

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

JEFFERSON COUNTY SCHOOLS JEFFERSON 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	Director of Pupil Services	Patrick Blanc	
	Superintendent	Dr. Steven Nichols	
	Principal-Elementary School	Suzanne Offutt	
	Principal-Elementary School	Mark Osbourn	
	Principal Elementary SchoolSchool	Mary Jenkins	
	Coordinator of Elementary Schools K-2	Sherry Hetzel	
	Coordinator of Middle Schools	Cheryl Hawkins	
	Coordinator of High Schools	Susan Sowers	
	Director of Pupil Services	Patrick Blanc	
	Coordinator of Vocationsl, Adult & Community	Marty Soltis	
	Career Development/Testing Specialsit	Ann Ebersole	
	Coordinator of Elementary Schools 3-5	Tara Mahoney	
	Business & Community	Assistant Professor - CTC of Shepherd	Rebecca Moore
		Executive Director, Jefferson Co. Dev Authority	Jane Peters
Business		Connie Hammann	
Director of Development		Stephanie Diedericks	
ESL Parent	ESL Parent	Zenia Gonzalez	
	ESL Teacher	ESL Teacher	Janet Lowry
ESL Teacher		Dara Shaw	
Federal Programs	Title I Instructional Coach	Cathy Burke	
	Coordinator of Special Programs	Rebecca Willingham	
Other	Counselor	Carla Hunter	
	Cultural Diversity & Staff Dev. Facilitator	Arthena Roper	
	Board of Ed Member-Jeff Co.	Alan Sturm	
Parents	Parent/Business Partner	Jeannie Hamilton	
	Parent/Assistant Principal-Secondary	Lisa Ott	
Service Personnel	Secretary/Parent	Marsha Lynn Holmes	
Students	Student- JHS 9	K. Preston Berkeley	
	Student- HFMS	R. Tanner Everton	
	Student-JHS	Shawn Reeler	
	Student-JHS	Emily Spickler	
	Student- JHS	Thomas Van Vliet	
Teachers	Teacher - Secondary math	Thomasa Vandell	
	Teacher-Elementary Spec. Ed	Bett Sims	
	Teacher- Elementary School	Karen Grant	
	Teacher-Middle School	Carol Del-Colle	
	Teacher-Elementary School	Debbie Hinkle	
Technology Committee	Technical Assitance Coordinator- RESA/Parent	Todd Chicchirichi	
	Network Architect	Nathan Gageby	

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

Through excellence in teaching and learning, Jefferson County Schools will ensure that all students value themselves and others, contribute to their community, and succeed in a global society.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. We believe . . .

that students are capable of setting goals, achieving at a high level, and becoming life-long learners.

2. in and respect the diverse and unique abilities of all students.

3. that all students should have equal access to and benefit from quality education opportunities.

4. that hard work, motivation, and commitment are necessary for meaningful accomplishment.

5. that the school environment should be welcoming, safe, nurturing, and supportive.

6. that a quality education requires a deliberate and sustained effort to attract, develop, and retain high quality staff.

7. in the value of each employee.

8. in the personal and professional growth of all people within our school system.

9. in accountability at all levels.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Technology E-rate	223,329.28
Technology E-rate County Match	198,046.72
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	113,142.00
TFS/Elementary Technology	104,676.00
TFS/Secondary Technology	129,095.00
Title II	353,457.00
Title III Language Instruction LEP	55,825.00
Title V	8,603.00
Total	\$ 1,186,174.00

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

JCS has increased its enrollment by 12% since 2002. This increase has impacted the system's teacher recruitment making it difficult to find highly qualified teachers, particularly special education teachers. In addition the need for portable classrooms has taxed the county's budget and shifted financial priorities away from providing staff development opportunities to the more basic needs of classroom space and extra curricular materials. Concerns for recruitment this year are great--Loudoun County is opening eight schools in the fall and our teachers are being actively recruited. That said, at present we've a shortage of certified foreign language, science, math, ESL and special education teachers.

Jefferson County itself has experienced a 19.6% population growth from April 1, 2000 to July 1, 2006.

The enrollment for Jefferson County Schools showed an increase of 202 students for the 2005-2006 school and an increase of 169 students for 2006-2007 making the concerns listed above still relevant. Also, the number of LEP students has continued to increase, making the addition of two more ESL teachers necessary for 2007-2008.

The need for certified Special Ed teachers as well as certified secondary math and science teachers continues to be a concern. In an increased effort to broaden the recruitment efforts to secure such teachers JCS has sent representatives to more than 26 regional college job fairs during 2006-2007 to interview potential applicants.

Jefferson County has also instituted new employee incentives during 2007-2008 in order to help recruit/retain qualified personnel. These incentives are: the JCS Tuition Reimbursement Program; the JCS Faithful Service Supplement Program and the JCS Child Care Reimbursement Program.

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

In examining the county's census data, our changes are occurring primarily in an increase of the Hispanic population. This increase has meant adding ESL teachers and translators to our professional staff. We are also working to train our classroom teachers in strategies known to work with ESL students and to teach our teachers to become more culturally sensitive to their students. The increase in ESL students has created additional stresses on the system. We've had to employ an additional full time ESL teacher and acquire a portable classroom for JHS to accommodate the thirty-eight ESL students entering the 10th grade.

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

Socio-economically, our county is seeing a decrease in the poverty level and also the unemployment level. Both factors point to the relatively healthy local economy. Unfortunately, the influx of new residents from other states has forced the price of housing up by more than 100% in the past year. In the latest realtors' report the average price of a new home was over \$250,000. The implication here is that more parents are expecting more services from our schools because they are moving here from other states with more financial support. The real estate market for single family homes has slowed in the county. However, we are seeing more and more town home and duplex developments arise. These are of concern because these home owners typically have small children not yet school age.

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

Jefferson County has remained relatively stable economically. Our unemployment level of 3.3% is well below the state's average of 11.4%. There has been in the past twenty years a marked decline in the farming industry with housing developments replacing family farms. The county lacks a true industrial base that would provide needed tax revenues. Additionally, local jobs tend to be more service oriented than technical/industrial which means that local salaries are lower than those of residents who commute to other states for employment. Hence, in the most recent data, 66.7% of our workforce commutes outside of the county for employment. This commute means that our residents may not have the time to help in the school system or be as invested in the schools' activities as in a more traditional county where residents live and work within the community.

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

The increase in the county population by 10% from 2000 to 2002 is one indicator of change within the county. Other changes in family characteristics include a decrease in birth mothers with less than a 12th grade education, a 23% drop since 1998 in the children eligible for Head Start services. There has also been a slight decrease in the drop out rate. Our per pupil expenditures are under the state's average by \$600.00 per child. We have also witnessed a 19% increase in the juvenile delinquency rate since 1998. While this increase may seem alarming, it corresponds with the increase state-wide suggesting that perhaps a portion of the increase is better data reporting. The data represented here suggests that although our poverty level is declining, there is still a need for services to aid those with less education. Many of our schools are not eligible for Title services because of the income levels. The median family income is approximately \$51,000 per year compared with \$36,000 per year in the state.

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?

According to the PRIDE survey, our elementary population is using cigarettes and marijuana at double the national survey average. In the secondary survey, our students report using cigarettes at slightly less than the national average, but beer and marijuana are somewhat higher than the national average.

An additional concern brought to light by the PRIDE survey is the issue of school safety. 25.9% of secondary students report fearing that another student will hurt them at school.

The PRIDE survey, as well as the Youth Risk and Youth Tobacco Risk surveys, was once again given to our students during the spring semester, 2007. As of this date, August 28, 2007, we have not received the results from these surveys. When we have the results we will use them to update this area of concern.

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

Technology in our schools often lags behind what students have for their use at home. However its pervasiveness requires that students be assigned tasks that are authentic, experiential, and interactive. Obviously, the teachers are far less comfortable with the technology than their students, yet JCS must continue to provide teachers with the tools necessary to develop student learning that is inspiring and challenging.

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

Activities such as Academic Competition for Excellence foster students' wanting to achieve academic excellence within the county. One challenge within the county is the low unemployment rate. Our secondary students find any number of employment opportunities which may lead to misplaced priorities in terms of whether school and its requirements or the job is more important. Another area of concern is the recent development of a gang element within our county. Those children view school as an avenue to recruit others to their activities.

none at present

none at present

PRIORITIES

1. Providing professional development activities for teachers to improve student achievement
2. ESL training for teachers across the system along with creating a sensitivity to other cultures
- 3.

Focusing on ameliorating the threats students receive within the school environment and help them feel safer by creating a bullying policy and providing teachers and students with strategies for creating a safer environment.

4. Offering teachers, through professional development, innovative ways to use technology within the curriculum

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Six schools within JCS did not reach AYP last year. The problem areas were primarily in low SES and special education. For the 2005-2006 school year, three schools did not meet AYP. The problem areas still remain in low SES and special education cells.

For 2006-2007 three JCS schools did not make AYP. The areas of concern continue to be the special education and low SES sub cells.

WESTEST Confidential Summary Report

Schools have worked to disaggregate the data and find ways to address the deficiencies within their schools.

WESTEST Confidential Item Analysis Summary

One area that became clear very early in our item analysis was that students had not completed the constructed response questions. Many of the scores at mastery or partial mastery were lacking those answers and could conceivably score much higher had those answers been given. This was true for both the reading/language arts and the mathematics portions of the WESTEST.

WESTEST Confidential Roster Report

Our small subcells of 1-2 students did surprisingly well on the WESTEST.

WV Writing Assessment

The 10th grade writing assessment is among the best in the state with an average score of 2.59 in 2004 because of a concerted writing across the curriculum effort at the high school level. The elementary and middle levels are not as strong and need to have the same attention to writing as does the high school. The results of the 2006 writing assessment revealed a drop in the high school scores which means that we must refocus the high school staff in its writing across the curriculum efforts. One middle school was particularly successful in bringing up its scores this year through the use of Kansas Writing strategies.

The scores from the 2007 writing assessment show that 87% of tenth graders scored at or above mastery compared to 82% in 2006. Seventh grade results showed 82% of students scoring at or above master which is an increase from 81% in 2006. Fourth grade Writing Assessment results showed that JCS had 62% of students scoring at or above mastery. This is a decrease from 68% at or above mastery in 2006 and 69% in 2005.

SAT/ACT Results

SAT data shows a slight increase of 2% in the students taking the test with an increase in both the math and verbal scores. The ACT has a very slight decrease in the number of students taking the test and a small decrease in the composite score.

ACT Explore - Grade 8 Middle School

580 students took EXPLORE in 2006. The average score for our students in English was 14.9 compared to the national score of 14.2. Our math score was 14.8 compared to 15.1 nationally. The reading score was 14.4 compared to 13.9 nationally. Science was 16.3 compared to 15.9 nationally and our composite was 15.2 compared to 14.9 nationally.

ACT Plan - Grade 10 High School

580 sophomores took the PLAN in 2006 with our achievement levels slightly below the national levels. The composite

for the national test was 17.5 and ours was 16.8. The reading score was 16.3 with the national score of 16.9. Our math was 16.4 while nationally math was 17.4. English received a score of 16.3 locally and 16.9 nationally. Science was 17.4 locally and 18.2 nationally.

AP Testing Report/AP Rate

There is a slight increase in the number of takers in the 11th grade from 2003 to the 2004 school year with an increase in those scoring 3 or higher at the 11th grade year. There was however a slight decrease in those scoring 3 or higher in the 12th grade.

End of Course Testing Report for Career and Technical Education

The Perkins Indicators of Performance for FY04 for technical skill proficiency states a standard of 47.05% of vocational completers will score 74% or better on the technical skills test. (end of course test) In FY 07 that standard increases to 52.30% and will continue to increase each year.

Informal Reading Assessment

The county does not maintain data on the IRA; however, it is used regularly by classroom teachers as a diagnostic tool in several different ways such as SAT meetings for placing students and re-teaching of skills. It shows where students are deficient and directs teachers in their instruction of areas such as decoding and word attack skills. An IRA card remains in the child's permanent record so that the next year's teacher can access the information and continue to address the student's weaknesses.

Informal Math Assessment

Again, there is no county collection of this data. Teachers use this information to drive lesson planning and instruction in curricular areas such as number patterns, operations, etc. Curriculum planning is based upon the findings and teachers adjust their lessons accordingly. We do maintain an IMA record card that goes with the student as he/she advances to the next grade. That record helps the next year's teacher in determining where the student's weaknesses and deficiencies lie so that he/she can address the skills issues.

Formative and Benchmark Assessments

A county wide math curriculum team is being formed in the fall to identify weaknesses and instructional standards based content matters. In addition, JHS math teachers are participating in the algebra field test project from the WVDE that identifies student weaknesses. These field tests helped us place students for math next year. Discussion has begun to determine benchmark assessments to use at the quarters in English, science, and math. This is at a very nascent stage however.

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

Potential ESL students are administered the Woodcock Munos at the beginning of the school year or within two weeks of enrollment during the school year.

Direct services are provided for all students scoring at levels 1,2,or 3. Students scoring a 4 or 5 are monitored and services are provided as needed.

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

	<u>Number of Students</u>	<u>Percent of Students</u>
Negligible	18	12%
Very Limited	22	14%
Limited	35	22%
Average	56	36%
Advanced	23	15%

Nos. Test Grs. 3 - 12 WESTELL 2007 164

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

No. of ESLStudents Enrolled in Grades 3 - 12 May, 2007 167

No. of ESL Students Tested WESTELL 2007 167

% of Students Enrolled in Grades 3 - 12 100%

% of all ESL students 60%

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

Number of ESL Students Scoring At or Above Mastery on the 2007 WESTEST

<u>Grade</u>	<u>Mathematics</u>	<u>Reading/Language Arts</u>
3	10/53%	12/63%
4	16/76%	13/62%
5	6/35%	10/59%
6	13/62%	14/87%

7	10/59%	14/82%
8	14/61%	13/76%
10	16/52%	10/32%

Curriculum mapping

Teachers have been working for a year on mapping their curriculum vertically. This summer the process will continue with a horizontal element added. This mapping benefits our teachers in their instructional planning, especially our new teachers who have little experience in pacing and understanding what standards to emphasize. This summer teachers have updated and edited their curriculum maps adjusting where necessary to fill gaps in the curriculum and to ensure consistency in curriculum across the schools. This mapping will occur each summer to better prepare our students.

None at present

none at present

PRIORITIES

1. Increase the writing across the curriculum at the elementary and middle school levels. Refine and review the process at the high school.

2.

Institute a Reading Across the Curriculum program at the high school level that develops reading comprehension skills for all students.

3.

Use the algebra field program tests as formative assessments for county benchmarks in math. Develop similar benchmarks in English and science. English and science.

4. Continue curriculum mapping vertically and horizontally to ensure that teachers are maintaining their focus on the state standards.

5. Focus on instruction in vocational courses to increase achievement.

6. When space allows, add technology labs to better facilitate hands-on learning activities.

7.

Continue to increase the percentage of highly qualified teachers by adding tuition reimbursement incentives for permit teachers.

C. OTHER STUDENT OUTCOMES**ANALYSIS****Attendance Report (by subgroup if available)**

All subgroups are above 98% in the attendance rate.

Discipline Referral Report

Discipline referrals for serious actions have decreased, but the tardies have increased necessitating a change in policy.

Dropout Rates/Graduation Rates (by subgroup if available)

Jefferson County School's dropout rates are within the federal guidelines.

College Enrollment Rate

In 2003 the college-going rate for JHS was 57%. Its ACT composite score is above the state average. Of that student group, 23% completed 30 hours in their first year of college. In 2005 Jefferson County Schools college going rate has grown to 73%. Including the military, the college going rate was 76.3%

In 2006 the college going rate for 4 year institutions was 58.7%, an all time high. The college going rate for 2 year institutions was 21.1%.

Jefferson High School is continuing the "Cougars Go To College" program which offers information and encouragement to students interested in attending college.

College Developmental Course Rate

34% of Jefferson County School's graduates are enrolled in developmental math and 17% are enrolled in English. 38% of those going to college were enrolled in some kind of developmental class.

PRIDE Survey

Most telling in the most recent (2005) Pride Survey is the information on students' feeling either threatened or afraid. In the elementary survey, 24.4% of those surveyed report being afraid of another student at least once, and 40% indicate they had been threatened at least once. In the secondary survey, 40.4% of the students report having threatened to harm another, and 25.9% report being afraid another student will hurt them. This data is particularly telling because if students feel unsafe or threatened, they may be staying home from school which impacts attendance rates and more importantly, student achievement.

The Pride Survey was given to all students in grades 6, 8, and 11 during the week of April 16, 2007. As of this date, June 19, the results have not been returned. The survey findings and their implications will be reviewed upon receiving them. The Pride Survey was not given in 2006.

Results of Nationally Recognized Physical Fitness Test

29% of the students testing passed the Physical Fitness Test. This is a gain of 7% from the previous year. The 2003 OEPA report stressed the need for county emphasis on this. With the legislation our implementation of Physical Best is necessary as is the training of our PE teachers to facilitate the BMI tests.

Youth Risk Behavior Survey

Core Teams and SAT teams are working to ameliorate at risk behaviors; however, students continue to engage in

behaviors that are unhealthy.

The Youth Risk Behavior and Youth Tobacco Surveys were given to randomly selected classes during the week of March 12, 2007. To date, May 22, 2007, the findings have not been returned. When the results from these surveys are returned they will be reviewed.

CIMP Self Assessment

Jefferson County continues to seek highly qualified special education teachers. Approximately 69% of the special education teachers in Jefferson County are fully certified or working on a permit.

The academic progress of students with disabilities has shown slow by steady progress with WESTEST scores for students with disabilities increasing from a proficient percent of 34% in 2004; 38% in 2005; and 42% in 2006.

Special Education Data Profiles

According to the second month report there are 1,275 students with disabilities enrolled in Jefferson County Schools or 15.85%.

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

As of May 16, 2007 there are 279 ESL students currently enrolled in Jefferson County Schools.

They make up 3% of the total school population using the 2nd month report for the 2006 - 2007 school year data.

LEP - What are the major language groups?

The two major language groups are Spanish and Russian.

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

There are 181 immigrant students enrolled in Jefferson County Schools as of May 2007. This population is 68% of the total ESL student population.

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

There are 0% migrant children enrolled in Jefferson County Schools.

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

There are 13 schools in Jefferson County:

1 high school

3 middle schools

9 elementary schools

ESL services are provided at 100% of the schools.

none at present

not included at present

none at present

not included at present

PRIORITIES

1. Address the issue of students' feeling threatened when they come to school by creating an awareness in the staff and the student population.
2. Train physical education teachers in the FitnessGram procedures and begin its implementation.
3. Create benchmark exams to help lessen the number of students enrolled in college developmental English and math classes
4. Decrease the drop out rate for the subcells of sped, low SES, and LEP.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

In 2004, we had WESTEST scores that were deficient in disabilities and Low SES in six schools. In 2005, we decreased this number to 5 schools. The 2006 testing shows that only three schools are deficient in the disabilities cell.

North Central Report on Schools

Jefferson County Schools are fully accredited for the 2005-2006 school year.

Monitoring Reports (Special Education and NCLB)

Special education in Jefferson County is not achieving at the level necessary to reach AYP. Measures are being devised to address special education concerns within our county both in reading and mathematics.

Walkthrough Summaries

Principals have used walkthroughs to foster stronger instructional practices. Not all principals are using the practice at present, but the county has purchased the e-walk technology which will make the data collection much more streamlined.

High Schools that Work Assessment Report

not applicable

Making Middle Grades Matter Report

not applicable

High Schools that Work Annual Report

not applicable

Highly Qualified Personnel Report

Our county has special education, science and math, English, phys ed, and elementary education without teaching licences. Of the approximately 650 teachers employed in our system, 12% are on permit working on certification with the University of Phoenix, WVU, Marshall, and Fairmont for special education licenses for the 2005-2006 school year.

Of the approximately 648 teachers employed in our school system for 2007-2008, 27% are working on a permit or have out of field authorization.

Framework Assessment of High Yield Practices

Teachers are currently trained in standards-based instruction, Marzano's instructional strategies, and other research-based high yield techniques. There is on-going staff development to bolster these practices.

Digital Divide Report (Technology)

Our county has 1/3 of all computers below Windows XP. We wish to improve this to 100% Windows XP or Greater before widespread adoption of Windows Vista. We also wish to provide a lower student to computer ratio with the installation of wireless networks and COWS(Computer On Wheels) beginning at the secondary level and moving down to the Elementary level. When our second High School opens in hope to reach a student to computer ratio of 4:1 as a county average.

none at present

none at present

none at present

none at present

PRIORITIES

1. Continue training teachers in Marzano's strategies, differentiated instruction, etc.
2. Increase the availability of classroom computer labs when space allows.
3. Increase physical activity to boost student achievement on the Presidential Physical Fitness and prepare for the upcoming Physical Best program.
4. Train teachers working with special education students research-based strategies in both math and reading to help achievement scores.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: To raise the number of students scoring at mastery or above and close the achievement gap in numeracy.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	Raise the number of students in the LEP subcell to mastery and above in math by 2% annually	LEP Math	60.60	70.60
1.2	Raise the number of students in the special education subcell in math to mastery and above by 2% annually	Special Ed Math	36.80	46.80
1.3	Raise the number of students in the low SES subcell to mastery and above in math by 2% annually	Low SES Math	61.70	71.70
1.4	Raise the number of students in the black subcell to mastery and above in math by 2% annually	Black Math	64.60	74.60
1.5	Decrease the percentage of students achieving below a "C" in ninth grade mathematics by 2% annually	Grade Increase Math	40.50	30.50
1.6	Decrease the percentage of professional employees on permit status by 2% annually	Permit Teachers	11.60	1.60

Goal 2: To raise the number of students scoring at mastery or above by closing the achievement gap in literacy.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	To increase annually the percentage of students entering grade three at grade level as determined by the basal reading program	Grade Level Reading	0.72	0.82
2.2	To increase by 2% annually the number of students scoring at mastery level and higher on the WV Writing Assessment in grade 4	Writing Assessment Grade 4	70.00	80.00
2.3	To increase by 2% annually the number of students scoring at the proficiency level and higher on the WV Writing Assessment in grade 7	Writing Assessment Grade 7	83.20	93.20
2.4	To increase by 1% annually the number of students scoring at the proficiency level and higher on the WV Writing Assessment in grade 10.	Writing Assessment Grade 10	91.50	96.50
2.5	To increase by 2% annually the number of low SES students scoring at mastery or above in reading on the WESTEST.	Low SES Reading	66.20	76.20
2.6	To increase by 2% annually the number of special education students scoring at mastery or above in reading on the WESTEST.	Special Ed Reading	41.40	51.40
2.7	To increase by 2% annually the number of LEP students scoring at mastery or above in reading on the WESTEST.	LEP Reading	59.80	69.80
2.8	To increase by 2% annually the number of students in the black subcell scoring at mastery or above in reading on the WESTEST.	Black Reading	70.50	80.50
2.9	Decrease the percentage of students achieving below a "C" in ninth grade English by 2% annually	Grade Increase English	0.25	0.15
2.10	Decrease the percentage of professional employees on permit status by 2% annually	Permit Teachers	11.60	1.60
2.11	Raise the percentage of students making progress in learning English by 2% annually.	ESL English Progress	0.00	0.00
2.12	Raise the percentage of students attaining English proficiency by 1% annually.	ESL English Proficiency	0.00	0.00

Goal 3: Technology will support closing the achievement gap in literacy and numeracy by providing essential 21st century workplace skills.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	To maximize teacher and student use of		0.00	99.00

technology by increasing the number of Windows XP computers for better access to the Internet, WVEIS, etc. student achievement Technology

Goal 4: To provide a safe learning environment for all students.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	Decrease the number of behavior related discipline referrals by 5%.	Safe Learning Environment	0.00	0.00
4.2	Decrease the number of student/student harrasment cases by 5%.	Safe Learning Environment	0.00	0.00
4.3	Increase the percentage of students feeling that school is a safe place to learn.	Safe Learning Environment	0.00	0.00

Goal 1: To raise the number of students scoring at mastery or above and close the achievement gap in numeracy.

Objective 1.1 Raise the number of students in the LEP subcell to mastery and above in math by 2% annually

As measured by:
WESTEST

Baseline Data		60.60	
Targets		Actual	
2005-2006	62.60	2005-2006	72.42
2006-2007	64.60	2006-2007	64.30
2007-2008	66.60	2007-2008	N/A
2008-2009	68.60	2008-2009	N/A
2009-2010	70.60	2009-2010	N/A

Objective 1.2 Raise the number of students in the special education subcell in math to mastery and above by 2% annually

As measured by:
WESTEST

Baseline Data		36.80	
Targets		Actual	
2005-2006	38.80	2005-2006	41.00
2006-2007	40.80	2006-2007	36.83
2007-2008	42.80	2007-2008	N/A
2008-2009	44.80	2008-2009	N/A
2009-2010	46.80	2009-2010	N/A

Objective 1.3 Raise the number of students in the low SES subcell to mastery and above in math by 2% annually

As measured by:
WESTEST

Baseline Data		61.70	
Targets		Actual	
2005-2006	63.70	2005-2006	66.14
2006-2007	65.70	2006-2007	61.93
2007-2008	67.70	2007-2008	N/A
2008-2009	69.70	2008-2009	N/A
2009-2010	71.70	2009-2010	N/A

Objective 1.4 Raise the number of students in the black subcell to mastery and above in math by 2% annually

As measured by:
WESTEST

Baseline Data		64.60	
Targets		Actual	
2005-2006	66.60	2005-2006	63.42
2006-2007	68.60	2006-2007	65.86
2007-2008	70.60	2007-2008	N/A
2008-2009	72.60	2008-2009	N/A
2009-2010	74.60	2009-2010	N/A

Objective 1.5 Decrease the percentage of students acheiving below a "C" in ninth grade mathematics by 2% annually

As measured by:
WVEIS

Baseline Data		40.50	
Targets		Actual	
2005-2006	38.50	2005-2006	30.00
2006-2007	36.50	2006-2007	0.00
2007-2008	34.50	2007-2008	N/A
2008-2009	32.50	2008-2009	N/A
2009-2010	30.50	2009-2010	N/A

Objective 1.6 Decrease the percentage of professional employees on permit status by 2% annually

As measured by:
JCS employment figures

Baseline Data		11.60	
Targets		Actual	
2005-2006	9.60	2005-2006	12.00
2006-2007	7.60	2006-2007	12.00
2007-2008	5.60	2007-2008	N/A
2008-2009	3.60	2008-2009	N/A
2009-2010	1.60	2009-2010	N/A

Goal 2: To raise the number of students scoring at mastery or above by closing the achievement gap in literacy.

Objective 2.1 To increase annually the percentage of students entering grade three at grade level as determined by the basal reading program

As measured by:

Informal Reading Assessment WESTEST Scores

Baseline Data		0.72	
Targets		Actual	
2005-2006	0.74	2005-2006	0.78
2006-2007	0.76	2006-2007	0.00
2007-2008	0.78	2007-2008	N/A
2008-2009	0.80	2008-2009	N/A
2009-2010	0.82	2009-2010	N/A

Objective 2.2 To increase by 2% annually the number of students scoring at mastery level and higher on the WV Writing Assessment in grade 4

As measured by:

WV Writing Assessment

Baseline Data		70.00	
Targets		Actual	
2005-2006	72.00	2005-2006	68.00
2006-2007	74.00	2006-2007	62.00
2007-2008	76.00	2007-2008	N/A
2008-2009	78.00	2008-2009	N/A
2009-2010	80.00	2009-2010	N/A

Objective 2.3 To increase by 2% annually the number of students scoring at the proficiency level and higher on the WV Writing Assessment in grade 7

As measured by:

WV Writing Assessment

Baseline Data		83.20	
Targets		Actual	
2005-2006	85.20	2005-2006	81.00
2006-2007	87.20	2006-2007	82.00
2007-2008	89.20	2007-2008	N/A
2008-2009	91.20	2008-2009	N/A
2009-2010	93.20	2009-2010	N/A

Objective 2.4 To increase by 1% annually the number of students scoring at the proficiency level and higher on the WV Writing Assessment in grade 10.

As measured by:

WV Writing Assessment

Baseline Data		91.50	
Targets		Actual	
2005-2006	92.50	2005-2006	82.00
2006-2007	93.50	2006-2007	82.00
2007-2008	94.50	2007-2008	N/A
2008-2009	95.50	2008-2009	N/A
2009-2010	96.50	2009-2010	N/A

Objective 2.5 To increase by 2% annually the number of low SES students scoring at mastery or above in reading on the WESTEST.

As measured by:

WESTEST

Baseline Data		66.20	
Targets		Actual	
2005-2006	68.20	2005-2006	70.00
2006-2007	70.20	2006-2007	66.10
2007-2008	72.20	2007-2008	N/A
2008-2009	74.20	2008-2009	N/A
2009-2010	76.20	2009-2010	N/A

Objective 2.6 To increase by 2% annually the number of special education students scoring at mastery or above in reading on the WESTEST.

As measured by:

WESTEST

Baseline Data		41.40	
Targets		Actual	
2005-2006	43.40	2005-2006	41.14
2006-2007	45.40	2006-2007	37.23
2007-2008	47.40	2007-2008	N/A
2008-2009	49.40	2008-2009	N/A
2009-2010	51.40	2009-2010	N/A

Objective 2.7 To increase by 2% annually the number of LEP students scoring at mastery or above in reading on the WESTEST.

As measured by:
WESTEST

Baseline Data		59.80	
	Targets		Actual
2005-2006	61.80	2005-2006	61.42
2006-2007	63.80	2006-2007	66.10
2007-2008	65.80	2007-2008	N/A
2008-2009	67.80	2008-2009	N/A
2009-2010	69.80	2009-2010	N/A

Objective 2.8 To increase by 2% annually the number of students in the black subcell scoring at mastery or above in reading on the WESTEST.

As measured by:
WESTEST

Baseline Data		70.50	
	Targets		Actual
2005-2006	72.50	2005-2006	70.42
2006-2007	74.50	2006-2007	72.70
2007-2008	76.50	2007-2008	N/A
2008-2009	78.50	2008-2009	N/A
2009-2010	80.50	2009-2010	N/A

Objective 2.9 Decrease the percentage of students acheiving below a "C" in ninth grade English by 2% annually

As measured by:
Student semester grades

Baseline Data		0.25	
	Targets		Actual
2005-2006	0.23	2005-2006	0.23
2006-2007	0.21	2006-2007	0.00
2007-2008	0.19	2007-2008	N/A
2008-2009	0.17	2008-2009	N/A
2009-2010	0.15	2009-2010	N/A

Objective 2.10 Decrease the percentage of professional employees on permit status by 2% annually

As measured by:
JCS employment figures

Baseline Data		11.60	
	Targets		Actual
2005-2006	9.60	2005-2006	12.00
2006-2007	7.60	2006-2007	0.00
2007-2008	5.60	2007-2008	N/A
2008-2009	3.60	2008-2009	N/A
2009-2010	1.60	2009-2010	N/A

Objective 2.11 Raise the percentage of students making progress in learning English by 2% annually.

As measured by:
WESTELL

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

Objective 2.12 Raise the percentage of students attaining English proficiency by 1% annually.

As measured by:
WESTELL

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

Goal 3: Technology will support closing the achievement gap in literacy and numeracy by providing essential 21st century workplace skills.

Objective 3.1 To maximize teacher and student use of technology by increasing the number of Windows XP computers for better access to the Internet, WVEIS, etc. student achievement

As measured by:

Digital Divide Survey - currently 29% are Windows XP and above. Goal is to have 100% of computers in the county Windows XP by 2010.

Baseline Data			
	Targets	Actual	
			0.00
2005-2006	49.00	2005-2006	40.00
2006-2007	69.00	2006-2007	0.58
2007-2008	79.00	2007-2008	N/A
2008-2009	89.00	2008-2009	N/A
2009-2010	99.00	2009-2010	N/A

Goal 4: To provide a safe learning environment for all students.

Objective 4.1 Decrease the number of behavior related discipline referrals by 5%.

As measured by:

WVEIS discipline records.

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

Objective 4.2 Decrease the number of student/student harassment cases by 5%.

As measured by:

School and county records

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

Objective 4.3 Increase the percentage of students feeling that school is a safe place to learn.

As measured by:

PRIDE Survey

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

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Use of Data to Target Improvement Efforts	<p>Title I Compliance Title II Compliance Title III Compliance High performing schools increasingly use data to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. the use of high quality, targeted data can effectively improve learning. (Bernhardt V. (2004) Data Analysis for Continuous School Improvement (2nd edition)Larchmont, NY: Eye on Education). Pervasive use of Data to target and refine improvement efforts should include assurances from the principals that data is collected, analyzed and communicated to staff, particularly as it relates to student outcomes such as achievement, attendance, discipline, grade distribution, drop out rates, etc. Data must be used by the principals and members of the strategic planning committee to make long-term decisions for school improvement. The staff and other stakeholders must be knowledgeable of the results of data analysis and must evaluate programming changes to drive instruction.</p>
Instructional Support System	<p>Title I compliance Title II compliance Title III compliance <:namespace prefix = o /> 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 <:namespace prefix = st1 />schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas. National Education Commission on Time and Learning, <i>Prisoners of Time: Report of the National Educational Commission on Time and Learning</i>, April 1994. According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006)</p>
Culture that Accepts Responsibility for Students	<p>Title I compliance Title III compliance <:namespace prefix = o /><:namespace prefix = o /> Not every child's <:namespace prefix = st1 /><:namespace prefix = st1 />school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs. Tomlinson, C.A. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, Va. Association for the Supervision and Curriculum Development. 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) Title II compliance A key aspect supported by the research is that professional development should be seen as a process, rather than as an event, and it should be organized to allow teachers to take charge of their own learning (Little, 1997). To the extent possible, a plan for professional development should be based on the specific needs of a school.</p>
Highly Qualified Teachers	<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>Parents as Respected and Valued Partners</p>	<p>Title I compliance Title III 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 cited 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>Data-Based System for Monitoring Student Academic and Personal Progress</p>	<p>Title I Compliance Title II Compliance Title III compliance <:namespace prefix = o /></p> <p>High performing <:namespace prefix = st1 />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>Differentiated Instruction</p>	<p>"Faced with increasing academic, cultural and economic diversity in schools and classrooms, it has become imperative for teachers to move from 'one size fits all' instructional practices to practices that are responsive to individual student's needs, interests and learning characteristics. Differentiated instruction is recognized as one of the high yield strategies</p>

	<p>under the Instructional Practices Pillar of the Framework of High Performing School Systems."</p> <p>Learning Community Resource Packet, XIV, page 8</p>
Adjustment of Instructional Time	<p>"The National Education Commission on Time and Learning issued tis opening report, <i>Prisoners of Time</i>, in 1994. The report begins with the following statement. 'Learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and led learning vary. The rule, only rarely voiced, is simple. Learn waht you can in the time we make available.' 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 under the pillar of instruction in the WVDE Framework of High Performing Systems."</p> <p>Learning Community Resource Packet, XIV, page 9</p> <p>Title II Compliance</p> <p>Alternative Day (Block Scheduling): Larger blocks of time allow for a more flexible and productive classroom environment, along with more opportunities for using varied and interactive teaching methods. Other benefits listed by Jeffrey Sturgis (1995) include: more effective use of school time, decreased class size, increased number of course offerings, reduced numbers of students with whom teachers have daily contact, and the ability of teachers to use more process-oriented strategies. (eric.uoregon.edu)</p>

Technology Plan

Submitted by - cae37001 2007-09-05 15:22:49.0

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,

Grade Quick program is used county wide as a gradebook. Through the use of Grade Quick, teachers assess student progress immediately and can notify students and parents of poor performance; in addition, they can re-teach skills that are deficient. Other programs are more grade level specific. For example, K-5 schools implement Compass Learning to provide a skills-based instruction for students. Middle schools use Accelerated Reader to monitor student progress and increase reading achievement. Middle school students are taught keyboarding skills in a core rotation. High schools use SchoolKit curriculum modules that align with WV content standards. In addition, technology supports writing across the curriculum through classroom use of computer labs for word processing. Math skills on the secondary level are enhanced by the use of Geometry Sketchpad. Teachers across the system use the I-Know web site to create formative assessments that benchmark various content standards assessed by the WESTEST. In addition to the technology needs for the classroom students our county also provides community education classes such as Skills Bank, software computer-based instruction, and GED for adults in the evening hours. Three computer technicians provide hardware support for the county. An instructional technology specialist coordinates teacher training on software, provide WVEIS support, and assist principal training and support.

Technology Needs Assessment

Our county has 1/3 of all computers below Windows XP. We wish to improve this to 100% Windows XP or Greater before widespread adoption of Windows Vista. We also wish to provide a lower student to computer ratio with the installation of wireless networks and COWS(Computer On Wheels) beginning at the secondary level and moving down to the Elementary level. When our second High School opens in hope to reach a student to computer ratio of 4:1 as a county average.

Action Steps

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

Plan Section Special Education

Associated Goals/Objectives Special Ed Math ,Special Ed Reading ,Technology

Associated High Yield Strategies Instructional Support System ,Differentiated Instruction

Action Step Purchase materials required to fully implement student IEPs

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
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Purpose Provide FAPE
Persons Responsible
CASE

Intended Impact on Audience Provide FAPE & increase effective instructional strategies for all teachers.

Professional Development Action Step Research

Professional Development Other Description ABA Differentiated Instruction Collaborative Teaching Assistive Technology

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - Provide enhanced server connectivity across the county to allow for access to the latest software.
- 02 - Install Interactive Whiteboards throughout the county schools for enhanced instruction with 21st century tool

- 03 - Update computer labs at SJE and JHS
- 04 - Provide an LCD projector for Professional Development Sessions
- 05 - Purchase hardware/software required to fully implement student IEPs
- 06 - Provide infrastructure network updates at Charles Town JHS
- 07 - Provide 4 mobile presenters for Charles Town JHS
- 08 - Provide 30 new workstations and 4 mobile presenters for Harpers Ferry MS
- 09 - Provide 4 mobile presenters and new servedr for Jefferson 9th grade complex
- 10 - Implement county WAN with server, Deep Freeze, content engine, etc.
- 11 - Purchase 31 notebook computers, server, infrastructure updates for Jefferson County HS
- 12 - Purchase 4 mobile presenters for Shepherdstown MS

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2010
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Purpose To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Jefferson County schools.	Persons Responsible I.T. Dept.	Target Audience Students/teachers/administrators
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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 County Plan

Associated Goals/Objectives LEP Math ,Special Ed Math ,Low SES Math ,Black Math ,Grade Increase Math ,Grade Level Reading ,Low SES Reading ,Special Ed Reading ,LEP Reading ,Black Reading ,Technology

Associated High Yield Strategies Instructional Support System

Action Step Jefferson County will provide time, training, technology, and resources to raise the number of students scoring at or above mastery to close the achievement gap in literacy and numeracy.

- Teachers will participate in an APL classroom management and instructional strategies professional development workshop.
- Jefferson County will provide mentor suport for new teacgers across the system.
- Teachers will be provided professional development on Closing the Achievenment Gap in Literacy and Numeracy--August 1-3, 2007.

Projected Begin Date July 1, 2007	Projected End Date June 10, 2008	Actual Begin Date July 1, 2007	Actual End Date June 10, 2008
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Purpose to support teachers and improve instruction	Persons Responsible Coordinators of Elementary, Middle and High Schools
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Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section County Plan

Associated Goals/Objectives Low SES Reading ,Special Ed Reading ,LEP Reading ,Black Reading ,Technology

Associated High Yield Strategies Differentiated Instruction ,Adjustment of Instructional Time

Action Step Jefferson County Schools will provide time, training, technology, and resoureces

- Adminidter the Informal Reading Assessment throughout the year in grades K-2.

Projected Begin Date September 1, 2007	Projected End Date June 1, 2008	Actual Begin Date September 1, 2007	Actual End Date June 1, 2008
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Purpose To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the	Persons Responsible Principals and classroom teachers
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use of screening, diagnostic, and classroom-based reading assessments

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - Ensure all new computers are ordered with MS Office and are ready to run Compass Odyssey for software lessons that are aligned to the WV CSOs.
- 02 - Use the Informal reading assessment with DIBELS to diagnose reading K-3
- 03 - Install Numonics Whiteboard or Tablets, Projector, and Laptop kits into core classrooms.
- 04 - Keyboarding skills will be taught in the middle schools
- 05 - Teachers will use SchoolKit curriculum modules that align with the CSO's
- 06 - Implement the use of Odyssey software at Charles Town Middle, Harpers Ferry Middle and Shepherdstown Middle

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2010
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Purpose To improve the use of 21st century tools and resources to improve student achievement.
Persons Responsible I.T. Dept.
Target Audience Students/teachers/administrators

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - Provide all schools and related buildings with high speed internet data lines for reliable, easily accessible access to the Internet and WVEIS
- 02 - Provide Cell Phones for teachers and administrators for enhanced safety and improved communication
- 03 - Provide for use of E-mail in every school.
- 04 - Provide local and long distance phone service to the school and supporting buildings
- 05 - Install new network hardware at all schools for improved network connectivity.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2010
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Purpose To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS.
Persons Responsible I.T. Dept.
Target Audience Students/teachers/administrators

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

Plan Section Technology

Associated Goals/Objectives Grade Increase Math ,Grade Level Reading ,Grade Increase English ,Technology

Associated High Yield Strategies Instructional Support System ,Differentiated Instruction

Action Step Title V - Use technology to enhance 21st century learning skills.

- A2. - The Coordinator of Special Programs will provide professional development for the elementary principals and school technology specialists in the operation of and use of Elmo.

- B1.** - Install NetOp School 5.0 in all remaining elementary schools.
- B3.** - Each elementary principal and/or technology specialist will complete an end of year evaluation of the NetOp 5.0 system.
- C2.** - The JCS Television/Media Analyst will instruct, monitor, and evaluate students using the Smooth Shooter system.
- A1.** - Provide each elementary school with an Elmo.
- A3.** - Each elementary principal and/or technology specialist will complete an end of semester report on the use of Elmo in the school.
- B2.** - Provide professional development to elementary school technology specialists on the use of NetOp School 5.0.
- C1.** - Purchase a Smooth Shooter system for the Jefferson High School TV Production Class which will enable students to take production to an advanced level.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose To improve student achievement	Persons Responsible Coordinator of Special Programs, Principals, JCS TV/Media Analyst	Target Audience Jefferson County Students Grs. PreK - 5 and 10 - 12.
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Professional Development Trainer Led	Federal Compliances Title V 01. Technology activities related to school-based reform ,Title V 04. Programs to improve academic achievement of disadvantaged ,Title V 17. Academic intervention programs ,Title V 20. Activities that encourage and expand improvements ,Title V 22. Programs and activities that expand learning opportunities, Technology 02-Technology Integration for 21st Century Skills/Student Achievement
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Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

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

Plan Section County Plan

Associated Goals/Objectives Technology ,Safe Learning Environment ,Safe Learning Environment ,Safe Learning Environment	Associated High Yield Strategies Culture that Accepts Responsibility for Students
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Action Step Jefferson County Schools will provide time, training, technology, and resources to ensure a safe learning environment for all students.

- Second** - Continue Peer Mediation programs in elementary, middle, and high school
- First** - Provide professional development dealing with Multiculturalism

Projected Begin Date August 23, 2007	Projected End Date June 10, 2008	Actual Begin Date August 23, 2007	Actual End Date June 10, 2008
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Purpose	Persons Responsible	Federal Compliances RLIS 05. Safe & Drug Free Schools, Technology 04-Increased Access for Students and Teachers to 21st Century Tools
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Plan Section Technology

Associated Goals/Objectives Technology	Associated High Yield Strategies None
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Action Step TECH/04: Provide increased access for students and teachers to 21st century tools and resources

- 01** - Install computers at several schools to create additional computer access.
- 02** - Install new Computer lab at SJE and JHS.
- 03** - Provide 10 new Vista workstations for Blue Ridge ES, CW Shipley ES, North Jefferson ES, Page Jackson ES, Ranson ES, Shepherdstown ES, South Jefferson ES, T. A. Lowery ES, and Wright Denney Intermediate School

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2010
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Purpose To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student	Persons Responsible I.T. Dept.	Target Audience Students/teachers/administrators
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achievement

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

01 - To provide distance learning online courses for students that need courses that may not be available to traditional face-to-face instruction

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2010
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Purpose To provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Persons Responsible I.T. Dept.

Target Audience Students/teachers/administrators

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01** - After school hours technology such as Skills Bank, software computer-based instruction, and GED education will be provided to parents and community members
- 02** - Install, support and maintain county wide web site with individual school and teacher web pages.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2010
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Purpose To improve communication and collaboration among stakeholders

Persons Responsible I.T. Dept.

Target Audience All stakeholders

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

Technology 07-Professional Development for 21st Century Instruction

Plan Section Title II

Associated Goals/Objectives None,LEP Math ,Special Ed Math ,Low SES Math ,Black Math ,Grade Increase Math ,Permit Teachers ,Grade Level Reading ,Writing Assessment Grade 4 ,Writing Assessment Grade 7 ,Writing

Associated High Yield Strategies Instructional Support System ,Highly Qualified Teachers ,Differentiated Instruction ,Adjustment of Instructional Time ,Culture that Accepts Responsibility for Students ,Data-Based System for Monitoring

Assessment Grade 10 ,Low SES Reading ,Special Ed Reading ,LEP Reading ,Black Reading ,Grade Increase English ,Permit Teachers ,ESL English Progress ,ESL English Proficiency ,Technology

Student Academic and Personal Progress ,Use of Data to Target Improvement Efforts

Action Step Provide ongoing researched based professional development for Jefferson County Schools employees.

- 11. - Professional Development: Cultural Differences Focus: Three professional developments will provide teachers and staff with resources to assist in educating children with behavior challenges, economic challenges and cultural motivation in science. These opportunities are: 1. The Difficult Child/Nutured Heart 2. Poverty Training 3. Minority Aviation Education (Science teachers)
- 1 - Professional Development: Jefferson County Summer Institute for teachers in grades 6 - 12. Focus: Research-based technology, reading, and volcabulary strategies in the content areas that will help our underrepresented groups reach mastery and beyond on the WESTEST.
- 2. - Professional Development: Collegial Professional Learning Community (CPLC)for teachers in grades 6 - 12. Focus: Help teachers better assess dependent reader needs and to support their efforts in becoming independent readers.
- 3. - Professional Development: K - 12 Math Leadership Team. Focus: To increase the instructional efficacy of math teachers by creating CPLC's that focus on assessment in standards-based mathematics.
- 4. - Professional Development: Jefferson County Teachers Academy. Focus: Provide teachers in grades K - 12 a five day intensive training through APL on classroom management and instructional strategies.
- 5. - Professional Development: Standards Based Math Focus: Provide teachers in grades 6 - 8 an introduction to standards based math and how to incorporate the strategies in conjunction with traditional math texts.
- 6. - Professional Development: Accelerated Reader Focus: All middle school reading teachers (grades 6 - 8) will receive hands on experience in the technology component of the AR program. Teachers will receive practical steps to help begin a successful implementation of the AR program.
- 7. - Professional Development: K - 5 Math Academy Focus: Provide teachers
- 8. - Professional Development: WVDE Teacher Leardership Institute Focus: Train county teacher leadership teams in 21st Century high-performing classroom instruction.
- 9. - Professional Development: Harrassment Focus: Provide funds to schools to purchase materials to be used in harrassment training for students, parents, and staff.
- 10. - Professional Development: Jefferson County Teachers Institute Focus: Provide an in-depth five day training for teachers and instructional aides grades Pre-K - 12 in Differentiated Instruction and Response to Intervention.

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

Purpose Increase teacher knowledge to support student achievement.
Persons Responsible C & I Department Coord.
Target Audience Jefferson County employees
 Special Programs

Professional Development Coaching ,Learning Community ,Study Group ,Trainer Led
Federal Compliances Title II 02. Professional Development ,Title V 01. Technology activities related to school-based reform, Technology 07- Professional Development for 21st Century Instruction

Plan Section Technology

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

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

- 01 - An instuctional technology specialist coordinates teacher and administrator training on software, provide WVEIS support, and assist principal training and support.
- 02 - Provide Compass Odyssey professional development support for all schools that have implemented this browser based software; align lessons with CSOs; use for formative assessment, etc.

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

Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources
Persons Responsible I.T. Dept.
Target Audience Students/teachers/administrators

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

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - Computer technicians repair,maintain, and install computer/network hardware
- 02 - Create a system for reporting computer problems at the high school that students in the A+ computer repair class can trouble shoot
- 03 - Create reporting/tracking system for A+ class at the high school to use in basic repair/troubleshooting of actual classroom computers.
- 04 - Distribute Norton Anti-Virus and custom DeepFreeze images to school techs.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2010
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Purpose To provide a stable and robust 21st century learning environment	Persons Responsible I.T. Dept.	Target Audience Students/teachers/administrators
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Federal Compliances Technology 08- Maintenance and Repair of 21st Century Tools

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2010
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Purpose To provide 21st century skills for adults/community	Persons Responsible I.T. Dept.	Target Audience All stakeholders
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Federal Compliances Technology 09- Adult Literacy

E-rate Budgets

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2008 Bundled Voice/Long Distance	0.00	0.00	0.00
	Cellular	33,528.00	17,770.00	15,758.00
	Data Lines	142,440.00	75,493.00	66,947.00
	Internal Conn Maint	0.00	0.00	0.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	0.00	0.00	0.00
	Long Distance	7,160.00	3,795.00	3,365.00
	Paging	0.00	0.00	0.00
	Voice	238,248.00	126,271.00	111,976.00
	WAN	0.00	0.00	0.00
	Web Hosting	0.00	0.00	0.00
	E-rate Totals		421,376.00	223,329.00

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

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2007 Bundled Voice/Long Distance	0.00	0.00	0.00

Cellular		33,528.00	17,769.84	15,758.16
Data Lines		142,440.00	75,493.20	66,946.80
Internal Conn Maint		0.00	0.00	0.00
Internal Connections		0.00	0.00	0.00
Internet Access		0.00	0.00	0.00
Long Distance		7,160.00	3,795.01	3,365.39
Paging		0.00	0.00	0.00
Voice		238,247.00	126,271.23	111,976.37
WAN		0.00	0.00	0.00
Web Hosting		0.00	0.00	0.00
E-rate Totals		421,376.00	223,329.28	198,046.72

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	27,064.80	15,156.29	11,908.51
	Data Lines	96,720.00	54,163.20	42,556.80
	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	10,183.68	5,702.86	4,480.82
	Paging	0.00	0.00	0.00
	Voice	141,297.60	79,126.66	62,170.94
	WAN	0.00	0.00	0.00
	Web Hosting	0.00	0.00	0.00
	E-rate Totals	275,266.08	154,149.01	121,117.07

State Basic Skills E-rate Application	2006 State Totals - BS/CE	0.00	0.00	0.00
State SUCCESS E-rate Application	2006 State Totals - SUCCESS	0.00	0.00	0.00

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2005 Cellular	47,995.20	26,397.36	21,597.84
	Data Lines	93,390.00	51,364.50	42,025.50
	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	42,000.00	23,100.00	18,900.00
	Paging	0.00	0.00	0.00
	Voice	142,460.76	78,353.42	64,107.34
	Web Hosting	0.00	0.00	0.00
	E-rate Totals	325,845.96	179,215.28	146,630.68

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

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

1. Do you have an Acceptable Use Policy?

Yes No

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

08/15/2000

3. When was the public meeting held for CIPA Compliance?	12/18/2001		
4. Provide the URL to your acceptable use policy.	http://boe.jeff.k12.wv.us		
		Other Schools 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?	0	0	0
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	1	1
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	15	1	16
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	1	1
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	1	0	1
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?	All schools have connection into a MetroE network at the above speeds with 1 DS3 to the state POP.		

WORK PLAN SUMMARY

Support/Capacity Building Process

Process Monitoring

Evaluation Process