorthat causes Disrupt) (RESA VII Consortium Totals)

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	6732.00
2006-2007	6396.00	**2006-2007**	6889.00
2007-2008	6076.00	**2007-2008**	N/A
2008-2009	5772.00	**2008-2009**	N/A
2009-2010	5483.00	**2009-2010**	N/A

Objective 1.16 1.16 95% of schools in RESA VII consortium will have parent communication.

As measured by:
SDFS School Coordinator year end report (one communication per school for Lewis,Doddridge, and Harrison Co.)

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	34.00
2006-2007	38.00	**2006-2007**	57.00
2007-2008	58.00	**2007-2008**	N/A
2008-2009	58.00	**2008-2009**	N/A
2009-2010	58.00	**2009-2010**	N/A

Goal 2: Decrease achievement gap among all student subgroups in literacy and numeracy through an environment that supports 21st Century learning.

Objective 2.1 2.1 The district average of students in three subgroups (Black, SES and SWD) scoring at mastery or above in math will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST hasbeen administered minus one) as measured by WESTEST.

As measured by:
WESTEST Data and Intervention program reports

Baseline Data 70.00

Targets		Actual	
2005-2006	73.00	**2005-2006**	56.33
2006-2007	76.00	**2006-2007**	56.11
2007-2008	79.00	**2007-2008**	N/A
2008-2009	82.00	**2008-2009**	N/A
2009-2010	85.00	**2009-2010**	N/A

Objective 2.2 2.2 The average of middle school students in three subgroups (Black, SES, and SWD) scoring at mastery or above in Mathematics will increase a minimum of 3% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 3% times the number of years the WESTEST has been administered minus one)as measured by WESTEST.

As measured by:
WESTEST Data and Intervention Progress Reports

Baseline Data 42.00

Targets		Actual	
2005-2006	45.00	**2005-2006**	48.33
2006-2007	48.00	**2006-2007**	52.56
2007-2008	51.00	**2007-2008**	N/A
2008-2009	54.00	**2008-2009**	N/A
2009-2010	57.00	**2009-2010**	N/A

Objective 2.3 2.3 The district average of students in three subgroups (Black, SES, and SWD) scoring at mastery or above in Reading/Language Arts will increase a minimum of 2% each year as measured by the WESTEST, or will increase a minimum cumulative percentage (equal to 2% times the number of years the WESTEST has been administered minus one) as measured by WESTEST.

As measured by:
WESTEST Data and intervention progress reports

Baseline Data 56.00

Targets		Actual	
2005-2006	58.00	**2005-2006**	65.00
2006-2007	60.00	**2006-2007**	61.30
2007-2008	62.00	**2007-2008**	N/A
2008-2009	64.00	**2008-2009**	N/A
2009-2010	66.00	**2009-2010**	N/A

Objective 2.4 2.4 District targets for the annual increase in the percentage of students making progress in learning English will increase by 2% as measured by WESTELL

As measured by:
WESTELL AMAOS (Annual Measure of Academic Outcomes)

Baseline Data 0.00

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

Objective 2.5 2.5 District targets for the annual increase in the percentage of children attaining English proficiency will incrrease by .5% as measured by WESTELL.

As measured by:
WESTELL AMAOs (Annual Measure of Academic Outcomes)as compared to WESTEST student performance

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	4.00
2006-2007	4.50	**2006-2007**	0.00
2007-2008	5.00	**2007-2008**	N/A
2008-2009	5.50	**2008-2009**	N/A
2009-2010	6.00	**2009-2010**	N/A

Goal 3: Students and staff will have access to the most modern and advanced computer technologies, services, and applications.

Objective 3.1 Studnets and staff will have access to the most modern and advanced computer technologies, services, and applications.

As measured by:
The percentage of Windows XP operating system equipped computers.

Baseline Data 37.00

Targets		Actual	
2005-2006	53.00	**2005-2006**	84.00
2006-2007	90.00	**2006-2007**	98.32
2007-2008	95.00	**2007-2008**	N/A
2008-2009	97.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
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."
Support for School-Based Professional Development that is Ongoing and Embedded	Title IV Compliance"" /> The participation of parents in a prevention program has been found to help increase communication, alter student's attitudes toward positive health practices, and is identified as a protective factor against substance abuse. Supporting Citation: Hawkins, J.D. et al. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, 112(1), 64-105 Nader, P.R. et al. (1996). The effect of adult participation in a school- based family intervention to improve children's diet and physical activity: The child and adolescent trial for cardiovascular health. *Preventive Medicine* 25(4), 455-464. Pilgrim, Colleen et al. (1998). Implementation and impact of a family-based substance abuse prevention program in rural communities. *Journal of Primary Prevention*, 18(3), 341-361. Werch, C.E. et al. (1991). Effects of a take-home drug prevention program on drug related communication and beliefs of parents and children. *Journal of School Health*, 61(8), 346-350. Programs that include a commitment from communities, families and school districts have shown much higher success rates in their prevention/reduction of drug use than their counterparts that lack support. Supporting Citation: Tobler, N. (2000). Lessons learned. *Journal of Primary Prevention*, 20(4) 261-274.
Data-Based System for Monitoring Student Academic and Personal Progress	Data Analysis Process for Monitoring student success and targeting specific intervention When assessing children, one piece of data or one test cannot adequately indicate whether or not learning has taken place but must rely on several data sources. Gathering the data implies that teachers will be responsible for acting on the results. The assessment informs the decisions about instruction and the goals that are set with each student. (Shea, Murray, and Harlin, 2005) Intervention strategies target students who are not demonstrating learning at the level of expected performance. To be most effective these strategies are graduated in their intensity. These types of graduated prevention and intervention systems take a pyramidal form; the prevention strategies at the bottom apply to all students, and the high-intensity

	interventions at the top apply to only a few. Effective schools are commted to success for all students systematically identify struggling students. They identify problems as early as possible-well before students have a chance to fail. The timely identification of problems is what distinquishes intervention strategies from remediation strategies. (Blankstein, 2004)
Use of Data to Target Improvement Efforts	Title I Compliance"" /><:namespace prefix = o /> High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhartdt, V. (2004) Data Analysis for Continuous School Improvement (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (*Guide to Using Data in School Improvement Efforts*. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory. Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources. Jerald, Craig. (2002**)** Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.) Title IV Compliance"" /> Definition: A structured, organizational development method developed to help organizations plan, initiate, and sustain needed changes. Researchers and practitioners collaborate to develop and implement programs. A spiral of improvement is created as researchers continuously provide data feedback during the implementation phase to the practitioners and work with them to identify and overcome obstacles to strong program implementation. Supporting Citations: Cotton, Kathleen. (2001). Schoolwide and classroom discipline. School Improvement Research Series, Close-Up #9. <:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" />Gottfredson, D.C. (1989). Developing effective organizations to reduce school disorder. In C. Moles (Ed.), Strategies to reduce student misbehavior (pp. 87-104). Washington, D.C.: Office of Educational Research and Improvement. Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress (pp. 5-1 - 5-74). Washington, DC: US Department of Justice. Gottfredson, D.C. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: investigation of a school-wide social skills training program and contextual interventions . School Psychology Review 27(3), pp. 446-459. Greenberg, Mark (2004). PROSPER Community-University Partnership Model for Public Education Systems: Capacity-Building for Evidence-Based, Competence-Building Prevention. Prevention Science 5(1), pp. 31-39.
Balanced Assessment System	PK-12 Math Model

	Evidence from a variety of sources make it clear that many students are not learning the mathematics they need or are expected to learn (Kenney and Silver 1997; Mulis et al. 1997, 1998; Beaton et al. 1996). Standards pay a central role in the process of improvement. Ambitious standards are required to achieve a society that has the capability to think and reason mathematically. Standards are descriptions of what mathematics instruction should enable students to know and do. They specify the understanding, knowledge, and skills that students should acquire from prekindergarten through grade 12. The content standards describe the content that students learn and the process standards highlight ways of acquiring and using content knowledge. The Prekindergarten through 12 Math standards model sets forth a comprehensive and coherent set of goals for mathematics for all students that will orient curricular, teaching, and assessment efforts. (NCTM,2000)
Instructional Monitoring System	Instructional Monitoring System"" /> The effective school incorporates a just-in-time intervention system that prevents the learner help immediately an in sufficient quantity and quality to, effectively and efficiently; assist the learner in meeting the instructional objective. Therefore, frequent monitoring of student progress must be accompanied timely corrective feedback and knowledge of results for the students. It is adjusting the instruction from the assessments. (Lezotte and McKee, 2002)
Integration of 21st Century Learning	Title I compliance We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are *procedural guidelines* that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time. Guideline #1: Recognize Change as Both an Individual and Organizational Process Guideline #2: Think ***Big***, but Start ***Small*** Guideline #3: Work in Teams to Maintain Support Guideline #4: Include Procedures for Feedback on Results Guideline #5: Provide Follow-Up, Support, and Pressure Guideline #6: Integrate Programs What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained. Thomas Guskey (1995)
Other Strategy School Climate	Title IV Compliance"" /> Studies show that schools in which students feel as though they belong and that people in the school care about them experience less disorder and student misbehavior. Students who bond with positive people and institutions are less likely to become involved in violence and other behavior. Supporting Citations:

Cotton, Kathleen. (2001). Schoolwide and classroom discipline. School Improvement Research Series, Close-Up #9.

O'Donnell J., Hawkins, J.D., and Abbot, R.D. (1995). Predicting serious delinquency and substance use among aggressive boys.. Journal of Clinical and Consulting Psychology, 63, 529-537.

<:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" />Gottfredson, D.C. (1989). Developing effective organizations to reduce school disorder. In C. Moles (Ed.), Strategies to reduce student misbehavior (pp. 87-104). Washington, D.C.: Office of Educational Research and Improvement.

Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress (pp. 5-1 - 5-74). Washington, DC: US Department of Justice.

Gottfredson, D.C. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: investigation of a school-wide social skills training program and contextual interventions . School Psychology Review 27(3), pp. 446-459.

Gresham, F.M., Sugai, G., Horner, R.H., et al. (1998) Classroom and schoolwide practices that support children's social competence: a synthesis of research. Draft final report for American Institutes of Research and Office of Special Education Programs.

Horner, R.H., Sugai, G., Lewis-Palmer, T.and Todd, A.W. (2001). Teaching school-wide behavioral expectations. Report on Emotional & Behavioral Disorders in Youth , 1(4), pp. 77-79.

Lewis TJ, Sugai G, Colvin G (1998). Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. School Psychology Review, 27(3), pp. 446-459.

McNeely CA, Nonnemaker JM, Blum RW (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. Journal of School Health, 72 (4), pp. 138-146

Other Strategy Conflict Resolution/Peer Mediation	Title IV Compliance"" />\ Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to manage anger, control aggressive responses, understand conflict, and avoid and diffuse potentially violent confrontations. Peer mediation training is provided to a few selected students. They are taught to mediate disputes between other students. Both conflict resolution and peer mediation allow students to settle disagreements peacefully among themselves. Research has found that some programs have had a positive impact on students' attitudes about interpersonal violence, improve school discipline, and positively impact absenteeism. Supporting Citations: DuRant, R.J. et al. (1996). Comparison of two violence prevention curricula for middle school adolescents. Journal of Adolescent Health, 19, 111-117. Johnson,D.W. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research. Review of Educational Research, 66(4), p.459-506. Lindsay, Paul (1998). Conflict resolution and peer mediation in public schools: what works?. Mediation Quarterly, v.16,no.1, 85-99. Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) A review of selected school-based conflict resolution and peer mediation projects. Journal of School Health 65(10), 426-431.
Other Strategy Social Influences	Title IV Compliance"" />\ An emphasis on social influences such as advertising and media as well as the influence of friends (peer resistance skills training) and family members as role models are an important

	part of the Comprehensive, Multi-Component Approach. Research has shown that a focus on social influences is a critical aspect of effective drug prevention education. Supporting Citation: Epstein,J., Botvin,G., Baker,E. & Diaz,T. (1999). Impact of social influences and problem behavior on alcohol use among inner-city hispanic and black adolescents. Journal of Studies on Alcohol, 60(5), p. 595-604. Hawkins, W.B., Catalano, R.F. & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. Pscyhological Bulletin, 112(1), 64-105. Scott,D.M., Surface,J.L., Friedli,D. & Barlow,T.W. (1999). Effectiveness of Student Assistance Programs in Nebraska schools. Journal of Drug Education, 29(2) p. 165-174.
Other Strategy Content ESL	Content-ESL instruction is a bold experiment in language minority education. It takes as its starting point the need to help LEP students survive and thrive in U.S. public schools by putting them into English-medium classes as soon as possible. But it does not endorse mere sink-or-swim survival. Rather, content-ESL favors material that is calibrated to the linguistic needs of students, classes that are sensitive to the previously acquired knowledge they bring to the process, recourse to their native language when necessary, activities that promote active learning, and assessment that accurately measures their levels of accomplishment. Like language acquisition itself, content-ESL is an intricate interweaving--of language and subject matter, of learning theory and learning strategies, of conventional practice and innovation. (Burkart and Sheppard, 2000)
Other Strategy Sheltered Instruction	Sheltered English instruction includes a variety of techniques to help regular classroom teachers make content-area material comprehensible for ESL students who already have some English proficiency. The programs may include a primary language instruction component. Sheltered English programs have proven successful in the development of academic competence in LEP students because such programs concentrate on the simultaneous development of content-area and ESL proficiency. (Freeman, 1988)
Other Strategy LEP Parental Ivolvement	…"the evidence is clear that parental encouragement, activities and interest at home, and parental participation in schools and classrooms positively influence achievement, even after the students' ability and family socioeconomic status are taken into account." Moreover, there may be evidence to support the conclusion that the most useful variety of parent involvement is the contact that parents have with their children in the home when such contact is used to encourage and aid school achievement. (Epstein, 1985b)
Other Strategy Title III Professional Development	For the latter case, where roles and relationships between school personnel and English language learners are grounded in mutual respect, one would surmise that a prerequisite for such school personnel would be basic knowledge and understanding of second language, literacy, and culture learning. In short, to be supportive of this population, school personnel need critical information and informed understanding. …moreover, research on second language learners underscores the benefits ELLs derive from school contexts where personnel are well informed and correspondingly supportive of their strengths, needs, and differences (Carter & Chatfield, 1986; Lucas, Henze & Donato, 1990; Reyes & Laliberty, 1992

Technology Plan

Submitted by - mkd33001 2007-09-15 08:00:57.0

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 Harrison County Board of Education has completed a five year plan to upgrade the network infrastructures within all buildings to a totally switched, layer-3 environment with either a 100Mb, 1Gb, 10Gb backbone. All buildings now have a fiber optic backbone with three campuses having multiple buildings connected through fiber optic cabling. In addition, these buildings are connected to our centralized Network Operations Center through 100Mb, multiple 100Mb, or 1Gb fiber TLS connections provided through Verizon. These connections have proven to be extremely reliable in that they have been up more than 99.9999% of the time. We are aggressively pursuing the replacement of all non-Windows XP computers with less than 90 that still need replaced. As a result of the network upgrades and the creation of the NOC mentioned above, we have migrated from Compass to an enterprise based installation of Odyssey to allow student improved basic skills curriculum and to provide home access for additional learning opportunities. We are also nearing the completion of a multiyear plan to consolidate all school based servers to the NOC and to migrate their services to new Windows 2003 clustered, redundant servers. Complete comprehensive backup and off site disaster recovery capabilities are being upgraded along with our sever technologies. We are delivering distance learning based classes between four schools and are in the process of installing distance learning equipment in ten remaining schools. This will provide distance learning opportunities at 100% of our schools.

Technology Needs Assessment

The Digital Divide Report has been used extensively since it's inception for long and short range technology planning activities. Each school completes their survey in May with that information being utilized to plan for the following year's expenditures and to plan and prioritize projects on a long term basis. It is our goal to replace all non Windows XP workstations. We currently have 98.32% Windows XP workstations based on Digital Divide information collected in May 2007.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology Access

Associated High Yield Strategies None

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

01 - Harrison County technology professionals will continue to upgrade, secure, and maintain infrastructure and hardware to allow for the facilitation of advanced and dual credit classes for middle and high school students.

02 - Harrison County special needs students will have access to specialized technology tools in order to ensure a quality education.

03 - Harrison County students will be clients of a MAN with LAN and WAN connectivity, consisting of TLS, PRI, and SONET circuits, that will provide accelerated Internet access, standardized software, enhanced security, software deployment, adnvanced diagnostics, enhanced service, and online assessment opportunities in order to ensure a quality education.

04 - Harrison County technology professionals will maintain a Metropolitan Area Network (MAN), consisting of TLS, PRI, and SONET circuits, that will connect all educational facilities to provide data, video, and voice connectivity.

05 - The Harrison County Technology Committee will continue to the installation of new, replacement hardware to ensure technology equity and access throughout the county.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose	Persons Responsible	Target Audience
To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being	Technology Coordinators/Schools/Counties	Students and Educators

implemented in Harrison County schools.

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

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Plan Section Title II

Associated Goals/Objectives Technology Access

Associated High Yield Strategies Integration of 21st Century Learning

Action Step Support for computer and handheld devices that maintain the effectiveness of teacher and administrator usage

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
September 1, 2007	June 29, 2008	?	?

Purpose Maintain effective use of equipment to provide efficiency and maintain usage of technology tools for administration and for instruction

Persons Responsible Technology Integration Specialis and Media Trainer, technology Coordinator and Federal Programs Office

Professional Development Web Based

Federal Compliances Title II 02. Professional Development, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

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Plan Section SpEd

Associated Goals/Objectives 2.1 District Subgroups Math Mastery/Abov,2.3 District Subgroups RLA Mastery/Above,Technology Access

Associated High Yield Strategies Integration of 21st Century Learning

Action Step Provide assistive technology and other equipment

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2008	?	?

Purpose To provide necessary equipment to deliver IEP services and provide FAPE

Persons Responsible CASE

Target Audience Exceptional students (3-21)

Federal Compliances Special Education 03. Materials Supplies and Equipment, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

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Plan Section SpEd

Associated Goals/Objectives 2.1 District Subgroups Math Mastery/Abov,2.3 District Subgroups RLA Mastery/Above,Technology Access

Associated High Yield Strategies Integration of 21st Century Learning

Action Step Provide technology including computers, related hardware, and software

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2008	?	?

Purpose To provide technology to support the implementation and administration of IEP services and the delivery of FAPE

Persons Responsible CASE

Target Audience Exceptional students (3-21) and staff

Federal Compliances Special Education 03. Materials Supplies and Equipment, 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 Technology Access

Associated High Yield Strategies None

Action Step TECH/02: Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

01 - Harrison County students and staff will have access to district-wide licensing for Microsoft Office products to ensure standardization of software county-wide.

02 - 7-12 teachers throughout Harrison County will continue to integrate software provided through the TFS initatives, such as Microsoft Office, SchoolKIT, EDclass, and online subscription websites in order to improve WESTESST results.

03 - Harrison County will continue to provide and support Odyssey basic skills software in order to update curriculum, provide for remediation, and to allow student access from home.

04 - Harrison County technology professionals will identify, evaluate, and acquire additional software to develop career education in the middle and high schools.

05 - Harrison County Professionals will review, evaluate, and revise Technology Plans and county and school strategic plans periodically to reflect the changes in curriculum, technology, methodologies, and to better meet student needs

06 - Harrison County students and staff will have access to district-wide licensing for Microsoft Student to ensure standardization of software county-wide.

07 - K-8 teachers throughout Harrison County will continue to target basic skills deficiencies through the implementation of Odyssey and Compass Learning lessons to improve WESTESST results.

08 - Teachers throughout Harrison County will continue to participate in state supported technology programs such as TFS, TFSS, ReInventing Education, SASinschool, WV Virtual Schools, and others to provide students with quality technology programs.

09 - Teachers throughout Harrison County will develop and use technology-based thematic units of instruction incorporating WV CSO's which will address needs identified by testing program results.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose	Persons Responsible	Target Audience
To improve the use of 21st century tools and resources to imporve student achievement.	Technology Coordinators/Schools/Counties	Students and Educators

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

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Plan Section Title V

Associated Goals/Objectives Technology Access

Associated High Yield Strategies Integration of 21st Century Learning

Action Step Expand teacher use of technoloy for enhanced classroom instruction

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
September 29, 2007	June 29, 2008	?	?

Purpose	Persons Responsible	Target Audience
Provide access and build capacity for teachers and students to use technology presentation tools for classroom instruction, and to empower students to use these tools in performance-based assessments to demonstrate the depth of their content knowledge.	County Administrative Assistant, Technology Coordinator, TIS/Media Trainer, Office of Federal Programs	teachers

Professional Development Trainer

Federal Compliances Title V 01. Technology activities related to school-

Led

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

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Plan Section Title V

Associated Goals/Objectives 2.3 District Subgroups RLA Mastery/Above,Technology Access

Associated High Yield Strategies Instructional Monitoring System

Action Step Implement and upgrade Enterprise Edition of READ180 Middle School and Pressley Ridge (N&D) Literacy Intervention

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
September 1, 2007	May 30, 2008	?	?

Purpose To meet the needs of older struggling readers using a research-based structure and to increase reading fluency and motivation through a modeled reading and technology support format To provide student performance reports that will be available to prepare 5-year plan, and to provide information to parents regarding student academic progress, and to address academic concerns during team meetings

Persons Responsible Federal Programs Director, SHMS Assistant Principal (Vickie Luchuck) and Teacher (Louise Southern) Christie Horne, Intervention Specialist and Instructors at Pressley Ridge

Target Audience Teachers working with students who are at risk of meeting the WV high achievement standards

Federal Compliances Title V 02. Development or acquisition of instructional materials, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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Plan Section Title II

Associated Goals/Objectives None,Technology Access

Associated High Yield Strategies None

Action Step Participate and support Fairmont State University's Learning FAST II grant

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	August 1, 2008	?	?

Purpose Address needs in standards-based mathematics, formative assessment, technology integration in mathematics, using student work to make instructional decisions, reinforcing competency and strengthening techniques and strategies used in Dynamic Classroom Assessment

Persons Responsible Rebecca Giorcelli, FSU Lola Brown, Federal Programs Curriculum Specialist

Target Audience 4 Cohort I teachers of Learning Fast Grant and 4 Cohort II teachers

Professional Development Study Group

Federal Compliances Title II 02. Professional Development ,Title II 04. Retention ,Title II 05. Retraining, 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 Technology Access **Associated High Yield Strategies** None

Action Step TECH/03: Ensure that the use of telecommunications and internal connections in the schools will enhance student learning.

01 - Harrison County staff will have access to improved technological communication resources utilizing TLS, PRI, and SONET circuits to exchange information more efficiently

02 - Harrison County staff will utilize access E-mail accounts in order to communicate more efficiently.

03 - Harrison County technology professionals will continue to develop, maintain, and update the county and school web pages to ensure a well-informed school community by presenting critical information such as schedules, grades, and lesson plans

04 - Harrison County technology professionals will provide advanced IP telephony service between all schools utilizing TLS, PRI, and SONET circuits to ensure enhanced communications.

05 - Harrison County will deploy and utilize a newly designed web page that will integrate school and teacher web pages, calendars, student grades, and lesson plans into an easily accessed format

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose	Persons Responsible	Target Audience
To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS	Technology Coordinators/Schools/Counties	Students and Educators

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

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

Plan Section Technology

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

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

01 - Harrison County students will have the opportunity to participate in Virtual School online courses provided through WVDE and virtual classes developed by Harrison County Schools personnel to expand curriculum choices.

02 - Harrison County professionals will continue to actively seek and apply for technology grant funding that would address the academic needs of students and provide equitable educational opportunities for all students

03 - Harrison County central office and schools will actively seek and apply for technology grant funding that would address academically deficient schools.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose	Persons Responsible	Target Audience
To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement	Technology Coordinators/Schools/Counties	Students and Educators

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

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

Plan Section Technology

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

Action Step TECH/05: Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources

01 - Harrison County students will have the opportunity to participate in Virtual School online courses offered through WV Virtual School (WVDE/OTIS) and virtual classes developed by Harrison County Schools personnel in order to expand curriculum choices for students

02 - Harrison County technology professionals will provide alternative ways of offering courses through the use of technology in order to expand learning opportunities.

03 - Harrison County technology professionals will complete the establishment distance learning labs in all schools and the central office in order to provide greater course offerings, expand learning opportunities, provide for additional staff development opportunities, and to maximize staff utilization.

04 - Harrison County technology professionals will continue to support and upgrade S.O.L.E on county-based servers to deliver on-line instruction to students and staff.

05 - Harrison County technology professionals will continue the delivery of county produced virtual classes to provide expanded learning opportunities for students.

06 - Harrison County students will have access to subscription sites to enhance career education and classroom curriculum

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

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

Persons Responsible Technology Coordinators/Schools/Counties

Target Audience Students and Educators

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

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

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Plan Section Technology

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

Action Step TECH/06: Promote parental involvement and improved collaboration with community/home through the user of 21st century tools and resources

01 - Harrison County technology professionals will continue to install digital video recorders that will monitor activities both within and outside of school structures and provide connectivity to emergency personnel and the 911 center to ensure the safety of students

02 - Harrison County technology professionals will continue to provide connectivity through a high speed MAN and site-based wireless networking for access by the 911 Center and emergency responders

03 - Harrison County School communities will be presented with information regarding the fine arts, academic activities, athletic events, and other opportunities delivered to the community through Public Access television.

04 - Harrison County School communities will be presented with information regarding the fine arts, academic activities, athletic events, and other opportunities delivered to the community via he Harrison County web page.

05 - Harrison County School communities will continue to foster and encourage the Partners in Education business partners to support technology education.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose To improve communication and collaboration among stakeholders

Persons Responsible Technology Coordinators/Schools/Counties

Target Audience Students and Educators

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

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Technology 07-Professional Development for 21st Century Instruction

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Plan Section Technology

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

Action Step TECH/07: Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources

01 - Harrison County technology professionals will continue to emphasize staff development opportunites that will address student needs, with the assistance of various technology tools to improve learning opportunities for students.

02 - Harrison County Schools will provide county-wide training opportunities to all employees utilizing a county-wide Technology Integration Specialist and Technology Media Specialist

03 - Harrison County technology professionals will continue the delivery of county produced virtual classes to provide expanded learning opportunities for students.

04 - Harrison County will deploy and utilize Adobe Breeze/Presenter to allow for video conferencing at the individual PC level for staff development and group collaboration.

05 - Hold a Summer Technology Institute to train Harrison CS teachers in 21st century tools and resources

06 - Teachers and service personnel throughout Harrison County will continue to be provided training opportunities to advance skills in Microsoft Office, E-mail applications, Odyssey, Compass, and other applications in order to increase technology integration in the classroom.

07 - Provide professional development for selected teacher participants in standards-based mathematics, formative assessment, technology integration in mathematics, using student work to make instructional decisions, reinforcing competency and strengthening techniques and strategies used in Dynamic Classroom Assessment

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2009	?	?
Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources	**Persons Responsible** Technology Coordinators/Schools/Counties	**Target Audience** Students and Educators	
		Federal Compliances Technology 07-Professional Development for 21st Century Instruction	

Plan Section Title I

Associated Goals/Objectives Technology Access

Associated High Yield Strategies Support for School-Based Professional Development that is Ongoing and Embedded

Action Step Summer Institute Professional Development Series 2007

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
June 1, 2007	August 30, 2008	?	?
Purpose Enrich and sustain teachers through a menu of professional development topics that meet the differentiated staff development needs of Harrison County Teachers	**Persons Responsible** Federal Programs Staff Literacy Coaches Technology and Media Integration Specialists	**Target Audience** Teachers, literacy coaches, administrators, district curriculum specialists	**Intended Impact on Audience** Increased professional development
Professional Development College Courses ,Trainer Led ,Web Based	**Professional Development Other Description** Based upon teacher surveys, summer institute offerings will include a menu of various professional development sessions to meet teacher needs	**Federal Compliances** Title I 03. Professional Development, Technology 07-Professional Development for 21st Century Instruction	

Plan Section Title III

Associated Goals/Objectives Technology Access

Associated High Yield Strategies Integration of 21st Century Learning

Action Step ESL Lead Language Specialist and ESL Tutors will participate in technology professional development training to assist students in using language software programs to increase language proficiency. ESL Teachers will use technology to produce data analysis of student performance to inform parents and the school district

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
August 28, 2007	June 8, 2008	?	?
Purpose Teachers will provide ESL students with a wide variety of activities and 21st century teaching and learning skills instruction	**Persons Responsible** Title III Lead Language Specialist, Title III Tutors	**Target Audience** ESL Instructional Staff	**Intended Impact on Audience** Increased fluency and usage of 21st century tools for learning

Professional Development Trainer Led

Professional Development Other Description ESL instructiors will collaborate with Media trainer and Technology Integration specialist to develop skills in using instructional technology with ESL students

Federal Compliances Title III 01. New Language Instruction/Academic Content, Technology 07-Professional Development for 21st Century Instruction

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Plan Section Title VI

Associated Goals/Objectives 2.1 District Subgroups Math Mastery/Abov,2.3 District Subgroups RLA Mastery/Above,Technology Access

Associated High Yield Strategies None

Action Step Provide targeted support to assist teachers and administrators with professional development to improve instruction and learning for students at risk of meeting the WV high academic achievement standards

1. - Project Based Learning Pilot (PBL)program in 3 programmatic levels (elementary, middle, high)Teachers and students master technology tools for learning. Teachers complete action research on PBL project

2. - Harrison County School Author Series to support middle and high school student learning. Three major authors and 5 mini-series authors. Transportation and books to support student learning.

3. - Summer Learning Academy for 8th grade at-risk students transitioning to high school. Professional development provided for teachers to review and analyze student data, plan instruction and interventions. Materials and speakers will enrich the program.

4. - READ180 implementation at target schools South Harrison Middle & High. Extends and supports the middle school READ180 intervention program for students attending the high school

5. - Provide technical assistance to targeted schools for school reform (Lincoln, Lumberport Middle, Mountaineer Middle, Salem Elementary)

6. - IDMS District-wide Reading/Language Arts benchmarking software in grades 6-12 to provide formative assessment for strategic instructional planning

Projected Begin Date July 1, 2007

Projected End Date June 30, 2008

Actual Begin Date ?

Actual End Date ?

Purpose Provide technical assistance for professional development using 21st century learning and assessment skills

Persons Responsible Office of Federal Programs

Target Audience Teachers, Administrators

Intended Impact on Audience Teacher expertise in 21st Century learning and assessment

Professional Development Action Step Research ,Learning Community ,Study Group

Federal Compliances RLIS 02. Teacher Professional Development ,RLIS 03. Educational Technology, Technology 07-Professional Development for 21st Century Instruction

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Plan Section Title II

Associated Goals/Objectives 1.4 District All Stdn RLA Mastery /Above,2.1 District Subgroups Math Mastery/Abov,Technology Access

Associated High Yield Strategies Performance Goals to Develop 21st Century Learners ,Integration of 21st Century Learning

Action Step Technology and Media Trainer to provide school-based professional development to increase expertise of Technology Integration in classroom instruction and distance Learning

Projected Begin Date August 1, 2007

Projected End Date July 1, 2008

Actual Begin Date ?

Actual End Date ?

Purpose To meet the challenges of 21st Century learning by providing support to teachers who will be using distance learning To train Presenter's Collaborative in use of 21st Century Learning Tools for instruction, Provide staff development for administrators and teachers using hand-held devices to monitor classroom instruction

Persons Responsible Federal Programs Director, Kay Devono Director Instructional Technology, Jim Eschenmann Technology Integration and Distance Learning Media Specialists

Target Audience Teachers

Intended Impact on Audience Teachers will have support to become skilled at 21st century technology tools for instruction

Professional Development Trainer

Federal Compliances Title II 02. Professional Development, Technology 07-Professional

Led Development for 21st Century Instruction

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

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

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

01 - Harrison County technology professionals will deploy and utilize Microsoft's SMS to remotely install software, diagnose problems, and install and configure drivers.

02 - Harrison County technology professionals will deploy and utilize new security devices to improve network security, intrusion detection and prevention, and improve incident response.

03 - The Harrison County Technology Committee will continue to provide county-level technicians for maintenance issues to ensure quality time on task for all students.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

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

Persons Responsible Technology Coordinators/Schools/Counties

Target Audience Students and Educators

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

Technology 09-Adult Literacy

Plan Section Technology

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

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

01 - Harrison County School communities will continue to initiate and support the use of buildings and equipment for technology education in the community, including collaboration with local adult literacy provider.

02 - Harrison County School communities will continue to support the partnerships with the Technology Opportunity Centers in Bridgeport, Liberty, and Lincoln High Schools to provide adult literacy opportunities in those communities.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose To provide 21st century skills for adults/community

Persons Responsible Technology Coordinators/Schools/Counties

Target Audience Students and Educators

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	0.00		0.00	0.00
		Data Lines	623,028.00		474,297.00	148,731.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	0.00		0.00	0.00
		Paging	0.00		0.00	0.00
		Voice	30,000.00		21,900.00	8,100.00
		WAN	0.00		0.00	0.00

		Web Hosting	0.00	0.00	0.00
		E-rate Totals	646,428.00	491,379.00	155,049.00
TFS/Elementary E-rate Application	2008	State Totals - Elementary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2008	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	0.00		0.00	0.00
		Data Lines	623,028.00		474,296.64	148,731.36
		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	0.00		0.00	0.00
		Paging	0.00		0.00	0.00
		Voice	23,400.00		17,082.00	6,318.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	646,428.00		491,378.64	155,049.36
TFS/Elementary E-rate Application	2007	State Totals - Elemenary TFS	0.00		0.00	0.00
		State Totals - TFS/Elementary	0.00		0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2006	Cellular	0.00		0.00	0.00
		Data Lines	665,030.00		504,412.10	160,617.90
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	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	665,030.00		504,412.10	160,617.90
State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	0.00		0.00	0.00
		Data Lines	583,410.00		455,997.00	127,413.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	123,632.00		93,003.40	30,628.60
		Internet Access	0.00		0.00	0.00
		Long Distance	0.00		0.00	0.00
		Paging	0.00		0.00	0.00
		Voice	23,400.00		17,550.00	5,850.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	730,442.00		566,550.40	163,891.60
State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2005	Robert C. Byrd HS	93,002.00	70	65,101.40	27,900.60

State Totals - SUCCESS	93,002.00	65,101.40	27,900.60

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?	05/21/2002
3. When was the public meeting held for CIPA Compliance?	05/10/2001
4. Provide the URL to your acceptable use policy.	www.harcoboe.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?	1	0	1
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?	20	1	21
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?	Each school has a 100Mb MAN connection which are concentrated into our Network Operations Center via a 1Gb connection. Internet connectivity is then provided to the entire county through a 100Mb connection.

WORK PLAN SUMMARY

Support/Capacity Building Process

Harrison County Schools is committed to providing parents, students, administrators, professional and service personnel with training, equipment, materials and an educational environment that is conducive to success, and with the ultimate aim to improve student achievement. The school system maintains an active parent and community involvement relationship in which the voice of the people is honored through public forums, websites, surveys and evaluations on our service to the public. Each year, a school performance report card is distributed to the parents of school students that publicly announces each school's academic success based on WESTEST participation and performance, student attendance, and the qualifications of school instructional staff members.

Harrison County Schools has a rich history in providing an on-going, embedded, and sustained professional development program. Our summer institutes, graduate courses, consultants and seminars (ex. Mid-year conference on Memory and the Brain) supports teachers through attendance at sessions presented by nationally recognized consultants. Consultants are charged with building teacher capacity and promoting the latest developments in research-based instructional strategies. Teachers provide feedback on the effectiveness of these institutes via conference evaluations and online surveys. Information gleaned from teacher responses, reviews of data and needs assessments, is carefully considered when planning the course for future professional development. Harrison County educators are also committed to attending professional development/technical support initiatives sponsored by West Virginia Department of Education. Support for attending WVDE sessions is prioritized to align with Harrison County Schools' district goals and objectives. (Ex. Intensive Phonemic Awareness Project, Tiered Instruction, Response to Intervention, Technology tools for assessment and learning)

Emphasis on student performance data is a priority for Harrison County Schools. Administrators and teachers participate with district curriculum personnel to understand and interpret the data in order to meet the needs of all learners. With information gleaned from data disaggregation, schools and the LEA are more knowledgeable about programs, interventions, staff development, materials and instructional needs. Conclusions regarding data serve as the basis for strategic planning and decision making in order to maximize the effectiveness of our human and fiscal resources.

Process Monitoring

Title I teachers receive check-point notices to ensure that plans are revised and updated regularly and on file in schools and district office along with the appropriate documentation forms and procedures. Harrison County Schools values collegial relationships among district and building level educators, and believes that investing time and resources in providing collaborative planning will yield a big dividend when accomplishing the action steps outlined in our 5-year strategic plan. The district is committed to assuring that program goals are implemented in a timely fashion, and with rigor and accountability. The coordinators, specialists, and directors involved with all of Harrison County's federal programs complete the self audit using the desk monitoring document that guides consolidated monitoring. These self-audit documents are reviewed with each school's monitoring advisory team that represents each school. Intervention programs in place at schools showing greatest need are reviewed and evaluated for fidelity to implementation and student progress. This is made possible through an on-line format that permits building and district-level administrators to monitor student progress, teacher implementation, and academic progress. Progress reports are available at the school sites and a yearly report is submitted by each building's intervention facilitator. Additionally, all stakeholders are invited to provide feedback regarding the effectiveness of action steps as outlined in the strategic plan. These evaluations are reviewed by our curriculum teams and reports are presented for discussion, review, and revision to the programs. Progress on the strategic plan and the evaluation summaries are presented to board members in the annual board retreat work-session via its annual executive report. Harrison County Federal Programs also keeps timelines for action steps such as "Parents Right to Know" compliances, Supplemental Education Services (SES), and school choice.

Evaluation Process

Harrison County schools will use a variety of measures to analyze the effectiveness of our plan's Action Steps. It goes without saying, however, that we hold in high regard the measures of our students' progress towards concept attainment and content mastery. One of the strategic planning committee's responsibilities is to meet annually to review the district progress of our action steps. Though some of the action steps are on-going and intended to move the district towards school reform, there are a number that are designed to provide short-term, intermediary steps and are attainable in the span of one year. When we meet for planning, committee members work in small breakout sessions to highlight the work that is accomplished and that which is still in progress. Group members work together to analyze the effectiveness of our progress, then report back to the planning committee. There is an understood expectation that decisions will be reflective, efficient, and forthcoming--made in the best interests of our students. As the district determines the most appropriate ways to move forward on action steps we are committed to assurances that our students will move towards the highest levels of academic success. Curriculum teams provide the larger group with information on WESTEST, DIBELS, Writing and Math assessments so that we can engage in focused conversations to validate the effectiveness of planned action steps and movement towards our stated goals and objectives. Harrison County Schools has established a focus group with regularly established bi-monthly meetings. Members report out to the group on district and state mandated initiatives such as Phonemic Awareness Project, Tiered Instruction, and Response to Intervention. The group values a culture of reflection, consensus decision-making, and professional reading, study, and research. Commitment to the district curricular focus promotes respect to the broader academic course of the district.