

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

KANAWHA COUNTY SCHOOLS SUPERINTENDENT'S OFFICE

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"Good plans shape good decisions.

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

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Schoolmasters (Principal--South Charleston High Sc	William Walton	
	Assistant Superintendent for Secondary, Vocational	Mark Milam	
	High School Principal	Clinton Giles	
	Assistant Principal--Dunbar Middle School	Jon Anderson	
	Counseling Services Director	Dr. William Mullett	
	Human Resources Administrative Assistant	Carol Hamric	
	Elementary Curriculum Specialist	Barbara Jones	
	Art/Music Curriculum Specialist	Fonda Lockhart	
	Social Studies Curriculum Specialist	Nancy McCoy	
	Science Curriculum Specialist	Rosie Rhodes	
	Special Education Curriculum Specialist	Kim Waggy	
	Special Education Curriculum Specialist	Cindy Hawkins	
	Title I Curriculum Specialist	Jeanne Beard	
	Math Curriculum Specialist	Crystal Godbey	
	Principal	Teresa Sauvageot	
	Administrative Assistant--Facilities	Charles Wilson	
	Superintendent	Dr. Ronald Duerring	
	Deputy Superintendent	Joe Godish	
	Assistant Superintendent	Dr. Cindy Daniel	
	Assistant Superintendent	Dr. Leonard Allen	
	Assistant Superintendent	Dr. Melanie Vickers	
	Human Resources Director	William Buchanan	
	Elementary Director	Barbara Redman	
	Director/Special Education and Alternative Educat	Sandy Boggs	
	Professional Development Director	Dr. Carol Thom	
	Administrative Assistant--Facilities	Terry Hollandsworth	
	Attendance Director	Eddie Ivy	
	Safety Director	Bev Jarrett	
	Principal--Stonewall Jackson Middle School	George Aulenbacher	
	Title 1 Curriculum Specialist	Rosa Southall	
	Assistant Principal--Riverside High School	Kareena Garner	
	Business & Community	Director--Capital High Community Education	William Webb
Director--George Washington High School Comm. Ed.		Danny Webb	
Program Manager		Ralph Miller	
Specialist		Marian Keyes	
Pastor		Mark Newland	
Community member		Ingrid Ferrell	
Executive Director--Pretera Center		Robert Hansen	
Professor		Dr. Ron Childress	
Director/Professional Development Schools		Brenda Wilson	
Board of Education member		Barbara Welch	
Federal Programs	Reverand	Derrick Gibson	
	President, WV State University	Dr. Hazo Carter	
	President--University of Charleston	Dr. Ed Welch	
	Head Start Director	Karen Williams	
	Director	Nancy Douglas	
	21st Century Afterschool Coordinator	Beth Trimble	
	Other	Higher Ed. Rep	Teresa Eagle
		General Counsel	James Withrow
		Treasurer	Harry Reustle
		Head Nurse	Brenda Isaac
Higher Ed. Rep		Dr. Rudy Pauley	
Ad. Assis/Dir. RESA III		Linda Andresen	

Parents	parent	Margaret McGarity
Service Personnel	President--Service Staff Development Council	Brenda Petry
	Secretary	Tressa Monday
Students	St. Albans High	Austin Heywood
	Herbert Hoover High School	Chelsea McCroskey
Teachers	Teacher	Jane Elliott-Pierce
	ESL Lead Teacher	Kathy Willis
	President--KCEA	Dinah Adkins
	Beginning Teacher Mentor	Vernon Redman
Technology Committee	Technology Facilitator	Lori Whitt
	Director of Technology	Rebecca Butler
	Technology Facilitator	Connie Hays
	Director of Information Systems	Jerry Legg

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

Kanawha County Schools will provide a world-class education that ensures success for every student in the 21st century.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. All students CAN achieve.
2. Quality teaching is the key to student success.
3. Schools, parents and community must be partners in learning.
4. Schools must be safe and caring places.
5. All teachers must be teachers of 21st Century literacy skills.
6. Students and teachers must be prepared for life-long learning in a global society.
7. Effective leadership skills are essential for creating 21st Century schools.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Ed Tech Federal	141,896.53
General	1,341,000.00
Step 7	4,113,709.00
Technology E-rate	930,917.65
Technology E-rate County Match	501,263.35
Technology Local Share	113,040.00
Technology TFS/Elementary E-rate	198,005.40
Technology TFS/Elementary E-rate County Match	22,000.60
Technology TFS/Secondary E-rate	224,193.60
Technology TFS/Secondary E-rate County Match	56,048.40
Telecommunications	399,728.00
TFS/Elementary Technology	369,815.00
TFS/Secondary Technology	456,090.00
Title II	2,020,853.00
Title III Language Instruction LEP	67,025.00
Title IV Safe and Drug Free Carryover Budget	65,727.22
Title IV Safe and Drug Free Schools	189,340.97
Title V	32,536.00
Total	\$ 11,243,189.72

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Total county enrollment has increased over the last two years. Enrollment by gender indicates that male enrollment is relatively stable, while female enrollment is slightly up. Enrollment by race shows a slight decrease in whites and an increase in Black, Hispanic, American Indian, and Asian populations. This impacts the system by highlighting the need for diversity training and differentiated instruction expertise by our teachers.

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

The age groups from 25-29 years, 30-34, and 35-49 have the largest population in Kanawha County. The median age is 40.2 years. There is a fairly stable number of people in the 04, 5-9, 10-14, 15--19, and 20-24 year groups. Male population is 47.6%; female population is 52.4%. Indications for the school system point to a leveling off of the decline in enrollment. Kanawha County is composed of 91% white, 7% Black, 1% American Indian, 1% Asian, and .2% American Indians. As stated previously, there is an increase in the Black population. Strong efforts must be made to decrease, if not eliminate, the achievement gap.

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

Yearly family income is as follows in Kanawha County: 12.8%--less than \$10,000/yr.; 8.5% from \$10,000 to \$25,000; 30.2% from \$25,000 to \$50,000; 16.9% from \$50,000 to \$75,000; 7.6% from \$75,000 to \$100,000; 7.8% from \$100,000 and above. These levels of income have remained relatively stable over the last several years. The educational attainment level of people in Kanawha County is as follows: 7%--less than 9th grade; 13%--no high school diploma; 36%--high school diploma; 18%--some college but no degree; 5%--associate degree; 12%--BA/BS degree; 8%--MA/MS degree. There have not been any significant changes in these figures for the last several years. Approximately 20% of people in Kanawha County do not have a high school diploma. Of the remaining 80% with a high school diploma, 20% of them have some type of college degree.

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

There have been significant changes in the economic status of the major industries in the Kanawha Valley in the last 10 years. Manufacturing, Services, Government, Transportation, and Mining have all shown increases in their share of the sources of income. Wholesale/retail, construction, finances, and agricultural income have also increased, but not as much. Implications for the school system involve a focused attention on relevant job skills, in cooperation with area businesses. Our Career Academies in each high school address this concern.

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

Factors affecting a student's school readiness: - 23.3% of children in Kanawha County under the age of five live in poverty (slight increase from 1990). 58.5% of children under the age of six have parents in the labor force. 50.3% of pre-school age children who are eligible for Head Start and Pre-kindergarten receive these services (2004 data). 18.6% of the County's children are born to mothers with less than a 12th grade education. KCS is seeking additional funds through grant-writing to help provide additional counselors and support personnel for our increasingly at-risk population.

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?

22.2% percent of the county's students drop out of school (2004 data--WV rate is 16.8%). The child abuse/neglect rate/1,000 children is 23.2%. 9.5% percent of the County's children are born to unmarried, teenage mothers. There is an increase of 25% (from 9.9 to 12.4%) of children under the age of 18 who are minority. The juvenile delinquency case rate is 69%, which is a 15% improvement over the 1990 81.2% rate. (State rate is 42.7%/1,000 students) Tobacco, alcohol, and illicit drug use by students increases from the 6th-12th grade.

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

Two factors indicate a current and future need for technologically savvy students: 1. As discussed under economic trends, The industries which are showing continual growth are highly dependent on technology. This is especially true for the health and prof/tech services industries. 2. "As consumers in an ever-more-complex world, today's students need to distinguish fact from hype in evaluating the applications of technology." (Bill Daggett) Millennials' use of information and communications technology reaches to the youngest ages. The largest group of new users of the Internet from 2000-2002 were 2-5 year olds. (U.S. Dept. of Ed.) Source: Cole, Jeffrey I., et al. UCLA Internet Report: Surveying the Digital Future, Year Three. UCLA Center for Communication Policy. Feb. 2003; Connected to the Future: A Report on Children's Internet Use. Corporation for Public Broadcasting. 2002; Horrigan, John, et al. The Ever-Shifting Internet Population. Pew Internet & American Life Project. 16 Apr. 2003 Today's Students 96 percent say that doing well in school is important to their lives. 88 percent say going to college is critical. 70 percent participate in community service or volunteer work. 28 percent of high school students access foreign news sources via the Internet. 90 percent of children between ages 5 and 17 use computers. 94 percent of online teens use the Internet for school-related research. Teens and college students combined spend nearly \$400 billion a year. (U.S. Dept. of Ed.) Implications for KCS include the increasing need for constant professional development for teachers to stay up-to-date with technology, so they can stay relevant with the students. It is critical that our administrators are also knowledgeable and set good examples for appropriate technology use.

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

Factors that negatively impact achievement: - Family responsibilities such as caring for siblings while parent(s) work - Jobs, especially those where the student works late hours; factors that positively impact achievement: - extra curricular sports programs - extra curricular music programs. Implications for KCS include expanding the availability of distance learning, on-line courses, and flexible school hours to better meet student needs.

PRIORITIES

1. KCS will continue to focus on securing appropriate Pre-K sites and implementing the Creative Curriculum.
2. KCS will continue to expand technology to prepare students for 21st Century skills.
3. KCS will continue to address issues of inappropriate student behavior at all school levels.
4. KCS will continue to monitor enrollment trends to appropriately allocate available resources.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

KCS AYP report identified the following areas of concern: black achievement at the elementary and middle schools in math; special education achievement at middle and high schools in both math and reading; low ses achievement in middle schools for math and reading met AYP for this year. Moreover, the graduation rate is being monitored in 1 of the 8 high schools.

WESTEST Confidential Summary Report

The Report showed that KCS exceptional students, African-American students, and low SES students did not score as well as the other students. This trend was noticed in the early grades and continued through the middle schools and the high schools. The LEP students scored exceptionally well on the WESTEST at all grade levels. The high school reading/language arts score dropped relative to the previous year, and warrants further study. The overall gain for reading/language arts from the initial assessment date of 2004-2006 is a -5 percentage points. Thus this drop is more than a one year trend.

WESTEST Confidential Item Analysis Summary

The Item Analysis Summary is reviewed by the Division of Curriculum and Instruction on a regular basis and provides the framework for the curriculum specialists to design curricular materials and instructional strategies. Curriculum maps, benchmark assessments, professional development, and monthly meetings with representatives from target schools provided a framework for increased achievement in KCS.

WESTEST Confidential Roster Report

The confidential roster report is reviewed by individual school staff, and the information is used to provide for grouping, placement, and remedial program design. At the county level, the report enable central office staff to reference individual student scores when requested by appropriate school officials.

WV Writing Assessment

The writing assessment reports for the 7th and 10th grade showed a continued improvement for both the 10th grade students and the 7th grade students over the previous year. Mastery and Above scores increased to 88%. Passing for each of the 4 writing prompts for 10th grade: descriptive--88%; expository--88%; narrative--91%; and persuasive--85%. At the 7th grade level, scores increased from 77% to 79% mastery. descriptive--79%; expository--85%; narrative--68%; and persuasive--75%. The division of Curriculum and Instruction will again target narrative, expository, and persuasive writing as areas of concern and will address these issues through enhanced instructional practices. At this time, the 2007 4th grade results have not been received from the WVDE. However, the elementary curriculum specialists have again earmarked the improvement of writing as a high priority for the 2007-2008 school year. Teachers will be encouraged in the use of Writing Roadmap 2, an online instructional tool available through the Department of Education.

SAT/ACT Results

The 2007 high school profile report for the ACT revealed that KCS scores continued above the state averages and equal to or above the national averages in the areas of English and reading. The county science score dipped below the national average but remained above the state average. Moreover, the ACT English score was significantly higher than both the state and national performances. The math ACT score for the county was slightly higher than the state, and significantly lower than the national score. A 5-year trend of steady improvement in math achievement was noted, even though a slight drop occurred this year. This report continues to identify mathematics as a major concern for the school system. The composite score for the county students was above the state and the .2 below the national composite score. KCS 21.0, WV 20.6, National 21.2. The graduating class of 2007 continued to garner the Promise scholarship, based on ACT performance, at the same rate as previous graduating classes. KCS did experience an increase in the actual number of students over the previous year, as 18 more students earned the Promise scholarship for the 2007-2008 school year.

ACT Explore - Grade 8 Middle School

Reports indicate student performance on the ACT Explore exceeds that of the national group in 2 of the 4 content areas, English and Reading, and equaling the national performance in math and science. The overall composite score for the system exceeded the national composite score of 14.7. Relative to the previous 2 years, the 2005/6 performance paralleled the performances of students with slight variations over the 3 year period of time. In studying the disaggregated data, subgroup performances reveal concerns regarding the achievement of African-American students in all 4 content areas, while the performance of Asian-American students demonstrates extraordinarily high achievement. There are no subgroups reported for low SES, special education, or ESL students.

ACT Plan - Grade 10 High School

Regarding the 2006-2007 administration of the ACT PLAN, the profile summary report revealed that KCS students scored .1 below the national group (17.4-17.5). The report also indicated that KCS students out-performed the national group on English (17.2 to 16.9), and underscored the national group on mathematics (16.7 to 17.4), reading (16.7 to 16.9), and science 18.0 to 18.2). The composite score for the past 3 years showed an increase from the 2003-2004 school year of 17.2 to the 2005-2006 school year of 17.4 and to 17.3 in 2006-2007.

AP Testing Report/AP Rate

In comparing the 2003/2004 report card for Kanawha County with the 2004-2005 report card, the percent of AP test-takers remained virtually the same for the students in the county, with nearly 14% of the student population taking advanced placement tests in the spring of 2005. The percentage of 12th grade test-takers with an AP score of 3 or higher was reported at 58.4% for 2005, somewhat higher than the state average of 50.2. The division of Curriculum and Instruction has worked closely with college board representatives in initiating programs to identify and place students who have potential for success in AP programs during this past year. Results for the 2005-2006 school year will be perused upon receipt for indicators of continued growth in the AP program in KCS.

End of Course Testing Report for Career and Technical Education

Technical Skills End of Course Test 2006-07 School Year Standard : 52.30% of the students tested are to achieve a score of 74% or higher on their individual program tests. Sixty-eight programs were tested. Sixty-one programs met the standard with only 7 programs not meeting the standard. The percent of students passing all courses was 69.19%. The average score on the end of course test for KCS was 77%. There were 2,937 tests given. Summary of concerns: • Continue to increase all categories for the 2007-2008 school year •

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

The procedures for identifying LEP students are by conducting a home language survey contained on emergency card and enrollment form.

Definition of LEP Student

To be considered for eligibility, the student must meet the following criteria:
A limited English proficient (LEP) student in the State of West Virginia is classified according to WVDE Policy 2417 as one:

- Who is aged 3 through 21;
- AND who is enrolled or preparing to enroll in an elementary school or secondary school;
- AND who was not born in the United States or whose native language is a language other than English;
- OR who is a Native American or Alaska Native, or a native resident of outlying areas;
- And who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- OR who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- AND **whose difficulties speaking, reading, writing, or understanding the English language** may be sufficient to deny the individual – the ability to meet the State's proficiency level of achievement on State assessments; the ability to achieve successfully in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

If the student meets the above requirements, levels of service will be determined according to the following criteria.

LEVEL 1 (Level 1 on WVEIS-Negligible)

Eligibility Criteria:

1. Student's language proficiency scores fall within the range for Level 1 on the WESTELL (or Woodcock-Munoz Language Survey).
2. Student's functioning in the classroom is severely impaired as identified by teacher observation of classroom performance.

SERVICE LEVEL

Elementary: The student will receive at least 30 minutes of instruction three times a week from the ESL instructor. Kindergarten students may receive instruction two times a week.

Middle/High School: The student will receive at least 45 minutes of instruction three times a week from the ESL instructor.

LEVEL 2 (Level 2 on WVEIS-Very Limited)

Eligibility Criteria

1. Student's language proficiency scores fall within the range for Level 2 on the WESTELL (or Woodcock-Munoz Language Survey).
2. Student's functioning in the classroom is moderately impaired as identified by teacher observation of classroom performance.

SERVICE LEVEL

Elementary: The student will receive at least 30 minutes of instruction twice a week from the ESL instructor. Kindergarten students may receive instructions once a week.

Middle/High School: The student will receive at least 45 minutes of instruction twice a week from the ESL instructor.

Level 3 (Level 3 on WVEIS-Limited)

1. Student's language proficiency scores fall within the range for Level 3 on the WESTELL (or Woodcock-Munoz Language Survey).
2. Student's functioning in the classroom is somewhat impaired as identified by teacher observation or classroom performance.

SERVICE LEVEL

Elementary: The student will receive at least 30 minutes of instruction once a week from the ESL instructor. Kindergarten students may be served on a monitored basis.

Middle/High School: The student will receive at least 45 minutes of instruction once a week from the ESL instructor.

MONITORED (Level 4 on WVEIS-Intermediate)**Eligibility Criteria**

1. Student's language proficiency scores fall within the range for Level 4 on the WESTELL (or Woodcock-Munoz Language Survey).
2. Student's functioning in the classroom is somewhat impaired as identified by teacher observation of classroom performance and as reflected by low grades in one or more subjects.

SERVICE LEVEL

The ESL instructor will provide yearly assessment and will monitor the student's progress after each grading period. If a student is not performing successfully in more than one core subject, an evaluation conference will be conducted to determine the cause and address the student's unsatisfactory performance. If the cause is determined to be language related, the student would be reclassified to Level 3 in the ESL Program, and

receive direct ESL instruction.

EXIT CRITERIA (Level 5 on WVEIS-Fluent)

In order to exit the ESL Program the following criteria must be met.

1. A score within the range of Level 5 on the WESTELL (and/or Woodcock-Munoz Language Survey)
2. Satisfactory Report Card
3. Classroom teacher and ESL teacher recommend exit
4. Parent/guardians agree with exit

Students will be considered for exit at the end of each school year, however the classroom teacher and the ESL teacher may recommend a mid-year review to determine eligibility for exiting the ESL Program. Upon exiting the ESL Program, the students' progress will be monitored for two years by the WESTELL. Students may be readmitted if test results indicate a need.

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

Level # %

1	17	7.2
2	26	11
3	38	16
4	153	65
5	2	.08

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

All LEP's participated in the statewide assessment. (236 students=100%)

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

The number of LEP students scoring at or above the proficient level on the WESTEST is 164. (88%)

Subgroup achievement gaps in reading/Language arts and math

	Achievement Gap Comparisons						
	2004		2005		2006		
	Math	R/LA	Math	R/LA	Math	R/LA	
CA		25	35.7	27.4	36.8	29.6	38.1
AA		10.5	16.8	11.6	17.7	13.1	19.5
Hi SES		34.1	47.1	35.4	47.6	40.6	48
Low SES		13.2	20.5	16.1	21.6	18.4	24.3
Reg. Ed.		26.9	38.6	28.8	39	30.9	40.2
Sp.Ed		6.6	8.1	7.2	7.2	9	9.3

Although steady improvement has been made over the last 3 years in each subgroup, it is obvious that a significant achievement gap still exists.

Graduation rate

The graduation rate for the subgroups is as follows: (in percentage)

	AYP	All	White	Black	LEP	Special Ed.	Low SES
2006	yes	81.12	81.74	72.22	90.91	61.26	60.67
2007	yes	81.08	81.91	73.71	80.00	60.76	62.37

As can be seen, while the overall percentage remained relatively the same, white, black, and low SES students increased, while LEP and Special Education students decreased slightly.

PRIORITIES

1. Increase reading and math performances of all special education students.
2. Increase student mastery at all levels relative to the NCLB proficiency standards in reading/Language Arts and math in all subgroups.
3. Provide an instructional environment conducive to increased achievement that reflects increased time on task.
4. Encourage differentiated instruction to help meet subgroup student academic needs.

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

KCS has shown improvement in attendance rates every year for the last 4 years, going from 93.4% in 2003 to 97.2% in 2006. The 2007 rate is also around 97%. Each subgroup of students has also shown improvement in attendance during each of the last 4 years. KCS will continue to monitor and encourage great attendance by students and staff.

Subgroups # of Students Averages Asian 343 96.73 LEP 485 95.99 White 24,730 93.45 Black 3,791 92.96 Hispanic 143 92.45 Special Education 5,386 92.35 Native American 25 92.22 Low SES 15,568 91.98

Dropout Rates/Graduation Rates (by subgroup if available)

KCS graduation rate has remained relatively stable over the last 4 years, around 81% overall. However, the subgroup graduation rate fluctuates among the subgroups: white:81.7%; black: 72.2%; Hispanic:81.8%; Asian:100%; LEP: 90%; Special Education: 61.3%, and Low SES: 60.7%. KCS will continue to target special education and low SES students to encourage higher graduation rates.

College Enrollment Rate

The college enrollment rate is based on self-reporting from the high schools, and statistics are difficult to obtain for students enrolling in out-of-state colleges, so the data is very subjective.

College Developmental Course Rate

KCS will continue to work on reducing the %age of students enrolled in developmental courses in colleges.

Results of Nationally Recognized Physical Fitness Test

This webpage was not available, but KCS recognizes the importance of providing healthy environments, nutrition, and activities for all students.

CIMP Self Assessment

4.20 BF II-1

Kanawha County identified this indicator as needing improvement and developed an improvement plan that was submitted to the State Department of Special Education July 30, 2006. This improvement plan included activities, timelines, benchmarks and personnel responsible to address the graduation rate of students with disabilities graduating with a standard diploma. The goal is still to increase the graduation rate 1% per year for the next five years.

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

The number of LEP's in KCS is 236 students and the percentage is .8%.

LEP - What are the major language groups?

The major language groups are Chinese (Mandarin), Arabic, Spanish, Vietnamese, Russian, German, Gujarati, Farsi, Tagalog, and Urdu.

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

The number of immigrant students in KCS is 14, and the percentage is .05%.

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

KCS has no migrant students.

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

KCS has 34 elementary schools that serve LEP students, and that is 73% of the total number of elementary schools.

KCS has 8 middle schools that serve LEP students, and that is 61% of the total number of middle schools.

KCS has 6 high schools that serve LEP students, and that is 75% of the total number of high schools.

KCS has 0 alternative schools that serves LEP students, and that is 0% of the total number of alternative schools.

The number of homeless students continues to increase.

Services to homeless, and funding for school related necessities have been increased by Title I; will remain a priority concern. We had 464 students classified as homeless this past school year. Unbelievable!

PRIORITIES

1.

Increase the graduation rate of the subgroup populations, especially special education and low SES students.

2.

Continue to emphasis great attendance for all subgroups.

3.

Increase the awareness of, and skills in teaching, our ESL and other subgroup populations.

4.

Continue to identify and provide for our homeless student population.

D. CULTURE AND CONDITIONS**ANALYSIS****Digital Divide Report (Technology)**

The 2006-2007 Digital Divide Survey shows that KCS has 10,254 desktop computers being used in classrooms, computer labs, media centers and administrative offices. Of these 10.6% have Windows 95 operating system, 27.9% are Windows 98, 5.9% are Windows NT/2000, and 55.2% are Windows XP or newer.

The 2006-2007 DDS shows that KCS has 872 laptop computers being used in classrooms, computer labs, media centers and administrative offices. Of these, 9.1% are Windows 95, 6.1% are Windows 98, 5.2% are Windows NT/2000 and 79.7% are Windows XP.

In order to take advantage of available resources and online coursework, all computers need to use the Windows XP Professional or Vista Business operating system.

According to the 2006-2007 Digital Divide Survey, KCS has 75 file servers of which 32% are Windows NT and 60% are Windows 2000 (or 2003), 1% is Novell Netware, 6.7% is linux and 8% other. All Novell Netware, Windows NT and Windows 2000 servers need to be replaced with servers running Windows 2003.

PRIORITIES

1.

Continue to seek all available funding to provide up-to-date technology for all staff.

2.

Continue to seek all available funding to provide 21st century professional development on technology use and how to integrate with curriculum.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: The achievement gap will be eliminated.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	The percentage of African American students enrolled in AP classes will increase 10% each year through 2010-2011	1.1 AA% in AP	2.70	0.50
1.2	The percentage of African-American students who score at mastery or above in math, as measured by the WESTEST, will increase by 5% each year through 2010-2011.	1.2 AA% in math	0.58	0.83
1.3	The percentage of African-American students who score at mastery or above in reading, as measured by the WESTEST, will increase by 4% each year through 2010-2011.	1.3 AA% in reading	0.68	0.88
1.4	The percentage of Special Education students who score at mastery or above in math, as measured by the WESTEST, will increase by 7% each year through 2010-2011.	1.4 Sp. Ed. % in math	0.35	0.70
1.5	The percentage of Special Education students who score at mastery or above in reading, as measured by the WESTEST, will increase by 7% each year through 2010-2011.	1.5 Sp. Ed. % in reading	0.37	0.72
1.6	The percentage of low SES students who score at mastery or above in math, as measured by the WESTEST, will increase by 4% each year through 2010-2011.	1.6 SES % in math	0.63	0.83
1.7	The percentage of low SES students who score at mastery or above in reading, as measured by the WESTEST, will increase by 3% each year through 2010-2011.	1.7 SES % in reading	0.71	0.86
1.8	The remediation rate for high school graduates entering post secondary education will decrease 3% each year through 2010-2011. (We do not have this information yet--as of 9/15/07)	1.8 Remediation rate drop	38.00	0.23
1.9	The percentage of African-American students identified with the exceptionality of mental impairment will decrease by .5% each year through 2010. (WVDE data not available at this time)	1.9 MI % drop	2.98	0.48
1.10	The graduation rate of students with disabilities, graduating with a standard diploma, will increase 2% each year through 2010.	1.10 Sp. Ed. graduation rate increase	0.31	0.64
1.11	The dropout rate for children with disabilities will decrease by .2% each year through 2010. (Data not available as of this date)	1.11 Sp. Ed. Dropout rate drop	5.40	4.80
1.12	The percentage of low SES students enrolled in AP classes will increase by 10% each year through 2010-2011. (We have not yet determined our baseline data, but are working on it--To Be Determined)	1.12 SES % in AP increase	0.00	0.00
1.13	The percentage of students identified with the exceptionality of African-American behavior disordered will decrease by .1% each year through 2010.(WVDE data not available at this time)	1.13 BD % decrease	1.30	0.80
1.14	KCS will increase the number of Pre-K sites by 7 each year through 2010-2011.	1.14 Increase Pre-K sites	5.00	40.00

Goal 2: All students will master or exceed grade level educational standards through quality instruction.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	95% of all students will perform at mastery or greater on statewide math assessments by 2010-2011.	2.1 Math % at mastery	0.73	0.95
2.2	The percentage of students scoring at mastery or greater, as measured by the WV Writing Assessment, will increase by	2.2 Writing Assessment % increase	78.00	88.00

	2% each year through 2010-2011.			
2.3	95% of all students will perform at mastery or greater on statewide reading assessments by 2010-2011.	2.4 Reading % mastery	0.79	95.00
2.4	75% of all LEP students will make progress in learning English as demonstrated by WESTELL.	LEP AMAO 1	80.00	85.12
2.5	An increasing percentage of LEP students will attain English Proficiency.	LEP AMAO 2	0.00	0.00
2.6	The LEP subgroup will meet AYP at the district level.	LEP AMAO 3	100.00	100.00
2.7	The combined percentage of students scoring above mastery and distinguished levels of performance in reading/language arts will increase.	+ mastery and distinguished	0.00	43.88
2.8	The combined percentage of students scoring above mastery and distinguished levels of performance in math will increase.	+mastery and distinguished	0.00	36.54

Goal 3: Student achievement and time-on-task will increase through a safe, drug-free, and nurturing environment.

Objective	Objective Short Name	Baseline	5-year Target
3.1 KCS will continue to maintain a 95% student average daily attendance in all subgroups.	3.1 ADA %	0.95	0.95
3.2 KCS will improve student behavior as evidenced by a reduction in out-of-school suspensions by 2% each year through 2010.	3.2 Discipline referral reduction	21610.00	19533.00
3.3 KCS will improve student behavior by reducing the number of out of school (OSS) suspensions for ATOD violations by 2% each year.	3.3 ATOD use reduction	0.00	507.00
3.4 KCS will improve student behavior as evidenced by a reduction in the number of out of school suspensions for physical fights by 2% each year through 2010.	3.4 Fight reduction	1396.00	1316.00
3.5 KCS will reduce the number of reported violent student behavior incidences by 10% each year. (CO1,2,6;CP1,2,3;LDP;WD1;WF1,2,3;WK1)	safe schools	0.00	2331.00
3.6 KCS will reduce the number of reported incidences of bullying, harassment, and intimidations by 10% each year.	Bullying	472.00	311.00

Goal 4: Student achievement will increase by integrating twenty-first century skills and technology tools throughout the curriculum.

Objective	Objective Short Name	Baseline	5-year Target
4.1 To increase the availability of technology necessary for all teachers and students to develop twenty-first century skills.	4.1 Technology Tools - HW & SW	37.00	100.00
4.2 All teachers and administrators will have training in 21st century skills by 2010.	4.2 Technology Professional Development	28.00	100.00
4.3 Pre-K-12 curriculum, instruction, and assessment will reflect 21st century skills.	4.3 21st Century Curriculum& Instruction	0.00	100.00

Goal 1: The achievement gap will be eliminated.

Objective 1.1 The percentage of African American students enrolled in AP classes will increase 10% each year through 2010-2011

As measured by:
AP Enrollment

Baseline Data		2.70	
Targets		Actual	
2005-2006	0.10	2005-2006	2.70
2006-2007	0.20	2006-2007	0.20
2007-2008	0.30	2007-2008	N/A
2008-2009	0.40	2008-2009	N/A
2009-2010	0.50	2009-2010	N/A

Objective 1.2 The percentage of African-American students who score at mastery or above in math, as measured by the WESTEST, will increase by 5% each year through 2010-2011.

As measured by:
WESTEST

Baseline Data		0.58	
Targets		Actual	
2005-2006	0.63	2005-2006	0.57
2006-2007	0.68	2006-2007	0.57
2007-2008	0.73	2007-2008	N/A
2008-2009	0.78	2008-2009	N/A
2009-2010	0.83	2009-2010	N/A

Objective 1.3 The percentage of African-American students who score at mastery or above in reading, as measured by the WESTEST, will increase by 4% each year through 2010-2011.

As measured by:
WESTEST

Baseline Data		0.68	
Targets		Actual	
2005-2006	0.72	2005-2006	0.68
2006-2007	0.76	2006-2007	0.57
2007-2008	0.80	2007-2008	N/A
2008-2009	0.84	2008-2009	N/A
2009-2010	0.88	2009-2010	N/A

Objective 1.4 The percentage of Special Education students who score at mastery or above in math, as measured by the WESTEST, will increase by 7% each year through 2010-2011.

As measured by:
WESTEST

Baseline Data		0.35	
Targets		Actual	
2005-2006	0.42	2005-2006	0.39
2006-2007	0.49	2006-2007	0.39
2007-2008	0.56	2007-2008	N/A
2008-2009	0.63	2008-2009	N/A
2009-2010	0.70	2009-2010	N/A

Objective 1.5 The percentage of Special Education students who score at mastery or above in reading, as measured by the WESTEST, will increase by 7% each year through 2010-2011.

As measured by:
WESTEST

Baseline Data		0.37	
Targets		Actual	
2005-2006	0.44	2005-2006	0.41
2006-2007	0.51	2006-2007	0.43
2007-2008	0.58	2007-2008	N/A
2008-2009	0.65	2008-2009	N/A
2009-2010	0.72	2009-2010	N/A

Objective 1.6 The percentage of low SES students who score at mastery or above in math, as measured by the WESTEST, will increase by 4% each year through 2010-2011.

As measured by:
WESTEST

Baseline Data		0.63	
Targets		Actual	
2005-2006	0.67	2005-2006	0.66
2006-2007	0.71	2006-2007	0.64

2007-2008	0.75	2007-2008	N/A
2008-2009	0.79	2008-2009	N/A
2009-2010	0.83	2009-2010	N/A

Objective 1.7 The percentage of low SES students who score at mastery or above in reading, as measured by the WESTEST, will increase by 3% each year through 2010-2011.

As measured by:
WESTEST

Baseline Data			0.71
	Targets		Actual
	2005-2006	0.74	2005-2006 0.73
	2006-2007	0.77	2006-2007 0.73
	2007-2008	0.80	2007-2008 N/A
	2008-2009	0.83	2008-2009 N/A
	2009-2010	0.86	2009-2010 N/A

Objective 1.8 The remediation rate for high school graduates entering post secondary education will decrease 3% each year through 2010-2011. (We do not have this information yet--as of 9/15/07)

As measured by:
HEPC Data

Baseline Data			38.00
	Targets		Actual
	2005-2006	0.35	2005-2006 0.00
	2006-2007	0.32	2006-2007 0.00
	2007-2008	0.29	2007-2008 N/A
	2008-2009	0.26	2008-2009 N/A
	2009-2010	0.23	2009-2010 N/A

Objective 1.9 The percentage of African-American students identified with the exceptionality of mental impairment will decrease by .5% each year through 2010. (WVDE data not available at this time)

As measured by:
County Data

Baseline Data			2.98
	Targets		Actual
	2005-2006	2.48	2005-2006 0.02
	2006-2007	1.98	2006-2007 0.00
	2007-2008	1.48	2007-2008 N/A
	2008-2009	0.98	2008-2009 N/A
	2009-2010	0.48	2009-2010 N/A

Objective 1.10 The graduation rate of students with disabilities, graduating with a standard diploma, will increase 2% each year through 2010.

As measured by:
State and County Data

Baseline Data			0.31
	Targets		Actual
	2005-2006	0.33	2005-2006 0.61
	2006-2007	0.35	2006-2007 0.61
	2007-2008	0.62	2007-2008 N/A
	2008-2009	0.63	2008-2009 N/A
	2009-2010	0.64	2009-2010 N/A

Objective 1.11 The dropout rate for children with disabilities will decrease by .2% each year through 2010. (Data not available as of this date)

As measured by:
State and County Data

Baseline Data			5.40
	Targets		Actual
	2005-2006	5.20	2005-2006 5.18
	2006-2007	5.00	2006-2007 0.10
	2007-2008	4.80	2007-2008 N/A
	2008-2009	4.60	2008-2009 N/A
	2009-2010	4.80	2009-2010 N/A

Objective 1.12 The percentage of low SES students enrolled in AP classes will increase by 10% each year through 2010-2011. (We have not yet determined our baseline data, but are working on it--To Be Determined)

As measured by:
AP Enrollment Data

Baseline Data			0.00
	Targets		Actual
	2005-2006	0.00	2005-2006 0.32
	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 1.13 The percentage of students identified with the exceptionality of African-American behavior disordered will decrease by .1% each year through 2010. (WVDE data not available at this time)

As measured by:
County data

Baseline Data			1.30
	Targets	Actual	
	2005-2006	2005-2006	0.01
	2006-2007	2006-2007	0.00
	2007-2008	2007-2008	N/A
	2008-2009	2008-2009	N/A
	2009-2010	2009-2010	N/A

Objective 1.14 KCS will increase the number of Pre-K sites by 7 each year through 2010-2011.

As measured by:
county data

Baseline Data			5.00
	Targets	Actual	
	2005-2006	2005-2006	12.00
	2006-2007	2006-2007	22.00
	2007-2008	2007-2008	N/A
	2008-2009	2008-2009	N/A
	2009-2010	2009-2010	N/A

Goal 2: All students will master or exceed grade level educational standards through quality instruction.

Objective 2.1 95% of all students will perform at mastery or greater on statewide math assessments by 2010-2011.

As measured by:
WESTEST

Baseline Data		0.73	
Targets		Actual	
2005-2006	0.78	2005-2006	0.00
2006-2007	0.82	2006-2007	72.77
2007-2008	0.86	2007-2008	N/A
2008-2009	0.90	2008-2009	N/A
2009-2010	0.95	2009-2010	N/A

Objective 2.2 The percentage of students scoring at mastery or greater, as measured by the WV Writing Assessment, will increase by 2% each year through 2010-2011.

As measured by:
West Virginia Writing Assessment

Baseline Data		78.00	
Targets		Actual	
2005-2006	80.00	2005-2006	0.00
2006-2007	82.00	2006-2007	0.73
2007-2008	84.00	2007-2008	N/A
2008-2009	86.00	2008-2009	N/A
2009-2010	88.00	2009-2010	N/A

Objective 2.3 95% of all students will perform at mastery or greater on statewide reading assessments by 2010-2011.

As measured by:
WESTEST

Baseline Data		0.79	
Targets		Actual	
2005-2006	0.82	2005-2006	0.00
2006-2007	85.00	2006-2007	79.80
2007-2008	88.00	2007-2008	N/A
2008-2009	91.00	2008-2009	N/A
2009-2010	95.00	2009-2010	N/A

Objective 2.4 75% of all LEP students will make progress in learning English as demonstrated by WESTELL.

As measured by:
WESTELL

Baseline Data		80.00	
Targets		Actual	
2005-2006	80.00	2005-2006	80.00
2006-2007	81.28	2006-2007	60.41
2007-2008	82.56	2007-2008	N/A
2008-2009	83.84	2008-2009	N/A
2009-2010	85.12	2009-2010	N/A

Objective 2.5 An increasing percentage of LEP students will attain English Proficiency.

As measured by:
WESTELL

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.17
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 2.6 The LEP subgroup will meet AYP at the district level.

As measured by:
WESTEST

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

Objective 2.7 The combined percentage of students scoring above mastery and distinguished levels of performance in reading/language arts will increase.

As measured by:
WESTEST

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	34.88
2007-2008	37.88	2007-2008	N/A
2008-2009	40.88	2008-2009	N/A
2009-2010	43.88	2009-2010	N/A

Objective 2.8 The combined percentage of students scoring above mastery and distinguished levels of performance in math will increase.

As measured by:
WESTEST

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	27.54
2007-2008	30.54	2007-2008	N/A
2008-2009	33.54	2008-2009	N/A
2009-2010	36.54	2009-2010	N/A

Goal 3: Student achievement and time-on-task will increase through a safe, drug-free, and nurturing environment.

Objective 3.1 KCS will continue to maintain a 95% student average daily attendance in all subgroups.

As measured by:
WVEIS reports

Baseline Data		0.95	
	Targets		Actual
2005-2006	0.95	2005-2006	0.00
2006-2007	0.95	2006-2007	0.97
2007-2008	0.95	2007-2008	N/A
2008-2009	0.95	2008-2009	N/A
2009-2010	0.95	2009-2010	N/A

Objective 3.2 KCS will improve student behavior as evidenced by a reduction in out-of-school suspensions by 2% each year through 2010.

As measured by:
WVEIS reports(actual number of referrals used for baseline data.)

Baseline Data		21610.00	
	Targets		Actual
2005-2006	21178.00	2005-2006	0.00
2006-2007	20754.00	2006-2007	7188.00
2007-2008	20339.00	2007-2008	N/A
2008-2009	19932.00	2008-2009	N/A
2009-2010	19533.00	2009-2010	N/A

Objective 3.3 KCS will improve student behavior by reducing the number of out of school (OSS) suspensions for ATOD violations by 2% each year.

As measured by:
WVEIS and SDFS Specialist reports

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	547.00
2006-2007	537.00	2006-2007	521.00
2007-2008	527.00	2007-2008	N/A
2008-2009	517.00	2008-2009	N/A
2009-2010	507.00	2009-2010	N/A

Objective 3.4 KCS will improve student behavior as evidenced by a reduction in the number of out of school suspensions for physical fights by 2% each year through 2010.

As measured by:
WVEIS and SDFS Specialist reports

Baseline Data		1396.00	
	Targets		Actual
2005-2006	1396.00	2005-2006	1396.00
2006-2007	1376.00	2006-2007	1182.00
2007-2008	1356.00	2007-2008	N/A
2008-2009	1336.00	2008-2009	N/A
2009-2010	1316.00	2009-2010	N/A

Objective 3.5 KCS will reduce the number of reported violent student behavior incidences by 10% each year. (CO1,2,6;CP1,2,3;LDP;WD1;WF1,2,3;WK1)

As measured by:
student weapon reports, level 4 WVEIS school reports

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	3196.00
2007-2008	2877.00	2007-2008	N/A
2008-2009	2590.00	2008-2009	N/A
2009-2010	2331.00	2009-2010	N/A

Objective 3.6 KCS will reduce the number of reported incidences of bullying, harassment, and intimidations by 10% each year.

As measured by:
WVEIS reports

Baseline Data		472.00	
	Targets		Actual
2005-2006	472.00	2005-2006	472.00
2006-2007	425.00	2006-2007	399.00
2007-2008	383.00	2007-2008	N/A
2008-2009	345.00	2008-2009	N/A
2009-2010	311.00	2009-2010	N/A

Goal 4: Student achievement will increase by integrating twenty-first century skills and technology tools throughout the curriculum.

Objective 4.1 To increase the availability of technology necessary for all teachers and students to develop twenty-first century skills.

As measured by:

target number reflects the percentage of classrooms that have access to 21st century tools (such as an electronic whiteboard, data projector, wireless infrastructure, etc.) - calculated from Digital Divide Survey and inventory results (measured in percentages)

Baseline Data				37.00
	Targets		Actual	
	2005-2006	55.00	2005-2006	0.00
	2006-2007	0.00	2006-2007	0.00
	2007-2008	80.00	2007-2008	N/A
	2008-2009	90.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Objective 4.2 All teachers and administrators will have training in 21st century skills by 2010.

As measured by:

target number represents the percentage of teachers and administrators who have received training in 21st century skills -- Professional Development records used for reporting

Baseline Data				28.00
	Targets		Actual	
	2005-2006	35.00	2005-2006	32.00
	2006-2007	40.00	2006-2007	40.00
	2007-2008	100.00	2007-2008	N/A
	2008-2009	100.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Objective 4.3 Pre-K-12 curriculum, instruction, and assessment will reflect 21st century skills.

As measured by:

target number reflects the percentage of course curricula that has been revised to include 21st century skills in instruction and assessment. Target results will be collected through program enrollment, 21st century walk-through checklists, 8th grade technology assessment results, various usage reports, CSO usage, ECERS.

Baseline Data				0.00
	Targets		Actual	
	2005-2006	0.00	2005-2006	0.00
	2006-2007	0.00	2006-2007	0.00
	2007-2008	50.00	2007-2008	N/A
	2008-2009	100.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
21st Century Content	21st Century content includes 4 significant areas that are critical to student success in community and business life: Global awareness; financial, economic and business literacy; civic literacy; and health and wellness awareness. (Partnership for 21Century Skills, 2004)
Prioritization and Mapping	<p>TITLE I COMPLIANCE</p> <p>Research supporting Title I Program:</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 the summative assessments much easier.</p> <p>(Erin Hogan Fouberg, Summative versus Formative Assessment, <i>Teaching and Learning Technologies, TIP</i>)</p>
Use of Data to Target Improvement Efforts	<p>Making time and support for data analysis in schools is critical to school improvement. There are many obstacles and challenges to this effort, but they must be overcome if we are to effectively use data to direct student learning. Administrators must know how to analyze data and they must see that their teachers learn how to analyze student data to direct instruction. The data can pinpoint student successes and weaknesses in learning and can focus the teacher on how to help individual students.(Glanz, 1998) "Teachers need diagnostic information to help identify strengths and weaknesses in particular students and among groups of students." (Perone in Lezotte, 2003)</p>
Time and Resources to Support School-Based Learning Communities	<p>TITLE I COMPLIANCE</p> <p>Research supporting Title I Program</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>

	Fuchs, L.S., Fuchs, D (2002)
<p>Innovative Approaches to Meeting Subgroup Needs</p>	<p>TITLE I COMPLIANCE</p> <p>Research supporting Title I Program</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. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.) dictionaries, calculators, etc. may enable students to successfully complete classwork. 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 Supervision and Curriculum Development</p> <p>There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- the are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research.</p> <p>The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools rescarch are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.</p> <p>Lezotte, Lawrence W. (1991) <i>Correlates of Effective Schools</i>. Okemis, MI Effective Schools Products, Ltd.</p>
<p>Strategies that Develop Students having 21st Century Learning Skills</p>	<p>TITLE I COMPLIANCE</p> <p>Research supporting Title I Program</p> <p>This study investigated the contributions of curriculum approach and parent involvement to the short- and long-term effects of preschool participation. Four components comprise the program: early intervention, parent</p>

involvement, structured language/basic skills learning approach, and program continuity between and elementary school. Results indicate that implementation of an instructional approach rated high by Head Teachers in teacher-directed and child-initiated activities was most consistently associated with children's outcomes, including school readiness at kindergarten entry, reading achievement in third and eighth grades, and avoidance of grade retention. Parent involvement in school activities, as rated by teachers and by parents, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach. Findings indicate that instructional approaches that blend a teacher-directed focus with child-initiated activities and parental school involvement are origins of the long-term effects of participation in the Child-Parent Centers. The most direct teaching (and specific content) produced larger cognitive gains early on in terms of IQ and achievement test performance (Dale and Cole, 1988). This explanation would be premised on the idea that children living in poverty need highly structured, teacher directed activities to be able to benefit from early intervention.

Training parents of preschoolers to work with their children at home has been found to have positive results (Henderson and Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income.

Overall, findings of the study indicate that the successful integration of a diverse set of classroom learning activities and opportunities for parent involvement are origins of the long-term effects of preschool participation reported in previous studies (Reynolds, 2000; Reynolds et al., 2001)

The patterns of outcomes indicate that a high degree of child initiated learning, regardless of level of teacher direction, promotes higher levels of school readiness, third and eighth grade reading, and high school completion. In contrast, increased end-of -kindergarten achievement in early literacy and math is related to greater teacher directed curriculum. This difference could be explained in a variety of ways but the explanation most compelling to us is that a teacher directed basic skills preschool program promotes early literacy skills that makes the transition to kindergarten and kindergarten achievement easier. Longer-term child outcomes, especially high school completion, come with the benefits typically attributed to child initiated activity - engagement based on child interest, social learning, and learning how to learn.

In conclusion, two components of preschool intervention--a blended instructional approach and parental involvement--significantly contributed to children's short-and long-term school performance. These components, although not exclusively responsible for program impacts, can be major elements in promoting early learning for children at risk.

Graue, E., Clements, M>A., Reynolds, A.J., & Niles, M.D. (2004), December 24). *Education Policy Analysis Archives*

Effective Transition Pre K to Post Secondary

TITLE I COMPLIANCE

Research supporting Title I Program

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 MMPS revealed that three factors affected district leadership and district leaders' impact on school programs; (1) years of experience and time on partnerhships;(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, & Jansom, 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 expsoure to and familiarity with tools, guidelines, and services to strenghten partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops or 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 porins in the prior schoolyear, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).

Parents as Respected and Valued Partners

TITLE I COMPLIANCE

Research supporting Title I Program

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 grade and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitued about school (Henderson and Beria, 1994).

Similar findings have been sited in *A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement*, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."

Research supporting Title III Program

Parental Involvement



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Schools can greatly increase the effectiveness of their ESL programs by including a parental involvement component. Epstein (1985b) has concluded, "the evidence is clear that parental encouragement, activities and interest at home, and parental participation in schools and classrooms positively influence achievement, even after the students' ability and family socioeconomic status are taken into account."

Direct parental involvement at home with children's school-work has positive effects on such things as school attendance, classroom behavior, and parent-teacher relations (Gillum, 1977; Rich and others, 1979; Comer, 1980).

	<p>In a study conducted by Hewison and Tizard, several of the participating parents were non-English-proficient and/or illiterate, a condition that neither prevented the parents from collaborating with the school, nor the children from showing marked improvement in reading ability.</p> <p>Epstein, J.L. "Parent Involvement: Implications for Limited-English-Proficient Parents." In C. Simich-Dudgeon (ed.) ISSUES OF PARENT INVOLVEMENT AND <:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarts" />Washington, DC: Trinity College, 1986.</p> <p>Epstein, J.L. "Home and School Connections in Schools of the Future: Implications of Research on Parent Involvement." PEABODY JOURNAL OF EDUCATION 62 (1985). (a): 18-41.</p> <p>Gillum, R.M. "The Effects of Parent Involvement on Student Achievement in Three Michigan Performance Contracting Programs." Paper presented at the American Educational Research Association Annual Meeting, 1977.</p> <p>Hewison, J., and J. Tizard. "Parental Involvement and Reading Attainment." BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY 50 (1980): 209-215.</p>
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Balanced Assessment System	<p>A balanced assessment system uses a variety of assessments to give relevant information to everyone who needs it. To maximize student success, instructional decisions must be made that depend on these assessments. To have an effective and efficient assessment system, there must be clear achievement targets, it must meet all user needs, it must be of high quality, it must communicate effectively, and it must set sound policies. The questions must be asked: who needs what information to make what decisions, and how often do they need it? There must be annual, interim, and continuous classroom assessments to inform the state, the district, the individual school, the teachers, the students, and the parents. There must be clear learning targets (state standards--county curriculum maps). Communication must be focused on the work, not the student. It must be descriptive, leading the student toward improvement. It must be timely, clearly understandable, and not overwhelming. It should be encouraging, not discouraging to students. (Stiggins, 2004)</p>
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Proactive Community	<div style="text-align: center;">  <h3>Title IV</h3> <h4>Family and Community Involvement</h4> <p>Programs that include a commitment from communities, families and school districts have shown much higher success rates in their prevention/reduction of drug use than their counterparts that lack support.</p> <p>Supporting Citation:</p> <p>Tobler, N. (2000). Lessons learned. <i>Journal of Primary Prevention</i>, 20(4) 261-274.</p> <p>Back</p>  </div>
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Authentic Classroom Assessments	<p>Even though the distinction between summative and formative evaluations has been around since 1967, and even though this differentiation was expanded to assessment in 1971, the primary focus has been on summative assessments for students. Assessment for the 21st Century must make far better use of the formative to enhance student learning. From the traditional summative assessments, given at the end of the learning process to document what was learned, formative assessments occur frequently during learning, to inform students and teachers how the learning is progressing. It is used to affect instructional decisions and identify specific ways teachers can help individual students. It should also be used to help students themselves take ownership of their own learning, by seeing from the beginning what is expected in achievement, what strong and weak work looks like, and how to set realistic goals for progress (Scriven, 1967; Bloom, 1984; Stiggins et al., 2004).</p>
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Culture of Support and Trust and Collaboration

Research supporting Title III Program Planning Collaboratively" />

The benefits of collaborative planning and teaching and have been well documented. Researchers have noted that collaborative teaching models in general "can result in a shared commitment to systemic school reform leading to higher achievement and greater multicultural understanding" (Sakash & Rodriguez-Brown, 1995, p. 1). Wertheimer and Honigsfeld (2000) assert that team teaching in an ESOL program ensures that students' needs are met more adequately than in programs where learners are separated for instruction.

Some effective collaborative teaching models include school-level leadership that supports cooperative work; material support; time for teachers to meet within their daily routine; and adequate training and assistance for teachers.

With collaborative teaching between the classroom teacher and the ESOL teacher, English language learners are exposed to the same concepts and instruction as their native-English-speaking peers. As a result, teachers may expect all students to progress and to master the same skills, while English language learners are provided with daily support for language development to meet those expectations.

In a 1993 report, the Council of Chief State School Officers indicated that state directors of bilingual programs consider collaborative teaching or team teaching at the secondary level to be a promising practice, and it would seem that the educators who have worked in team-teaching models on a variety of levels would agree.

Council of <:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarts" />Chief State School Officers. (1993, July). *A concern about limited English proficient students in intermediate schools and in high schools*. Washington, DC: Author. (ERIC Document Reproduction Service No. ED364111)

Sakash, K., & Rodriguez-Brown, F. (1995). *Teamworks: Mainstream and bilingual/ESL teacher collaboration* (Program Information Guide No. 24). Washington, DC: National Clearinghouse for Bilingual Education. Retrieved December 11, 2001, from <http://www.ncela.gwu.edu/ncbepubs/pigs/pig24.htm>

Wertheimer, C., & Honigsfeld, A. (2000). Preparing ESL students to meet the new standards. *TESOL Journal*, 9 (1), 23-28.

Performance Goals to Develop 21st Century Learners

Six factors have been found to be statistically significant in correlation with increased student achievement: There is a positive correlation to higher student achievement when: the superintendent involves both board members and principals in the process of goal setting; schools align their

	<p>goals with the district goals for achievement and instruction (Site-based management is negatively correlated!); the BOE is aligned with and supports the district goals for student achievement and instruction; resources are aligned with achievement, and professional development for teachers and principals is aligned; the superintendent monitors and evaluates the quality of instruction; and clear goals are set for student achievement. (McREL, 2006)</p>
<p>Integration of 21st Century Learning</p>	<p>We must make connections between literacy skills, technology tools, and the core subject learning goals to effectively integrate 21st century learning. Skills of information and media literacy, communication, critical thinking, problem-solving, etc. should be matched with appropriate technology tools for application in the subject area. We must move teachers and administrators from teaching technology on its own, to using technology to learn critical skills. It should be seamless, and seen as a resource. (National Council of Teachers of Mathematics:www.nctm.org; National Council of Teachers of English: www.ncte.org; ICT Literact Maps: www.21centuryskills.org;www.ciconline.org/accesslearning; 2005)</p>
<p>21st Century Learning Skills</p>	<p>21st Century learning skills are placed in 3 categories: I. Information and communication skills (information and media literacy, visual literacy, and communication); II. Thinking and Reasoning skills (critical thinking, systems thinking, problem-solving, creating and innovating); and III. Personal and workplace productivity skills(interpersonal and collaboration skills, self-direction, adaptability, ethical behavior, social/personal accountability, leadership, and project planning and development). (www.21stcenturyskills.org. 2004.)</p>
<p>Understanding the Need to Develop 21st Century Graduates</p>	<p>Successful 21st Century graduates are the result of many critical factors, one of which is instructional leadership from the superintendent, to the principals, to the teachers. 21 principal responsibilities correlate with student academic achievement. They are as follows: affirmation, change agent, contingent rewards, communication, culture, discipline, flexibility, focus, ideals/beliefs, input, intellectual stimulation, involvement in curriculum, instruction, and assessment, knowledge of curriculum, instruction, and assessment, monitoring/evaluating, optimizer, order, outreach, relationships, resources, situational awareness, and visibility. (Marzano, 2005)</p>
<p>District Leadership to Create Learning Centered Schools</p>	<p>Effective district leadership is essential for student success. In fact, district leadership factors align with school level factors that correlate with increased student achievement. The overall effect size for principals or school-level leadership was .25 standard deviations, and that for the superintendent or district level leadership was .24 (McREL, 2006). The district should set clear direction, develop people, and create conditions that support, rather than inhibit, teaching and learning(Lovely, 2006). So much has changed, and continues to change, in education:national/state/local assessments; higher standards; more privatization and choice for parents as alternatives to public school; special education; teacher/administrator preparation to name just a few.(Spillane & Regnier, 1998) It is critical for the district leadership to keep the priority on student achievement.</p>
<p>Support System for Student Physical and Social and Emotional Needs</p>	<p>Some students don't need us--they seem willing and able to learn whatever we teach,without our help. Other students need us and are always asking for help. But some students don't want us--they reject us and schooling. They seem not to care, and nothing seems to work to engage them. We must accept their challenge. We must make every effort to understand them, motivate them,connect with them, and intervene for them (Brough, Bergmann, and Holt, 2006).</p>

Technology Plan

Submitted by - cthom@kcs.kana.k12.wv.us 2007-06-21 12:07:13.0

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,

In order to compete in the global economy and be successful in life, Kanawha County Schools believes all students should graduate with 21st Century Skills. Teachers must have access to the appropriate tools (hardware, software, infrastructure and professional development) to teach using 21st Century Learning Strategies and students must have access to the appropriate tools and curriculum in order to master these skills. Kanawha County Schools is working to accomplishing this goal through a variety of methods.

Applications for the SBA Grant for Secure Wireless LAN Infrastructure Implementations have been submitted for all eight high schools in our school district. If we receive this grant, it would equip our schools with the infrastructure necessary to implement many of these 21st Century tools. All KCS high schools have some wireless equipment, but do not have a structured wireless infrastructure that will allow them to take full advantage of its capability. All KCS high schools have wireless laptops and PDAs, and some have wireless mobile labs or tablet PCs. Each KCS middle and high schools will receive the new TI-Navigator system for the science classrooms, which also has wireless capability. An school-wide wireless infrastructure would allow students and staff to have more mobility with wireless devices (like laptops and TI-Navigators) allow more time for learning (less downtime resulting from setting up access points, connecting cables to computers and/or printers to download information) provide real-life simulations and learning situations.

The 2005-2006 Digital Divide Survey shows that KCS has 10,870 computers being used in classrooms, computer labs, media centers and administrative offices. Of these, 16% use Windows 95, 31.4% use Windows 98, 6.3% use Windows 2000, and 45.9% use Windows XP Professional. In order to take advantage of available resources and online coursework, all machines need Windows XP Pro operating system. Our goal is to replace existing machines that have older operating systems and processing capabilities with new machines that use Windows XP Pro (or newer) OS. This will be accomplished using state BSCE, SUCCESS and Telecommunications funds, federal EdTech funds and local monies.

A great emphasis is placed on the development of twenty-first century learning tools and skills and technology integration throughout Kanawha County Schools. Computers and appropriate software are in every classroom and teachers receive professional development in the selection and integration of technology to best meet the needs of the students. We believe that through the integration of technology, specifically DIBELS, Following the Leaders (*Skills Tutor* and *Skills Surfer*), *CompassLearning*, *RiverDeep Destination Math and Reading*, *Odyssey*, and *Read 180*, instruction can be individualized, allowing teachers to identify and target specific skills with which students need additional help. This same software can be used to allow the acceleration of student instruction.

While 6.5% of KCS teachers reported to have received over 50 hours of professional development in technology, 78.5% reported to have received less than 15 hours of technology-related professional development. In order to be able to prepare students with twenty-first century learning tools and skills, all teachers should receive more than 15 hours of professional development in twenty-first century skills and technology integration.

KCS teachers and administrators continue to receive professional development in Marzano's instructional strategies. The technology facilitators and Technology Cadre continue to offer workshops in ways that technology can aid in the use of these strategies. For example, Kidspiration and Inspiration software is a perfect complement for concept mapping, graphical organizers, non-linguistic representation and note-taking. Activities from *SAS in School* and *School Kit* encourage critical thinking, identifying similarities and differences, guided research with summarizing and notetaking, cooperative learning projects, and generating and testing hypotheses.

KCS will continue to monitor student achievement in math and reading through quarterly benchmark assessments, aligned to the county curriculum frameworks. *Qwizdom* student responders are used to administer the assessments. Teachers are also encouraged to create their own quizzes and activities, so they can use this interactive technology with their students on a regular basis, allowing the students to receive immediate feedback on their comprehension and understanding of the coursework. A mobile workstation consisting of a laptop, a data projectors and a locking cart were provided for all schools last year, using BSCE, SUCCESS, Telecommunications and local funds.

During the 2006-2007 school year, all middle schools will receive one mobile *Numonics* board and training for its use will be provided to all teachers and administrators. In a partnership with the Charleston Business Alliance, KCS will begin a project to equip all schools with the tools necessary to prepare students with twenty-first century skills. The goal of the partnership with the CBA is to equip all KCS classrooms with the twenty-first century tools of an interactive electronic whiteboard, data projector, modern desktop or laptop computer and the professional development necessary to use the equipment and software effectively. This project will begin with the high schools.

To go along with the new science textbook adoption and to help students acquire twenty-first century skills, the middle and high school teachers will receive new computers, printers, software and data projectors for their classrooms, along with TI-Navigator wireless systems for gathering and analyzing data and reporting the results. Professional development will be provided for all new software and hardware. Funding for these tools will be from a variety of sources, including Telecommunications, Step VII, and local funds.

The elementary art teachers will continue to receive professional development on the laptops received in Spring 2006. Training will include integration strategies using digital cameras and Adobe Photo Elements and KidPix. Six elementary schools received a grant from the Clay

Foundation for music keyboarding labs, which will be installed this year. The music teachers from the receiving schools attended a week-long workshop during the summer of 2006 to learn the skills and strategies to effectively use these in their classroom.

The Department of Technology (DOT) will continue to work with the Marshall University Graduate School to apply for grants to provide teachers with the tools necessary to utilize hands-on activities aligned with the WV CSOs. These tools and activities will be used with students to further their understanding of math, science and technology.

To continue to provide teachers in the county with ongoing professional development necessary to teach students twenty-first century skills, an application for EETT Round 5 Competitive Funds will be written to hire a Technology Integration Specialist (TIS) for Hayes Middle and one for Anne Bailey Elementary for the 2007-2008 school year.

EETT Formula Funds, Title II and local funds were used to provide a week-long **KCS Technology Academy** during the summers of 2005 and 2006. Over 260 teachers attending these academies received a variety of software, equipment, books and materials as well as intensive professional development on the use of these tools with their students. Since EETT Formula funds are no longer available, the DOT will search for other grants and funding sources for this extremely successful endeavor in providing teachers with the tools and skills necessary to teach students twenty-first century skills and learning strategies.

Tools for Schools (elementary) and local funds will be used to replace Windows 95 computers in Chesapeake, Weimer, Glenwood, Belle, Bridge, Cedar Grove, Central, Cross Lanes, Dunbar Intermediate, Lakewood, Piedmont, Sissonville, Watts, Bridgeview, Richmond, JE Robins, and Mary Ingles Elementary Schools. Forty days of professional development for *CompassLearning*, *C.L.A.R.K.*, *Odyssey* and *RiverDeep* administration and integration will also be purchased using BSCE funds.

Telecommunications funds will be used to replace existing file servers in Chesapeake, Grandview, Weimer, Mary Ingles, Marmet Elementary schools and DuPont, East Bank, Sissonville and Stonewall Jackson Middle Schools. Part of the funds will be used to place new desktop computers and printers in secondary science classrooms and part will be used to help implement the count-wide off-site backup storage implementation for school file servers.

Tools for Schools (secondary) funds will be used to pay for subscriptions to *AB Tutor*, *Bridges*, *SchoolKit*, *DeepFreeze* and/or *Cornerstone*, and to replace Windows 95 machines in middle schools.

All KCS elementary schools and select middle and high schools will continue to use Grade Quick, and teachers will continue to receive training and support from both Information Systems and the Department of Technology. Sissonville High School will start using Grade Quick during the 2006-2007 school year, and John Adams Middle School and Carver Career Center will consider the adoption of this grading program. EdLine will be used in several schools this year, including Riverside, Hoover and South Charleston High School. EdLine will be implemented at additional schools during the 06-07 and the 07-08 school years.

The online professional development offerings will continue to be hosted on our KCS WebCT server, with offerings to include courses in the following: the 24 Hour Internet Integration, Sexual Harassment Recognition and Prevention, Cultural Diversity, Bullying, Safety in the Workplace, A Drug-Free Workplace, ESL and 5202 certification.

KCS will continue to offer a variety of distance learning opportunities for all students including the KCS Virtual School (online), the WV Virtual School (online) and the KCS Distance Learning Labs (video conferencing). We will begin to upgrade the existing video-conferencing equipment in our high school. Development of additional KCS online offerings will be continue, to include Algebra I, Geometry and fine arts courses. Online courses for homebound middle school students be developed and piloted in the core subjects this year. The KCS Virtual School will move to new facilities during the fall 2006. The portable will be reconstructed to have 6 offices and a small meeting room in half of the building and a computer lab for technology training and for KCSVS students.

Elementary students have the opportunity to participate in *Starbase Academy* – a federally funded enrichment program hosted by the 130th Airlift Wing, West Virginia Air National Guard. This program for fifth grade students is aimed at improving math, science and technology skills. The program starts at the elementary school level in order to attract and prepare students at an early age for careers in engineering and other science-related fields of study.

The DOT will also work with the *Starbase* staff to offer a workshop during the summer of 2007 providing select high school teachers with the software and the professional development to train students to use *PTC Pro Desktop*. *PTC Pro Desktop* is a computer-aided design program that is used internationally by such companies as Airbus to design and engineer all kinds of stuff - including aircraft.

The DOT and the Curriculum Specialists will work with EdVenture Group to host a Citera Project during the summer of 2007. Select math, science and technology middle school teachers will participate in this project.

To help middle and high school students understand the vast amount of information available in deciding their career, the students, teachers and parents will continue to have the user of *Bridges (CX Online)*, an online education and career exploration system. In order to prepare students for college, all high school students will have access to Kaplan's *ACT-Prep* course and online software. In conjunction with WV State University, the *Accuplacer Math Placement Test* (online) will be piloted with all high school juniors to help prepare students identify the math courses they need to prepare for college. Teachers will prepare students for the WV Online Writing Assessment in grades 3-10, by promoting the use of computers for completing writing and composition assignments and by using practice tests made available through the WV Office of Assessment with *Writing Road Map*. To allow students to focus on the traits of good writing rather than their 'typing skills', schools will begin keyboarding instruction no later than grade 3. Schools have the option to begin keyboarding in the second grade using the phonics-based keyboarding program *Read, Write and Type*. The implementation of *Read 180* has been so successful, that the county will upgrade to the Enterprise version in all 14 middle schools.

Administrators will have the opportunity to attend two 8 hour sessions on using a PDA for professional use, provided by The EdVenture Group. They will receive a copy of mVal software to use for teacher evaluations. They will also learn how to create a document containing their "look-fors" for the 5x5 classroom walk-throughs at their school and upload it to their PDA. Administrators will have the opportunity to attend several work sessions on the 5 Year Strategic Plan and *TestMate Clarity* (used to analyze WESTEST results).

Kanawha County Schools believes that education doesn't stop when someone graduates from high school or college, but rather a life-long, ongoing process. KCS has partnered with EdVenture Group to create a Technology Opportunity Center (TOC) at Riverside High School. The TOC offers classes Basic and Intermediate classes, comprised of Microsoft Office and Internet applications. These classes are free to any adult in Kanawha or surrounding counties.

Community Education will continue to provide a variety of classes using technology for adults as well as the Third Base and On Deck programs

for students. The programs will have access to the computer labs in schools. The Division of Curriculum & Instruction will develop and maintain a website, with information for teachers, students and parents. Course descriptions, curriculum frameworks, CSOs, instructional strategies and resources, along with timely information will be included for all departments.

The Department of Technology (DOT) will support school file servers, networks, and teacher and student applications and equipment. KCS will maintain their existing workforce of network technicians, electronic technicians and technology facilitators as the first level of support, and subcontract four additional network technicians through RESA 3. RESA 3 will provide additional level 2 tech support. Warranty work will be provided by IBM and Pomeroy Computer Resources. To increase efficiency and decrease down-time of school networks, the DOT has hired a Technology Systems Specialist (TSS) who will be available for call-in troubleshooting. The TSS will be responsible for coordinating the set up of remote access capability for all school file servers and computers in labs. He/she will also be responsible for the design, setup and maintenance of an off-site backup system for all schools.

The Technology Facilitators will continue to provide professional development on 21st Century learning strategies and skills, software and hardware support, maintain the WebCT server, develop online courses, create a website and program for online registration for training sessions, and research new 21st Century learning tools (hardware and software). They also facilitate various technology-related projects. These include benchmarking; *United Streaming*, *Qwizdom* and *Palm* implementations; Technology Academy; *Numonics* and *Smart Boards*. Software initiatives for which they provide professional development include: Grade Quick, School Kit, SAS in School, Claymation, Microsoft Movie Maker, Adobe *Photo Elements* and *Premiere Elements*, digital cameras, iPods, *KidPix*, and *Microsoft Office*.

Information Systems (IS) will continue to support WVEIS, TSSI, KCS email, KCS webpage and all other administrative applications and hardware. In order to provide a more professional appearance, improve school-community communication and improve the efficiency of the school system, Kanawha County Schools has hired a webmaster. The recently renovated Human Resources website and online applications has resulted in increased applications and successful placements of highly qualified teachers and teachers of critical-need subjects.

The Maintenance Department has implemented an online work order management system, which allows schools and administration to track the status of work orders. Because this has reduced the amount of time that schools wait for repairs, we will continue to use this system.

Planning Facilities will scan all blueprints; available electrical, plumbing, HVAC, fire alarm, sprinkler systems and internet cabling plans; and available furniture layouts. These will be placed on a secure server for Planning Facilities and the maintenance department to reference.

KCS will continue to revise the county web site to make it more user-friendly and relevant to employees, prospective employees, students, parents and community. A webmaster for the school district will be hired and he/she will be responsible for redesigning the county site and to work with the schools and departments to improve their sites.

KCS will implement a WAN (MAN) for the KCS school district, to allow a quicker and more efficient network. Each high school and Crede location will get a 10 MB fiber data line for internet and WVEIS access. Each middle and elementary school and a few auxiliary locations will have a point-to-point T-1 line. Two 100 MB fiber lines coming in to the BOE to handle the local traffic, and a 100 MB line will go to the Building 6 at the WV State Capital complex, to connect to the state K12 network. Fibernet will be the vendor for the backbone of the WAN. The upgrade of infrastructure for schools will be researched and implemented where feasible each year. During the 2008-2009 school year, we plan to increase the bandwidth for all middle and vocational schools (10 MB) and keep the 10 MB lines to all the high schools and the Crede Operations Center. We will keep the three 100 MB lines currently used (2 from Fibernet to the BOE and one from Fibernet to building 6 of the state capital complex connecting us to the WV K12 network) and consider adding 2 additional 100 MB lines to support the network traffic if needed in the system. All elementary schools and most non-instructional facilities will continue to have a T1 line, but consideration to increasing the larger elementary schools (schools with an enrollment over 500) will be given. Smaller noninstructional facilities will use either a T1 line or a DSL line. An additional data line will be installed for the Andrew Jackson Middle School annex.

KCS will convert from the current phone vendor to Fibernet for both Centrex and PRI connections. The conversion will begin in July 2006. A study on the cost effectiveness of converting some locations from Centrex to PRI phone lines will begin during the 2006-2007 school year, with conversions taking place when possible with the least amount of disruption to education and business.

KCS will negotiate new contracts for cell phone service, printers, and TSSI (employee absentee reporting / substitute call-in system). Telecommunication devices will be provided to all locations and key personnel, including phones (local and long distance service), cell phones, Blackberry/Sony Treo devices, and pagers. Training on effective use will be provided.

The new Sissonville Middle will be provided with a wired and wireless data network, to allow teachers and students to use 21st Century Tools for learning. The 21st Century Tools include (but are not limited to) a laptop for each teacher, mobile laptop carts for students, desktop computers, and a data projector and Numonics Electronic whiteboard in each classroom.

To continue improving home/school/community communications, we plan to expand the web hosting services to include up to 20,000 users. Training on their use will be provided to teachers and staff, parents and students.

Professional Learning Communities will be established at each school, using TeachFirst for the professional development activities and modules which include online content, videos of sound instructional practices, guiding questions, and templates for recording and reporting meeting notes.

Technology Needs Assessment

The 2006-2007 Digital Divide Survey shows that KCS has 10,254 desktop computers being used in classrooms, computer labs, media centers and administrative offices. Of these 10.6% have Windows 95 operating system, 27.9% are Windows 98, 5.9% are Windows NT/2000, and 55.2% are Windows XP or newer.

The 2006-2007 DDS shows that KCS has 872 laptop computers being used in classrooms, computer labs, media centers and administrative offices. Of these, 9.1% are Windows 95, 6.1% are Windows 98, 5.2% are Windows NT/2000 and 79.7% are Windows XP.

In order to take advantage of available resources and online coursework, all computers need to use the Windows XP Professional or Vista Business operating system.

According to the 2006-2007 Digital Divide Survey, KCS has 75 file servers of which 32% are Windows NT and 60% are Windows 2000 (or 2003), 1% is Novell Netware, 6.7% is linux and 8% other. All Novell Netware, Windows NT and Windows 2000 servers need to be replaced with servers running Windows 2003.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Tools - HW & SW **Associated High Yield Strategies** None

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

- 01 - Upgrade the existing Distance Learning (video conferencing) labs
- 02 - purchase technology hardware needed to support curricular, administrative and communication needs
- 03 - identify and replace file servers using Windows NT OS as domain controller
- 04 - identify and replace Windows 95 and 98 computers being used for teacher workstations
- 05 - purchase electronic whiteboards, iPods and Palm TX for administrative and classroom use
- 06 - Provide video conferencing equipment for the new Sissonville Middle School

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose to increase technology integration and improve achievement	Persons Responsible Director of Technology	Target Audience all schools
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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 Technology Tools - HW & SW ,Technology Professional Development ,21st century curriculum and instruction **Associated High Yield Strategies** Integration of 21st Century Learning

Action Step KCS will open the first technology-based middle school in the fall of 2007

Projected Begin Date October 15, 2007	Projected End Date June 5, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose To provide students with a technology-based school environment	Persons Responsible Assistant Superintendent of Middle Schools, Director of Technology, Principal, and teachers	Target Audience middle school students
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Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Title III

Associated Goals/Objectives LEP AMAO 1 ,4.1 Technology Tools - HW & SW ,4.3 21st Century Curriculum& Instruction **Associated High Yield Strategies** 21st Century Learning Skills

Action Step KCS will implement the use of podcasts, when feasible, to help students learn English.(\$1500--500 for staff development training for ipod use, and \$1,000 for itune podcasts. Ipods were purchased last year.)

Projected Begin Date September 24, 2007	Projected End Date June 1, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose Incorporate 21st Century technology into the teaching of ESL.	Persons Responsible Title III Director, Lead ESL teacher, and ESL teachers	Target Audience LEP students	Intended Impact on Audience Students will increase their ability to learn English through technology
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Professional Development Trainer Led

Professional Development Other Description KCS technologists will demonstrate and provide supervised practice to all ESL teachers on how to effectively use ipods for student learning.

Federal Compliances Title III 02. Existing Language Instruction/Academic Content Educational Programs, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives 4.3 21st Century Curriculum& Instruction

Associated High Yield Strategies 21st Century Content ,21st Century Learning Skills ,Performance Goals to Develop 21st Century Learners ,Integration of 21st Century Learning ,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 a special emphasis on high need and low SES students.

- 01 - Incorporate 21st century skills and strategies through the use of Skills Tutor, Homeroom.com, Writing RoadMap, United Streaming, SAS in School, SchoolKit and Bridges(CX Online)
- 02 - Review data from various assessments (DIBELS, county benchmarks, Writing Assessment and other assessments used by school and district) to adjust instruction based on student need
- 03 - Integrate adopted text resources to instruct and assess for student learning
- 04 - Utilize RiverDeep Math and Reading, Odyssey and CompassLearning to target identified student deficiencies in basic skills
- 05 - Provide information to all teachers about the technology resources available for their use
- 06 - Transition from CompassLearning to RiverDeep Destination Math and Reading in selected schools
- 07 - Encourage the use of Intel Thinking with Technology tools to help in the development of problem-solving, critical thinking, organizational and collaborative skills.
- 08 - Provide TIS (Technology Integration Specialist) for Glenwood and JE Robins Elementary Schools using EETT Round 5 Grant funds
- 09 - Using local funds, provide TIS for Sissonville Middle School to help with the transition into the new school and the new technology tools/resources

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the use of 21st century tools and resources to improve student achievement.	Persons Responsible Director of Technology, Technology Facilitators, Technology Integration Specialists, Principals, Teachers	Target Audience all students
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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 county plan

Associated Goals/Objectives 21st century curriculum and instruction

Associated High Yield Strategies Balanced Assessment System

Action Step KCS will provide electronic communication to all teachers on assessment for learning

Projected Begin Date September 1, 2007	Projected End Date June 1, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose To increase awareness of assessment for learning	Persons Responsible Assistant Superintendent for C&I	Target Audience PreK-12 Teachers and Principals
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Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Tools -

Associated High Yield Strategies 21st Century Content ,21st

HW & SW

Century Learning Skills ,Integration of 21st Century Learning

Action Step TECH/3: Provide the telecommunications and internal connections necessary for student learning.

- 10 - Upgrade network electronics to provide a minimum 100 MB switched connectivity to the desktop
- 10 - To provide web hosting services for up to 20,000 users
- 11 - To provide broadband Internet access (For up to 3 existing DSL lines and 1 new DSL line & 80 Existing T-1's and 1 new T-1, Up to 20 new 10 Mb/s connectivity for 20 locations & up to (5)100 Mb/s connectivity & up to 19 PRI lines)
- 12 - To provide upto 88 pagers/paging services
- 02 - Provide for cellular service for school district (322 Existing cellular lines and up to 3 new cellular lines and 32 Portable electronic devices & up to 60 new portable electronic devices)
- 03 - Provide access to the Internet, the WAN and WVEIS to all schools and non-instructional facilities
- 04 - Convert telephone lines to PRI lines where feasible
- 05 - Provide funding to install, repair or replace network cabling and switches as needed
- 06 - Plan and implement wired and wireless network infrastructure for the new Sissonville Middle School
- 07 - Upgrade network infrastructure at John Adams Middle School
- 08 - Provide secure wireless infrastructure in select schools and administrative buildings
- 09 - Expand the broadband access to the WAN and Internet to select schools and non-instructional facilities as needed/feasible

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

Purpose To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS

Persons Responsible Director of Technology

Target Audience all stakeholders

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 4.1 Technology Tools - HW & SW ,4.2 Technology Professional Development ,4.3 21st Century Curriculum& Instruction

Associated High Yield Strategies Integration of 21st Century Learning ,Understanding the Need to Develop 21st Century Graduates

Action Step KCS will open the first technology-based middle school in the fall of 2007

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

Purpose To provide students with a technology-based school environment

Persons Responsible Assistant Superintendent of Middle Schools, Director of Technology, Principal, and teachers

Target Audience middle school students

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

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Tools - HW & SW

Associated High Yield Strategies None

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

- 01 - Use TFSS funds to replace equipment in existing computer labs in all high and vocation schools
- 02 - Use TFSE funds to replace equipment in existing computer labs in select elementary schools
- 03 - Use TFSS and TFSE funds to purchase electronic whiteboards, document cameras, and other 21st century tools for instructional use
- 04 - Use TFSS and TFSE funds to purchase instructional and administrative software for computer labs and classrooms (DeepFreeze, AB Tutor, RiverDeep Destination Math/Reading, SchoolKit, Bridges/CX Online)
- 05 - Use local funds to purchase desktop/laptops for teachers

- 06 - Use EETT Round 5 Grant funds to provide teachers and TIS at Glenwood and JE Robins Elementary Schools with data projectors and Numonics boards
- 07 - Use Title II funds to provide laptops for teachers participating in the 2007 KCS Technology Academy
- 08 - Purchase electronic whiteboard, data projector and laptop for TIS/MS at Grandview Elementary School
- 09 - Purchase electronic whiteboard, data projector and laptop for TIS/CE at Ben Franklin Career Center
- 10 - Explore ways to create a computer lab at Watts Elementary School

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

Persons Responsible Technology Director

Target Audience all students, teachers and administrators

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 4.3 21st Century Curriculum& Instruction

Associated High Yield Strategies 21st Century Content ,Performance Goals to Develop 21st Century Learners ,Integration of 21st Century Learning ,Innovative Approaches to Meeting Subgroup Needs ,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 - Provide online course offerings to middle and high school students through the KCS Virtual School
- 02 - Provide online course offerings to middle and high schools students through the WVDE Virtual School
- 03 - Provide German I&II, Latin I&II, French I, Holocaust (dual credit), and Astronomy (dual credit) courses to students in all eight high schools
- 04 - Use DL labs/mobile video conferencing equipment for distance learning opportunities, such as e-Missions, NASA conferences with astronauts, International Studies programs, etc.
- 05 - Use WebCT for communication, submission of assignments, and assessments in traditional classes and DL classes

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide rigor/ enhance learning / improve achievement

Persons Responsible Director of Technology, principals, teachers

Target Audience all 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 + mastery and distinguished ,4.1 Technology Tools - HW & SW

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 user of 21st century tools and resources

- 01 - Expand the use of EdLine for home/school communications from 6,000 to 9,000 students
- 02 - Implement at wide area rapid notification system for emergency situations (WARN)
- 03 - Provide and support Grade Quick in schools
- 04 - Use the KCS website for school and district information, announcements, school calendars
- 05 - Publish double-page spread on KCS Events in the Charleston Newspapers four times a year

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End
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July 1, 2007	June 30, 2010	?	Date ?
Purpose improve communication and collaboration	Persons Responsible Director of Technology, Director of Information Systems, principals, teachers	Target Audience all stakeholders	
		Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration	

Technology 07-Professional Development for 21st Century Instruction

Plan Section county plan

Associated Goals/Objectives 21st century curriculum and instruction **Associated High Yield Strategies** 21st Century Content

Action Step KCS will send selected teachers and principals to the WVDE 21st Century Institutes

Projected Begin Date July 1, 2007	Projected End Date August 30, 2007	Actual Begin Date ?	Actual End Date ?
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Purpose to learn about the WVDE 21st century initiative and implement it in all KCS schools
Persons Responsible Superintendent, selected teachers
Target Audience teachers and principals

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

Plan Section Title II

Associated Goals/Objectives Technology Professional Development ,21st century curriculum and instruction

Associated High Yield Strategies 21st Century Content ,21st Century Learning Skills ,Culture of Support and Trust and Collaboration ,Time and Resources to Support School-Based Learning Communities ,Integration of 21st Century Learning ,District Leadership to Create Learning Centered Schools

Action Step KCS will incorporate 21st century professional development in the Beginning Teacher Academy, the Leadership Academy, and the Leadership Series.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose To provide quality professional development based on the 21st century WVDE model
Persons Responsible Director of Staff Development, LA Director, BTA Director
Target Audience all beginning teachers, all aspiring administrators, and all current administrators

Intended Impact on Audience The targeted audiences will be well-grounded in 21st century teaching, learning, and leadership skills

Professional Development Action Step Research ,Coaching ,College Courses ,Learning Community ,Self-Study ,Study Group ,Trainer Led ,Web Based

Federal Compliances Title II 02. Professional Development ,Title II 04. Retention ,Title II 05. Retraining ,Title II 06. Administration, Technology 07-Professional Development for 21st Century Instruction

Plan Section Title V

Associated Goals/Objectives Technology Professional Development ,21st century curriculum and instruction

Associated High Yield Strategies 21st Century Content ,Balanced Assessment System ,21st Century Learning Skills ,Authentic Classroom Assessments ,Culture of Support and Trust and Collaboration ,Time and Resources to Support School-Based Learning Communities ,Integration of 21st Century Learning ,District Leadership to Create Learning Centered Schools

Action Step KCS will provide a 21st century Teachers Academy

Projected Begin Date September 1, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
Purpose To offer 21st century professional development based on the WVDE model to all KCS teachers	Persons Responsible Director of Staff Development; Teachers' Academy staff	Target Audience KCS teachers	Intended Impact on Audience KCS teachers will be better prepared to teach 21st century learners
Professional Development Action Step Research ,Coaching ,College Courses ,Learning Community ,Study Group ,Trainer Led		Federal Compliances Title V 01. Technology activities related to school-based reform ,Title V 20. Activities that encourage and expand improvements ,Title V 22. Programs and activities that expand learning opportunities, Technology 07-Professional Development for 21st Century Instruction	

Plan Section Technology

Associated Goals/Objectives 4.2 Technology Professional Development
Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Integration of 21st Century Learning ,Understanding the Need to Develop 21st Century Graduates ,Strategies that Develop Students Having 21st Century Learning Skills ,District Leadership to Create Learning Centered Schools

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 - Provide Intel Leadership Forum professional development to all KCS administrators
- 02 - Offer Intel Thinking with Technology and Intel Essentials professional development to teachers
- 03 - Provide training on TFSE software and hardware (RiverDeep Destination Math/Reading, Odyssey, CompassLearning, sysop, Windows Server 2003)to improve achievement, accomplish goals, enhance 21st century skills, and master the WV Techonlogy Content Standards
- 04 - Provide online professional development for all employees using WebCT
- 05 - Provide professional development on integration of 21st century tools and resources (Numonics, Smartboard, Wikis, Blogging, Podcasts, PowerPoint, Word, Excel, SAS in School, SchoolKit, Bridges, Writing Roadmap, Troubleshooting, Producer, MovieMaker, Claymation, TI Navigator, I KNOW, data projectors, and other topics as the need arises)
- 06 - TIS's will provide ongoing, sustained professional development on 21st century tools/resources at targeted schools
- 07 - Provide professional development on DIBELS, 21st Century learning strategies, and assessment analysis
- 08 - Implement the use of TeachFirst, an online interface for planning and creating school-based professional learning communities
- 09 - Train staff at targeted schools on the implementation and effective use of Edline
- 10 - Provide substitutes or stipends for teachers to attend training sessions in support of local, state and federla technology

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose to provide rigour, enhance learning and improve achievement	Persons Responsible Director of Technology	Target Audience teachers and 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 4.1 Technology Tools - HW & SW
Associated High Yield Strategies None

Action Step TECH/8: Maintain and repair all 21st century tools and internal connections

- 01 - Provide seven network technicians and one technology system specialist for repair services and remote administration of technology equipment
- 02 - Provide replacement parts for technology equipment
- 03 - Provide training/professional development for technology support personnel
- 04 - Utilize the KCS online technology work order system
- 05 - Provide school-based network technician for targeted high schools
- 06 - Hire and train school-based computer specialist to serve as the single-point-of-contact for technology issues and concerns at the school

07 - Implement the use of replistore for off-site backup of crucial files on school file servers.

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

Purpose to provide a stable and robust 21st century learning environment
Persons Responsible Director of Technology, RESA III, county technicians, vendors
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 4.3 21st Century Curriculum& Instruction

Associated High Yield Strategies 21st Century Learning Skills ,Understanding the Need to Develop 21st Century Graduates ,Strategies that Develop Students having 21st Century Learning Skills

Action Step TECH/9: To collaborate with adult literacy providers to provide 21st century skills for community

01 - Collaborate with adult literacy providers to share technology resources in support of adult learning

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

Purpose to provide 21st century skills for adults/community
Persons Responsible Director of Technology, Asst Superintendent of High Schools /Vocational Education, Director of Community Education, principals
Target Audience 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	0.00	65	0.00	0.00
		Cellular	91,500.00	65	59,475.00	32,025.00
		Data Lines	450,000.00	65	292,500.00	157,500.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	131,481.00		105,185.00	26,296.00
		Internet Access	0.00		0.00	0.00
		Long Distance	30,000.00	65	19,500.00	10,500.00
		Paging	2,000.00	65	1,300.00	700.00
		Voice	450,000.00	65	292,500.00	157,500.00
		WAN	227,200.00		156,768.00	70,432.00
		Web Hosting	50,000.00	65	32,500.00	17,500.00
		E-rate Totals		1,432,181.00	65	930,917.65
TFS/Elementary E-rate Application	2008	Anne Bailey	52,606.00	90	47,345.40	5,260.60
		Belle Elementary	0.00		0.00	0.00
		Bonham Elementary	29,267.00	90	26,340.30	2,926.70
		Bridgeview Elementary	0.00		0.00	0.00
		Dunbar Intermediate	0.00		0.00	0.00
		Dunbar Primary Center	0.00		0.00	0.00
		Grandview Elementary	0.00		0.00	0.00
		Malden Elementary	0.00		0.00	0.00
Mary Ingles Elementary	0.00		0.00	0.00		

		Nitro Elementary	0.00	0.00	0.00
		Pratt Elementary	0.00	0.00	0.00
		Sharon Dawes Elementary	27,245.00	90 24,520.50	2,724.50
		State Totals - Elementary TFS	0.00	0.00	0.00
		Watts Elementary	24,122.00	90 21,709.80	2,412.20
		Weimer Elementary	0.00	0.00	0.00
		State Totals - TFS/Elementary	220,006.00	90 198,005.40	22,000.60
TFS/Secondary E-rate Application	2008	Cedar Grove Community School	0.00	0.00	0.00
		Dunbar Jr HS	48,075.60	80 38,460.48	9,615.12
		Dupont Junior High	44,203.50	80 35,362.80	8,840.70
		East Bank Jr HS	0.00	0.00	0.00
		Stonewall Jackson Jr HS	68,480.70	80 54,784.56	13,696.14
		Tyler Alternative School	0.00	0.00	0.00
		State Totals - TFS/Secondary	280,242.00	80 224,193.60	56,048.40

Funding Source	Year		Annual	Disc% Commit	County Match
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E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	76,680.00	52,909.20	23,770.80
		Data Lines	350,400.00	241,776.00	108,624.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	131,481.00	105,184.80	26,296.20
		Internet Access	3,240.00	2,235.60	1,004.40
		Long Distance	24,999.00	17,249.97	7,749.99
		Paging	8,568.00	5,911.92	2,656.08
		Voice	308,920.00	213,154.80	95,765.20
		WAN	227,200.00	156,768.00	70,432.00
		Web Hosting	23,512.00	16,223.63	7,288.87
		E-rate Totals	1,155,001.00	811,413.92	343,587.54
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TFS/Elementary E-rate Application	2007	Anne Bailey	0.00	0.00	0.00
		Belle Elementary	0.00	0.00	0.00
		Bonham Elementary	0.00	0.00	0.00
		Bridgeview Elementary	0.00	0.00	0.00
		Dunbar Intermediate	0.00	0.00	0.00
		Dunbar Primary Center	0.00	0.00	0.00
		Grandview Elementary	0.00	0.00	0.00
		Malden Elementary	0.00	0.00	0.00
		Mary Ingles Elementary	0.00	0.00	0.00
		Nitro Elementary	0.00	0.00	0.00
		Pratt Elementary	0.00	0.00	0.00
		Sharon Dawes Elementary	0.00	0.00	0.00
		State Totals - Elementary TFS	0.00	0.00	0.00
		Watts Elementary	0.00	0.00	0.00
		Weimer Elementary	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007	Cedar Grove Community School	0.00	0.00	0.00
		Dunbar Jr HS	0.00	0.00	0.00
		Dupont Junior High	0.00	0.00	0.00
		East Bank Jr HS	0.00	0.00	0.00
		Stonewall Jackson Jr HS	0.00	0.00	0.00
		Tyler Alternative School	0.00	0.00	0.00
		State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
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E-rate funds	2006	Cellular	42,660.00	27,729.00	14,931.00
		Data Lines	514,881.84	334,673.20	180,208.64
		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	36,000.00	23,400.00	12,600.00
		Paging	6,696.00	4,352.40	2,343.60

Voice	53,040.00	34,476.00	18,564.00
WAN	667,560.00	433,914.00	233,646.00
Web Hosting	14,250.00	9,262.50	4,987.50
E-rate Totals	1,335,087.84	867,807.10	467,280.74

State Basic Skills E-rate Application 2006	Anne Bailey	13,306.00	90	11,975.40	1,330.60
	Belle Elementary	24,129.00	80	19,303.20	4,825.80
	Bonham Elementary	18,254.00	90	16,428.60	1,825.40
	Bridgeview Elementary	16,435.00	80	13,148.00	3,287.00
	Dunbar Intermediate	29,236.00	80	23,388.80	5,847.20
	Dunbar Primary Center	32,214.00	80	25,771.20	6,442.80
	Grandview Elementary	13,149.00	90	11,834.10	1,314.90
	Malden Elementary	14,701.00	80	11,760.80	2,940.20
	Mary Ingles Elementary	14,701.00	80	11,760.80	2,940.20
	Nitro Elementary	10,456.00	80	8,364.80	2,091.20
	Pratt Elementary	20,758.00	80	16,606.40	4,151.60
	Sharon Dawes Elementary	15,544.00	80	12,435.20	3,108.80
	Watts Elementary	19,556.00	80	15,644.80	3,911.20
	Weimer Elementary	13,669.00	90	12,302.10	1,366.90
	State Totals - BS/CE	256,108.00		210,724.20	45,383.80

State SUCCESS E-rate Application 2006	Cedar Grove Community School	16,139.95	80	12,911.96	3,227.99
	Dunbar Jr HS	20,759.00	80	16,607.20	4,151.80
	Dupont Junior High	15,730.45	80	12,584.36	3,146.09
	East Bank Jr HS	11,832.60	80	9,466.08	2,366.52
	Stonewall Jackson Jr HS	8,379.00	80	6,703.20	1,675.80
	Tyler Alternative School	14,570.20	90	13,113.18	1,457.02
	State Totals - SUCCESS	87,411.20		71,385.98	16,025.22

Funding Source	Year	Annual	Disc%	Commit	County Match
E-rate funds	2005 Cellular	30,600.00		21,726.00	8,874.00
	Data Lines	444,120.00		315,325.20	128,794.80
	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	48,000.00		34,080.00	13,920.00
	Paging	11,880.00		8,434.80	3,445.20
	Voice	365,505.00		259,508.55	105,996.45
	Web Hosting	15,000.00		10,650.00	4,350.00
	E-rate Totals		915,105.00		649,724.55
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? 05/29/2007

3. When was the public meeting held for CIPA Compliance? 09/10/2001

4. Provide the URL to your acceptable use policy.

<http://kcs.kana.k12.wv.us/technology/aup/aup.htm>

		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	1	1
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?		73	7	80
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?		9	1	10
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	1	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?	8 schools and 1 NIF have a 10 GB connection to the Internet and one NIF has two 100 GB connections to the Internet.			

WORK PLAN SUMMARY

Support/Capacity Building Process

KCS will provide professional development, financial resources, and leadership/guidance for all individuals and groups in our target audiences to maximize their opportunities for success.

Process Monitoring

KCS regularly reviews the Strategic Plan in Management Team meetings. Each action step is classified as either completed, in progress, or needs attention. The assistant superintendents and directors of various programs monitor their areas of responsibility and report to the total group. Group discussion on areas of concern help everyone to stay focused and on-target. Other practices include: weekly management team meetings, monthly Leadership Series meetings with all site administrators, monthly curriculum staff meetings, and target school meetings.

Evaluation Process

KCS will look at WESTEST data, and other relevant data, to determine how effectively we reach our goals and objectives.