

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

JACKSON COUNTY SCHOOLS JACKSON COUNTY SCHOOLS

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"Good plans shape good decisions.

That's why good planning helps to make elusive dreams come true."

Lester R. Bittel, *The Nine Master Keys of Management*

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Superintendent	Blaine C. Hess
	Assistant Superintendent	Gary M. Samples
	Business Manager	Laura Matheny
	Director of Elementary and Middle Schools	Irene C. Murphy
	Director of Vocational and High Schools	James W. Mahan
	Attendance Director	E. Bryan Thompson
	Special Education and Health Services Director	Lisa Martin
	Reading Coordinator	Linda Casto
	Principal	A. Paulette Anderson
	Principal	Gary Higginbotham
	Principal	Gail Varney
	Principal	Kent Kennedy
	Assistant Principal	Jo Hendricks
	Roane-Jackson Technical Center Director	Dennis Carpenter
	Assistant Superintendent	Jay Carnell
	Director of Federal Programs	Janet L. Murray
	Business & Community	Director
Business Representative		Sharon Gump
Community Representative		Mark Whitley
Community Representative		Vickie Nichols
Community Representative		Carolyn Lemasters
Community Representative		Lucy Harbert
Other	Recent Graduate	Oscar Harris
	Retired Teacher	Taran Parsons
Parents	Parent	Ruth Ann Hutchison
	Parent	Stacy Donohew
	Parent	Donna Leaptrot
	Parent	Jill Youell
Service Personnel	Parent	Joe W. Casto
	Executive Secretary	Nancy E. Whitman
Students	Student	Robert L. Ely, III
Teachers	Teacher	C. Sue McLane
	Teacher	Jackie Durst
	Teacher	Stacy Parsons
	Teacher	Thelma Lang
Technology Committee	Director of Technology	Larry Koenig
	Teacher	Melissa Layhew
	Teacher	David Daniel
	Teacher	Mendy Ball
	Teacher	Will Hosaflook
	Teacher	Melissa Lavender
	Teacher	Phyllis Lyons
	Teacher	Pat A. Miller
	Teacher	Kim Sheets
	Teacher	Arlen Canady
	Teacher	Jessie Thompson
	Teacher	Carol Hyre
	Teacher	Ollie Westfall
	Teacher	Beverly Smith
	Teacher	J.T. Hatcher

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

Jackson County Schools will provide excellent educational opportunities for ALL students in a safe and orderly environment that fosters respect, trust, honesty and responsibility.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. learning is a lifelong process.
2. our school should be a safe and welcoming environment for each member of the school community.
3. character education is an integral part of each student becoming successful.
4. children come first.
5. the classroom is the most important place in our school.
6. learning is enhanced when teachers, families, and communities work together.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	127,320.00
Ed Tech Federal	24,419.66
Technology E-rate	74,242.00
Technology E-rate County Match	31,818.00
Technology Local Share	20,313.00
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	72,080.00
TFS/Elementary Technology	66,686.00
TFS/Secondary Technology	82,243.00
Title II	325,785.00
Title III Language Instruction LEP	3,675.00
Title IV Safe and Drug Free Carryover Budget	1,500.00
Title IV Safe and Drug Free Schools	27,246.15
Title V	164,078.50
Total	\$ 1,021,406.31

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Jackson County Schools have maintained a consistent enrollment between FY 02 and FY 06. FY 02 statistics show a total of 5,060 students enrolled as compared to a final enrollment of 4981 for FY 06. The 79 student difference is not significant as it represents the normal fluctuation of students during recent school years. FY 07 final numbers in draft show a total net enrollment of 4,946, a decrease of thirty-five students over one year. Enrollment across ethnic groups increased slightly when comparing FY 02's 65 students to FY 06's 74 students. However, FY 07 statistics reveal a slight decrease to 67 students identified on WVEIS with ethnicity other than white.

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

According to the 2000 Census, 98.7% of Jackson County's population is classified as belonging to the white race. Some ESL students have enrolled recently due mainly to foreign investments in local factories. This has not had a significant change impact on the county's ethnic profile. Jackson County Schools as responded to the ESL students by providing tutors and service to assist in school success for those not already fluent in English.

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

There have been no significant changes in the socio economic demographics of Jackson County in recent years.

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

Changes in the economic stability and trends are anticipated due to the establishment of several new businesses. These additional employment sites are expected to add several hundred new jobs to the county economy.

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

Family characteristics and backgrounds remain relatively unchanged over recent years.

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?

PRIDE Survey statistics as self-reported by students show a slight decrease in annual use of illicit drugs among 11th graders from 36.4 % in FY 02 reporting at least annual usage to FY 04 report of 30.1% reporting some drug use. FY 07 statistics show 41.4% of the 9% participating reporting drug use. Students report decrease in the availability of illicit drugs. Comparison of the statistics of cigarette use showed a 4% increase. An annual usage of beer of 47.1% in FY 02 decreased to 43.4% in FY 04, and again to 25.3% of students surveyed in FY 07, though the students surveyed that the availability of alcohol has increased over the same period. The 1999 West Virginia Youth Risk Behavior Survey reflects similar findings and is also a self reported survey. Nearly 50% of the students surveyed reported drinking alcohol within the last thirty days. 29.3% reported recent marijuana use. 54.8% reported being sexually active. 42.7% reported sexual activity without use of a condom. Additional areas of concern exist regarding student obesity, diet and exercise. The two instruments support the positive effects of prevention programs, state and local policies and the Student Code of Conduct.

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

Schools will have an increased challenge to stay up-to-date with the changes in technology and software.

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

Principals surveyed reported mild concern regarding the negative impact of youth sports at the elementary level. In addition, one secondary principal expressed that student involvement with older peers frequently resulted in inappropriate behaviors displayed both at school and in the community.

PRIORITIES

1. Increase student safety through school policies and prevention programs.
2. Meeting student's needs both academically and socially in a rapidly changing technological society.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Student Achievement for students in special education and low socio economic sub groups as measured by WESTEST.

WESTEST Confidential Summary Report

Student Achievement for students in special education and low socio economic sub groups as measured by WESTEST.

WESTEST Confidential Item Analysis Summary

Although gains in student achievement have been reflected on WESTEST, student achievement for students in special education and low socio economic sub groups must continue to be a priority.

WESTEST Confidential Roster Report

Although gains in academic achievement have been made as reflected by WESTEST, continued focus on student achievement for students in special education and low socio economic sub groups must continue to be a priority.

WV Writing Assessment

Increase the number and percentage of students scoring at or above mastery. Increase the number and percentage of students scoring "Distinguished".

SAT/ACT Results

Results of the ACT indicate a need to increase the number and percentage of students that score a composite score of 21 and a minimum score of 20 in all sub-tests. Improvement in all sub-tests is needed to meet the state and national average. A particular focus is necessary in the area of mathematics.

ACT Explore - Grade 8 Middle School

Jackson County FY 05 ACT Explore Scores compared quite favorably with West Virginia's composite scores. Jackson County English was 15.2 compared to national score of 13.9. Local Mathematics score of 14.9 also surpassed the national score of 14.4. Jackson County's Reading score of 14.4 surpassed the national score of 13.9. The local Science score of 16.0 surpassed slightly the Science for West Virginia at 15.9. Composite score for the county at 15.3 surpassed the national composite of 14.7.

FY 06 data also reflected performance surpassing national levels. Jackson County English at 14.5 compared with 13.9 national performance. Local Math 14.9 exceeded the nation's 14.4. Reading was level at 13.9 for both local and national ranking. Local Science at 16.0 surpassed the national score level of 15.9. Reported composite for the county was 15.0 compared with a national composite of 14.7.

Local comparisons for the the two academic years reported reflect slight performance drops in English, Reading and composite scores. Mathematics at 14.9 maintained. FY 06 students tested number was 357 as compared to 345 for FY 05.

ACT Plan - Grade 10 High School

Comparison of local and national ACT PLAN scores for FY 05 reflect Jackson County students' performance to have exceeded their 10th grade peers nationally. Local English 17.0 surpassed the 16.1 national score. Local Mathematics level of 16.5 was slightly above the national score of 16.3. Reading at 17.0 locally exceeded the national 15.8. Science locally at 17.4 exceeded the national 17.4. Composite scores locally were aggregated for a 17.2 as compared with the national mean/average score of 16.5.

Local English increased from FY 05 to 17.6 and also exceed the national mean score of 16.1. Mathematics scores also increased for FY 06 to 17.2 as compared to 16.3 nationally. Reading increased only slightly from last year to 17.1 though the score level compares favorably with a national score of 15.8. Science rose also very slightly locally to 18.0 but also exceeded the national score of 17.4. The national composite mean score held steadily at 16.5 while Jackson County's elevated to 17.4.

AP Testing Report/AP Rate

The Advanced Placement (AP) testing report shows a leveling off in the percentage of students scoring a 3 or higher in the junior and senior year of high school. There were 2 sophomores taking AP tests in the 2005-2006 school year with both receiving credit from the exam. There were 72 seniors in the county that took AP tests. Review of preliminary AP test results for the 2006 school year indicates the need for a review of some AP courses. This review will include the appropriate scheduling of students, training for current and future AP instructors, and the use of the WV Virtual School to deliver AP instruction.

End of Course Testing Report for Career and Technical Education

All Career and Technical Education courses that completed the second round of End-of-Course Testing exceeded the state requirement necessary to meet federal compliances under the Perkins Act. Of the courses implementing End-of-Course Testing, Agriscience 12, Greenhouse Technology, Business Computers II, Drafting (architectural, and Fundamentals of Drafting did not meet standards. Components of this course will be reviewed and a plan to increase student performance will be implemented. Overall as a county, we met the state standards for both terms.

Informal Reading Assessment

The Informal Reading Assessment has been replaced by DIBELS(The Dynamic Indicators of Basic Early Literacy Skills). All primary staff, including Title I and Special Education, have been provided training, a PDA, software and manuals. The Reading Coordinator monitors this implementation of "the most valid indicator currently available to measure student reading success". This implementation is funded by federal projects.

Informal Math Assessment

The Informal Math Assessment is being administered at each school site housing primary students. Currently, no summary of school results is required by the county.

Formative and Benchmark Assessments

Jackson County is currently investigating and developing formative assessments during curricular benchmarking. Accrued instructional time will be used to all instructional staff to use Content Standards and Objectives and formative assessments in this benchmarking process.

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

When a parent indicates on the school enrollment form that English is not the primary language spoken in the home, the parent is asked to complete a Home Language Survey. Each student who is identified as having a primary language other than English is administered a formal language assessment. Based upon the results of the language assessment, students will receive services as needed. Typically, Levels one, two, and three require tutoring and classroom instruction modifications. Levels four and five are provided assistance as needed.

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

Ten LEP students were given the WESTELL:

Two students' composite score was a 3.

Six students' composite score was a 4.

Two students' composite score was a 5.

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

Jackson County has ten LEP students.

100% of eligible students (7 students) took the WESTEST.

Three students were in grades where WESTEST is not given i.e. grades 9, 11 & 12.

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

100 % of students(7) received MASTERY or above in Reading/Language Arts.

PRIORITIES

1. Improve academic achievement of special education and low socio economic students in the areas of mathematics and language arts in order achieve AYP in all schools.
2. Improve academic achievement in mathematics for all students in grades nine through twelve.
3. Improve academic achievement for all students in grades nine through twelve.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Jackson County has consistently met state standards for average daily attendance. Comparison of actual attendance data shows attendance consistent at or above the state attendance standard.

Discipline Referral Report

A comparison of student suspension data by site for FY 02 contrasted to FY 05 reflected a decrease in both incidents of suspension and total days suspended. FY 02 statistics show 596 suspensions totalling 1594 days, FY 05 suspensions number 515 incidents totalling 1520 days. FY 06 suspensions totaled 540 incidents with a lesser 1464 total student days lost to suspension.

Dropout Rates/Graduation Rates (by subgroup if available)

Jackson County Schools continues to exceed the required graduation rate of 80%. In order to maintain compliance with NCLB, and meet the needs of all students, a concentrated effort must be made to meet the academic needs of our most at risk students.

College Enrollment Rate

The college enrollment rate for Jackson County students attending WV Public College is 62.7%. This rate ranks Jackson County 9th in West Virginia in terms of college enrollment. The average percent of West Virginia graduates enrolling in higher education is 59.3%.

College Developmental Course Rate

The most recent data available indicates that 37.2% of the 2004 Jackson County graduates enrolled in WV Public Colleges are enrolled in developmental courses (33% mathematics/18.9% English). This figure is down from the previous year of 40% as is the percentage of students enrolled in developmental courses (37% in math and 22% in english in 2003)

PRIDE Survey

PRIDE Survey statistics as self-reported by students show a slight decrease in annual use of illicit drugs among 11th graders from 36.4 % in FY 02 reporting at least annual usage to FY 04 report of 30.1% reporting some drug use. Students report decrease in the availability of illicit drugs. Comparison of the statistics of cigarette use showed a 4% increase. An annual usage of beer of 47.1% in FY 02 decreased to 43.4% in FY 04 though the students surveyed that the availability of alcohol has increased over the same period.

Results of Nationally Recognized Physical Fitness Test

All students in Jackson County schools enrolled in a Physical Education Course are required to participate in the Presidential Physical Fitness Test. Each site reports the test data via WVEIS. Percentages range from 35% at one secondary school to 95% at a middle school site. The prevalent cluster of qualifying percentages ranged from 70.5% to 87%.

Youth Risk Behavior Survey

The 1999 West Virginia Youth Risk Behavior Survey reflects similiar findings and is also a self reported survey. Nearly 50% of the students surveyed reported drinking alcohol within the last thirty days. 29.3% reported recent marijuana use. 54.8% reported being sexually active. 42.7% reported sexual activity without use of a condom. Additional areas of concern exist regarding student obesity, diet and exercise.

CIMP Self Assessment

The FY 06 Special Education Continuous Improvement Monitoring Process (CIMP) Self-Assessment submitted December, 2006 identified thirty (32) of forty-six (46) compliance indicators as compliant, five (5) areas of non-compliance and nine (9) areas which the steering committee deemed not applicable. The first area of non-compliance under Cluster Area I relevant to General Supervision is the insufficient number of highly qualified professional personnel. 86% of special educators were determined to be highly qualified, with six (6) teachers on permit. Additionally, three teachers did not meet the requirement of highly qualified based on certification in the content area. Teachers not "highly qualified" are working toward full certification with tuition assistance provided through IDEA entitlement funds. In addition two teachers are working toward alternative route to certification for content endorsement.

Also under Cluster Area I, a finding of noncompliance was noted on compliance indicator 1.5 relevant to the completion of initial evaluations, reevaluations and annual reviews. Documentation indicates that 89% of initial evaluations were completed within the required timeline, 89% of reevaluations were completed within the required timelines, and 89% of annual reviews were either completed within the required timeline or justified.

In Cluster Area III, Parent Involvement, standard 3.13 relevant to provision of Procedural Safeguards must be met with

100% compliance. Although procedural safeguards are routinely provided with every notice and meeting, clerical omissions on meeting notices resulted in an inability to verify this standard at 100%. Training on the revised statewide meeting notice form and monitoring efforts throughout the 2006-07 school year have resulted in steady improvement.

In Cluster Area IV,FAPE in the LRE, the graduation rate for students with disabilities (SWD) did not meet the target criteria of 80%. The graduation rate for Jackson County SWD was 65.21% as compared to the state average of 72.73%.

Cluster Area V, Secondary Transition, is another area in which the county did not meet the designated criteria. While transition services are in place and applicable for secondary students, clear documentation relevant to transition assessments and use of assessment data in transition planning was not evident for some file reviews of SWD age 16 or older.

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

Nineteen LEP students

.004 percent

LEP - What are the major language groups?

Russian, German, Japanese, and Spanish

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

none

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

One family in the Ravenswood area...typically 2-3 students.

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

Ripley Elementary - 6

Ravenswood Middle - 1

Ripley Middle - 4

Ripley High - 2

Henry J. Kaiser - 1

Kenna Elementary - 1

Ripley High School 4

12 schools in Jackson County

7 serving LEP students

58 %

PRIORITIES

1. Improve student achievement in the areas of mathematics and English, as measured by ACT sub-tests and the percentage of students in developmental college courses.
2. Add safe schools' goal to strategic plan.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

There have been no areas of non-compliance identified by an Office of Performance Audit on-site review.

North Central Report on Schools

All middle and high schools in Jackson County currently accredited by the North Central Association.

Monitoring Reports (Special Education and NCLB)

Jackson County Schools was not identified for a focused monitoring visit during the 2006 - 2007 school year. The CIMP Self Assessment was completed and documentation regarding areas of needed improvement is entered in the designated section of this Five Year Strategic Plan update under *Other Student Outcome Data*.

Walkthrough Summaries

Walkthrough Summaries: All principals have been trained in the use of "Walkthroughs" for the purpose of monitoring and improving instruction. School principals and assistant principals have used and will continue to use Walkthroughs for this purpose during the 2007-2008 school term with a goal of each classroom being visited each week.

Documentation recorded by the administrators during walkthroughs will be shared with teachers as information and discussion items, as well as to determine staff development need in order to improve instruction, classroom management, classroom climate, etc., which, in turn, will improve student learning.

High Schools that Work Assessment Report

The most recent High Schools That Work (HSTW) Assessment Report indicates strong improvement in all areas of the assessment. Jackson County has been recognized for gains made in the HSTW Assessment. Additionally, one high school in Jackson County will be selected as a 21st Century school by the WV Department of Education in the fall of 2006.

Making Middle Grades Matter Report

N/A

Highly Qualified Personnel Report

Highly Qualified

Personnel Report: Jackson County Schools will continue to work toward the goal of having 100% of its personnel meeting the highly qualified status. With the exception of one teacher, all Jackson County professional employees hold a West Virginia Teaching License with full certification in a specific area. Teachers assigned outside of their certified area, including the teacher addressed above, are employed on a permit license for the area which they are assigned and are committed to completing full certification in the specific area via completion of a minimum of six semester hours each year of permit employment. West Virginia Department of Education and Jackson County Schools support the completion of certification to become highly qualified by providing tuition reimbursement. Parents who have children placed with a teacher who does not meet the standards of highly qualified by federal or state definition are notified in writing annually.

Jackson County Schools has also developed procedures containing a plan of action for the purpose(s) of: analyzing data and identifying problem/shortage areas regarding highly qualified staff; examining recruitment, retaining and retraining efforts and designating appropriate solutions for the identified problem areas.

Both federal and local funds will be accessed for the purposes of recruiting, retaining, retraining (tuition reimbursement and professional development) and data review.

Digital Divide Report (Technology)

The Digital Divide Survey results show that Jackson County Schools has made strong progress in the use of technology in the classroom. All classrooms are equipped with internet capable computer(s) and a 2.5:1 student/computer ratio exists in the county. While the overall effort in technology is admirable, an ongoing challenge is to phase out computers with the Windows 95 operating systems and Windows 98 operating systems. The Digital Divide Survey indicates that there are 29 computers with the Windows 95 operating systems and 500 computers with the Windows 98 operating systems currently in use in classrooms or libraries throughout the county.

PRIORITIES

1. Sp ED - Graduate Rate/Dropout Rate

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Improve student academic achievement in reading language arts.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	Increase the average percentage of students in grades 3-5 scoring at or above mastery in reading language arts on WESTEST by 3% annually.	Grade 3-5 Reading/Language Arts	82.00	97.00
1.2	Increase the average percentage of students in grades 6-8 scoring at or above mastery in reading language arts on WESTEST by 3% annually.	Grades 6-8 Reading/Language Arts	83.00	98.00
1.3	Increase the percentage of tenth grade students scoring at or above mastery in reading/language arts on the WESTEST by 3% annually.	Grades 10 Reading/Language Arts	75.00	90.00
1.4	Increase the percentage of tenth grade special education students scoring at or above mastery in reading language arts on the WESTEST by 10% annually.	Special Education Lang Arts/Reading (10)	9.00	68.00
1.5	Increase the percentage of tenth grade economically disadvantaged students scoring at or above mastery in reading language arts on the WESTEST by 5% annually.	Low SES Language Arts/Reading Grade 10	56.00	91.00
1.6	Increase the English and reading subtest scores on the ACT by .3 annually.	ACT Reading and English	20.30	21.80

Goal 2: Improve student academic achievement in mathematics.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	Increase the average percentage of students in grades 6-8 scoring at or above mastery in mathematics on WESTEST by 3% annually.	Mathematics grades 6-8	79.00	94.00
2.2	Increase the average percentage of students in grades 3-5 scoring at or above mastery in mathematics on WESTEST by 3% annually.	Mathematics grades 3-5	78.00	93.00
2.3	Increase the percentage of tenth grade students scoring at or above mastery in mathematics on the WESTEST by 5% annually.	Mathematics Grade 10	60.00	85.00
2.4	Increase the percentage of tenth grade special education students scoring at or above mastery in mathematics on the WESTEST by 10% annually.	Mathematics (Special Education) - Gr. 10	5.00	70.00
2.5	Increase the percentage of tenth grade economically disadvantaged students scoring at or above mastery in mathematics on the WESTEST by 6% annually.	Mathematics (Low SES) - Grade 10	39.00	81.00
2.6	Increase the mathematics subtest score on the ACT by .5 annually.	Mathematics ACT	18.90	21.40

Goal 3: Improve academic achievement in science for students in grades nine through twelve.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	Increase the percentage of tenth grade students scoring at or above mastery in science on the WESTEST by 3% annually.	WESTEST Science (Grade 10)	85.00	100.00
3.2	Increase the science subtest score on the ACT by .2 annually.	ACT Science	19.90	20.90

Goal 4: Implement five instructional practices identified as critical in raising student achievement and reducing the achievement gap. 1. A school-wide instructional planning model. 2. A district-wide focus on reading comprehension in grades PK-12 in all subjects and courses. 3. A district-wide focus on writing across all subjects. 4. Systemic implementation of acceleration/previewing for all "extra-help" students in grade-level subjects and courses. 5. Use of differentiated assignments with student choice for proof of learning.

	Objective	Objective Short Name	Baseline	5-year Target
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4.1	Monitor implementation of research-based instructional practices.	Monitoring Instructional Practices	190.00	9200.00
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Goal 5: All students will be educated in a safe, orderly and drug free learning environment that supports and enhances academic achievement.(Title IV)

	Objective	Objective Short Name	Baseline	5-year Target
5.1	Decrease the number of physical fights as reported on WVEIS.	Decrease the number of Physical Fights	95.00	70.00
5.2	Decrease the number of out of school suspensions for all infractions including but not limited to Alcohol, Tobacco, Other Drugs, and Violence through implementation of prevention programs at all twelve sites.	Out of School Suspensions	540.00	500.00
5.3	Increase the number of Student Assistance Team meetings at each site for the purpose of increasing student school success.	Student Assistance Team	653.00	1020.00

Goal 6: Ensure appropriate communication and service to parents and to the community at large.

	Objective	Objective Short Name	Baseline	5-year Target
6.1	Provide information to all school stake holder and community groups.	Provide adequate appropriate information	0.00	168.00
6.2	Provide appropriate educational service to parents and to the community at large via Adult Education Program Courses and parent training sessions.	Educational Service	0.00	1030.00

Goal 7: Increase access to free and appropriate public education for all students.

	Objective	Objective Short Name	Baseline	5-year Target
7.1	Increase access to educational services for students as defined by child count data and individual student IEPs.	Increase access	0.00	875.00

Goal 8: Integrate twenty-first century skills and technology tools into the general curriculum for the purpose of improving student achievement.

	Objective	Objective Short Name	Baseline	5-year Target
8.1	To provide and assist all students with technology resources necessary to support a high quality instructional program through the use of the most updated computers available with the necessary funding by eliminating the targeted number of computers using 95 and 98 operating systems.	Technology Integration	268.00	0.00

Goal 1: Improve student academic achievement in reading language arts.

Objective 1.1 Increase the average percentage of students in grades 3-5 scoring at or above mastery in reading language arts on WESTEST by 3% annually.

As measured by:
WESTEST

Baseline Data		82.00	
Targets		Actual	
2005-2006	85.00	2005-2006	84.00
2006-2007	88.00	2006-2007	85.00
2007-2008	91.00	2007-2008	N/A
2008-2009	94.00	2008-2009	N/A
2009-2010	97.00	2009-2010	N/A

Objective 1.2 Increase the average percentage of students in grades 6-8 scoring at or above mastery in reading language arts on WESTEST by 3% annually.

As measured by:
WESTEST

Baseline Data		83.00	
Targets		Actual	
2005-2006	86.00	2005-2006	87.00
2006-2007	89.00	2006-2007	87.67
2007-2008	92.00	2007-2008	N/A
2008-2009	95.00	2008-2009	N/A
2009-2010	98.00	2009-2010	N/A

Objective 1.3 Increase the percentage of tenth grade students scoring at or above mastery in reading/language arts on the WESTEST by 3% annually.

As measured by:
WESTEST

Baseline Data		75.00	
Targets		Actual	
2005-2006	75.00	2005-2006	84.00
2006-2007	78.00	2006-2007	79.00
2007-2008	81.00	2007-2008	N/A
2008-2009	84.00	2008-2009	N/A
2009-2010	90.00	2009-2010	N/A

Objective 1.4 Increase the percentage of tenth grade special education students scoring at or above mastery in reading language arts on the WESTEST by 10% annually.

As measured by:
WESTEST

Baseline Data		9.00	
Targets		Actual	
2005-2006	19.00	2005-2006	28.00
2006-2007	38.00	2006-2007	22.00
2007-2008	48.00	2007-2008	N/A
2008-2009	58.00	2008-2009	N/A
2009-2010	68.00	2009-2010	N/A

Objective 1.5 Increase the percentage of tenth grade economically disadvantaged students scoring at or above mastery in reading language arts on the WESTEST by 5% annually.

As measured by:
WESTEST

Baseline Data		56.00	
Targets		Actual	
2005-2006	61.00	2005-2006	73.00
2006-2007	78.00	2006-2007	65.00
2007-2008	83.00	2007-2008	N/A
2008-2009	88.00	2008-2009	N/A
2009-2010	91.00	2009-2010	N/A

Objective 1.6 Increase the English and reading subtest scores on the ACT by .3 annually.

As measured by:
ACT

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

2009-2010

21.80

2009-2010

N/A

Goal 2: Improve student academic achievement in mathematics.

Objective 2.1 Increase the average percentage of students in grades 6-8 scoring at or above mastery in mathematics on WESTEST by 3% annually.

As measured by:
WESTEST

Baseline Data		79.00	
Targets		Actual	
2005-2006	82.00	2005-2006	79.00
2006-2007	85.00	2006-2007	81.33
2007-2008	88.00	2007-2008	N/A
2008-2009	91.00	2008-2009	N/A
2009-2010	94.00	2009-2010	N/A

Objective 2.2 Increase the average percentage of students in grades 3-5 scoring at or above mastery in mathematics on WESTEST by 3% annually.

As measured by:
WESTEST

Baseline Data		78.00	
Targets		Actual	
2005-2006	81.00	2005-2006	84.00
2006-2007	84.00	2006-2007	82.67
2007-2008	87.00	2007-2008	N/A
2008-2009	90.00	2008-2009	N/A
2009-2010	93.00	2009-2010	N/A

Objective 2.3 Increase the percentage of tenth grade students scoring at or above mastery in mathematics on the WESTEST by 5% annually.

As measured by:
WESTEST

Baseline Data		60.00	
Targets		Actual	
2005-2006	65.00	2005-2006	77.00
2006-2007	70.00	2006-2007	75.00
2007-2008	75.00	2007-2008	N/A
2008-2009	80.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 2.4 Increase the percentage of tenth grade special education students scoring at or above mastery in mathematics on the WESTEST by 10% annually.

As measured by:
WESTEST

Baseline Data		5.00	
Targets		Actual	
2005-2006	15.00	2005-2006	30.00
2006-2007	40.00	2006-2007	20.00
2007-2008	50.00	2007-2008	N/A
2008-2009	60.00	2008-2009	N/A
2009-2010	70.00	2009-2010	N/A

Objective 2.5 Increase the percentage of tenth grade economically disadvantaged students scoring at or above mastery in mathematics on the WESTEST by 6% annually.

As measured by:
WESTEST

Baseline Data		39.00	
Targets		Actual	
2005-2006	51.00	2005-2006	65.00
2006-2007	57.00	2006-2007	62.00
2007-2008	63.00	2007-2008	N/A
2008-2009	72.00	2008-2009	N/A
2009-2010	81.00	2009-2010	N/A

Objective 2.6 Increase the mathematics subtest score on the ACT by .5 annually.

As measured by:
ACT

Baseline Data		18.90	
Targets		Actual	
2005-2006	19.40	2005-2006	19.90
2006-2007	19.90	2006-2007	19.60
2007-2008	20.40	2007-2008	N/A
2008-2009	20.90	2008-2009	N/A
2009-2010	21.40	2009-2010	N/A

Goal 3: Improve academic achievement in science for students in grades nine through twelve.

Objective 3.1 Increase the percentage of tenth grade students scoring at or above mastery in science on the WESTEST by 3% annually.

As measured by:
WESTEST

Baseline Data				85.00
	Targets		Actual	
	2005-2006	88.00	2005-2006	92.00
	2006-2007	91.00	2006-2007	87.00
	2007-2008	94.00	2007-2008	N/A
	2008-2009	97.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Objective 3.2 Increase the science subtest score on the ACT by .2 annually.

As measured by:
ACT

Baseline Data				19.90
	Targets		Actual	
	2005-2006	20.10	2005-2006	21.10
	2006-2007	20.30	2006-2007	20.90
	2007-2008	20.50	2007-2008	N/A
	2008-2009	20.70	2008-2009	N/A
	2009-2010	20.90	2009-2010	N/A

Goal 4: Implement five instructional practices identified as critical in raising student achievement and reducing the achievement gap. 1. A school-wide instructional planning model. 2. A district-wide focus on reading comprehension in grades PK-12 in all subjects and courses. 3. A district-wide focus on writing across all subjects. 4. Systemic implementation of acceleration/previewing for all "extra-help" students in grade-level subjects and courses. 5. Use of differentiated assignments with student choice for proof of learning.

Objective 4.1 Monitor implementation of research-based instructional practices.

As measured by:

Individual Administrator's Classroom Walk Through Data Sheets.

Baseline Data				190.00
	Targets		Actual	
	2005-2006	285.00	2005-2006	321.00
	2006-2007	380.00	2006-2007	8815.00
	2007-2008	8900.00	2007-2008	N/A
	2008-2009	9000.00	2008-2009	N/A
	2009-2010	9200.00	2009-2010	N/A

Goal 5: All students will be educated in a safe, orderly and drug free learning environment that supports and enhances academic achievement.(Title IV)

Objective 5.1 Decrease the number of physical fights as reported on WVEIS.

As measured by:

WVEIS Discipline Records

Baseline Data		95.00	
Targets		Actual	
2005-2006	90.00	2005-2006	90.00
2006-2007	85.00	2006-2007	115.00
2007-2008	80.00	2007-2008	N/A
2008-2009	75.00	2008-2009	N/A
2009-2010	70.00	2009-2010	N/A

Objective 5.2 Decrease the number of out of school suspensions for all infractions including but not limited to Alcohol, Tobacco, Other Drugs, and Violence through implementation of prevention programs at all twelve sites.

As measured by:

WVEIS Discipline Records

Baseline Data		540.00	
Targets		Actual	
2005-2006	540.00	2005-2006	540.00
2006-2007	530.00	2006-2007	634.00
2007-2008	520.00	2007-2008	N/A
2008-2009	510.00	2008-2009	N/A
2009-2010	500.00	2009-2010	N/A

Objective 5.3 Increase the number of Student Assistance Team meetings at each site for the purpose of increasing student school success.

As measured by:

SAT data as provided by Special Education Diagnostician

Baseline Data		653.00	
Targets		Actual	
2005-2006	675.00	2005-2006	988.00
2006-2007	1000.00	2006-2007	1074.00
2007-2008	1010.00	2007-2008	N/A
2008-2009	1020.00	2008-2009	N/A
2009-2010	1020.00	2009-2010	N/A

Goal 6: Ensure appropriate communication and service to parents and to the community at large.

Objective 6.1 Provide information to all school stake holder and community groups.

As measured by:

Community and parent contact information sent during the academic year. Data reflects ten "paper" contacts by site per twelve schools--items to all students.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	120.00
2006-2007	132.00	2006-2007	130.00
2007-2008	144.00	2007-2008	N/A
2008-2009	156.00	2008-2009	N/A
2009-2010	168.00	2009-2010	N/A

Objective 6.2 Provide appropriate educational service to parents and to the community at large via Adult Education Program Courses and parent training sessions.

As measured by:

Parent Educator Resource Center Reports, Adult Education Course Enrollment and Adult Basic Education Enrollments.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	973.00
2006-2007	990.00	2006-2007	1498.00
2007-2008	1000.00	2007-2008	N/A
2008-2009	1010.00	2008-2009	N/A
2009-2010	1030.00	2009-2010	N/A

Goal 7: Increase access to free and appropriate public education for all students.

Objective 7.1 Increase access to educational services for students as defined by child count data and individual student IEPS.

As measured by:

Child Count Data and Individualized Educational Program IEPS

Baseline Data				0.00
	Targets		Actual	
	2005-2006	0.00	2005-2006	905.00
	2006-2007	875.00	2006-2007	861.00
	2007-2008	875.00	2007-2008	N/A
	2008-2009	875.00	2008-2009	N/A
	2009-2010	875.00	2009-2010	N/A

Goal 8: Integrate twenty-first century skills and technology tools into the general curriculum for the purpose of improving student achievement.

Objective 8.1 To provide and assist all students with technology resources necessary to support a high quality instructional program through the use of the most updated computers available with the necessary funding by eliminating the targeted number of computers using 95 and 98 operating systems.

As measured by:

Annual Digital Divide surveys will document reductions in Windows 95 and Windows 98 OS in various classrooms.

Baseline Data			268.00
	Targets	Actual	
	2005-2006	2005-2006	0.00
	2006-2007	2006-2007	100.00
	2007-2008	2007-2008	N/A
	2008-2009	2008-2009	N/A
	2009-2010	2009-2010	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
<p>Prioritization and Mapping</p>	<p>Title I compliance</p> <p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing.</p> <p>If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to “justify” the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier.</p> <p>(Erin Hogan Foubert, <i>Summative versus Formative Assessment, Teaching and Learning Technologies, TIP</i>)</p>
<p>Adjustment of Instructional Time</p>	<p>Title I compliance</p> <p>The 1994 report of the National Education Commission on Time and Learning, <i>Prisoners of Time</i>, 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.</p> <p>National Education Commission on Time and Learning, <i>Prisoners of Time: Report of the National Educational Commission on Time and Learning</i>, April 1994.</p> <p>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)</p> <p>Title I compliance</p> <p>For the past 150 years, American public schools have held time constant and let learning vary. The key to liberating learning lies in unlocking time. Adjustment of instructional time by grade, class, school and system to meet the needs of varied learners has been identified as a high yield strategy. There is no magic number of days or hours which guarantees that all students will learn. Given an average academic day of 5.5 hours and a 180 day school year, many students will need more time and some will need less. In addition, many students today are growing up without family support for their education when they return home. Therefore, schools must offer additional instruction beyond the academic school day to augment their learning. Time may be added before school, after school, within the school day in addition to regular instruction and/or during the summer break to remediate and accelerate regular instruction. Research shows that to be academically effective, extended time must last minimally either one hour, four days a week during the school year, or for four to six weeks during the summer.</p> <p><u>Prisoners of Time: Report of the National Education Commission on Time and Learning</u>, April 1994.</p> <p>Cooper, Harris. “Is the School Calendar Outdated?” Paper presented at the conference, “Summer Learning and the Achievement Gap: First National Conference,” John Hopkins University Center for Social Organization of Schools, Baltimore MD (July</p>

	<p>18, 2000.)</p> <p>Hail, 2006 and Vaughn, 2000.</p>
<p>Highly Qualified Teachers</p>	<p>Title I compliance</p> <p>Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.</p> <p>Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. <i>Education Policy Analysis Archives</i>, Vol. 8 Number 1.</p> <p>Title I compliance</p> <p>The US Department of Educations' <i>Secretary's Third Annual Report on Teacher Quality, (2004)</i> 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.</p> <p><i>Secretary's Third Annual Report on Teacher Quality</i>. Available at http://www.ed.gov/about/reports/annual/teachprep/2004/index.html</p>
<p>Time and Resources to Support School-Based Learning Communities</p>	<p>Title I compliance</p> <p>Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement.</p> <p>Fuchs, L.S., Fuchs, D (2002)</p>
<p>Innovative Approaches to Meeting Subgroup Needs</p>	<p>Title I compliance</p> <p>Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home.</p> <p>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.</p> <p>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</p>

	<p>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.</p> <p>Marzano, Robert J. (2003). <i>What Works In Schools</i>. Alexandria, Va. Association for the Supervision and Curriculum Development</p> <p>Payne, Ruby K. (1996). <i>A Framework for Understanding Poverty</i>. Highlands, TX. Aha! Process, Inc.</p>
<p>Developmental Guidance with Character and Career Education Development</p>	<p>Title I compliance</p> <p>Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs.</p> <p>Tomlinson, C.A. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, Va. Association for the Supervision and Curriculum Development.</p> <p>Orkwis, R., & McLane, K. (1998). <i>A curriculum every student can use: Design principles for student access</i>. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)</p>
<p>Strategies that Develop Students having 21st Century Learning Skills</p>	<p>Title I compliance</p> <p>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:</p> <ol style="list-style-type: none"> 1. Parents Are Involved <p>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.</p> 2. There is structured communication and collaboration among personnel between the sending school and the receiving school. <p>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.</p> 3. There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc. <p>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.</p> 4. Transition approaches include both social and academic support systems for students.

High performing systems provide proper district leadership and professional development for staff on how to address the needs of students as they move from one school to another with regards to the social/emotional issues and adjustments that may occur as a result of the new social setting, the new routines regarding expectations, and the new size and diversity composition of the school.

Pre-school Transition:

Epstein, J. L., Coates, L., Salinas, K., Sanders, M., & Simon, B. (1997) School, family and community partnerships: Your handbook for action. Thousand Oakes, CA: Corwin Press.

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

Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2.

Middle School Transition Research:

Mac Iver, D.J., & Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464.

Linver, M.R. & Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3), 294-318.

Mac Iver, D.J. & Epstein. J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622.

“Transition from Middle School into High School” by Nancy B. Mizell & Judith L. Irvin
Source: National Middle School Association info@nmsa.org

High School Transition Research:

Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org

What Does Research Say About School-to-Work Transition? www.ncrel.org

Transition to College: Separation and Change for Parent and Students.
www.aboutourkids.org

Effective Transition Pre K to Post Secondary

Title I compliance

A series of studies of schools and school districts identified the importance of 8 “essential elements” for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders’ impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders’ direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach

	<p>more families, and increased the overall quality of their programs (Epstein, 2005c).</p>
<p>Parents as Respected and Valued Partners</p>	<p>Title I compliance</p> <p>More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994).</p> <p>Similar finding have been sited in <i>A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement</i>, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."</p>
<p>Change Based on Internal and External Factors</p>	<p>Title I compliance</p> <p>Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993)</p> <p>Dufour, Richard and Robert Eaker (1998)</p>
<p>Use of Data to Target Improvement Efforts</p>	<p>Title I Compliance</p> <p>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) <i>Data Analysis for Continuous School Improvement</i> (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. (<i>Guide to Using Data in School Improvement Efforts</i>. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory.</p> <p>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.</p> <p>Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p>
<p>Support for the Work of the School Strategic Planning Process</p>	<p>Safe and Orderly Environment. In the effective school we say there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.</p> <p>Copyright © 1996 Association for Effective Schools, Inc. All rights reserved.</p> <ol style="list-style-type: none"> 1. Bamburg, J. and Isaacson, N. 1991. A conceptual model of the instructionally effective school: Confronting the whys, whats and hows. Paper presented at the Annual Meeting of the American Educational Research Association . (Chicago, IL) 2. Burtless, G. 1996. Does money matter? The effect of school resources on student achievement and adult success. Brookings Institution Press, 1775 Mass. Ave., NW, Washington, DC 20036. 3. Carter, J., Michael, W.B., 1995. The development and validation of an inventory of effective school function. Educational and Psychological Measurement ; v55, n5,

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Collaboratively Developed Strategic Plan

Planning for Strategic Planning

NAESP Journal: Principal-Closing the Gaps-Web Exclusives » Volume 84 Number 4, March/April 2006

by John D. Halfacre, Sandra R. Lindsay, and Frances C. Welch

Bookcases in principals' offices often reflect the values of the administration and school. There one finds pictures of family members, memorabilia of school events, certificates representing personal and/or school accomplishments, stacks of professional literature waiting to be read when time permits, and a plethora of "stuff" that just seems to accumulate as a matter of course in a busy school.

The bottom shelf in the principal's bookcase invariably contains an array of large binders, notebooks, and portfolios—often covered with a thin layer of dust. Here one finds the state department of education's regulations, handouts from the "silver bullet" staff development initiative from a few years ago, and an impressive display of the district's curriculum guides.

Also tucked safely away on the bottom shelf is the school strategic plan.

Glancing through its contents, the reader is impressed with its organizational structure, detailed data, and the use of such educational buzzwords as “lifelong learning,” “higher-level thinking,” and “technology literacy.” Certainly, such a formal planning document represents a road map for school success.

Unfortunately, often hidden elsewhere in most principals’ offices are the carcasses of past strategic plans, documents that never made the transition from the principal’s bookcase to the world of students and classrooms. For many schools, strategic planning is an activity that fails to effect any long-lasting positive results for the children who ultimately should be the beneficiaries.

The problem is not strategic planning. The issue is the failure to plan for strategic planning. Too often, the planning process is motivated by the desire to complete a task required from a higher level of the educational bureaucracy rather than an opportunity to be seized for creating energy, excitement, and growth for all the inhabitants at the schoolhouse level.

Successful strategic planning for schools is grounded in the following beliefs:

The planning process may be more important in effecting positive change than the planning product.

The plan, when completed and bound, is an inert and useless object unless it has evoked energy, commitment, and positive action within the school family. It matters who is brought to the table as the plan is being developed, and who is believed to “own” the plan.

The rationale for the plan’s content must be clearly understood and accepted.

When asked, staff members need to be able to verbalize the key elements of the plan in short, clear statements of belief and action. If the basic tenets of the plan are not carried around in the heads of those who must implement it, the strategic plan will have little impact.

Successful strategic plans follow the 3Rs: repeat it, recognize it, and reinforce it.

People in successful organizations place a few target goals on the horizon and adhere to guiding principles that point the way. They ensure that the goals maintain a high profile by frequently *repeating* them. When activity occurs that is consistent with the goals, leaders take time to *recognize* the relationship and to *reinforce* the message by providing encouragement, necessary resources, and support for the next step.

A small group of staff members accepts the role of monitoring the plan’s implementation.

Sustainability is an important consideration in successful planning efforts. Several teachers should function as a combination cheerleader/oversight team, with responsibility for addressing these questions:

- Are we implementing the activities stated in the plan?
- Do we have information regarding their effectiveness?
- Is there a connectedness between the plan and the day-to-day reality

of the classroom?

- Are the plan's programs and practices being clearly communicated to all stakeholders?

The plan must be built upon preexisting values that reflect the desired culture of the school.

The staff should spend considerable time reflecting upon beliefs and expectations regarding basic issues of effective classroom instructional practices, student behavior, staff relationships, and parent communication. Achieving clarity and compliance in such areas beforehand will enhance the prognosis for the final planning process.

Strategic planning is not an isolated event, but rather one component of a reflective school culture that continually questions its purpose and effectiveness.

For the planning process to be most successful, it should be grounded in a learning community that continually asks these questions:

- Where am I going?
- How will I get there?
- How will I know I've arrived?
- What will I do if I don't?

These reflective questions should serve as a paradigm for the principal, teachers, clerical staff, custodial personnel, and even the students.

The plan should be considered not as a rigid mandate, but rather as a path that can be modified by changing events, values, and learnings.

There exists a tension of opposites in the implementation of school improvement plans. First, there is a danger of quickly abandoning the plan's activities because of implementation frustrations and failures. Change represents learning, and learning is a developmental process often requiring trial and error. Second, care must be taken to ensure that rigid, ineffective practices are not continued simply because they are "in the plan." Reliance upon common sense, combined with data-driven decision-making, can result in a plan that is ever-evolving to ensure the maximum positive impact upon student learning.

The strategic plan is "the" plan for the school.

The strategic plan, in whatever format it is written, should guide the activities and decisions for the school. It should serve as the umbrella and overall guide for any other planning within the school (e.g., parent-teacher organization, after-school programming, individual goal-setting). The principal should avoid implementing additional planning requirements, which multiply the demands on school personnel, reducing their time and ability to focus on implementing the plan. In the event that the district or state mandates a new planning format, those responsible for monitoring the school's plan should mold it into the new format so that the gist of the plan remains the same.

A high-quality, formal strategic plan is a positive by product of an already effective school organization.

A dynamic strategic plan can assist a school in achieving success, but by itself will not result in a high-quality school. Generally speaking, low-performing schools produce low-performing strategic plans. Effective plans

are developed and implemented by principals, teachers, and support staff who are enthusiastic about their work. They know and value the development of an inclusive community of learners that possesses the skills and passion to effect positive changes.

Formal, long-range planning at the schoolhouse level is a resource-hungry process requiring much time and physical and emotional energy. Unfortunately, the planning process often is an end in itself, failing to connect to meaningful and sustainable learning experiences for the students and adults within the school community. An adherence to the preceding beliefs can increase the efficacy of the planning process and improve the performance of the school and its inhabitants. Simply stated, plan for the plan.

Other Strategy
Effective Preschool Early Intervention Programs

Helping Young Children Succeed

Strategies to Promote Early Childhood Social and Emotional Development

*By Julie Cohen, ZERO TO THREE; ;
Steffanie Clothier, NCSL; and Julie Poppe, NCSL*

A project of NCSL and ZERO TO THREE

The early years of life lay the foundation for a child’s development today and during the course of his or her life. From the time of conception to the first day of kindergarten, development proceeds at a pace exceeding that of any subsequent stage of life.¹ It is during this time that the brain undergoes its most dramatic growth, and children acquire the ability to think, speak, learn and reason. Early experiences can and do influence the physical architecture of the brain,² literally shaping the neural connections in an infant’s developing brain.

Gaining social and emotional skills enables children to learn from teachers, make friends, express thoughts and feelings, and cope with frustration. These kinds of skills, in turn, directly influence cognitive learning such as early literacy, numeracy and language skills.³ A child who cannot remain calm, focus on a task and stick with it will not be able to take advantage of an opportunity to interact with an adult who is reading her a story—an activity that effectively promotes early language and literacy skills.

Ensuring that young children arrive at school ready to learn has become a national priority. State policymakers have an opportunity to have a significant and lasting effect on young children’s development by enacting policies that support healthy social-emotional development of young children from birth to age five. Social and emotional development extends beyond the realm of education to reach human services, health, economic development, and environmental policies.

Notes

1. J. Shonkoff and D. Phillips, eds., *From Neurons to Neighborhoods: The Science of Early Childhood Development* (Washington, D.C.: National Research Council and Institute of Medicine, National Academy Press, 2000).
2. National Scientific Council on the Developing Child, *Children’s Emotional Development is Built into the Architecture of their Brain, Working Paper No. 2*, Winter 2004, accessed on June 16, 2005, at www.developingchild.net/reports.shtml.
3. R. Parlakian, *Before the ABCs: Promoting School Readiness in Infants and Toddlers* (Washington, D.C.: ZERO TO THREE, 2003).

Other Strategy
Staff Training

Title IV: Studies indicate that prevention programs are most effective when teachers are trained by program developers or prevention experts.

Supporting Citation:

Dusenbury, L. & Falco, M. (1995). [Eleven components of effective drug abuse prevention curricula](#). *Journal of School Health*, 65(10) 420-425.

<p>Other Strategy Comprehensive Multi-Component</p>	<p>Title IV Programs that use a combination of (1) normative education, (2) information about the consequences of drugs and violence and (3) social skills training, including social influences training (especially peer pressure resistance skills) are more successful in preventing drug use, crime and delinquency than using a single approach.</p> <p>Supporting Citations:</p> <p>Dent, C.W. et al. (1995). Two-year behavior outcomes of Project No Tobacco Use. <i>Journal of Clinical and Consulting Psychology</i>, 63, 676-677.</p> <p>Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), <i>Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress</i> (pp. 5-1 - 5-74). Washington, DC: US Department of Justice.</p> <p>Hansen, W.B. (1992) School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990. <i>Health Education Research: Theory and Practice</i> 7(3), 403-430.</p> <p>Hawkins, W.B., Catalano, R.F. & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. <i>Psychological Bulletin</i>, 112(1), 64-105.</p>
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Technology Plan

Submitted by - bch35001 2007-06-29 08:34:11.0

E-rate Year 2008-2009

Federal Compliances

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

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

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

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

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

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

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

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

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

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

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

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

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

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

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

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

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

Technology 09- ADULT LITERACY

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

Narrative Summary

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

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

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

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

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

Technology Needs Assessment

The Digital Divide Survey results show that Jackson County Schools has made strong progress in the use of technology in the classroom. All classrooms are equipped with internet capable computer(s) and a 2.5:1 student/computer ratio exists in the county. While the overall effort in technology is admirable, an ongoing challenge is to phase out computers with the Windows 95 operating systems and Windows 98 operating systems. The Digital Divide Survey indicates that there are 29 computers with the Windows 95 operating systems and 500 computers with the Windows 98 operating systems currently in use in classrooms or libraries throughout the county.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology Integration

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

Action Step TECH/1: Provide 21st century hardware and stable, state of the art 21st century infrastructure for the effective use of technology

- 01 - Replacement of computer workstations at Ripley Middle school (30 stations) and Ripley High School (30 stations)
- 02 - To provide selected teachers with PDA's for use in the classroom as well as data presenters, USB jumpdrives, and SD cards.
- 03 - Purchase data projectors for each elementary school and two (2) flat panel monitors.
- 04 - The place high priority on the elimination of all CRT monitors in the county.
- 05 - To provide additional internet drop lines in various classrooms for increased student computer use.

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

Purpose **Persons Responsible**
All Stakeholders

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

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

Plan Section Technology

Associated Goals/Objectives Technology Integration

Associated High Yield Strategies Innovative Approaches to Meeting Subgroup Needs

Action Step TECH/2: Focus on 21st century technology tools and resources that improve achievement of all students with special emphasis on high need and poverty students.

- 01 - Implement the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in K-2 classrooms throughout the county
- 02 - Purchase Odyssey software for student use in selected elementary schools.
- 03 - Purchase and install ACT Online software on the server at Ripley High and Ravenswood High for student use to assist those

students taking the ACT test

- 04** - Purchase SkillsTutor to assist low achieving students with remedial software to assist in improving student achievement.
- 05** - Review data from assessments such as DIBELS, ACT, PLAN and EXPLORE, and the West Virginia Writing Assessment for identifying areas of concern.
- 06** - Purchase Electronic Library to enhance the use of the library at the middle school and high schools for maximum utilization.
- 07** - Purchase Microsoft Office for all student computers purchased in the county.

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

Purpose	Persons Responsible
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Federal Compliances

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

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

Plan Section Technology

Associated Goals/Objectives Provide adequate appropriate information, Educational Service , Increase access , Technology Integration

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities , Strategies that Develop Students having 21st Century Learning Skills

Action Step TECH/3: To ensure an up-to-date and rich internal communications network.

- 01** - Provide the following serviced to all schools in the county: 1) data lines for internet access 2) local and long distance telephone service 3) cellular phone service 4) the WVEIS (West Virginia Education Information System).
- 02** - Provide funding to install, replace or repair network cabling as needed.
- 03** - Provide each employ with access email accounts to enhance teacher communication
- 04** - Install high bandwidth service at the county board office and additional schools
- 05** - To establish 1 GB connectivity to four buildings and 100 Mb circuit from the board office to Charleston
- 06** - Provide e-mail links to district and school administration, and teaching staff on the Jackson County Schools Webpage.

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

Purpose	Persons Responsible
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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 Increase access , Technology Integration

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

Action Step TECH/4: Provide increased access for students and teachers to 21st century tools and resources.

- 01** - Maintain at least least one (1) state of the art computer lab for each county school
- 02** - Provide an instructional workstation in every classroom and administrative office.
- 03** - Investigate funding sources for opportunities to establish emerging technologies.
- 04** - Update hardware in the school labs throughout the county
- 05** - Provide additional internet drop lines in teacher classrooms, labs, and libraries.
- 06** - Purchase and promote the use of assistive technology devices for students.

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

Purpose	Persons Responsible
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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 Integration

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

Action Step TECH/5: Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources.

- 01 - To provide online distance courses which are not readily accessible in a regular school setting (i.e. Virtual School courses)
- 02 - Utilize interactive classroom at various schools in the county to provide/enhance instruction through course offerings and/or virtual field trips.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date July 1, 2007	Actual End Date June 30, 2009
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Purpose To provide rigor/enhance learning.
Persons Responsible Technology coordinators/Principals/Counselors/Teachers
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 Provide adequate appropriate information, Educational Service , Increase access , Technology Integration

Associated High Yield Strategies Parents as Respected and Valued Partners

Action Step TECH/6: Promote parental involvement and improved collaboration with community/home through the use of 21st century tools and resources.

- 01 - Maintain and expand the Jackson County website for a more user-friendly site and provide functionality for parents and teachers
- 02 - Notify by letter, newspaper, and electronic means all parents and students in Title I schools identified for improvement of the option to transfer to another school not identified for improvement.
- 03 - Provide LEP parents with translated versions of school documents and electronic notices whenever possible.
- 04 - Provide Ripley High School with EdLine capabilities for parents to access and monitor their child's progress.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date July 1, 2007	Actual End Date June 30, 2009
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Purpose To improve communication
Persons Responsible Principals/Teachers/Counselors/Directors
Target Audience All stakeholders

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

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology Integration

Associated High Yield Strategies Staff Training

Action Step TECH/7: Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources

- 01 - Fund 205 day professional employee to serve PK-12 as a Technology Coordinator/Coach for the purpose of assisting teachers in using technology as an instructional tool.
- 02 - Provide a mini-technology workshop in the classroom utilization of PDA's and data presenters for enhanced classroom delivery.
- 03 - Provide professional development for teacher with the Odyssey software
- 04 - Implement GradeQuick and Edline training for the staff at Ripley High School

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date September 15, 2007
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Purpose Increase teacher use of technology as an instructional tool.	Persons Responsible Federal Programs Director, Director of Career Technical Services and Technology.
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Federal Compliances Technology 07-Professional Development for 21st Century Instruction

Plan Section Staff Development

Associated Goals/Objectives Technology Integration **Associated High Yield Strategies** Staff Training

Action Step Provide a Technology Academy

Projected Begin Date September 11, 2007	Projected End Date December 11, 2007	Actual Begin Date September 11, 2007	Actual End Date December 11, 2008
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Purpose To provide teachers with equipment and training to use in for instruction.	Persons Responsible Director of Staff Development	Target Audience Pk-12 Teachers	Intended Impact on Audience Teacher integration of technology in the classroom.
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Professional Development Trainer Led	Federal Compliances Technology 07-Professional Development for 21st Century Instruction
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Plan Section Staff Development

Associated Goals/Objectives Provide adequate appropriate information, Technology Integration **Associated High Yield Strategies** Staff Training

Action Step To provide a method of keeping track of professional staff development.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2015	Actual Begin Date July 1, 2007	Actual End Date June 30, 2015
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Purpose To have knowledge of what training teachers have attended.	Persons Responsible Director of Staff Development	Target Audience PK-12 professionals and County Office administrators
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Federal Compliances Technology 07-Professional Development for 21st Century Instruction

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Special Education

Associated Goals/Objectives Technology Integration **Associated High Yield Strategies** Innovative Approaches to Meeting Subgroup Needs

Action Step Repair of equipment.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2007
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Purpose Provision of assistive technology devices including Braille equipment.	Persons Responsible CASE	Target Audience Students with disabilities ages 3 - 21.
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Federal Compliances Special Education 05. Other Purposes not Specified, Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

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

access ,Technology Integration

Action Step TECH/8: Maintain and repair all computer equipment and internal connections

- 01 - All computers purchased through state funded initiatives or county funds will be covered with a four (4) year on-site warranty.
- 02 - Expand the use of the online technology work order system.
- 03 - Provide repair and replacement services for technology equipment and hardware.
- 04 - Provide training and professional development for technology support personnel.
- 05 - Provide school-based technology specialists in all schools to offset minor technical issues.
- 06 - Provide additional electronic technicians, contracted through RESA V, to address technology maintenance, repair, and upgrade.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date July 1, 2007	Actual End Date June 30, 2009
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Purpose To provide a robust 21st century learning environment

Persons Responsible Technology coordinators/coaches/County technicians

Target Audience All stakeholders

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

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Increase access ,Technology Integration

Associated High Yield Strategies Effective Transition Pre K to Post Secondary

Action Step TECH/9: Offer technology classes to the adult community through the Adult Education Program.

- 01 - Cooperate with adult literacy providers to share technology resources in support of adult learning.
- 02 - Provide hardware and software support to the Adult Basic Education program

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date July 1, 2007	Actual End Date June 30, 2009
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Purpose To provide a stable and robust 21st century learning environment

Persons Responsible Director of High Schools/Lead ABE Teacher

Target Audience All stakeholders

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	26,100.00	17,748.00	8,352.00
		Cellular	6,961.00	4,734.00	2,227.00
		Data Lines	152,800.00	103,224.00	48,576.00
		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	0.00	0.00	0.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals			106,060.00
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	29,500.00	20,650.00	8,850.00	
		Cellular	6,300.00	4,410.00	1,890.00	
		Data Lines	70,260.00	49,182.00	21,078.00	
		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	0.00	0.00	0.00	
		WAN	0.00	0.00	0.00	
		Web Hosting	0.00	0.00	0.00	
		E-rate Totals		106,060.00	74,242.00	31,818.00

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	65,580.00	47,873.40	17,706.60
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	0.00	0.00	0.00
		Paging	0.00	0.00	0.00
		Voice	36,000.00	26,280.00	9,720.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		101,580.00	74,153.40

State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year		Annual	Disc% Commit	County Match	
E-rate funds	2005	Cellular	0.00	0.00	0.00	
		Data Lines	73,536.00	53,681.28	19,854.72	
		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	23,232.00	16,959.36	6,272.64	
		Web Hosting	0.00	0.00	0.00	
		E-rate Totals		96,768.00	70,640.64	26,127.36

State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00	0.00	0.00
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E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

Look at the information included in this section. Revise if any of the information listed is incorrect or needs to be updated.

1. Do you have an Acceptable Use Policy? Yes No

2. If yes, what is the last date of adoption/revision? 09/13/2001

3. When was the public meeting held for CIPA Compliance? 10/25/2001

4. Provide the URL to your acceptable use policy. boe.jack.k12.wv.us

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	14	1	15
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

Jackson County Schools will provide technical assistance to ensure that the specified target audiences in each action step experience full benefit from the identified activity. This assistance will range from fiscal assistance to actual presentation during professional development activities. The intent of the assistance will be to ensure maximum success of each action step activity.

Process Monitoring

Jackson County Schools' Central Office staff evaluates each action step during the implementation of each activity. Both formal and informal assessments occur to ensure that program implementation is sustained and completed. In addition, Jackson County Schools evaluates each professional development activity via individual participants' submission of evaluation documents. Advisory groups such as the Title I Parent Advisory Council, the Jackson County Schools Five-Year Plan Steering Committee and individual schools stakeholder groups also provide program assessment through individual and group feedback documents.

Evaluation Process

Each action step will be evaluated during and following its implementation. In addition, individuals responsible for specific programs will evaluate action steps that comprise the program. A collective evaluation of all actions steps will occur during the Five Year Plan Steering Committee meetings conducted for the purpose of review, development and implementation of that document.