

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

LEWIS COUNTY SCHOOLS LEWIS COUNTY BOARD 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	Federal Programs/PK-6 Curriculum	Judi Coffman
	Special Education Director	Carol Williams
	7-12 Curriculum, Staff Development, Technology	Jane Parmer
	High School Principal	Tim Derico
	Middle School Principal	Grace Tallhamer
Business & Community	Elementary Principal	Dan Hoover
	Business Representative	Kelly McCoy
	Business Representative	Larry Bennett
	Partner in Education	Phyllis Hinterer
	M.s	Lynn Hammond
Other	Ms.	Liz Post
	Tech Prep Coordinator	Linda Cronin
	Higher Education	Jeanie Hawkins
Parents	Board of Education Member	Paul Derico
	Mrs.	Dodie Arbogast
	Mrs.	Kim Biller
	Ms.	Missy White
	Ms.	Marianne Oldaker
	Mrs.	Betsy Murphy
	Ms.	Cindy Kemper
	Ms.	Tracy Hager
Teachers	Mrs.	Cindy Sumpter
	Counselor	Genette Casto
	Counselor	Marcie Bolden
	Ms.	Patti Curtis
	Mr.	Steve Collins

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

Lewis County Schools will provide nurturing environments that encourage high achievement and lifelong learning for all students.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. Strong instructional leadership is required to develop learning environments that assure that all students attain mastery.
2. Schools and school systems have the responsibility of providing learning experiences that assure that all students attain mastery.
3. High expectations yield high results.
4. Teamwork is essential for success.
5. Recruitment of the most highly qualified personnel is necessary to assure that all students achieve mastery.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Ed Tech Federal	167,699.00
Local Levy/Bond Money	46,000.00
Rural and Low Income Schools	85,724.00
Technology E-rate	64,595.75
Technology E-rate County Match	19,119.51
Technology Infrastructure	38,820.00
Technology Local Share	11,021.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	39,214.00
TFS/Elementary Technology	72,338.00
TFS/Secondary Technology	89,307.00
Title II	242,178.00
Title III Language Instruction LEP	2,450.00
Title V	4,750.00
Total	\$ 883,216.26

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Student enrollment at Robert L. Bland Middle school has decreased by 8% over the last two years. This has impacted the number of personnel in the school in core areas. The enrollment at this school is projected to decrease an additional 10% over the next 2 years. However, the enrollment at Lewis County High School is projected to increase by 9% over the next 2 years. Peterson-Central Elementary School, historically the largest elementary school in the county, has experienced a slight decline in enrollment over the past few years while Jane Lew Elementary is experiencing growth. As a result, it is anticipated that, within the next 3-5 years, Jane Lew will become the largest elementary school in the county and additional classrooms will be needed. Roanoke Elementary is also experiencing some growth and the need for additional classrooms within the next 1-2 years is anticipated.

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

None

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

None

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

None

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

None

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?

Poverty rate is consistently high, typically close to 60% of students qualify for free or reduced priced meals.

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

Lewis County classrooms are well equipped with up to date hardware and software. The technological infrastructure of the county is exemplary. However, efforts must continue to ensure teacher/student use of the hardware and software. Professional development for teachers must be continuous and ongoing. Replacing computers with older operating systems is a necessity in some of the smaller elementary schools. It is also a goal to add white boards in classrooms.

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

A significant number of high school students are employed in part time jobs after school and on weekends.

PRIORITIES

1. Percentage of students from low SES families.
2. Increasing enrollment at Jane Lew and Roanoke Elementaries indicate the need for additional classroom space.
3. Effective use of technology hardware and software by all teachers and students.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

The subgroups of low SES and special education did not make AYP at any programmatic level. During the 2004-05 administration of the WESTEST (May 2005), students scored significantly higher in reading than in mathematics. High school students consistently score higher on reading vocabulary than on reading comprehension.

All subgroups made AYP during the 2005-06 (May 2006) administration of the WESTEST with the exception of middle school special education. The same is true for the county.

For the 2006-07 school year, LCS made AYP for the ALL group at all school levels. However, the following sub-groups did not make AYP (a decline from last year's status): elementary SE reading/math; middle school SES reading/math; high school SES math. Again, the middle school SE subgroup failed to make AYP in reading or math.

WESTEST Confidential Summary Report

Subgroups of low SES and special education did not make AYP at any programmatic level during 2004-05.

During 2005-06, all subgroups made AYP with the exception of middle school special education. For the 2006-07 school year, LCS made AYP for the ALL group at all school levels. However, the following sub-groups did not make AYP (a decline from last year's status): elementary SE reading/math; middle school SES reading/math; high school SES math. Again, the middle school SE subgroup failed to make AYP in reading or math.

WESTEST Confidential Item Analysis Summary

Geometry is an identified weakness in grades 3-6. At all grade levels, student scored extremely low on constructed response items.

WV Writing Assessment

Historically, Lewis County students have met state standards on the writing assessment at all levels. However, the

percentage of students scoring above 2.5 is unacceptably low. For three consecutive years (1999-00 through 2001-02) no students scored at a 4.0 and less than 5% of students scored at 3.5. Scores did improve slightly during the last two school years (2002-03 through 2003-04). However, the percentage of students scoring at or above 3.5 remained low at 6%. For the 2006-07 school year, the tenth grade writing assessment schools were at the state average of 87% mastery (up from 77% in 2006). Seventh graders achieved 73% mastery (up from 60% in 2006). Fourth graders were at 61% mastery (down from 72% in 2006). 4th and 7th grade scores continue to be below the state average for mastery, and all levels continue to be below state average in distinguished/above mastery scores.

SAT/ACT Results

English and Math scores on the ACT are consistently lower than the state average. However, 2004-05 scores increased in all areas.

Lewis County students continue to score below the state average in all areas on the ACT exam. During the 2005-2006 testing year, Lewis County students dropped in English and Reading and improved in the Math and Science areas. The composite score remained at 20.2 which is below the state average of 20.6.

ACT Explore - Grade 8 Middle School

Scores have been below the state average for five consecutive years.

Lewis County scores continue to be below the national average in all areas except Math. The national Math mean was 14.4 and Lewis County's mean score was 14.5. This could be a result of full implementation of standards based Math at the middle school. Females in Lewis County far exceeded the academic performance of males on the 2005 Explore test. For 2006, the 8th grade Explore scores were below the national average in all areas tested. [English 13.5 LCS/ 14.2 US; Math 13.9 LCS/15.1 US; Reading 13.0 LCS/13.8 US; Science 15.4 LCS/15.9 US; Composite 14.1 LCS/14.9 US]

ACT Plan - Grade 10 High School

Five year trend data shows that LCHS students consistently score below the state average in all areas except science.

The Plan composite score for the 2005-2006 school year is higher than the national mean score. Lewis County scored higher than the national mean in all areas except Mathematics. For 2006, the tenth grade ACT PLAN scores were below the national mean score in all areas which is a decline from the previous year. [English 16.5 LCS/16.9 US; Math 16.6 LCS/17.4 US; Reading 16.2 LCS/16.9 US; Science 17.3 LCS/18.2 US; Composite 16.8 LCS/17.5 US]

AP Testing Report/AP Rate

Only 22% of students who took an AP course during the 2004-05 school year scored at or above a "3" on the AP Exam.

Only 12% (8 out of 66) of students taking an AP course during the 2005-2006 school year scored at or above a 3 on the AP exam. This is a continuing downward spiral that will be addressed during the 2006-2007 school year.

During 2006-07 Lewis County tested 48 students on 3 AP exams. Twelve (25%) of the 48 students scored a 3 or above on the exam. Sixteen (33%) of the students scored a 1; 20 students (42%) scored a 2. Even though our percentage of students scoring a 3 or above increased, we still have too many students not achieving at the acceptable level on the exam.

End of Course Testing Report for Career and Technical Education

Agriculture scores are higher than the state acceptable standard. Prostart scores are substantially lower than the acceptable standard. However the 2004-05 school year was the first year that LCHS offered the Prostart program.

For 2006-07 Lewis County High School met the standard for end-of-course exam scores in all areas except Accounting I. The school tested 300 students with the average score being 79%. Overall, 74% of the student taking an end-of-course exam passed the test. The Agriculture scores continue to be extremely high.

Informal Reading Assessment

Informal assessments are not administered or utilized appropriately. They are often given only once a year during the May administration of the WESTEST.

The following shows the percentage of children scoring at each stage, by grade level, as a result of the spring 2006 administration:

Kindergarten: Benchmark-50%, Strategic-29%, Intensive-26%

1st Grade: Benchmark-60%, Strategic-28%, Intensive-12%

2nd Grade: Benchmark-45%, Strategic-27%, Intensive-28%

3rd Grade: Benchmark-54%, Strategic-30%, Intensive-16%

The following shows the percentage of children scoring at each stage, by grade level, as a result of the spring 2007 administration:

Kindergarten: Benchmark-58%, Strategic-21%, Intensive-21%

1st Grade: Benchmark-58%, Strategic-28%, Intensive-14%

2nd Grade: Benchmark-48%, Strategic-27%, Intensive-25%

3rd Grade: Benchmark-49%, Strategic-32%, Intensive-19%

Informal Math Assessment

These assessments are not administered or utilized appropriately. They are typically given once a year during the May administration of the WESTEST.

For the 2006-07 school year, formative assessments administered each benchmarking period will be used in lieu of the Informal Math Assessment.

Formative and Benchmark Assessments

During summer 2006, benchmarking was completed for K-8 math and 5-8 reading/language arts and are currently being utilized. During SY06-07, committees have worked on formative assessments. It is anticipated that the formative assessment will be utilized during SY07-08.

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

The LEP teacher uses the Woodcock-Munoz to determine level of English proficiency for each student who registers as a PHLOTE. Services are determined by reviewing scores and using recommendations of the WVDE for level of service.

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

A comparison of WESTELL data for Spring, 2006 and Spring 2007 indicates Comprehension and/ or Composite Score increases for all students with two years data. 2007 Composite Score Data: Level 4: 2 students; Level 3: 2 students Level 2: 1 student

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

All eligible students (100%) participated in the statewide assessment during the 2006-07 school year.

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

Percentile scores are not available for statewide assessments.

7th grade writing assessment scores

7th grade writing assessment scores rose from 60% in 2006 to 73% in 2007; however, this is still below the state average of 76%. 10th grade writing assessment scores rose from 77% to 87%; this is at the state average of 87%.

PRIORITIES

1.

Middle school special education and SES WESTEST scores. High school SES math scores and SE scores in all areas. Elementary SE scores

2. ACT scores below the state average.

3.

Percentage of student scoring in the "Strategic" stage on DIBELS.

4. 9th grade failure rate.

5.

Although 7th grade writing scores improved significantly (73% mastery) during 06-07, the scores are still 3% below the state average (76% mastery).

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

Attendance rate are above minimal state requirements

Discipline Referral Report

Overwhelmingly student discipline referrals were for misconduct related to classroom management issues. It was further noted that the majority of discipline referrals came from a few teachers and were given to a small number of students. In other words, the same teachers typically refer the same students for disciplinary actions.

Dropout Rates/Graduation Rates (by subgroup if available)

Dropout rate lower than state minimum requirement.

College Enrollment Rate

In 2004, 66% of the graduates from Lewis County High School enrolled in a WV public college or university. 33% of these students completed at least 30 college hours during the first year.

College Developmental Course Rate

Most recent available data indicates that 33.3% of Lewis County graduates are enrolled in developmental math and 19.1% enrolled in developmental English. These statistics are for 2004 graduates.

CIMP Self Assessment

Since the submission of the 12/06 CIMP report, caseloads and HQ issues have been resolved for the coming year. The 12/06 report also intermittent problems with evaluation timelines, which has been addressed and is improving. Training on IEP development with an emphasis on PLEPS is scheduled for Summer, 2007. Transition training is scheduled for Summer, 2007 to address the weaknesses in our transition program. AYP issues are being addressed through training on three-tier reading model, RTI, differentiated instruction, and co-teaching. Although the compliance issues with FBA and BIPs is not totally resolved, training and monitoring is being done. CIMP data also indicates the need to maintain all current staff and contract services (OT/PT/VI/Au) to provide FAPE to SE students. Instructional materials, computer replacements, and office supplies are needed to implement programs. Professional development on RTI, 3-Tier instruction, Policy 2419 updates, and transition issues is needed for teachers, aides, and administrators.

Special Education Data Profiles

The data profiles reveal extremely low scores for SWD in reading and math at all grade levels on the WESTEST. Only

slight gains were made in grades 3-8 and a decrease in scores occurred at the 10th grade.

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

During the 2006-07 school year, LCS enrolled and served 5 LEP students, which is less than .003% of the school enrollment.

LEP - What are the major language groups?

Chinese Cantonese - 2 students

Chinese Mandarin - 3 students

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

All 5 students (100%) are immigrants.

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

None

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

For 2006-07, one (25%) elementary school served 4 students; the only middle school (100%) served 1 student.

PRIORITIES

1. Number of discipline referrals directly related to classroom management issues.
2. Percentage of graduates enrolled in college developmental math courses.
- 3.

Achieve adequate yearly progress for SWD at all grade levels.

4. Assure adequate linkages between secondary students and colleges/employment opportunities for SWD.

D. CULTURE AND CONDITIONS ANALYSIS

Office of Performance Audits Compliances and Recommendations

All recommendations from most recent OEPA reports have been addressed.

Monitoring Reports (Special Education and NCLB)

There were 2 findings during the January 2007 consolidated federal programs monitoring. Both findings dealt with the issue of Highly Qualified Teachers. Lewis County did not have 100% highly qualified teachers during SY06-07. Special education monitoring was triggered in 2006 by the low scores in 3rd grade reading on the WESTEST. Additional training on 3-tier Reading Model, DI, and co-teaching has been provided. Eligibility procedures for the identification of LD students have been reviewed and the initial stages of the RTI model are being implemented.

Walkthrough Summaries

Principals did not conduct a sufficient number of Classroom Walkthroughs to yield reliable data. However, in analyzing the walkthroughs that were completed, use of instructional strategies and Bloom's taxonomy were weaknesses. It is imperative that central office supervisors conduct regular and frequent CWTs.

High Schools that Work Assessment Report

Scores continue to be lower than other schools with similar demographics. Students consistently report on the student survey, that they do not feel academically challenged.

Highly Qualified Personnel Report

Lewis County does not have 100% highly qualified teachers in all core areas in grades PK-12.

Digital Divide Report (Technology)

1. Continue to upgrade computers to Windows XP or above
2. Continue to increase Email use for all employees.
3. Design and maintain homepages for all schools using Edline.
4. Accelerate teacher technology training through use of TIS.
5. Replace older technologies as funds become available. Provide focused training for classroom teachers and provide Laptops and LCD projectors for their classrooms.

PRIORITIES

1. Principals must conduct regular, weekly Classroom Walkthroughs for data collection.
2. High school students report that they do not feel academically challenged.
3. Research-based reading programs need to be investigated and implemented with SWD at the elementary level.
4. Lewis County must continue to recruit and retain highly qualified teachers to meet the state's goal of 100%.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Increase student achievement with no differences among subgroups.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	By the end of the 2009-2010 school year a minimum of 85% of elementary students will score at or above mastery on the mathematics subtest of the WESTEST.	WESTEST ELEM MATH ALL	67.50	85.00
1.2	By the end of the 2009-2010 school year a minimum of 85% of low SES students at the elementary level will score at or above mastery on the mathematics subtest of the WESTEST.	WESTEST ELEM MATH SES	64.20	85.00
1.3	By the end of the 2009-2010 school year a minimum of 85% of special education students at the elementary level will score at or above mastery on the mathematics subtest of the WESTEST.	WESTEST ELEM MATH SP ED	34.70	85.00
1.4	By the end of the 2009-2010 school year a minimum of 85% of middle school students will score at or above mastery on the mathematics subtest of the WESTEST.	WESTEST MIDDLE MATH ALL	67.50	85.00
1.5	By the end of the 2009-2010 school year a minimum of 85% low SES middle school students will score at or above mastery on the mathematics subtest of the WESTEST.	WESTEST MIDDLE MATH SES	59.10	85.00
1.6	By the end of the 2009-2010 school year a minimum of 85% of middle school special education students will score at or above mastery on the mathematics subtest of the WESTEST.	WESTEST MIDDLE MATH SP ED	19.40	85.00
1.7	By the end of the 2009-2010 school year a minimum of 85% of high school students will score at or above mastery on the mathematics subtest of the WESTEST.	WESTEST HIGH MATH ALL	53.60	85.00
1.8	By the end of the 2009-2010 school year a minimum of 85% of low SES high school students will score at or above mastery on the mathematics subtest of the WESTEST.	WESTEST HIGH MATH SES	43.90	85.00
1.9	By the end of the 2009-2010 school year a minimum of 85% of elementary students will score at or above mastery on the reading/language arts subtest of the WESTEST.	WESTEST ELEM RLA ALL	76.40	85.00
1.10	By the end of the 2009-2010 school year a minimum of 85% of low SES students at the elementary level will score at or above mastery on the reading/language arts subtest of the WESTEST.	WESTEST ELEM RLA SES	71.10	85.00
1.11	By the end of the 2009-2010 school year a minimum of 85% of special education students at the elementary level will score at or above mastery on the reading/language arts subtest of the WESTEST.	WESTEST ELEM RLA SP ED	32.40	85.00
1.12	By the end of the 2009-2010 school year a minimum of 85% of middle school students will score at or above mastery on the reading/language arts subtest of the WESTEST.	WESTEST MIDDLE RLA ALL	72.80	85.00
1.13	By the end of the 2009-2010 school year a minimum of 85% low SES middle school students will score at or above mastery on the reading/language subtest of the WESTEST.	WESTEST MIDDLE RLA SES	66.10	85.00
1.14	By the end of the 2009-2010 school year a minimum of 85% of middle school special education students will score at or above mastery on the reading/language arts subtest of the WESTEST.	WESTEST MIDDLE RLA SP ED	22.20	85.00
1.15	By the end of the 2009-2010 school year a minimum of 85% of high school students will score at or above mastery on the reading/language arts subtest of the WESTEST.	WESTEST HIGH RLA ALL	62.50	85.00
1.16	By the end of the 2009-2010 school year a minimum of 85% of low SES high school		56.10	85.00

	students will score at or above mastery on the reading/language arts subtest of the WESTEST.	WESTEST HIGH RLA SES		
1.17	By the end of the 2009-2010 school year, the ACT Explore Composite score for Robert L. Bland Middle School will be at or above 15.0.	ACT EXPLORE MIDDLE	14.60	15.00
1.18	By the end of the 2009-2010 school year, the ACT Plan Composite score for Lewis County High School will be at or above 16.7.	ACT PLAN HIGH	16.30	16.70
1.19	By the end of the 2009-2010 school year, the ACT Composite score for students at Lewis County High School will be at or above 20.6.	ACT COMPOSITE HIGH	0.00	20.60
1.20	By the end of the 2009-2010 school year, a minimum of 40% of students taking an AP Exam will score at or above a "3".	AP EXAMS HIGH	22.00	40.00
1.21	By the end of the 2009-2010 school year, the percentage of K-3 students scoring at or above mastery on the Informal Reading Assessment will be at 100%		0.00	0.00
1.22	By the end of the 2009-2010 school year, the percentage of K-3 students scoring at or above mastery on the Informal Math Assessment will be at 100%.		0.00	0.00
1.23	By the end of the 2009-2010 school year a minimum of 85% of special education students at the high school level will score at or above mastery on the reading/language arts subtest of the WESTEST.	WESTEST High R/LA Spec Ed	0.00	0.00
1.24	By the end of the 2009-2010 school year a minimum of 85% of high school special education students will score at or above mastery on the mathematics subtest of the WESTEST.	WESTEST Math High Spec Ed	0.00	0.00

Goal 2: Provide a positive school climate that supports learning for all.

Objective	Objective Short Name	Baseline	5-year Target
2.1 By the end of the 2009-2010 school year, the number of discipline referrals to the office (countywide) will decrease by 20%.	DISCIPLINE REFERRALS	0.00	0.00
2.2 By the end of the 2009-2010 school year, parental involvement (countywide) will be at or above 95%.	PARENTAL INVOLVEMENT	0.00	0.00

Goal 3: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology

Objective	Objective Short Name	Baseline	5-year Target
3.1 By the end of the 2009-10 school year, 100% of student computers will have Windows XP or higher.	Technology Windows XP	19.00	100.00
3.2 By the end of the 2009-10 school year, 100% of teachers will participate in a minimum of 25 hours of technology integration training.	Technology/Teacher Training	7.00	100.00

Goal 1: Increase student achievement with no differences among subgroups.

Objective 1.1 By the end of the 2009-2010 school year a minimum of 85% of elementary students will score at or above mastery on the mathematics subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data		67.50	
	Targets		Actual
2005-2006	73.00	2005-2006	72.20
2006-2007	76.00	2006-2007	78.00
2007-2008	79.00	2007-2008	N/A
2008-2009	82.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.2 By the end of the 2009-2010 school year a minimum of 85% of low SES students at the elementary level will score at or above mastery on the mathematics subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data		64.20	
	Targets		Actual
2005-2006	67.00	2005-2006	63.80
2006-2007	71.00	2006-2007	71.00
2007-2008	76.00	2007-2008	N/A
2008-2009	81.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.3 By the end of the 2009-2010 school year a minimum of 85% of special education students at the elementary level will score at or above mastery on the mathematics subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data		34.70	
	Targets		Actual
2005-2006	45.00	2005-2006	50.00
2006-2007	55.00	2006-2007	46.90
2007-2008	65.00	2007-2008	N/A
2008-2009	75.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.4 By the end of the 2009-2010 school year a minimum of 85% of middle school students will score at or above mastery on the mathematics subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data		67.50	
	Targets		Actual
2005-2006	73.00	2005-2006	71.60
2006-2007	76.00	2006-2007	69.80
2007-2008	79.00	2007-2008	N/A
2008-2009	82.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.5 By the end of the 2009-2010 school year a minimum of 85% low SES middle school students will score at or above mastery on the mathematics subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data		59.10	
	Targets		Actual
2005-2006	65.00	2005-2006	65.40
2006-2007	70.00	2006-2007	62.40
2007-2008	75.00	2007-2008	N/A
2008-2009	80.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.6 By the end of the 2009-2010 school year a minimum of 85% of middle school special education students will score at or above mastery on the mathematics subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data		19.40	
	Targets		Actual
2005-2006	30.00	2005-2006	26.30

2006-2007	40.00	2006-2007	28.40
2007-2008	55.00	2007-2008	N/A
2008-2009	70.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.7 By the end of the 2009-2010 school year a minimum of 85% of high school students will score at or above mastery on the mathematics subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data			53.60
	Targets		Actual
	2005-2006	60.00	2005-2006 55.20
	2006-2007	66.00	2006-2007 61.20
	2007-2008	72.00	2007-2008 N/A
	2008-2009	78.00	2008-2009 N/A
	2009-2010	85.00	2009-2010 N/A

Objective 1.8 By the end of the 2009-2010 school year a minimum of 85% of low SES high school students will score at or above mastery on the mathematics subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data			43.90
	Targets		Actual
	2005-2006	52.00	2005-2006 49.40
	2006-2007	60.00	2006-2007 48.30
	2007-2008	68.00	2007-2008 N/A
	2008-2009	75.00	2008-2009 N/A
	2009-2010	85.00	2009-2010 N/A

Objective 1.9 By the end of the 2009-2010 school year a minimum of 85% of elementary students will score at or above mastery on the reading/language arts subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data			76.40
	Targets		Actual
	2005-2006	78.00	2005-2006 77.20
	2006-2007	80.00	2006-2007 76.30
	2007-2008	82.00	2007-2008 N/A
	2008-2009	84.00	2008-2009 N/A
	2009-2010	85.00	2009-2010 N/A

Objective 1.10 By the end of the 2009-2010 school year a minimum of 85% of low SES students at the elementary level will score at or above mastery on the reading/language arts subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data			71.10
	Targets		Actual
	2005-2006	74.00	2005-2006 72.00
	2006-2007	77.00	2006-2007 69.50
	2007-2008	80.00	2007-2008 N/A
	2008-2009	82.00	2008-2009 N/A
	2009-2010	85.00	2009-2010 N/A

Objective 1.11 By the end of the 2009-2010 school year a minimum of 85% of special education students at the elementary level will score at or above mastery on the reading/language arts subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data			32.40
	Targets		Actual
	2005-2006	40.00	2005-2006 50.00
	2006-2007	50.00	2006-2007 43.80
	2007-2008	62.00	2007-2008 N/A
	2008-2009	75.00	2008-2009 N/A
	2009-2010	85.00	2009-2010 N/A

Objective 1.12 By the end of the 2009-2010 school year a minimum of 85% of middle school students will score at or above mastery on the reading/language arts subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data			72.80
	Targets		Actual
	2005-2006	75.00	2005-2006 78.20

2006-2007	77.00	2006-2007	74.60
2007-2008	80.00	2007-2008	N/A
2008-2009	82.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.13 By the end of the 2009-2010 school year a minimum of 85% low SES middle school students will score at or above mastery on the reading/language subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data 66.10

Targets		Actual	
2005-2006	70.00	2005-2006	71.90
2006-2007	74.00	2006-2007	69.50
2007-2008	78.00	2007-2008	N/A
2008-2009	82.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.14 By the end of the 2009-2010 school year a minimum of 85% of middle school special education students will score at or above mastery on the reading/language arts subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data 22.20

Targets		Actual	
2005-2006	40.00	2005-2006	28.90
2006-2007	52.00	2006-2007	28.40
2007-2008	65.00	2007-2008	N/A
2008-2009	75.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.15 By the end of the 2009-2010 school year a minimum of 85% of high school students will score at or above mastery on the reading/language arts subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data 62.50

Targets		Actual	
2005-2006	65.00	2005-2006	67.70
2006-2007	70.00	2006-2007	71.60
2007-2008	75.00	2007-2008	N/A
2008-2009	80.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.16 By the end of the 2009-2010 school year a minimum of 85% of low SES high school students will score at or above mastery on the reading/language arts subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data 56.10

Targets		Actual	
2005-2006	65.00	2005-2006	62.10
2006-2007	70.00	2006-2007	65.20
2007-2008	75.00	2007-2008	N/A
2008-2009	80.00	2008-2009	N/A
2009-2010	85.00	2009-2010	N/A

Objective 1.17 By the end of the 2009-2010 school year, the ACT Explore Composite score for Robert L. Bland Middle School will be at or above 15.0.

As measured by:
ACT Explore

Baseline Data 14.60

Targets		Actual	
2005-2006	14.60	2005-2006	14.20
2006-2007	14.70	2006-2007	14.10
2007-2008	14.80	2007-2008	N/A
2008-2009	14.90	2008-2009	N/A
2009-2010	15.00	2009-2010	N/A

Objective 1.18 By the end of the 2009-2010 school year, the ACT Plan Composite score for Lewis County High School will be at or above 16.7.

As measured by:
ACT Plan

Baseline Data 16.30

Targets		Actual	
2005-2006	16.30	2005-2006	16.60
2006-2007	16.40	2006-2007	16.80

2007-2008	16.50	2007-2008	N/A
2008-2009	16.60	2008-2009	N/A
2009-2010	16.70	2009-2010	N/A

Objective 1.19 By the end of the 2009-2010 school year, the ACT Composite score for students at Lewis County High School will be at or above 20.6.

As measured by:
ACT

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	20.20
2006-2007	20.30	2006-2007	0.00
2007-2008	20.40	2007-2008	N/A
2008-2009	20.50	2008-2009	N/A
2009-2010	20.60	2009-2010	N/A

Objective 1.20 By the end of the 2009-2010 school year, a minimum of 40% of students taking an AP Exam will score at or above a "3".

As measured by:
AP Examination Scores

Baseline Data		22.00	
	Targets		Actual
2005-2006	25.00	2005-2006	12.00
2006-2007	30.00	2006-2007	25.00
2007-2008	33.00	2007-2008	N/A
2008-2009	36.00	2008-2009	N/A
2009-2010	40.00	2009-2010	N/A

Objective 1.21 By the end of the 2009-2010 school year, the percentage of K-3 students scoring at or above mastery on the Informal Reading Assessment will be at 100%

As measured by:
Informal Reading Assessment (DIBELS)

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

Objective 1.22 By the end of the 2009-2010 school year, the percentage of K-3 students scoring at or above mastery on the Informal Math Assessment will be at 100%.

As measured by:
Informal Math Assessment

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

Objective 1.23 By the end of the 2009-2010 school year a minimum of 85% of special education students at the high school level will score at or above mastery on the reading/language arts subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	21.95
2006-2007	30.00	2006-2007	24.00
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 1.24 By the end of the 2009-2010 school year a minimum of 85% of high school special education students will score at or above mastery on the mathematics subtest of the WESTEST.

As measured by:
WESTEST

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	12.19
2006-2007	25.00	2006-2007	8.00
2007-2008	0.00	2007-2008	N/A

2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Goal 2: Provide a positive school climate that supports learning for all.

Objective 2.1 By the end of the 2009-2010 school year, the number of discipline referrals to the office (countywide) will decrease by 20%.

As measured by:

WVEIS Discipline Report

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	2484.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 2.2 By the end of the 2009-2010 school year, parental involvement (countywide) will be at or above 95%.

As measured by:

Parent Involvement Percentages

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

Goal 3: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology

Objective 3.1 By the end of the 2009-10 school year, 100% of student computers will have Windows XP or higher.

As measured by:

Digital Survey Reports: In order to satisfy target goal date, Lewis County Schools will increase the number of XP or above operating systems by 16.20% for all technologies.

Baseline Data		19.00	
Targets		Actual	
2005-2006	35.20	2005-2006	0.00
2006-2007	51.40	2006-2007	71.60
2007-2008	75.00	2007-2008	N/A
2008-2009	83.80	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.2 By the end of the 2009-10 school year, 100% of teachers will participate in a minimum of 25 hours of technology integration training.

As measured by:

Digital Divide Survey Reports

Baseline Data		7.00	
Targets		Actual	
2005-2006	25.00	2005-2006	0.00
2006-2007	40.00	2006-2007	29.00
2007-2008	60.00	2007-2008	N/A
2008-2009	80.00	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
Balanced Assessment System	
21st Century Content	<p>Most systems begin the prioritization and mapping process with one of the core subjects. The content is often categorized from essential to least important. The criteria for determining this prioritization include such considerations as (a) the overall importance of the content to a student gaining enduring understanding, (b) the importance of the objective as a prerequisite for the next level of learning, (c) the results of prior assessments of student proficiency, and (d) the value of the objective on high stakes testing. Once these criteria are applied, the amount of time allocated during the instructional term for each broad area can be determined. This process may then conclude with the construction of an instructional calendar based on the district school calendar.</p> <p>Nelson, George D. "Choosing Content That's Worth Knowing." <i>Educational Leadership</i>, Vol. 59, No. 2, pp. 12-16, 2001. Association for Supervision & Curriculum Development.</p> <p>West, Christy J. "Roadmap to Success: A Curriculum Mapping Primer." <i>Teaching Today</i>. Glencoe/McGraw Hill, www.glencoe.com.</p> <p>Jacobs, H.H. (2000). "Upgrading the K-12 Journey through Curriculum Mapping." <i>Knowledge Quest</i>, 29 (2) 25-29. The American Library Association.</p> <p>"Focus on Curriculum Mapping." (2000). <i>A Supplement to the ASCD Curriculum Handbook</i>. Alexandria, VA: Association for Supervision & Curriculum Development.</p> <p>Jacobs, H.H. (1997). "Chapter 1. The Need for Calendar Based Curriculum Mapping." "Chapter 2. Procedures for Curriculum Mapping." <i>Mapping the Big Picture: Integrating Curriculum & Assessment K-12</i>. Alexandria, VA: Association for Supervision & Curriculum Development.</p> <p>Mills, M.S. (2003). "Curriculum Mapping as Professional Development." <i>Curriculum Technology Quarterly</i>. 12 (3). http://www.ascd.org/publications/ctq/2003spring/mills.html.</p>

	<p>“Curriculum Mapping: Beginning with the End in Mind & Charting a Course for the Year.” Greece Central School District. http://greece.k12.ny.us/instruction/ELA/6-12Curriculum%20Mapping.</p>
Instructional Management	
21st Century Learning Skills	
Prioritization and Mapping	<p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing.</p> <p>If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to “justify” the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier.</p> <p>(Erin Hogan Foubert, <i>Summative versus Formative Assessment</i>, <i>Teaching and Learning Technologies, TIP</i>)</p>
Differentiated Instruction	<p>Differentiated instruction is one of several HYISs commonly used by school systems that are successfully bringing all students to mastery or beyond to close the achievement gap. Faced with increasing academic, cultural and economic diversity in schools and classrooms, it has become imperative for teachers to move from “one size fits all” instructional practices to practices that are responsive to individual student’s needs, interests, and learning characteristics. Differentiation is a way of thinking about the classroom based on the beliefs that student differences impact learning and that students</p> <p><i>Differentiated Instruction: Effective Classroom Practices Report.</i> (2002). National Center on Accessing the General Curriculum. http://www.cast.org/ncac/</p> <p>Sizer, Theodore. (1999). <i>No Two Are Quite Alike.</i> ASCD, 1999. http://www.ascd.org/portal/site/ascd.</p> <p>Tomlinson, C. (1999). <i>The Differentiated Classroom Responding to the Needs of All Learners.</i> ASCD, 1999. http://pdonline.ascd.org/pd_html/dilreadl.html.</p> <p>Tomlinson, C. ;(2000). <i>Reconcilable Differences? Standards-Based Teaching and Differentiation.</i> ASCD, 2000. http://www.ascd.org/publications/ed_lead/2000009/tomlinson.html.</p> <p>Tomlinson, C. & Allan, S. D. (2000). <i>Leadership for Differentiating Schools and Classrooms.</i> Alexandria, VA: ASCD.</p> <p>Wehrmann, K. (2000). <i>Baby Steps: A Beginner’s Guide.</i> ASCD, 2000. http://www.ascd.org/publications/ed_lead/200009/wehrmann.html.</p>

Research-Based High Yield Instructional Strategies

High performing school systems understand that enhancing the quality of instruction is critical to student success. Research has validated that the quality of teacher instruction is a more powerful achievement variable than a student’s background characteristics. The use in classrooms of research-based instructional strategies adds to the quality of instruction, and the learning and achievement of the student. The WVDE has chosen Robert Marzano’s nine categories of strategies as the starting point in this area. Marzano’s strategies are (1) Identifying similarities and differences; (2) Summarizing & notetaking; (3) Reinforcing effort & providing recognition; (4) Homework & practice; (5) Nonlinguistic representations; (6) Cooperative learning; (7) Setting objectives & providing feedback; (8) Generating & testing hypotheses; and (9) Cues, questions & advance organizers.

Marzano, R. (2001) Classroom Instruction That Works Alexandria, VA: Association of Supervision and Curriculum Development.

Brooks, J. G. (2004) To See Beyond the Lesson. Educational Leadership 62 (1). 9-12.

Davenport, P. & Anderson, G. (2002) Direct the Instructional Focus. In Closing the Achievement Gap No Excuses (pp 77-83). Houston, TX: American Productivity & Quality Center.

Richardson, J. (2002) Reshaping schools from the top down. Results. (April).

Varlas, L. (2002). Getting Acquainted with the Essential Nine. ASCD Curriculum Update (Winter).

Willis, S. (2002) Creating a Knowledge Base for Teaching: A Conversation with James Stigler. Educational Leadership 59 (6), 6-11.

Data-Based System for Monitoring Student Academic and Personal Progress

High performing school systems increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately continuously improve system responses to student academic and social/emotional needs. High performing systems use data to **inform**. Data point to systemic “symptoms.” Thorough analyses of the proper data lead to better understanding of “root cause.” The use of data facilitates **process management**. High performing systems use data to **evaluate** interventions in the system. High performing systems use data from a variety of dimensions: **achievement** data, **demographic** data, **program** data, and **perception** data all guide the system toward its ultimate aim, producing more effective learning for all.

Guide to using data in school improvement efforts: A compilation of knowledge from data retreats and data use at learning point associates. (December 2004). Naperville, IL: Learning Point Associates (NCREL).

Jerald, C. (2003). “Cooking with data” to reduce achievement gaps. *ENC Focus* 10 (1) p. 24-28.

Integration of 21st Century Learning

We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and

integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are *procedural guidelines* that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time.

Guideline #1: Recognize Change as Both an Individual and Organizational Process

Guideline #2: Think **Big**, but Start **Small**

Guideline #3: Work in Teams to Maintain Support

Guideline #4: Include Procedures for Feedback on Results

Guideline #5: Provide Follow-Up, Support, and Pressure

Guideline #6: Integrate Programs

What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained.

Thomas Guskey (1995)

Highly Qualified Teachers

Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.

Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. *Education Policy Analysis Archives*, Vol. 8 Number 1.

The US Department of Education's *Secretary's Third Annual Report on Teacher Quality*, (2004) states: "A highly qualified teacher matters because the academic achievement levels of students who are taught by good teachers increase at greater rates than the levels of those who are taught by other teachers. In fact, highly qualified teachers are able to raise the academic achievement levels of all students to high levels--not just the students who are already performing well." Thus, the need for highly qualified 21st Century proficient teachers is apparent.

Secretary's Third Annual Report on Teacher Quality. Available at <http://www.ed.gov/about/reports/annual/teachprep/2004/index.html>

Strategies that Develop Students having 21st Century Learning Skills

Title I compliance

High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary.

Successful transition programs share the following four components:

1. Parents Are Involved

School systems must recognize that families are critical partners in providing continuity as children move between systems of care and education from pre k to post secondary. Factors that influence the involvement of parents in their children's education include teacher attitudes and behaviors and school and district leadership policies and practices. An important component includes training of teachers and other district staff on how to work effectively with parents.

2. There is structured communication and collaboration among personnel between the sending school and the receiving school.

School must plan and provide for structured communication and collaboration through the development of a school and program transition team that can facilitate for children and families. Transition teams that include parents can ensure that family members become active and lifelong participants throughout their child's school transitions.

3. There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.

To affect successful transition at all grade levels, school districts must provide leadership for all schools to assure that students are assured a seamless educational experience as they transition from school to school. District leadership should involve curriculum articulation, common discipline approaches, and effective school to school communication practices. Without a district level coordination of services, schools will invent their own method of transitioning students that could jeopardize a successful transitioning experience for students.

4. Transition approaches include both social and academic support systems for students.

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

Pre-school Transition:

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

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

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

Middle School Transition Research:

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

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

Mac Iver, D.J. & Epstein, J.L. (1991) Responsive practices in the middle grades:

	<p>Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622.</p> <p>“Transition from Middle School into High School” by Nancy B. Mizell & Judith L. Irvin Source: National Middle School Association info@nmsa.org</p> <p>High School Transition Research: Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org</p> <p>What Does Research Say About School-to-Work Transition? www.ncrel.org</p> <p>Transition to College: Separation and Change for Parent and Students. www.aboutourkids.org</p>
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<p>Other Strategy Effective preschool early intervention programs</p>
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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 involvement, structured language/basic skills learning approach, and program continuity between preschool 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 & 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.

Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson & 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*

<p>Other Strategy Coordination Requirements for Disabilities LEP Migratory Children Neglected and Delinquent</p>

Title I compliance

Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home.

Prioritized services may be accommodated through a student referral process that

identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials.

Marzano, Robert J. (2003). What Works In Schools. Alexandria, Va. Association for the Supervision and Curriculum Development

Payne, Ruby K. (1996). A Framework for Understanding Poverty. Highlands, TX. Aha! Process, Inc.

Other Strategy
3-Tier Instructional Model

Technology Plan

Submitted by - jcc41001 2007-10-17 08:37:40.0

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,

Lewis County Schools has employed four (4) Technology Integration Specialists to serve the six (6) schools in the county. The TIS will provide daily technology integration training, including software implementation, hardware usage, and increased parent/school communications. Training will be varied, ranging from individual to large group sessions. In addition, the TIS will assist the county office in communicating network, hardware, and software problems so that issues can be resolved quickly to ensure uninterrupted access to technologies by students and teachers.

Technology Needs Assessment

1.Continue to upgrade computers to Windows XP or above 2.Continue to increase Email use for all employees. 3.Design and maintain homepages for all schools using Edline. 4.Accelerate teacher technology training through use of TIS. 5.Replace older technologies as funds become available. Provide focused training for classroom teachers and provide Laptops and LCD projectors for their classrooms.

Action Steps

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

Plan Section

Associated Goals/Objectives WESTEST ELEM MATH ALL ,WESTEST ELEM MATH SES ,WESTEST ELEM MATH SP ED ,WESTEST MIDDLE MATH ALL ,WESTEST MIDDLE MATH SES ,WESTEST MIDDLE MATH SP ED ,WESTEST HIGH MATH ALL ,WESTEST HIGH MATH SES ,WESTEST ELEM RLA ALL ,WESTEST ELEM RLA SES ,WESTEST ELEM RLA SP ED ,WESTEST MIDDLE RLA ALL ,WESTEST MIDDLE RLA SES ,WESTEST MIDDLE RLA SP ED ,WESTEST HIGH RLA ALL ,WESTEST HIGH RLA SES ,ACT EXPLORE MIDDLE ,ACT PLAN HIGH ,ACT COMPOSITE HIGH ,AP EXAMS HIGH ,WESTEST High R/LA Spec Ed ,WESTEST Math High Spec Ed ,Technology Windows XP ,Technology/Teacher Training

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

Action Step Continue to add additional drops and refresh electronics throughout the county.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Increase speed, reliability, and access for all students and teachers countywide.

Persons Responsible
County Technology Coordinator

Federal Compliances RLIS 03. Educational Technology, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Plan Section Technology

Associated Goals/Objectives Technology Windows XP **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 - Continue to add CALS and desktops computers to increase the student/computer ratio in accordance with ISTE standards
- 02 - Continue to add/refresh all forms of technology hardware through Basic Skills, SUCCESS, E-rate reimbursements, Federal Programs, and Local Levy funds.
- 03 - Provide laptops and LCD projectors for trained teachers to use in their classrooms.
- 04 - Replace older computers in order to eliminate all Windows 95 computers in schools 4. Purchase an additional mobile lab for the middle school. 5. Purchase interactive whiteboards for classrooms.
- 05 - Purchase an additional mobile lab for the middle school.
- 06 - Purchase interactive whiteboards for classrooms.
- 07 - Replace the server in the ALC center.
- 08 - Update technology in preschool classrooms.

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

Purpose To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Lewis County schools

Persons Responsible Technology coordinator

Target Audience All schools

Federal Compliances RLIS 03. Educational Technology, 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

Associated Goals/Objectives WESTEST ELEM MATH ALL ,WESTEST ELEM MATH SES ,WESTEST ELEM MATH SP ED ,WESTEST MIDDLE MATH ALL ,WESTEST MIDDLE MATH SES ,WESTEST MIDDLE MATH SP ED ,WESTEST HIGH MATH ALL ,WESTEST HIGH MATH SES ,WESTEST ELEM RLA ALL ,WESTEST ELEM RLA SES ,WESTEST ELEM RLA SP ED ,WESTEST MIDDLE RLA ALL ,WESTEST MIDDLE RLA SES ,WESTEST MIDDLE RLA SP ED ,WESTEST HIGH RLA ALL ,WESTEST HIGH RLA SES ,ACT EXPLORE MIDDLE ,ACT PLAN HIGH ,ACT COMPOSITE HIGH ,AP EXAMS HIGH ,WESTEST High R/LA Spec Ed ,WESTEST Math High Spec Ed ,Technology Windows XP ,Technology/Teacher Training

Associated High Yield Strategies Instructional Management ,Data-Based System for Monitoring Student Academic and Personal Progress

Action Step Utilize a variety of screening instruments and informal assessments to obtain student data on a regular basis.(i.e., DIBELS, TPRI, formative assessments)

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 23, 2007	June 9, 2009	?	?

Purpose Drive instruction in grades K-3 reading/language arts. Identify students who need reteaching/enrichment.

Persons Responsible Principals Teachers Central Office Administrators

Federal Compliances RLIS 03. Educational Technology ,RLIS 06. Title I Part A Activities, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section

Associated Goals/Objectives WESTEST ELEM MATH ALL ,WESTEST ELEM MATH SES ,WESTEST ELEM MATH SP ED ,WESTEST MIDDLE MATH ALL ,WESTEST MIDDLE MATH SES ,WESTEST MIDDLE MATH SP ED ,WESTEST HIGH MATH ALL ,WESTEST HIGH MATH SES ,WESTEST ELEM RLA ALL ,WESTEST ELEM RLA SES ,WESTEST ELEM RLA SP ED ,WESTEST MIDDLE RLA ALL ,WESTEST MIDDLE RLA SES ,WESTEST MIDDLE RLA SP ED ,WESTEST HIGH RLA ALL ,WESTEST HIGH RLA SES ,ACT EXPLORE MIDDLE ,ACT PLAN HIGH ,ACT COMPOSITE HIGH ,AP EXAMS HIGH ,WESTEST High R/LA Spec Ed ,WESTEST Math High Spec Ed ,Technology/Teacher Training

Associated High Yield Strategies Balanced Assessment System ,Instructional Management ,Research-Based High Yield Instructional Strategies ,Data-Based System for Monitoring Student Academic and Personal Progress

Action Step Various forms of assessments (DIBELS, Creative Curriculum.net, TPRI, formative assessments) and technology (I know, Odyssey, teacher web-sites, etc.) and instructional materials will be used to assist in the diagnosis, planning, teaching, and learning in the classroom.

Projected Begin Date August 23, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Ensure proper diagnosis, planning and teaching in the classroom.
Persons Responsible Teachers

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

Plan Section Technology

Associated Goals/Objectives Technology Windows XP ,Technology/Teacher Training

Associated High Yield Strategies None

Action Step TECH 02: Focus on 21st century technology tools and resources that improve achievement of all students with special emphasis on high need and poverty students

- 01 - Employ technology integration specialists/coaches for all schools to provide sustained training in integration of technology across all curricular areas.
- 02 - Provide hardware, software, professional development, and support to integrate technology across the curriculum.
- 03 - Provide hardware, software, professional development, and support to integrate technology across the curriculum
- 04 - Continue to purchase Microsoft Office for all computers Pre-K - Adult to ensure continuity throughout the students' educational experience
- 05 - Maintain and support Accelerated Reader software and associated hardware to ensure sustainability throughout Pre-K-8 programs
- 06 - Continue to utilize COMPAS software that is aligned with CSOs in the elementary schools.

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 for improved student achievement
Persons Responsible All county administrators
Target Audience All students

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

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

Plan Section Technology

Associated Goals/Objectives Technology Windows XP

Associated High Yield Strategies None

Action Step Tech 03 The county will ensure that the use of telecommunications and internal connections in the schools will enhance student learning.

- 01 - Lewis County BOE will provide cellular service, long distance service and paging service to all schools for improved communications to ultimately improve academic success of our students
- 02 - Provide internal connections for Lewis County Schools in order to provide a secure telecommunications network for all schools for improved technology integration and communications with schools, community, and homes.
- 3 - To provide WEB hosting services for EdLine which is utilized for parental communications.
- 04 - Continue to provide DATA and voice lines for Lewis County Schools.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose Ensure a robust internal communications network.

Persons Responsible Technology Coordinator

Target Audience All personnel

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

Associated Goals/Objectives WESTEST ELEM MATH ALL ,WESTEST ELEM MATH SES ,WESTEST ELEM MATH SP ED ,WESTEST MIDDLE MATH ALL ,WESTEST MIDDLE MATH SES ,WESTEST MIDDLE MATH SP ED ,WESTEST HIGH MATH ALL ,WESTEST HIGH MATH SES ,WESTEST ELEM RLA ALL ,WESTEST ELEM RLA SES ,WESTEST ELEM RLA SP ED ,WESTEST MIDDLE RLA ALL ,WESTEST MIDDLE RLA SES ,WESTEST MIDDLE RLA SP ED ,WESTEST HIGH RLA ALL ,WESTEST HIGH RLA SES ,ACT EXPLORE MIDDLE ,ACT PLAN HIGH ,ACT COMPOSITE HIGH ,AP EXAMS HIGH ,WESTEST High R/LA Spec Ed ,WESTEST Math High Spec Ed ,Technology Windows XP ,Technology/Teacher Training

Associated High Yield Strategies 21st Century Learning Skills ,Integration of 21st Century Learning

Action Step Continue the purchase of wireless technologies for all schools (portable labs, white boards, and Palms)

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Increase access to technology while implementing innovated strategies.

Persons Responsible Federal Programs and County Technology Coordinators

Professional Development Coaching

Federal Compliances Title I 02. School Improvement, Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

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

Action Step TECH 04: To provide increased access to technology for students and teachers.

- 01 - Add an additional mobile lab at the middle school
- 02 - Update the computer labs at the high school
- 03 - Update the stationary labs at all elementary schools and add mobile labs if needed.
- 04 - Add/update additional teacher workstations

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 **Persons Responsible** **Target Audience** All

integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement

Technology Coordinator personnel

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

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

Plan Section Technology

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

Action Step TECH 05: To use innovative strategies (e.g., distance learning) to provide for an effective model for the distance delivery or virtual delivery of instruction

1 - Sustain and upgrade technologies for distance learning and virtual schools classes at the middle (Spanish) and high school (German).

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 Technology Coordinator Principals and Teachers	Target Audience Students
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Federal Compliances Technology 05- Delivery of 21st Century Content through Distance Learning

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

Plan Section Title I

Associated Goals/Objectives PARENTAL INVOLVEMENT **Associated High Yield Strategies** Integration of 21st Century Learning

Action Step Continue support,implementation, and training staff on Edline at all schools to increase communications with students and parents.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Improve and sustain communications with students and parents	Persons Responsible Technology Integration Specialists All Middle and High Teachers
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Professional Development Coaching ,Trainer Led	Federal Compliances Title I 06. Parent Involvement, Technology 06-21st Century Parent/Community/Partnership Collaboration
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Plan Section Technology

Associated Goals/Objectives Technology Windows XP ,Technology/Teacher Training **Associated High Yield Strategies** None

Action Step TECH 06: To promote collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers.

- 01 - Continue support,implementation, and training staff on Edline at all schools to increase communications with students and parents.
- 02 - To maintain and provide a stable infrastructure for the telecommunications network and for improved technology integration and improved communications with home and community.
- 03 - Continue funding for an extracurricular contract for a county webmaster to maintain the county's web site for increased access to the county school system.

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 communication
Persons Responsible Technology Coordinator, Principals and 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

Associated Goals/Objectives WESTEST ELEM MATH ALL ,WESTEST ELEM MATH SES ,WESTEST ELEM MATH SP ED ,WESTEST MIDDLE MATH ALL ,WESTEST MIDDLE MATH SES ,WESTEST MIDDLE MATH SP ED ,WESTEST HIGH MATH ALL ,WESTEST HIGH MATH SES ,WESTEST ELEM RLA ALL ,WESTEST ELEM RLA SES ,WESTEST ELEM RLA SP ED ,WESTEST MIDDLE RLA ALL ,WESTEST MIDDLE RLA SES ,WESTEST MIDDLE RLA SP ED ,WESTEST HIGH RLA ALL ,WESTEST HIGH RLA SES ,ACT EXPLORE MIDDLE ,ACT PLAN HIGH ,ACT COMPOSITE HIGH ,AP EXAMS HIGH ,WESTEST High R/LA Spec Ed ,WESTEST Math High Spec Ed ,DISCIPLINE REFERALS ,PARENTAL INVOLVEMENT ,Technology Windows XP ,Technology/Teacher Training

Associated High Yield Strategies Integration of 21st Century Learning

Action Step Employ 4 full time Technology Integration Specialists.

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

Purpose Technology Integration
Persons Responsible Fed. Programs Director/Director of Secondary Curriculum

Professional Development Coaching
Federal Compliances Title I 03. Professional Development ,Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology/Teacher Training
Associated High Yield Strategies None

Action Step TECH 07: To plan for professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology.

- 02 - Provide Compass professional development support days for elementary schools
- 03 - Provide PLATO professional development support days for high school
- 1 - 4 county provided TIS will provide training in the use of all forms of technology software implementation to increase student achievement.

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

Purpose To provide rigor, enhance learning and improve achievement
Persons Responsible Technology Coordinator
Target Audience Teachers/Principals

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

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

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

Action Step TECH 08: To implement, support, maintain and repair all computer equipment and internal connections.

- 02 - Use vendor help desks through TFS for maintenance and support of computers, etc.
- 01 - Schools are provided a county PO number for reporting needed technology related repairs using RESA VII web site.

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 a stable and robust 21st century learning environment	Persons Responsible Technology Coordinator, TIS, RESA VII & vendors	Target Audience All stakeholders	Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools
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Technology 09-Adult Literacy

Plan Section Technology

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

Action Step TECH 09: To collaborate with adult literacy providers when appropriate. FSU is a separate entity and does not use LCHS's internet for college classes.

- 01 - Adult Basic Education students will have access to all technologies.
- 02 - Provide office and classroom space at LCHS for Fairmont State University to offer college level classes for students and adults.

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 tools and resources	Persons Responsible Technology Coordinator & adult literacy providers	Target Audience Stakeholders	Federal Compliances Technology 09-Adult Literacy
Professional Development None			

E-rate Budgets

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2008 Bundled Voice/Long Distance	0.00	0.00	0.00
	Cellular	6,721.00	5,175.00	1,546.00
	Data Lines	31,920.00	24,578.00	7,342.00
	Internal Conn Maint	0.00	0.00	0.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	840.00	647.00	193.00
	Long Distance	1,200.00	960.00	240.00
	Paging	876.00	675.00	201.00
	Voice	35,537.00	27,463.00	8,075.00
	WAN	0.00	0.00	0.00
	Web Hosting	6,622.00	5,099.00	1,523.00
	E-rate Totals		83,715.00	64,596.00
TFS/Elementary E-rate Application	2008 State Totals - Elementary TFS	0.00	0.00	0.00
	State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2008 State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match	
E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00	
		Cellular	6,720.00	5,174.86	1,545.74	
		Data Lines	31,920.00	24,578.40	7,341.60	
		Internal Conn Maint	0.00	0.00	0.00	
		Internal Connections	0.00	0.00	0.00	
		Internet Access	840.00	646.80	193.20	
		Long Distance	1,200.00	960.00	240.00	
		Paging	876.00	674.52	201.48	
		Voice	35,537.00	27,462.61	8,074.55	
		WAN	0.00	0.00	0.00	
		Web Hosting	6,621.00	5,098.56	1,522.94	
		E-rate Totals		83,715.00	64,595.75	19,119.51

TFS/Elementary E-rate Application	2007	State Totals - Elementary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2006	Cellular	6,720.60	5,242.07	1,478.53
		Data Lines	32,760.00	25,552.80	7,207.20
		Internal Conn Maint	36,000.00	29,400.00	6,600.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	1,200.00	936.00	264.00
		Paging	876.00	683.28	192.72
		Voice	33,057.36	25,784.74	7,272.62
		WAN	0.00	0.00	0.00
		Web Hosting	5,216.72	4,069.04	1,147.68
		E-rate Totals		115,830.68	91,667.93

State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year		Annual	Disc% Commit	County Match	
E-rate funds	2005	Cellular	6,151.20	4,797.94	1,353.26	
		Data Lines	43,080.00	33,602.40	9,477.60	
		Internal Conn Maint	0.00	0.00	0.00	
		Internal Connections	0.00	0.00	0.00	
		Internet Access	0.00	0.00	0.00	
		Long Distance	2,400.00	1,872.00	528.00	
		Paging	624.96	487.47	137.49	
		Voice	38,453.04	29,993.37	8,459.67	
		Web Hosting	6,970.00	5,436.60	1,533.40	
		E-rate Totals		97,679.20	76,189.78	21,489.42

State Basic Skills E-rate Application	2005	Robert L. Bland Middle	12,036.00	80	9,628.80	2,407.20
		State Totals - BS/CE	12,036.00		9,628.80	2,407.20

State SUCCESS E-rate Application	2005	Lewis County HS	13,590.60	70	9,513.42	4,077.18
		State Totals - SUCCESS	13,590.60		9,513.42	4,077.18

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? 06/12/2006

3. When was the public meeting held for CIPA Compliance? 05/10/2001

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

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	6	1	7
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	1	1
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?			

WORK PLAN SUMMARY

Support/Capacity Building Process

The county will provide funding for professional development, materials, and supplies as needed to meet the goals and objectives of the county and schools' strategic plans. Additionally, on-going support and technical assistance will be provided by the county through working with county and school strategic planning committees, LCISs, and other parent and community organizations. The county will use federal funds to contract for technical assistance for the implementation of the 3-Tier Instructional Model.

Process Monitoring

Training, professional development, and on-going support will be provided by the county for principals to monitor utilizing the Classroom Walkthrough Process. Additionally, the county provides funding and technical assistance for the use of DIBELS and formative assessments. County administrators meet on a regular basis throughout the year with members of each school's strategic planning committees. Additionally, federal funds will be utilized to contract for technical assistance to school in implementing the 3-Tier Instructional Model.

Evaluation Process

The county will determine the effectiveness of action steps contained within the county and schools' strategic plans by regularly and routinely reviewing data such as:

DIBELS reports, Compass reports, Classroom Walkthrough Reports, formative assessment reports, and other formal and informal assessment. Quarterly reports will be given to the county's strategic planning committee from each programmatic level. These will include a report on the extent to which each programmatic level has met objectives contained within the strategic plan.